

The Power of Possessives

Purpose

Students will use apostrophes to show possession for nouns.

Materials

For each student: copy of Black Line Master (BLM) *That's Mine!*, pencil
For each pair of students: copy of BLM *Story Ideas*

Activity

A. Pre-Activity Discussion

1. Tell students that they will be learning about how to use apostrophes (') to show possession (ownership).
2. Explain that this is different from using an apostrophe in a contraction (e.g., He's going to the store.).

B. Creating Possessive Nouns

1. On the chalkboard, write two sample sentences such as:
 - The pencil of the student fell to the ground.
 - The sister of Sue ran fast.
2. Ask students to identify who owns what (possession) in each sentence.
3. Ask students to provide another way of stating the same sentences, and rewrite the two sentences on the chalkboard using the apostrophes and the added *s*.
4. Ask for volunteers to explain the word *possession*.
5. Make a list on the chalkboard of those words that are removed when the apostrophes are added [of, of the, of an, of a].
6. Discuss how to punctuate singular possessive nouns (e.g., Mary's book) and plural possessive nouns (e.g. the students' pencils).

C. Practice Using Possessives

1. Break the class into pairs, give each pair a copy of the BLM *Story Ideas*, and ask both students to write their names on the top of the BLM.
2. Instruct each pair to read the story ideas and to write a story on the back of the page using as many of the story ideas listed on the page as they can. Remind the class to punctuate the possessive nouns correctly.

(continued)

EXTENDING
THE



ACTIVITY

Take students on a field trip to a museum or have them visit various museum Web sites to take virtual tours of the museums. Instruct them to write paragraphs about what they see, using singular and plural possessive nouns.

MEETING
INDIVIDUAL



NEEDS

Instruct students who are having difficulty understanding the concept of possessive nouns to look through magazines and newspapers to find possessive nouns. Ask them to explain why the nouns are possessive. Encourage them to explain the relationship between the noun and the object of possession.

Standards Links
4.4.1, 4.6.3

Activity (continued)

3. Ask groups to share their stories with the class and to write the possessive nouns they included on the chalkboard using the correct punctuation.
4. Ask students to explain how they determined how to punctuate their possessive nouns.





D. Apply What Students Have Learned

1. Give each student a copy of the BLM *That's Mine!*
2. Point out that the BLM has three different sections and that the students need to refer to the directions for each section.
3. Have students complete the BLM *That's Mine!*

Questions for Review

Basic Concepts and Processes

During the activity and when reviewing the BLM *That's Mine*, discuss the following questions with your students to assess their understanding of the Standard Indicator:

-  What is another way of saying *the skates of the girl*?
 -  What is the relationship between the girl and the skates?
 -  How do you know when a noun is possessive or just plural?
 -  What do you add to a noun to make it possessive?
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Name: _____

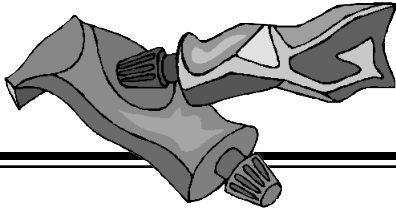
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Story Ideas

Directions: Write a short story using as many of the possessive singular nouns below as you can. Note that these are not punctuated correctly. Be sure to use the correct punctuation in your story.

Add correct punctuation to these:	Change these to possessive format:
Mr. Spiders web	the rays of the sun
the winds whistle	the garden of the scarecrow
the barns animals	the laugh of my friend
Farmer Zacks hat	the nest of the robin
the horses hay	the eggs of Ms. Turtle
Rabbits carrots	the bill of Miss Duck
the gardens vegetables	the bark of Rover





Name: _____

That's Mine!

A. Directions: Circle the correct noun in parentheses.

1. Suki likes Claude (Monets, Monet's, Monets') paintings best of all.
2. Miranda brought her pencil and paper to sketch several (artist, artist's, artists') paintings.
3. David wants to practice painting in his (schools, school's, schools') art room.

B. Directions: Replace the underlined words in each sentence with the possessive form. For example: The brother of Bobby = Bobby's brother

4. The aunt of Jeremiah took him and his friends to the museum.

5. She told them about the paintings of her two favorite artists.

6. The camera of Adriana was ready to take pictures of the paintings.

7. The curator of the museum would not allow the tourists to take pictures.

8. The flash of a camera would fade the paint on the pictures.

C. Directions: Use the back of the paper to write two sentences of your own that include possessive nouns.

