This lesson gives young explorers a chance to find plural nouns around the classroom and use them to build sentences. It nourishes students' creative sides while helping them learn.

Learning Objectives
Students will be able to create plural nouns and use them in sentences.

Materials and Preparation

- Plural Nouns anchor chart (include: usually add -s; if it ends in y, change to -ies; if it ends in ch, sh, s, x, z, add –es)
- 20 Notecards numbered 1 to 20 with a singular noun written on each one

Key Terms:
- plural noun

Lesson

Introduction (5 minutes)

- Explain that “Today we are learning about plural nouns. As you might remember, a noun is a person, place, or thing. Let’s review quickly. Turn to your partner and give them a list of 5 nouns.”
- Say, “Now, we will learn about plural nouns, which are people, places, or things in amounts greater than one.”
Explicit Instruction/Teacher Modeling (10 minutes)

- 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?”
- 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. 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?”
- Write 2 more examples on the board with nouns ending in ch, sh, s, x, or z and have students explain how the sentence would change with more than one noun.
- 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.

Guided Practice/Interactive Modeling (5 minutes)

- Ask, “Can anyone explain the three rules that we just covered?”

Independent Working Time (10 minutes)

- Have the index cards posted randomly around the room.
- Have each student number a blank sheet of paper from 1-20.
- Have them find each noun, write it down, and make it into a plural noun.
- Each student may work with a partner or individually.
Extend

Differentiation

- **Enrichment:** Students who finish the activity early can use the extra time to turn the plural nouns they wrote into sentences.
- **Support:** 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.

Related Books and/or Media

Review

Assessment *(10 minutes)*

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

Review and Closing *(5 minutes)*

- 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?"