1. Focus

Explain Regular Plural Nouns

Say: When we are writing about a person, place, or thing, we use a noun. If we want to write about more than one person, place, or thing we need to use plural nouns. A plural noun is made by adding an -s or -es to the end of a singular noun. Let’s talk about how we know when to add -s and when to add -es.

Display the following chart on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Noun Ending</th>
<th>Form the Plural</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>s, x, ch, or sh</td>
<td>add -es</td>
<td>kiss - kisses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tax - taxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>inch - inches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>brush - brushes</td>
</tr>
<tr>
<td>consonant + y</td>
<td>change y to i, then add -es</td>
<td>baby - babies</td>
</tr>
<tr>
<td>most others</td>
<td>add -s</td>
<td>lion - lions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pocket - pockets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>place - places</td>
</tr>
</tbody>
</table>

Example Regular Plural Nouns Chart

Say: The ending on the singular noun shows us whether to add -s or -es. For example, the singular noun tax ends in x, so we add -es. The plural is taxes. The same rule applies to singular nouns that end in s, ch, or sh. But when a singular noun ends in a consonant plus y, we change that y to an i. Then we add -es. In the singular noun baby, the y changes to i and we add -es to make the plural babies. For most other regular nouns, we just add -s to the singular to make the plural. For example, the plural of the noun lion is lions.

Model Using Regular Plural Nouns

Display the modeling text (with errors) on chart paper or using the interactive whiteboard resources, and read it aloud to students.

Mapleville’s downtown area has two streets. Here, you will find all the stores you need for shopping. Main Street is lined with benches so you can rest and enjoy our great weather. It rarely rains here, and the skies are often blue.

Modeling Text

Say: Those sentences don’t sound right. I’m going to look for singular nouns that should be plural. I see the noun street in the first sentence. The sentence tells me there are two of them, so the noun needs to be plural. I will add -s for
**Strategies to Support ELs**

**Beginning**

Help beginning ELs see the difference between singular and plural nouns. Focus on two or three common nouns they are likely to use in oral language (e.g., shirt/shirts, toy/toys, door/doors). Create a two-column chart with the heads “Singular” and “Plural” and write the singular and plural forms of the nouns in the columns. Read the words with students and use them in sentences as you pantomime their meanings to build understanding.

**Intermediate and Advanced**

Pair ELs with fluent English speakers to complete the practice activity. Make sure students understand the sentences before they begin the activity.

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**3. Independent Writing and Conferring**

**Say:** When you write about more than one person, place, or thing, remember to use plural nouns. Plural nouns end in *-s* or *-es*.

If you would like to give students additional practice recognizing and using plural nouns, have them complete BLM 8.

**4. Share**

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 8.

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**Berry**ies are sweet, colorful fruits. Some grow on the ground, but blueberries grow on bushes. Blueberries grow in many states. There are patches of wild blueberries in some forests. Some families in these places enjoy picking the fruits.

**Practice Text**

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**2. Rehearse**

**Practice Using Regular Plural Nouns**

Display the practice text (with errors) on chart paper or using the interactive whiteboard resources.

Ask students to work with a partner and read the sentences. Explain that there is one singular noun in each sentence that should be plural. Invite them to find the incorrect singular noun in each sentence and replace it with the correct plural.

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

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**Share Sentences with Regular Plural Nouns**

Invite students to share how they used plural nouns. Ask the following questions:

- Which singular nouns were incorrect? How could you tell?
- How did you form the plural of each of these nouns?
- Which plurals did you find the most difficult to spell? Why?