

Regular and Irregular Plural Nouns



1. Focus

Objectives

In this mini-lesson, students will:

- Identify regular and irregular plural nouns in sentences.
- Brainstorm regular and irregular plural nouns.
- Use regular and irregular plural nouns in sentences.

Preparation

Materials Needed

- Regular and Irregular Plural Nouns (BLM 7)
- Chart paper and markers
- Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text, the Sample Plural Nouns anchor chart, and the practice text onto chart paper prior to the mini-lesson. If necessary, copy the sentence frames from “Strategies to Support ELs” onto chart paper.

Explain Regular and Irregular Plural Nouns

Say: We know that a noun is a person, place, or thing. Plural nouns name more than one person, place, or thing. To form the plural of most regular nouns, you add an **-s** to the end of the word. To make nouns that end in **s, x, z, ch, or sh** plural, you add **-es**. To make nouns that end in **y** plural, you change the **y** to **i** before adding **-es**. But some nouns have irregular plurals. For example, to make **child** plural, you have to change its spelling completely. The plural form of **child** is **children**. There aren't any rules for irregular plural nouns like **children**—you just have to memorize how they are spelled.

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.

Stuart Little has whiskers and a tail, and is a little more than two inches tall. Although Stuart is a mouse, his parents are human. Stuart is not like other mice. He does things that people do.

Modeling Text

Say: I'm going to underline the plural nouns in these sentences. I know many plural nouns end in **-s**. The words **whiskers, parents, and things** are plural nouns. These plural nouns are regular. I only have to add **-s** to the singular nouns **whisker, parent, and thing** to make the plural. I know that nouns ending in **s, x, z, ch, or sh** end in **-es** when they are plural, like **inches** in the first sentence. I know that **mice** and **people** are plural nouns, too. **Mice** means more than one mouse. **People** is the plural form of **person**. These are irregular plurals and don't follow any rules. I just have to memorize their spellings.

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

Regular Add -s	Regular Add -es	Regular Change y to i + add -es	Irregular Change f to v + add -es	Irregular No Rule
whiskers parents things	inches potatoes	parties	knives	mice people teeth men

Sample Plural Nouns Anchor Chart



2. Rehearse

Practice Using Regular and Irregular Plural Nouns

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to read the practice sentences and change the singular nouns in parentheses into plural nouns. Students should write down the plural nouns and be prepared to share them with the class.

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

1. Put four (knife) on the table next to the plates.
2. I have two (party) to go to this month.
3. Dad put three (potato) in the oven to bake.
4. George lost two (tooth) over the summer.
5. A group of (man) were waiting for the bus.

Practice Text

Share Plural Nouns

Invite students to share the plural nouns they created in each practice sentence. Ask students to tell you where to write each of the plural nouns on the anchor chart. Then ask students if they can think of other plural nouns that could be added to the chart.



3. Independent Writing and Conferring

Say: We learned some plurals are formed by adding -s to the singular noun, and that other singular nouns change spelling before we add -es to make the plural. We also learned that some irregular plural nouns change spelling in unpredictable ways—we need to memorize their spellings or look them up. Remember to use correct plurals to name people, places, or things in your persuasive book reviews.

If you would like to give students additional practice using regular and irregular plural nouns in sentences, have them complete BLM 7.



4. Share

Bring students together. Invite volunteers to read aloud the rewritten sentences from BLM 7. Use students’ answers to provide corrective feedback.

Strategies to Support ELs

Beginning

Provide practice for beginning ELs with irregular plural nouns. Focus on the nouns **leaf/leaves**, **foot/feet**, **mouse/mice**, and **tooth/teeth**. Write the singular forms on chart paper. Use drawings or pantomime to explain the singular nouns’ meanings. Add the plural forms to the chart paper. Use drawings or pantomime to explain that these nouns are the plural forms. Have students say the nouns with you. Provide the following sentence frames for students to use the singular and plural forms of the nouns:

There is one _____.
There are some _____.

Intermediate and Advanced

Pair ELs with fluent English speakers to revise the practice sentences. Read the sentences with students and make sure they understand them before they begin the activity.