

## KINDERGARTEN ENGLISH LANGUAGE ARTS: Suffix -s

### Summary of Learning Opportunity

This dynamic Kindergarten class is eager to further their learning in reading, writing and spelling. Building on previous knowledge of printing, Consonant-Vowel-Consonant (CVC) words and letter sounds, I introduced and explained the concept of plural S and the sounds /s/ and /z/ through the use of “who” and “do” sentences. We practiced as a class before the students moved on to individual work: writing their own “who” and “do” sentences in their notebooks and drawing accompanying illustrations. Many students were happy to write about a loved one, a friend, themselves or even their teacher. This task is another opportunity for students to work on letter formation (no reversals), period use and using an uppercase letter at the beginning of a sentence. This short activity allows me to see who needs more practice and who is ready to write more complex sentences.

<p>English Language Arts Kindergarten</p>	<p>Learning Standards</p>	<p><b>Comprehend and Connect (reading, listening and viewing)</b></p> <ul style="list-style-type: none"> <li>• Use developmentally appropriate reading, listening and viewing strategies to make meaning</li> </ul> <p><b>Create and communicate (writing, speaking representing)</b></p> <ul style="list-style-type: none"> <li>• Plan and create stories and other texts for different purposes and audiences</li> </ul> <p><b>Language features, structures and conventions</b></p> <ul style="list-style-type: none"> <li>• concepts of print</li> <li>• letter knowledge</li> <li>• phonemic and phonological awareness</li> <li>• letter formation</li> <li>• the relationship between reading, writing and oral language</li> </ul>
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### Foundational ELA Connections

### Instruction and Assessment

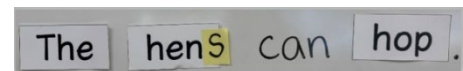
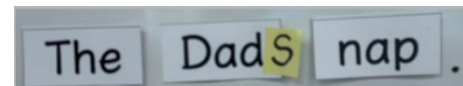
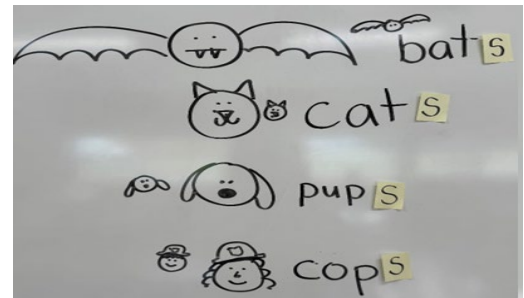
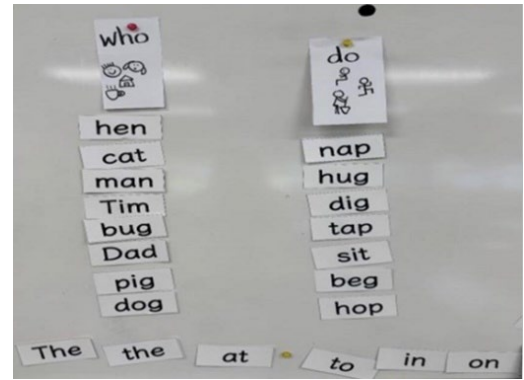
<p>English Language Arts: Reading and Spelling: Word Level—Phonics</p>	<p><b>Introduction:</b> concept that adding the -s suffix to a word makes it plural:</p> <ul style="list-style-type: none"> <li>• Show an image of a single cat: “This is a cat.”</li> <li>• Show a picture of three cats: “These are cats. What sound did I add to the word cat to change it to cats?” Students: “/s/”</li> <li>• Introduced the idea of adding -s when there’s more than one</li> </ul>
<p>English Language Arts: Reading and Spelling: Word Level – Morphology</p>	<ul style="list-style-type: none"> <li>• Show an image of a single dog: “This is a dog.”</li> <li>• Show a picture of three dogs: “These are dogs. What sound did I add to the word dog to change it to dogs?” Students: “/z/”</li> <li>• Reinforced the idea that s can also represent the /z/ sound</li> </ul>

English Language Arts:  
Reading and Spelling:  
Word Level—Phonics

English Language Arts:  
Reading and Spelling:  
Word Level – Morphology

**Lesson:** generating “who and do” sentences where the “who” is plural

- I started by teaching the class the words “singular” and “plural” and their definitions.
- I reviewed “who and do” sentences with the class using flashcards on the whiteboard noting that the “who” is a person place or thing and the “do” is an action.
- The flashcards were mixed together and as a class we sorted them into “who” and “do” words. (Some of the students are learning English as another language, so I also showed a picture of each *who* word.)
- The class and I co-created several sentences using the flash cards which I wrote on the board. I also used this time to reinforce prior learning about using upper case letters when starting a sentence, using a period at the end, spacing between words.
- For each sentence I added the letter “s” to the noun to make it plural. I read the sentence aloud, stressing the /s/ or /z/ sound. Students identified whether the letter “s” sounds like /s/ or /z/.
- I asked the students to think about the “who and the “do” they would use in their own sentences, which they shared with a partner.



English Language Arts:  
Writing – Printing

English Language Arts:  
Writing – Composition

**Independent Work:** practicing writing “who and do” sentences where the “who” is plural

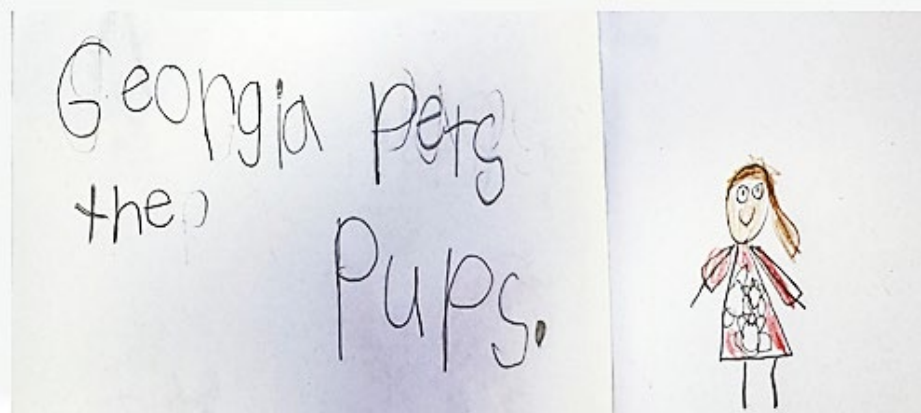
- Students moved to tables to write their own sentences in their journals while I circulated to provide support and discuss sentences with students.
- We returned to the carpet to share a few of the students’ writing, review the new vocabulary (plural, singular). I ended the lesson with students turning and sharing using the prompt “The plural word I used was \_\_\_\_\_”

**Assessment:** I based my assessment of the students’ work on the competency learning standards as well as the Proficiency Descriptors in the [K-4 ELA Foundational Learning Progressions](#), focusing mainly on the Skills Reading and Spelling: Word Level, and Writing.

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## Demonstrations of Student Learning, Teacher Assessment, and Reflection

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### Student A: Proficient

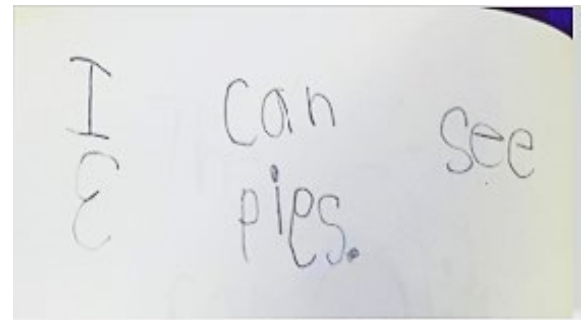
This student was able to create a simple “who” and “do” sentence that used -s to make the object (pup) plural. In our class practice, we had made the subjects plural so that the verb remains as written. It is interesting to note that this student used their oral language development to “know” that they must change the verb (pet to pets) as the subject (Georgia) remains singular.

The student is proficient in their letter formation and spacing, understands finger spacing between words as well as uppercase letters at the beginning of a sentence.

### Student B: Proficient

This student understands spacing between words, left to right directionality and where to begin the second line of print. They used periods correctly and remembered to use an upper-case letter to write the word I. Many of their letters are formed correctly as practiced in class. In future tasks, I will encourage this student to review directionality for the number 3 and letter g.

This student also correctly pluralized the object (“pig”), as well as practiced writing the vocabulary word “can.”



### Teacher's Reflection

Using the K-4 Foundational ELA Proficiency Descriptors shaped how I planned and delivered this lesson. The descriptors provided a clear framework to assess the students' current developmental stages, and any further work needed to achieve proficiency. The descriptors helped me to be more intentional about incorporating language supports such as visual aids, structured peer interaction and sentence frames. The descriptors also acted as a great foundation for conversations with parents; it allowed me to explain exactly where their child was with language development and what progress towards proficient looks like.