

# EDUC 225/226 Section: 002

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Lesson # LCA

**I. Subject and Grade Level:** English, 3<sup>rd</sup>

**II. Topic:** Plural Rules: -f and -fe to -ves

## III. STANDARDS

### A. Virginia Standard of Learning:

- 2.13: The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- 2.13d: Use singular and plural nouns and pronouns

### B. National Standard of Learning: NL-ENG.K-12.6 APPLYING KNOWLEDGE

Students apply knowledge of language structure, language conventions (e.g., spelling a punctuation, media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.

## IV. TCA (Teacher Candidate Assessment) Competencies:

### A. TEACHING COMPETENCIES:

- 1. Professional Knowledge – In this lesson, I integrate key content elements by demonstrating the grammar rule, I demonstrate an ability to link present content with past learning experiences by reviewing previous grammar rules, and I demonstrate accurate knowledge of the subject.
- 2. Instructional Planning - I plan my time well and will gather all needed materials and resources. I have aligned the lesson to the school's curriculum.
- 3. In my lesson, I use a variety of instructional methods (auditory, visual, intrapersonal, interpersonal) and use instructional technology to enhance learning.

### B. CONTENT COMPETENCY:

A2 ENGLISH – students will be learning a grammar rule which is used in reading, writing, and speaking. Students will be able to properly pluralize nouns ending in -f or -fe.

**V. Objective:** Given a worksheet with 30 questions, students will write plural forms of given words and identify correctly spelled plural words getting at least 27/30 (9/10) correct.

**VI. Materials:** Personal whiteboards and markers, Plural Rule III Worksheet

**VII. Technology Connection:** PowerPoint, YouTube

**VIII. Pre Assessment:** Using PowerPoint, ask students to make words plural using methods they have previously seen. Final slide will be the new method, which is -f to -ves, to see if anyone already knows how to make it plural.

## IX. Procedures:

### A. Set: [Schoolhouse Rock Plural Rules 1 and 2](#)

### B. Developmental Activities:

#### 1. Instruction:

- a. Play the set video (Slide 2)
  - i. Stop at the video at 1'00"
  - ii. Ask the students if they know what's wrong with the words in Herman's stomach
- b. Review the first two spelling rules (Slides 3-4)
  - i. The singular word will be displayed on the slide.
  - ii. The students will tell me how to pluralize it
  - iii. I will add the appropriate letter (s) to the end of the word
- c. Pre-assess knowledge of PR3 (Slide 5)
  - i. The singular word will be displayed on the slide.
  - ii. The students will tell me how to pluralize it if they know
  - iii. I will make the appropriate changes to the word
- d. State the Plural Rule (Slide 6)
- e. Show students how to pluralize nouns ending in -f or -fe (Slide 7)
  - i. The singular word, ending in -f, will be displayed on the slide.

- ii. I will cross out the -f with my marker and write in -ves.
- iii. The next word, ending in -fe, will be displayed on the slide.
- iv. I will cross out the -fe with my marker and add -ves
- v. The next word, ending in -ff will be displayed on the slide.
- vi. I will simply add an -s to the end, to show the students that nouns ending in -ff don't follow the rule.

f. Practice as a class (Slide 8)

## 2. Guided Practice: Whiteboard Group Practice

- a. Instruct the students to take out their whiteboards and markers.
- b. As they are doing so, review the rule and method of changing singular nouns to plural using PR3
- c. Instruct students to work as a table to come up with a noun ending in -f or -fe that we haven't discussed yet and right it on their whiteboards.
- d. Once this is done, instruct students to make it plural using PR3.
- e. Ask each table to share their word and how they pluralized it.

## 3. Independent Practice: Plurals III Worksheet

- a. Instruct students to take out their workbooks.
- b. Have them work on section A. Students who finish section A before the others may move on to other sections.
- c. Grade this as a class
- d. If there is time, have students complete the rest of the worksheet and hand it in.

## C. Closure: Role Reversal

The students will teach me. I will call on students to walk me through the steps of PR3 to change certain words from singular to plural.

## X. Diversity / Differentiation for Exceptionalities:

- a. **Learning Styles** (*modalities / multiple intelligences*) – Both intra- and inter- personal activities are included. I use both auditory instruction and written/visual instruction in my instruction.
- **Gifted** – Gifted students should pick this up right away. Since the lesson involves the class throughout, they shouldn't become bored during instruction. Allowing students to work ahead during independent practice should keep gifted students from finishing ahead of their classmates and from ending up with nothing to do.
- **LEP** – As a grammar lesson, it is inherently good for LEP students as it assists them in learning English.
- **LD, ED, ADD** – While there isn't much physical activity, the lesson mostly involves me calling on students to keep ADD or ADHD students engaged. It is also a simple lesson, so LD students shouldn't have a problem with it. However, extra help can be given to LD students during independent practice if needed.
- **Multicultural Connections** – N/A

**XI. Evaluation:** The evaluation of this lesson will be the worksheet. Section A will be graded as a class and sections B and C will be graded separately.

*\*Reflection – use attachment from Blackboard.*