

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

They All Saw A Cat
By: Brendan Wenzel
Grade Level: 1 / Guided Reading Level: H

Instructional Focus:
Parts of Speech (Plural Nouns)

Background:
Most regular nouns are made plural by adding an -s at the end.

Examples:

cats	chairs	rugs	nails
desks	walls	hairs	
lamps	papers	plans	
pens	clips	books	
beads	sticks	cars	

Materials and Preparation:

- A Copy of *They All Saw A Cat* by Brendan Wenzel
- Chart Paper
- Markers
- Timer
- Plural/Single Puzzle Pieces (enough for each student)
- One or More Than One? Practice Page
- Optional - Plural/Single Word Strips (enough for each student)
- Optional - Word Detective

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Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

window	→	windows
book	→	books
desk	→	desks
chair	→	chairs

I see one cat. I see two cats.

I see one car. I see two cars.

Introduce Plural Nouns

- Draw a cat on the chart paper. Ask students what they see. (a cat) Ask how many there are. (one) Write the word cat under the picture.
- Draw another cat on the paper. Ask students what they see. (2 cats) Ask how to make the word show two cats. (add -s at the end)
- Tell students that the word "cat" is a noun. It is the name of a person, place, or thing. Ask students to name other nouns they see around the room. Call on a few students to write the nouns on the chart paper, in their singular form. Write down only those that use the rule of adding -s to the end to make them plural.
- Point to each noun and ask students how many does the word show. (one)
- Call on volunteers to come to the chart and make the words show more than one.
- Tell students that most of the time we can add an -s to a noun to make it show more than one of that thing.
- Write these sentence stems on the paper: I see one cat. I see two _____. Ask for a volunteer to fill in the blank. (cars)

Step 2: Connect Word Work to Reading

Extend Engagement

- Give each student a plural/single word strip.
- Tell them to find 3 words throughout the day that are nouns that end in -s that show more than one thing.
- Have them write the word, and then write what just one of those things would be called. At the end of the day, have students share what they have found. Discuss examples and non-examples.

Plural Nouns in the Text

- Tell the students that the book you are going to read has many nouns in it. Some of those nouns have an -s on the end to show there are more than one of the thing they name.
- Have students hold up their hands with their thumbs pointing downward.
- Tell them to put their thumbs up when they see/hear a word that ends in -s.
- Slowly read page 1 of *They All Saw a Cat*. Notice students putting their thumbs up for the words: whiskers, ears, and paws.
- Call on volunteers to tell which words ended in -s. (whiskers, ears, paws)
- Add the words to the anchor chart. For each word, ask students to tell why it ends in -s! (Answer: A cat has more than one whisker, ear, and paw.)
- For each word, ask students what only one of that thing would be called. (whisker, ear, paw)
- Call on a volunteer to tell the rule about making a noun mean more than one of that person, place, or thing. (Answer: To make a noun show more than one, add an -s to the end.)

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

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Step 2: Connect Word Work to Reading (continued)

Plural Nouns in the Text

- Read the rest of the story to the class, reminding them to listen for nouns that end in -s.

Examples of Plural Nouns Found in the Text:

- whiskers
- ears
- paws

Step 3: Guided Word Work Practice

Interactive Exploration

- Cut out the **Plural Noun Puzzles** puzzle pieces and mix them up.
- Pass out one piece to each student, face down.
- Have the students silently read the word and look at the picture.
- Tell them they have 3 minutes from the time you say, "GO!" to find the person with the other half of their puzzle and stand next to them putting the pieces together.
- Tell them that there is to be no talking. (This is to make sure they read each other's words, and not just shout out what they have or ask who has _____.)
- Set a timer for 3 minutes, say, "GO!"
- When the timer ends, tell everyone to freeze.
- Have each pair read the words on their puzzle.

Step 4: Independent Word Work Practice

Practice Page

- Give each student **One or More Than One? Practice Page**.
- Read all directions to the students. Ask if anyone has any questions.
- Monitor students as they are completing the page.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

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List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

Plural Noun Puzzles (page 2)
Interactive Activity

balloon	balloons	drum	drums
nest	nests	ring	rings
truck	trucks	ticket	tickets

Guided Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Adding -s to Make a Plural Word
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **plural nouns ending in -s** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPages.com

One or More Than One?
Word Work Practice Page

Directions:
Circle the word that goes with the picture.

time	stacks	soccer ball	soccer balls	fence	fences
bag	bags	snake	snakes	pencil	pencils
pumpkin	pumpkins	cap	caps	shovel	shovels

Directions: Fill in the blanks with the plural version of the undefined word.

There is one pencil. There are two _____.

I had one gink of water. She had three _____ of water.

He wrote one letter. I wrote seven _____.

Directions: Write a pair of sentences of your own like the ones above.

Name: _____ Independent Word Work Practice | @BookPages.com