

## Mini-Lesson Sample - Grade 3 DLI - 2011 Edition

### Week 13- Plurals-Nouns Ending in Y Irregular Plurals/Commas After Sequence Words

**Teacher Note-**The Week 13 materials feature a new variation of the editing paragraph format on Day Three. This format provides practice with transferring thoughts from the top of the page to the bottom of the page.

**Prior Knowledge-Plurals** Students can identify nouns and know the terms *singular*, *plural*, *vowel*, and *consonant*. Students know rules for forming plurals by adding the letters *s* and *es*. Students have been introduced to irregular plurals in the Grade 2 DLI materials and know that some words do not follow the rules.

#### **Lesson Focus-Plurals for Nouns Ending in Y**

Students will learn to look for the **consonant** before the final letter *y* in these nouns. They will change the final letter *y* to *i* and add the letters *es* to form the plurals.

Examples:    berry- berries      party-parties      pony-ponies

Plurals with a **vowel**, rather than a **consonant**, before the final letter *y* will be included as a separate skill in the Grade 4 DLI materials. While some plurals from the "vowel plus y category" are included in the word sort, students are not asked to form their plurals as part of the mini-lesson.

Examples:    boy-boys                  toy-toys                  monkey-monkeys

#### **Lesson Focus-Irregular Plurals**

Give students the noun *foot* and ask them to tell you the plural. Write *foot* and *feet* on the board and ask students if you added the letters *s*, or *es* or changed the *y* to *i* and added *es* to create the plural *feet*. Students will see that none of the strategies that they have learned for forming plurals work with the noun *foot*. We call the plural noun *feet* an *irregular plural*.

Irregular plurals will be included in student items throughout the balance of the year along with plurals formed by adding *s/es* and changing the *y* to *i* and adding *es*. The spelling list for Week 14 provides reinforcement for irregular plurals.

foot/feet    tooth/teeth    man/men    woman/women    person/people  
child/children    mouse/mice    goose/geese    ox/oxen    deer/deer    sheep/sheep

## Lesson Strategies-Plurals with Y

### 1. Mini-Lesson Song

#### Plurals with Tails

To the tune of " Home, Home on the Range"

Copyright © 2011 Hogback Press All rights reserved

1. Oh give me a noun,  
With a **y** on the end,  
Where the con-so-nant comes right be-fore.
2. To make it a plur-al,  
Change the **y** to an *i*,  
Then add **es** on-to the tail.
3. Home, home on the range.  
Round up those plurals with tails.  
At the end of their tails is a new *I-E-S*,  
And they swish and sway them all day.

2. Direct students to circle the consonant before the final letter **y** for nouns ending in the letter **y** to develop awareness and encourage them to slow down and apply the rule.

### 3. Mini-Lesson Activity- Plurals with Y: Word Sort

Materials: Duplicate the mini-lesson activity page from the DLI section for each pair of students.

- a. Direct students to circle the letter that comes before the final letter **y** on each plural.
- b. Then, cut apart the word cards and sort them into two groups: plurals that have a consonant before the final letter **y** and plurals that have a vowel before the final letter **y**.
- c. Direct students to create a T-chart on a separate paper. The T-chart will include **only** nouns that have a consonant before the final letter **y** (Week 13 Focus Skill). Use the label *Singular* for the left column and the label *Plural* for the right column.  
A key for your students' T charts appears below:

### Consonant Before the Final Letter y

SINGULAR	PLURAL
puppy	puppies
bunny	bunnies
penny	pennies
cherry	cherries
supply	supplies
hobby	hobbies
baby	babies
butterfly	butterflies
blueberry	blueberries
lady	ladies
army	armies
pony	ponies

For enrichment, you could ask students to create another T-chart for the nouns that have a vowel before the final letter *y*. Nouns in this group form plurals by simply adding the letter *s*. This group of plurals is **not** the focus skill for the week and will be part of instruction in the Grade 4 DLI materials.

### Vowel before the final letter y

boy-boys

monkey-monkeys

toy-toys

tray-trays

### **Prior Knowledge-Commas After Sequence Words**

The use of commas after sequence words is an introductory skill.

### **Lesson Focus-Commas After Sequence Words**

Use a comma to show a pause after sequence words when they are used at the beginning of sentences. Expository paragraphs, which explain how to do something or give directions, often employ these sequence words. Examples include the following sequence words or phrases: *first, second, then, next, finally, later, to begin, for one thing, and after that*.

### **Lesson Strategies-Commas After Sequence Words**

1. Using an analogy, compare end marks such as periods, question marks, and exclamation marks to **red lights**. These end marks make sentences come to a full stop. Commas are used in sentences like **yellow lights**; they indicate that the speaker slows down but does not stop. A comma is used to indicate this natural pause in the cadence of a sentence.
2. Compile examples of commas used after sequence or transition words from students' independent reading materials.