

Support for English Learners

Unit 22, page 144: Plurals

Some students may have difficulty recognizing the different ways that plural nouns are formed.

Listen

Say: *Let's listen to the Basic Word cliffs. Say the word cliffs, emphasizing the final /s/ sound. Say: We add a plural ending to a noun to make the noun mean more than one. The Basic Word cliffs has a plural ending; it means "more than one cliff."*

Continue with the Basic Words *solos*, *echoes*, and *halves*, emphasizing the final /z/ sound.

Speak and Read

Say: *Let's practice saying these plural Basic Words: cliffs, solos, echoes, and halves. Have students repeat each Basic Word.*

Write *cliffs* on the board. Explain that the plural of a noun ending with *ff* is usually formed by adding *-s*. Ask a volunteer to circle the plural ending on *cliffs*.

Write *solos* and *echoes* on the board. Say: *The plural of a noun ending with a consonant sound plus o can be formed by adding -s or -es.* Have a volunteer circle the plural endings of *solos* and *echoes*.

Write the base word *half* on the board. Explain that the plural of some nouns that end with a single *f* is formed by changing the *f* to a *v* and adding *-es*. Have a volunteer go to the board, change the final *f* in *half* to *v*, and add the plural ending *-es*.

Spell

Beginning/Preproduction Write on the board the Basic Words *cliffs*, *cellos*, *heroes*, *tomatoes*, *calves*, and *wolves*. Have volunteers circle the plural ending in each word.

Early Production/Speech Emergent Have pairs of students choose two Basic Words from the list. Ask the pairs to write a sentence for each word in their word-study notebooks. Have students read their sentences aloud. Ask: *What is the plural word in your sentence?*

Intermediate/Advanced Read aloud the Basic Words *solos*, *cellos*, *echoes*, *tomatoes*, *leaves*, and *wolves* and have students write them in their word-study notebooks. Ask students to write the corresponding singular base word under each Basic Word. Then have volunteers write the singular and plural pairs on the board and explain how each plural was made.

Sort

Draw the chart below on the board. Then list these Basic Words next to the chart: *solos*, *heroes*, *leaves*, *scarves*, *potatoes*, and *studios*. Have volunteers complete the chart by writing each word in the correct column. Have students copy the completed chart into their word-study notebooks.

Add -s Only	Add -es Only	Change f to v; Add -es