**Objectives**

In this mini-lesson, students will:
- Identify plural possessives in sentences.
- Understand how to make plural nouns possessive.
- Make plural nouns possessive in sentences.

**Preparation**

**Materials Needed**
- Chart paper and markers
- Plural Possessives (BLM 11)
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts (without apostrophes) and the EL practice text and sentence frame onto chart paper prior to the mini-lesson.

---

**1. Focus**

**Explain Plural Possessives**

**Say:** We know that nouns name people, places, or things. People, places, and things can show ownership or possession. These types of nouns are called possessive nouns. When a noun is plural and ends with an *s*, you add an apostrophe to the end to make it possessive.

**Model Using Plural Possessives**

**Say:** I’m going to show you a few sentences based on “The Lewis and Clark Expedition” that include plural nouns that end in *-s*.

Display the modeling text (without apostrophes) on chart paper or using the interactive whiteboard resources, and read it aloud to students.

**Modeling Text**

1. The explorers’ horses were tired and hungry.
2. A soup made from cows’ hooves was the only nourishment they had.

**After sentence 1. Say:** The first sentence tells us that the horses were tired and hungry. Whose horses were tired and hungry? The explorers’ horses. Explorers is a plural noun that ends with an *s*. I will add an apostrophe to make it possessive. (Underline explorers and add an apostrophe to the end of the word.)

**After sentence 2. Say:** In the second sentence, whose hooves was the soup made from? The cows’. Cows is a plural noun. It ends with an *s*. To make it possessive, I need to add an apostrophe to the end of the word. (Underline cows and add an apostrophe to the end of the word.) Now the relationship between the nouns cows and hooves is clear. Writers use plural possessives in historical fiction to clarify details about who owned what.

---

**Objectives**

In this mini-lesson, students will:
- Identify plural possessives in sentences.
- Understand how to make plural nouns possessive.
- Make plural nouns possessive in sentences.
2. Rehearse

Practice Using Plural Possessives

Display the practice text (without apostrophes) on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner to change the plural nouns to plural possessive nouns. (Students do not need to copy sentences.)

1. The troops’ hands were cold and frozen.
2. The captains’ decision was to eat the young colt.
3. The meat tasted bad, but the onions’ flavor made it better.

Share Sentences with Plural Possessives

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

3. Independent Writing and Conferring

Say: Remember to add an apostrophe to plural nouns that end with an s when you want to show possession. Use correctly punctuated plural possessives in your writing to make the relationship between nouns clear and easy for the reader to understand.

If you would like to give students additional practice using plural possessives, have them complete BLM 11.

4. Share

Bring students together. Invite volunteers to share the sentences they rewrote on BLM 11. Provide feedback as necessary. Ask students to review what they learned about plural possessives.

Strategies to Support ELs

Beginning

The concept of plural possessives may be too difficult for beginning ELs. You may want to have them practice using singular possessives in sentences. Use simple objects around the classroom, for example, a book or pen. Hold up the book. Say: This is the teacher’s book. Write the sentence on chart paper. Then point to a book on a student’s table. Say: That is Sara’s book. Write the sentence on chart paper. Point out the apostrophe in both sentences. Provide students with a sentence frame to practice using possessives:

This is ______’s book.

Intermediate and Advanced

Provide simple sentences to help ELs understand plural possessive nouns. For example:

That is the girls table.
Your parents car is nice.
The birds beaks were yellow.

©2012 Benchmark Education Company, LLC  •  Benchmark Writer’s Workshop  •  Grade 5  •  Historical Fiction