

# REGULAR AND IRREGULAR PLURALS

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

2

## Overview

This lesson plan covers teaching content for;

1. Regular plurals e.g. girl/girls, boy/boys
2. Irregular plurals e.g. child/children, foot/feet

## Objectives

Students should be able to;

1. Identify regular and irregular plurals.
2. Use regular and irregular plurals in simple sentences.

## Teacher Guide

### Day 3/ Lesson 3: 15Mins

1. On the board, draw a picture of a foot on one side and two feet on the other side.
2. Ask students to tell how the pictures are alike and different. Label the pictures with the words foot and feet.
3. Discuss the spelling of each noun. Potential questions include: What do you notice about the

## Activity Starter/Instruction

1. Explain that "Today we are learning about Regular plural nouns. As you might remember, a noun is a person, place, or thing. Turn to your partner and give them a list of 5 nouns.
2. " Say, "Now, we will learn about plural nouns, which are people, places, or things in amounts greater than one."
3. Students will identify irregular plural nouns. They will learn that some plural nouns don't follow any spelling rules.

## Guided Practice

### Day 2/ Lesson 2: 25 Mins

1. Ask, "Can anyone explain the three rules that we discussed in our last class?"
2. Have each student number a blank sheet of paper from 1-20.
3. Have them find each noun, write it down, and make it into a plural noun.

## Teacher Guide

### Day 1/ Lesson 1: 15 Mins

1. Share with the students that, "Most of the time you just have to add an "s" to a noun in order to make it plural. For example, I found my book. What if I found more than one book? What would my sentence be then?"
2. Share another example: "I like shopping at the mall. What if I go to more than one mall? How does my sentence change? The rule here is that you add "s" to the end of the noun to make it plural. However, this rule doesn't work with every noun.
3. When nouns end in ch, sh, s, x, z, you add "es". For example, the fox ran into a hole. What if there was more than one fox? How would the sentence change?"
4. Write 2 more examples on the board with nouns ending in ch, sh, s, x, or z and have students explain how the

## Materials Required

- Board
- Marker

## Additional Resources

- <https://www.education.com/download/lesson-plan/plural-nouns/plural-nouns.pdf>
- <https://www.education.com/download/lesson-plan/more-than-one/more-than-one.pdf>
- <https://www.speechandlanguagekids.com/t/irregular-plural-nouns/>
- <https://www.teachingideas.co.uk/spelling-patterns/irregular-plurals>

## Additional Notes

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- spelling? How are the spellings different? Tell your students that today they will learn about irregular plural nouns.
4. Write the following nouns on the board: man-men, foot-feet, and tooth-teeth. Explain to your students that some nouns change their spellings to mean plural, or more than one.
5. Inform them that these special forms for more than one do not end in the letter "S" like regular plural nouns.

4. Each student may work with a partner or individually
5. Students who finish the activity early can use the extra time to turn the plural nouns they wrote into sentences.
6. Students who need extra support will be assigned a partner and may have a smaller goal of just writing 10 plural nouns instead of 20.

### **Guided Practice**

#### **Day 4/ Lesson 4: 15 Mins**

1. Remind students that some nouns change their spellings for the plural form of the object.
2. Ask students to name other examples of irregular nouns.
3. Write the following sentences on the board: The (woman) went shopping. The (child) ran down the hill. The (man) jumped over the fence. Did you see the (mouse)?
4. Have students read aloud each sentence and make the noun in the parentheses plural.
5. Ask students to write the plural form for various words, such as goose and knife.

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- sentence would change with more than one noun.
5. Say, "The last rule we will learn today is for a noun that ends in 'y.'" For example, 'The baby cried a lot.' What if there was more than one baby?" Give one more similar example.

### **Assessment Activity**

1. Write the words "pencil," "church," and "baby" on the board.
2. Students must turn these three singular nouns into plural nouns and use each one in a sentence.
3. Review students' work to assess if they can form plural nouns using the rules they just learned.

### **Summary**

1. Ask your students, "Why is it important to learn how to form plural nouns? What are the three different rules for creating a plural noun?"
  2. Ask students to summarize what they learned about irregular plural nouns.
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