



## Master Lesson Plan

for

## Singular and Plural Nouns

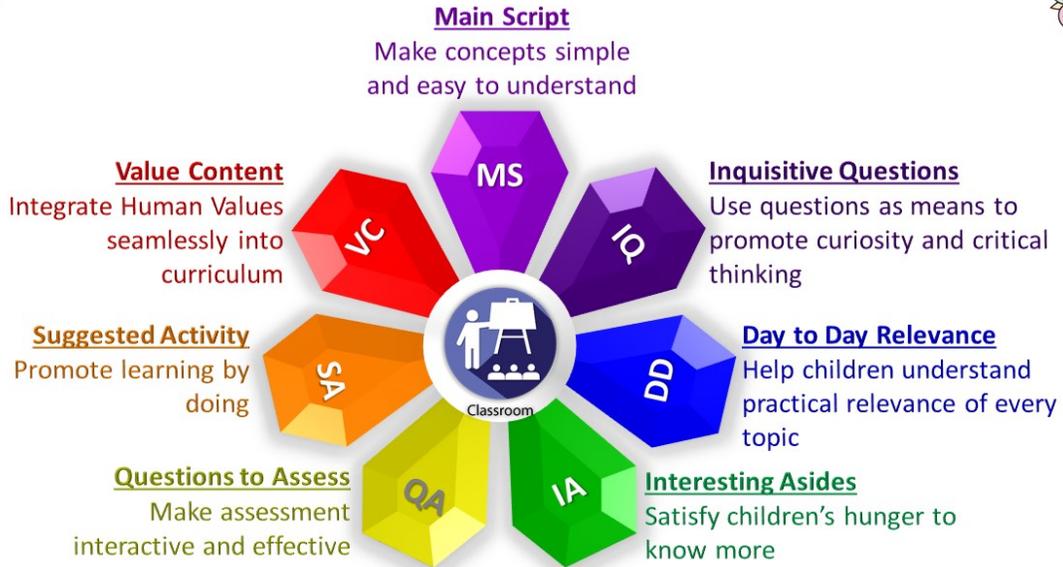
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD II	English	Singular and Plural Nouns	English	22-12-2022 05:38:53

### DISCLAIMER

1. Strictly not for Commercial use.
2. Provided on **as is** basis with no warranties of any kind.
3. Content that falls in Public Domain or common Knowledge facts can be used freely.
4. Some of the contents are owned by the Third parties and are used in compliance with their licensing conditions. Any one infringing the Copyright of such Third parties will be doing so at their own risks and costs.
5. Content can be downloaded and used for Personal, educational and informational purposes only. Any attempt to remove, alter, circumvent or distort the data that is accessed is illegal and strictly prohibited.



**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

## MS\_Set1 Rules for changing Singular Nouns to Plural Nouns

### Singular and Plural Nouns

The teacher could begin the class by recapitulating nouns and eliciting answers from the children as to what a noun is. Example:

A **noun** names a **person, place, animal or thing**.

The elicited answers could be written on the blackboard as follows:

Suggested examples: doctors, bicycle, chairs, cat, living room, sheep

doctors	bicycle
chairs	cat
living room	sheep

From the above examples the teacher could draw the attention of the students to the list and elicit from them **why** they have been written in two separate columns, although they are all nouns.

#### Notes to the teacher:

- Encourage children to come up with as many reasons as possible. (At this point there can be no right or wrong answers. The reason for such a question is to trigger their thinking process.)
- Once the teacher gets a child coming close to the expected answer, the child should be appreciated. From here, the teacher could lead the class to the **Number of Nouns**.

#### Forms of Nouns:

There are different forms of nouns like **Singular Nouns, Plural Nouns and Irregular Plural Nouns**.

#### Singular Nouns:

- **Singular** means **one**.
- A **singular noun** refers to **only one** person, place, animal or thing.

Examples: ball, balloon, school, teacher, lion, doctor



**Plural Nouns:**

- **Plural** means **two or more than two**.
- A **plural noun** refers to **more than one** person, place, animal or thing.

Examples: balls, balloons, schools, teachers, lions, doctors



**Changing Singular Nouns to Plural Nouns**

Singular nouns can be changed into plural nouns using different rules.

**Rule1: By adding 's'**

- Most plural nouns in English are **regular**.
- For most nouns, just add **'-s'** to make them plural.

Examples: doctor - doctors

teacher - teachers

lamp - lamps

lion - lions

chair - chairs



**Rule 2: By adding 'es'**

- If a noun ends in **s, ss, x, sh or ch**, add **'-es'** to make it plural.
- This is because it is difficult to pronounce an **s** in words ending with these letters since they have a similar sound.

Examples: bus - buses

class - classes

box - boxes

bunch - bunches

brush - brushes



### Rule 3: By adding 'ies'

- If a noun ends in a consonant (all letters except a, e, i, o, u) followed by **y**, then remove the '**y**' and add '**-ies**' to make it plural.

Examples: baby - babies

strawberry - strawberries

lady - ladies





**Summary:**

- A noun names **a person, place, animal or thing**.
- A **singular noun** refers to **only one** person, place, animal or thing.
- The table below shows all the rules to form regular plural nouns:

Rule	Singular Noun	Plural Noun	Exceptions
For most nouns, just add <b>-s</b>	car	cars	NA
If a noun ends in <b>s, ss, x, sh, ch</b> , add <b>-es</b>	bus class box bush bunch	buses classes boxes bushes bunches	NA
If a noun ends in <b>y</b> and has a <b>consonant</b> before it, then <b>remove the y</b> and add <b>-ies</b>	cherry fly	cherries flies	NA

**List of some plural nouns:**

Adding <b>'-s'</b>	Adding <b>'-es'</b>	Adding <b>'-ies'</b>
girls	buses	babies
schools	gases	fairies
beds	classes	berries

apples	glasses	cherries
flowers	boxes	cities
books	foxes	countries
pens	branches	strawberries
plants	churches	flies
elephants	brushes	butterflies

Notes to the teacher:

- The students could be encouraged to use the plural nouns in sentences to enhance the understanding of the concept.

Links to the images used in this asset:

Doctors: <https://pixabay.com/vectors/man-couple-men-s-and-women-s-doctor-1957067/>

Balloons: <https://pixabay.com/vectors/balloons-decoration-party-decor-25737/>

Doctor: <https://pixabay.com/vectors/boy-cartoon-checkup-clinic-comic-2027768/>

Lion: <https://pixabay.com/vectors/africa-animal-cat-lion-1300564/>

Chairs: <https://pixabay.com/vectors/chairs-furniture-wooden-brown-575817/>

Chair: <https://pixabay.com/vectors/chair-furniture-wood-wooden-157788/>

Box: <https://pixabay.com/illustrations/present-gift-wrapped-green-1417611/>

Boxes: <https://pixabay.com/photos/gifts-presents-shiny-christmas-2178635/>

Bus: <https://pixabay.com/vectors/bus-public-transport-transport-304845/>

Buses: <https://pixabay.com/vectors/city-bus-tourist-bus-transport-4677487/>

Baby: SSSVV: Search Keyword "baby"

Babies: SSSVV: Search Keyword "baby"

Strawberries: <https://pixabay.com/photos/strawberries-fruits-berries-bucket-3431122/>

Strawberry: <https://pixabay.com/photos/strawberry-berry-fruit-food-fresh-1238295/>

Lady: <https://pixabay.com/photos/lady-street-photography-woman-2408609/>

Ladies: <https://pixabay.com/photos/indian-woman-lady-rural-3681655/>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Nouns	Singular and Plural

			Nouns
--	--	--	-------

## MS\_Set2 Rules for changing Singular Nouns to Plural Nouns

### Singular and Plural Nouns

The teacher could begin the class by recapitulating nouns and the rules for changing regular singular nouns to their plural form, from their previous class. The rules being, when to add **-s**, **-es**, **-ies**. From here **Irregular Plural Nouns** can be taken up.

**Irregular Plural Nouns:** Some plural nouns are **irregular**. They do not follow the simple rules of adding **-s**, **-es** or **-ies**. They follow different rules or they do not follow any rules at all, so we need to remember each of them.

#### Rule 4

- If a noun ends in a **vowel** followed by **'y'**, add **'-s'** to make it plural.

Examples: boy - boys

day - days



#### Rule 5

- If a noun ends in a **consonant** followed by **o**, add **'-es'** to make it plural.

Examples: tomato - tomatoes

hero - heroes

tomato - tomatoes



#### Rule 6

- If a noun ends in a **vowel** followed by **o**, add **'-s'** to make it plural.

Examples: studio - studios

radio - radios



**Summary:**

- A noun names a **person, place, animal or thing**.
- A **singular noun** refers to **only one** person, place, animal or thing.
- The table below shows all the rules to form regular plural nouns:

Rule	Singular Noun	Plural Noun	Exceptions
If a noun ends in <b>y</b> and has a <b>vowel</b> before it then just add <b>-s</b>	boy toy	boys toys	NA
If a noun ends in <b>o</b> and has a <b>consonant</b> before it then add <b>-es</b>	tomato	tomatoes	There are some exceptions to this rule: piano - pianos halo - halos
If a noun ends in <b>o</b> and has a <b>vowel</b> before it then add <b>-s</b>	studio radio	studios radios	NA

**List of some plural nouns**

Adding <b>'-s'</b>	Adding <b>'-es'</b>
days	tomatoes

boys	potatoes
toys	heroes
monkeys	mosquitoes
studios	buffaloes
pianos	echoes
radios	volcanoes
zoos	
kangaroos	

**Notes to the teacher:**

- Students should be encouraged to come up with more examples for the above discussed rules.
- Usage of these plural nouns in sentences could be taken up for better understanding of the concept.

**Image Links:**

Boys - <https://pixabay.com/photos/boys-indian-portrait-children-kids-1158803/>

Days - <https://pixabay.com/illustrations/time-management-week-calendar-days-2323612/>

Tomatoes - <https://pixabay.com/photos/tomatoes-fruit-food-harvest-1280859/>

Hero - <https://pixabay.com/illustrations/superman-kid-hero-superhero-hero-2478978/>

Radios - <https://pxhere.com/en/photo/486262>

Studio - <https://pixabay.com/photos/music-studio-music-studio-sound-1290087/>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Nouns	Singular and Plural Nouns

## MS\_Set3 Rules for changing Singular Nouns to Plural Nouns

### Singular and Plural Nouns

The teacher could begin the class by recapitulating nouns and some rules for changing the regular singular nouns to their plural form, from their previous knowledge. The rules being, when to add **'-s, -es, -ies'**. From here **Irregular Plural Nouns** can be taken up.

### Irregular Plural Nouns

Some plural nouns are **irregular** as they do not follow the simple rules of adding **-s, -es** or **-ies**. They follow different rules or they do not follow any rules at all. So we need to remember each of them.

#### Rule 7: By adding 'ves'

- For nouns ending in **'f'** and **'fe'**, remove the **f/fe** and add **-ves** to make them plural.

Examples: shelf - shelves

knife - knives

scarf - scarves

There are some exceptions to this rule:

Examples: roof - roofs

chef - chefs

handkerchief- handkerchiefs



Shelf



Shelves



Knife



Knives

#### Rule 8

- For some **nouns we may need to** change a **few letters** or their **complete spelling to make them plural**. We have to memorise these nouns.

Examples: man - men

woman - women

tooth - teeth

child - children



### Rule 9

- Some nouns are the same in their **singular** and **plural** forms.

Examples: deer - deer  
 sheep - sheep  
 fish - fish



Sheep



Fish



### Summary:

- Some plural nouns are irregular. They do not follow the simple rules of adding **-s**, **-es**, **-ies** or **-ves**. They follow different rules or they do not follow any rules at all. So we need to remember each of them.
- The table below shows all the rules to form irregular plural nouns:

Rule	Singular Noun	Plural Noun	Exceptions
------	---------------	-------------	------------

For nouns ending in <b>f</b> and <b>fe</b> , remove <b>f/fe</b> and add <b>-es</b>	shelf knife	shelves knives	There are some exceptions to this rule: roof - roofs chef - chefs safe - safes
Some <b>nouns</b> change <b>a few letters</b> or their <b>complete spelling</b>	man woman mouse	men women mice	NA
Some <b>nouns</b> are the <b>same</b> in both <b>singular</b> and <b>plural form</b>	sheep deer	sheep deer	NA

**List of some plural nouns:**

Adding ' <b>-ves</b> '	Change in spellings	No change
cal <b>ves</b>	man - <b>men</b>	deer - <b>deer</b>
kn <b>ives</b>	woman - <b>women</b>	fish - <b>fish</b>
wol <b>ves</b>	foot - <b>feet</b>	sheep - <b>sheep</b>
leav <b>es</b>	mouse - <b>mice</b>	scissors - <b>scissors</b>
thiev <b>es</b>	tooth - <b>teeth</b>	aircraft - <b>aircraft</b>
loav <b>es</b>	child - <b>children</b>	bison- <b>bison</b>
liv <b>es</b>	goose - <b>geese</b>	
wiv <b>es</b>	ox - <b>oxen</b>	
scar <b>ves</b>	person - <b>people</b>	

*Notes to the teacher:*

- A lot of repetitive work could be taken up for reinforcement of the concepts.

- Usage of plural nouns in sentences should be encouraged.

Link to the images used in this asset:

Tooth: <https://pixabay.com/vectors/tooth-molar-dental-dentist-outline-310332/>

Teeth: <https://pixabay.com/photos/teeth-mouth-dental-dentist-tooth-887338/>

Woman: <https://pixabay.com/photos/fashion-woman-indian-girl-young-5255195/>

Women: <https://www.flickr.com/photos/39082836@N07/5393274908> by PAN Photo

Sheep: <https://pixabay.com/photos/lamb-farm-sheep-livestock-2216160>

Sheep: <https://pixabay.com/photos/sheep-herd-pasture-flock-animals-1246204/>

Fish: <https://pixabay.com/photos/discus-fish-fish-aquarium-fauna-1943755>

Fish: <https://pixabay.com/photos/fishes-school-of-fish-2817329>

Shelf: <https://pixabay.com/vectors/bookshelf-empty-design-shelf-2907509/>

Knives: <https://pixabay.com/photos/knife-the-coolest-steel-equipment-3144662/>

Knife: <https://pixabay.com/vectors/knife-kitchen-sharp-kitchen-tools-1088529/>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Nouns	Singular and Plural Nouns

## SA\_Game Bingo with Plural Nouns

### Game Bingo With Plural Nouns

The teacher could begin the class by

- Revising the rules of grammar to change the singular nouns to their plural form.
- Writing on the board a list of (12 to 14) singular, regular and irregular nouns. Some examples being- kite, watch, potato, toy, fox, cherry, brush, tooth, child, dress, fish, car, leaf and radio
- Drawing a grid of 3x3 for the children to copy in their notebook/sheets as follows:


- Explaining how the game is to be played.

### Let's Play Bingo

**Procedure:**

**Aim:** Students will be able to apply the rules of grammar to change singular nouns to their plural forms and have fun at the same time.

**Resources Required:**

- A set of 12 to 14 singular, regular and irregular nouns
- Sheets of plain paper or notebooks to write

**Setting for the activity:** Indoors

**Type of activity:** Individual

**Preparation:** NA

### Let's Play Bingo

**Step 1:** Teacher writes 12 to 14 regular and irregular, singular nouns on the board.

(Sample list of 12 singular, regular and irregular nouns - watch, toy, potato, car, fox, leaf, fish, dress, cherry, brush, tooth, child)

watch	toy	potato	car	fox	leaf
fish	dress	cherry	brush	tooth	child

**Step 2:** The teacher draws a grid of 3 x 3 boxes on the board and asks children to copy the same in their notebook.


**Step 3:** The teacher tells the students to choose any nine singular nouns from the given list of nouns and write their plural form in the boxes.

**Step 4:** One noun is written in each box, in any order of their choice.

**Step 5:** Teacher reminds them of the time given to complete the grid (10 minutes).

**Step 6:** After 10 minutes the students stop writing.

**Step 7:** Teacher calls out **any six** plural nouns from the listed nouns, with their spellings. If the word called out is in the box, the student crosses it out.

**Step 8:** The student who crosses out all the six plural nouns first, shouts '**Bingo**' and is the winner. (There could be more than one student)

cherries	cars	teeth
foxes	children	potatoes
fish	toys	watches

**Observation:** Students are able to apply the rules of grammar to change singular nouns to their plural form.

**Instructions to the teacher:**

- Teacher to revise the rules before commencing the activity.
- Teacher to ensure that every child is actively involved and able to work independently.

**Precaution:** Teacher to instruct the students that discipline is to be maintained throughout the

activity.

**Troubleshooting:** If any student is unable to change the nouns to plural, the teacher can help him/her to do so.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Nouns	Singular and Plural Nouns

## QA\_Joy of getting the Right Number

The teacher could use this worksheet as follows:

- by giving a printout of the worksheet to the students to work on
- by using the ppt to orally elicit individual answers from students

### Singular and Plural Nouns

I. Write the plural nouns for the following nouns. Put them in the correct column:

puppy	pen	branch	deer	woman	child
sheep	party	brush	calf	bat	tooth
fox	house	baby	knife	leaf	fish

-s	-es	-ies	-ves	change in spelling	no change

II. Name the nouns and write their singular form.

	Plural Noun	Singular Noun
		

**III. Pick the correct nouns to complete the sentences.**

1. I like to eat \_\_\_\_\_. (mango, mangoes)

2. We use baskets to carry \_\_\_\_\_. (fruit, fruits)
3. One \_\_\_\_\_ barked last night. (dog, dogs)
4. He drinks \_\_\_\_\_ in the morning. (milk, milks)
5. Those are new \_\_\_\_\_. (shoe, shoes)

**IV. Make sentences with the following nouns.**

1. boxes \_\_\_\_\_
2. mice \_\_\_\_\_

**V. Draw anything to show a singular noun and another to show a plural noun. Make sure you write their names too!**

A Singular Noun	A Plural Noun

**Answers:**

- I. -s - pens, bats, houses  
 -es - branches, brushes, foxes  
 -ies - puppies, parties, babies  
 -ves - calves, knives, leaves  
 women, children, teeth  
 deer, sheep, fish
- II. 1. dresses - dress 2. churches - church 3. men - man 4. apples - apple 5. butterflies - butterfly  
 6. knives - knife 7. fish - fish
- III. 1. mangoes 2. fruits 3. dog 4. milk 5. shoes

**IV. Let the children write anything suitable they like.**

**V. Let the children draw anything suitable they like.**

Links to the images used in this asset:

Church: <https://www.flickr.com/photos/75487768@N04/15083005650> by barnyz

Church: <https://pixabay.com/photos/porto-portugal-saint-ildefonso-2444570/>

Apples: <https://pixabay.com/photos/apples-red-apple-ripe-apple-orchard-2788599/>

Men: <https://pixabay.com/photos/varanasi-india-people-men-hinduism-6748058/>

Dresses: <https://pixabay.com/photos/blouse-clothing-dress-fashion-2597205/>

Butterflies: <https://pixabay.com/photos/butterflies-flowers-pollinate-1127666/>

Knife: <https://pixabay.com/photos/knives-knife-magnetic-sharp-687081/>

Fish: <https://pixabay.com/photos/koi-fish-animals-fish-swimming-1868779/>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Nouns	Singular and Plural Nouns

**QA\_Fun With Numbers****Singular and Plural Nouns**

The following exercise could be used as follows-

- as a worksheet for students to work independently.
- for eliciting answers individually from students, using the ppt.

I. Write the following nouns under the right heading:

shoes	door	chairs	glass
bus	berries	foot	churches

Singular Noun	Plural noun

II. Write the plural of the following nouns.

1. plant \_\_\_\_\_
2. fox \_\_\_\_\_
3. tooth \_\_\_\_\_
4. baby \_\_\_\_\_
5. potato \_\_\_\_\_
6. scarf \_\_\_\_\_



**III. Name the noun and write its plural:**

Noun	Singular Noun	Plural Noun
		
		
		
		
		



**IV. Fill in the blanks choosing the correct answers.**

mice	hands and feet	men	children	teeth
------	----------------	-----	----------	-------

1. There were three \_\_\_\_\_ playing in the park.
2. I lost two \_\_\_\_\_ yesterday.
3. The \_\_\_\_\_ made holes in the wall.
4. We wash our \_\_\_\_\_ when we come back home.
5. The \_\_\_\_\_ were working in the field.

**V. Make sentences with the given nouns.**

1. books

\_\_\_\_\_

2. fish

\_\_\_\_\_

**Answers**

**I. singular nouns - door, glass, bus, foot**

**plural nouns - shoes, chairs, berries, churches**

**II. plants, foxes, teeth, babies, potatoes, scarfs/ scarves**

**III. tree - trees, brush - brushes, tomato - tomatoes, toy - toys, watch - watches, leaf -**

leaves

IV. 1. children 2. teeth 3. mice 4. hands and feet 5. men

V. The children should be encouraged to make sentences on their own (fish can be used in the singular form)

Links to the images used in this asset:

Plants: <https://pixabay.com/vectors/plant-pot-potted-verbs-2027989/>

Tooth: <https://pixabay.com/vectors/tooth-bite-dentist-practitioner-146674/>

Scarf: <https://pixabay.com/vectors/scarf-clothing-shawl-winter-warm-145586/>

Tree: <https://pixabay.com/vectors/tree-trunk-leaves-branches-nature-576847/>

Brush: <https://pixabay.com/vectors/paint-brush-paint-brush-color-1266212/>

Tomato: <https://pixabay.com/vectors/tomato-vegetable-food-nature-plant-153272/>

Toy: <https://pixabay.com/vectors/rocking-horse-child-s-toy-horse-33719/>

Watch: <https://pixabay.com/vectors/wristwatch-watch-wrist-watch-ticker-161854/>

Leaf: <https://pixabay.com/vectors/leaf-blue-green-stylized-gradients-1821763/>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Nouns	Singular and Plural Nouns

## **Master Lesson Plan**

<b>Seven Asset Methodology for MLP</b>	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n <sup>th</sup> why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.

What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.