

Lesson 10

Assessment Grammar

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Student Spelling Assessment	Worksheet 10.1	15
Grammar	Regular and Irregular Singular and Plural Nouns	Worksheets 10.2, 10.3	25
Reading Time	Partner Reading: "The Subway"	<i>The Job Hunt</i> ; Worksheet 10.4	20

Advance Preparation

Write the following word pairs on the board:

1. one clerk—two clerks (rule 1: add the suffix –s)
2. one branch—two branches (rule 2: add the suffix –es to words ending in 'ch', 'sh', 'ss', 'x', 'z')
3. one fly—two flies (rule 3: change 'y' to 'i' and add –es)

10 Student Spelling Assessment



Worksheet 10.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the words.
- Repeat this procedure with each of the remaining words.
- The spelling words for this week are as follows.

- | | |
|----------|-----------|
| 1. stir | 9. turn |
| 2. fur | 10. bar |
| 3. nerve | 11. girl |
| 4. car | 12. chore |
| 5. bird | 13. purse |
| 6. store | 14. hurt |
| 7. shirt | |
| 8. serve | |

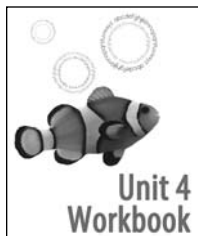
Tricky Word: all

- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the sentence, "All the girls had purses." Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then move on to the sentence.

Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you to understand any patterns beginning to develop or persisting among individual students.

Regular and Irregular Singular and Plural Nouns



Worksheets 10.2, 10.3

- Remind students they have been practicing how to change nouns from singular to plural form. Refer to the following word pairs on the board.

1. one clerk—two clerks (rule 1: add the suffix –s)
2. one branch—two branches (rule 2: add the suffix –es to words ending in ‘ch’, ‘sh’, ‘ss’, ‘x’, ‘z’)
3. one fly—two flies (rule 3: change ‘y’ to ‘i’ and add –es)

- Tell students each pair shows the singular and plural form of a particular noun. Ask a student to read the first pair and then state the rule for how this singular noun was transformed to a plural noun. After the rule for each pair is stated, ask other students to provide several examples of other nouns in which the plural is created in the same way.
- Point out all of the plural formations above are considered “regular” because they follow one of the three plural formation rules. Remind students they have already learned how to write and spell several irregular plural nouns.
- Ask students to turn to Worksheet 10.2:
- Ask students to read the singular nouns, one at a time, and then say and write the plural form of the same noun on their worksheets. After all students have had time to try writing the plural noun independently, write the correct plural form on the board so students can check their work. Prompt students to correct any spelling errors they may have made. Provide time for students to write two sentences using these words.
- Tell students they will learn several additional irregular plural formations today. Write the word *shelf* on the board. Ask a student to read the word and make up an oral sentence using the word *shelf*. Write the sentence on the board circling the word *shelf*. Ask students whether the circled noun *shelf* refers to “one shelf” or “more than one shelf” (one shelf).
- Choose another student, hold up two fingers and say, “Make up a new sentence about two...” pause and point to the circled word *shelf*. If the student hesitates in providing a sentence, ask whether when talking about two of this item, one would say two *shelves*? Guide the student in recognizing the plural form of *shelf* is not *shelvs*, but *shelves*.
- Write the word *shelf* on the board again and explain that in order to create the plural of a noun that ends in the letter ‘f’, we change the ‘f’ to ‘v’ and then add ‘es’. Erase the letter ‘f’ and then write ‘ves’ with a different color chalk or marker. Sound out the word with the students.

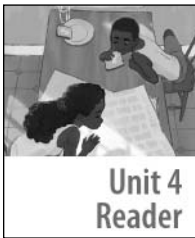
You may want to point out to students that the /l/ sound is not pronounced in the words *half*—*halves* and *calf*—*calves* even though they include the letter 'l'.

- Repeat the previous procedure with the word *wife*. Explain that many times when a word ends in 'f' or 'fe', it is necessary to change the 'f' or 'fe' to 'v' or 've', then add the -s or -es suffix. Repeat with the word *hoof* (*hooves*), *elf* (*elves*), *half* (*halves*), and *calf* (*calves*). Remember to have students create oral sentences using the plural forms of the nouns.
- Tell students to turn to Worksheet 10.3. Guide students in completing several examples from each part of the worksheet and then allow them to complete the remaining items independently. Be sure students complete both the front and back of this worksheet.

Reading Time

20 minutes

Partner Reading: "The Subway"



"The Subway"



Worksheet 10.4

- Tell students today they will reread the story "The Subway" with partners. Remind students rereading stories is an important way to become more fluent readers.
- If necessary, review with students how to be a good partner for reading (taking turns, helping each other sound out words, etc.). Encourage students to use the Individual Code Chart if they need help sounding out words.
- When students finish rereading the story, they may work together to complete Worksheet 10.4. Be sure students complete both the front and back of the worksheet.

Spelling Analysis Directions

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- Write students' names in the column provided.
- Place an X in the column of any word students did not spell correctly.
 - If students misspelled numbers 1, 5, 7, and/or 11, then you may wish to review 'ir' as /er/.
 - If students misspelled numbers 2, 9, 13, and/or 14, then you may wish to review 'ur' as /er/.
 - If students misspelled numbers 3 and/or 8, then you may wish to review 'er' as /er/.
 - If students misspelled numbers 6 and/or 12, then you may wish to review 'or' as /or/.
 - If students misspelled numbers 4 and/or 10, then you may wish to review 'ar' as /ar/.

Spelling Analysis Chart Lesson 10

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