

# Irregular Plural Nouns

## Summary

• This lesson is meant to help students become familiar with irregular plural nouns and to help them understand how they work and when to use them. One form of technology that I will use is my children's vocabulary prezzi chart that we created for class. This will introduce my students to 20 different examples of irregular plural nouns and the different ways their endings can be formed. Other technology I will use are video clips and an online game that's kind of like "who wants to be a millionaire" that we would do as a class.

## Main Core Tie

English Language Arts Grade 2

[Language Standard 1 e.](#)

## Time Frame

2 class periods of 60 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Communication

## Materials

Books: One Foot Two Feet by Peter Maloney and Felicia Zekauskas. Feet and Puppies. Thieves and Guppies: What Are Irregular Plurals? (Words Are Categorical) by: Brian P. Cleary. Brown Paper Bags/Craft Supplies

## Student Prior Knowledge

Students should understand what nouns are and have some background knowledge on what plural nouns are and how to turn nouns into plurals.

## Intended Learning Outcomes

SWBAT form and use frequently occurring irregular plural nouns. They will also have a firm understanding of regular plural nouns.

## Instructional Procedures

Day 1: I will introduce the lesson by explaining the intended learning objectives to the students. I will tell them that by the end of this lesson they will be able to recognize, know the meaning of, and use the 20 irregular/plural nouns that we will talk about. Next, I will ask for the class to describe what a noun is for me. If they can tell me we will move on to the prezzi. If they can't, we will review nouns with the short noun video clip. I will then present my prezzi to the students and we will go through each word and its contextual sentence. To do this, I will have each student in the class (or at least 20 of the students) read a word and sentence as we come to it with guidance from me. After the prezzi we will read the feet and puppies book. As we read the books I will ask them to be listening for the words we just learned about. Following the book we will talk about some of these words and how they could use them in real life. We will also discuss some ending patterns we noticed and write them on the board.

To help them recognize these patterns we will look at the plural noun charts. After this discussion we will move back to our tables to work on the flower vocabulary craft and/or foldables. To do this, students will have a center circle for the each of the three flowers and will write an ending pattern on it from the book such as ies, ives, etc. Then, they will attach 5 petals to each flower and write a word that matches the ending pattern of the flower on it. We will finish with the online game as a review for this lesson and come back to it the next day. I would send the students home with a 10 word list to study from the irregular plural nouns chart. I would also send them each home with a brown paper lunch sack with direction to bring it back filled with 3 irregular or regular plural noun objects to share with the class. Day 2: We will come back to the lesson by reviewing with the One Foot Two Feet book. Next, we will share the objects from our brown bags either with the whole class or in small groups. When they share them they will say what they are and what rule changed them from singular to plural. After this, we will write the noun poems. I will provide the students with an example such as "I see on fox, she sees two foxes. I found on box, she finds two boxes." They will then work on and complete a plural noun poem with a partner or on their own. To do this, they would use both the singular and plural forms of nouns to create a rhyming poem. I would encourage them to use irregular nouns when possible. The students could then read this short poem aloud to the class or memorize it and then act it out for the class using props or pictures. After this we would take a short break to stretch and get ready for our mad lib game. This game will help me see if the class knows how to use the singular and plural nouns correctly in sentences. To do this I would take a short book and rewrite it or our class could write one so that all the nouns are missing. Then, I could give each student a different singular or plural noun that they would have to listen for and decide where it fits in the story. As I read it to them, they could come up to the board and plug it into the story where they think it fits. At the very end of the lesson I would quiz the students on the words they studied by asking them to spell them and write them in a sentence. We would close the lesson by reviewing our objectives and stating what we learned how to do.

### Strategies for Diverse Learners

1. To help diverse students I will not only have them work with the flash cards that include pictures, but I will help them make word fold down flaps. To do this they: •Write the noun on the sentence strip. •Fold the right hand corner to cover up whatever gets taken away on the reform of the word. •Write the new ending that makes the word plural. 2. For gifted readers I will have them write a short story (1 or 2 pages) that includes all the irregular plurals we practiced in class plus others that we might not have covered that are harder such as cacti, octopi, foci, etc.

### Assessment Plan

1. Irregular Nouns Poem 2. Mad Lib Game/Brown Bag Activity 3. Irregular Plurals Quiz 4. Plural Nouns Flower Craft

### Rubrics

[Irregular Plural Nouns Poem](#)

[Plural Nouns Flower Craft](#)

### Bibliography

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#### Authors

[LeaRose Lee](#)