1. Focus

**Explain Regular and Irregular Plural Nouns**

*Say:* Plural nouns name more than one person, place, or thing. To form the plural of most regular nouns, you add an -s, -es, or -ies to the end of the singular noun. For example, you make the noun *egg* plural by adding an -s to the end. *Eggs* means more than one egg. Nouns that end in certain letters take the ending -es to form the plural. For example, the word *brush* becomes *brushes.* Still other nouns change spelling before you add -es. For example, the noun *baby* ends in y. You change the y to an i and then add -es to make the plural, *babies.* Irregular plurals include words such as *wolves* or *women.* Let’s look at some more nouns and their plural forms.

**Model Using Regular and Irregular Plural Nouns**

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

2. Flocks of wild geese fly through the air.
3. The creatures are mean to the Ugly Duckling.

**Modeling Text**

*Say:* When I read these sentences, I look for regular and irregular plurals. I know the word *children* means more than one child. It’s a plural noun, but it doesn’t follow any rules for forming plurals. It’s irregular. The noun *geese* is the plural of *goose.* I can’t add -s to this noun to make the plural. *Gooses* isn’t a word. *Geese* is an irregular plural. Here is one plural that is regular: *creatures.* The singular form is *creature.* I just add -s to make the plural.

Record the plural nouns from the modeling text on an anchor chart. Students can help you add more plurals during the practice activity.
2. Rehearse

Practice Using Regular and Irregular Plural Nouns

Have students form small groups and invite them to think of three regular plural nouns and three irregular plural nouns. Ask each group to use three of the plural nouns they thought of in written sentences.

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

Share Practice Sentences

Invite the groups to share their six plural nouns. Ask students how the plurals they chose are formed: by adding -s, adding -es, changing y to i and adding -es, or changing f to v and adding -es, or if the plural follows no particular rule. Record them on the Plural Nouns anchor chart. Then ask each group to share their sentences with the class.

Strategies to Support ELs

Beginning

Use groups of classroom items such as erasers or paper clips. Model making regular nouns into plural nouns as you put the items into groups. Say: *I have one eraser, I have two erasers.* Continue with other regular nouns. Write the plurals on self-stick notes and ask students to place them next to the groups of items. Then have students practice giving directions using the plurals to tell how many items they have. Provide the following sentence frame:

*I have [two] _____.

Repeat the same procedure for common irregular plurals, using students in the classroom. Say: *Ivan is one child, Ivan and Patricia are two children.*

Intermediate and Advanced

Pair ELs with fluent English speakers to develop sentences. Make sure they understand the meanings of the nouns on the anchor chart.

3. Independent Writing and Conferring

Say: We learned that we add an -s, -es, or -ies to regular nouns to make them plural. We also learned that some nouns have irregular plurals. We use plural nouns when we write persuasive reviews to name the people, places, and things in the books we review. Make sure you use the correct plurals in your writing. If you’re unsure how to form a noun’s plural, check a dictionary to see if it’s regular or irregular.

If you would like to give students additional practice using regular and irregular plural nouns in sentences, have them complete BLM 5.

4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 5. Use students’ answers to provide corrective feedback. Ask students to share what they learned about regular and irregular plural nouns.