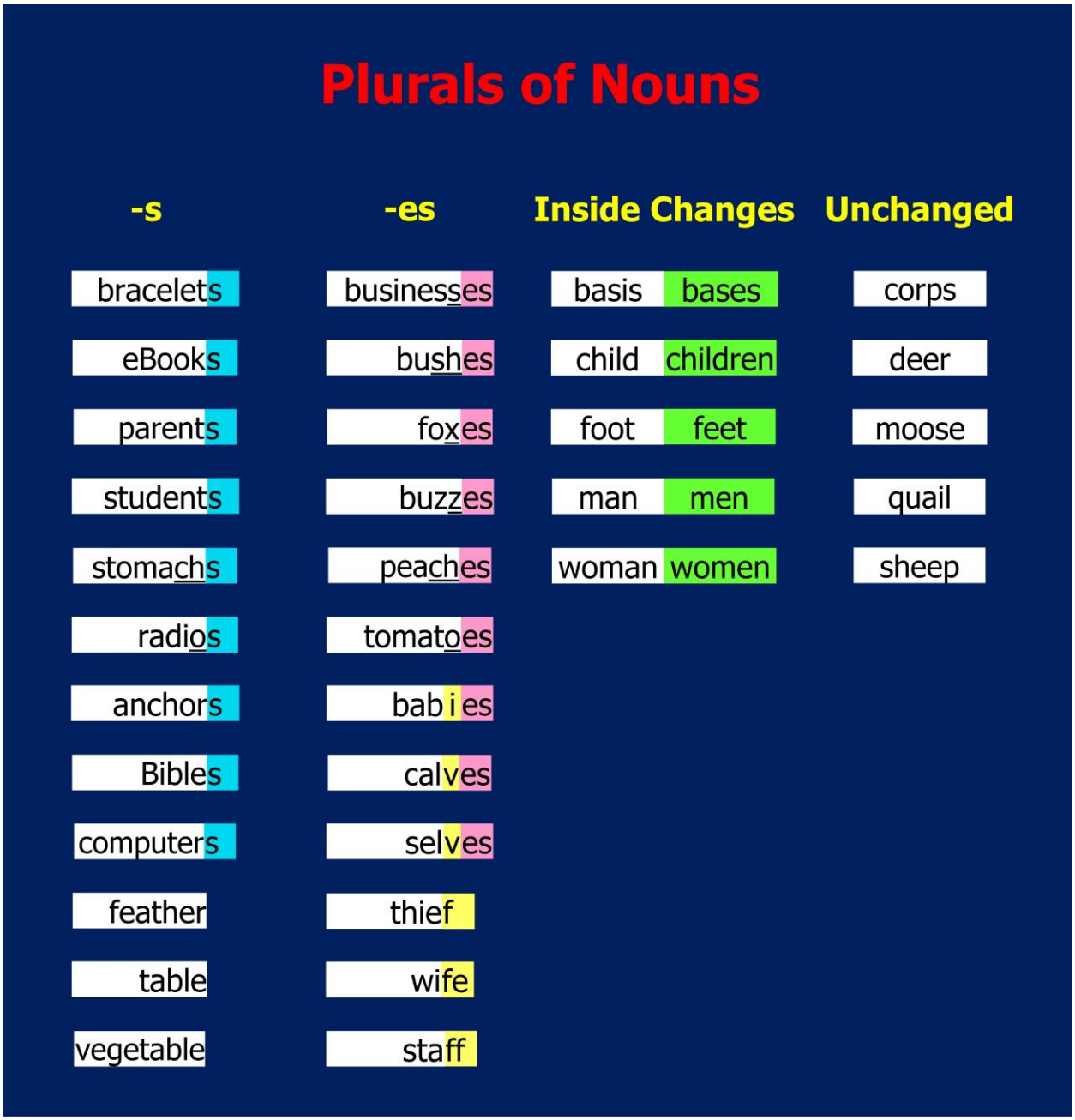



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**Directions for assembling the "Plurals of Nouns" chart:** Use white cardstock to print the word, letter, and suffix cards on. Please note that some of the cards contain color, so colored ink will need to be available. Laminate the sheets, cut out the chart pieces, and use wall-safe tape and Sticky Clips to assemble the chart (see the details below).

1. In the **"-s" column**, tape words vertically to the wall and attach a Sticky Clip next to each word for students to insert the *-s* ending.

2. In the **"-es" column**, tape words (or partial words) vertically to the wall. Attach a Sticky Clip next to each word for students to insert the -*es* ending. See instructions for the partial word cards below:
   - Tape the *bab* card to the wall; attach two Sticky Clips beside the card; one Sticky Clip will originally hold a *y* to form the word *baby* but will be replaced with *i* before adding the -*es* ending on the second clip to form the plural *babies*.
   - Tape the *cal*, *sel*, *thie*, *wi*, and *sta* cards vertically to the wall; attach two Sticky Clips beside each card; one Sticky Clip will originally hold an *f*, *fe*, or *ff* card to form the words *calf*, *self*, *thief*, *wife*, and *staff*; each *f*, *fe*, or *ff* will be replaced with *v* before adding the -*es* ending on the second clip to form *calves* and other plurals.
3. For the **"Inside Changes" column**, tape the word cards *basis*, *child*, *foot*, *man*, and *woman* vertically under the heading. Attach a Sticky Clip beside each word for inserting its plural form.
4. For the **"Unchanged" column**, tape the words *corps*, *deer*, *moose*, *quail*, and *sheep* vertically under the heading.

You can use laminated die cut letters to add the "Plurals of Nouns" title and smaller letters of a different color for the headings ***-s***, ***-es***, ***Inside Changes***, and ***Unchanged***. (Heading cards are also available on this file if you prefer to use them.)

You might use the blank cards to record your noun spelling words on. After laminating the strips, a permanent sharpie can be used to record the spelling words. Note that there are several ways to erase permanent marker from laminated surfaces. One popular method is by scribbling over the writing with a dry-erase marker and then using a paper towel to remove all the ink.

**Directions for using the "Plurals of Nouns" chart to learn about plurals of nouns that end with *s*, *sh*, *x*, *z*, and other letters; plurals of nouns that end with *ch*; plurals of nouns that end with *o*; nouns with a final *f*, *fe*, or *ff* that changes to *-ves*; and nouns with a final *y* that changes to *i*:** The "Plurals of Nouns" chart will be used to familiarize students with plurals that are formed by adding *-s* or *-es* to the singular; nouns with a final *f*, *fe*, or *ff* that changes to *v* (or with a final *y* that changes to *i*) before adding *-es* to form the plural; plurals formed without adding *-s* or *-es* to the singular noun, and nouns unchanged in the singular and plural. In addition to teaching the kids about plurals, the chart will also be used to help students learn several words from *Bible History for Children and Youth (Text and Study Guide)* that are not classified as sight words and that cannot be easily sounded out.

A student can be given a word card, determine how the plural is formed, and use the chart to categorize it appropriately.

1. Students add a final *-s* to form the plural of nouns under the ***-s*** heading.
2. Students practice adding *-es* to form the plural of nouns that end with *s*, *sh*, *x*, *z*, a soft *ch*, and, on this chart, an *o* that is preceded by a consonant.
3. Students practice changing a final *f*, *fe*, and *ff* to *v* and a final *y* to *i* before adding *-es* to form the plural.
4. Students match the plural cards that were formed by inside changes with the singular form.
5. Have students read the words under the "Unchanged" heading and explain to them that these are words that are spelled the same in the singular and plural.

**Rules that apply to the "Plurals of Nouns" chart:**

- Most plurals are formed by adding *-s* to the singular noun. When, however, the word ends with *s* (bu**s**es), *sh* (bu**sh**es), *x* (si**x**es), *z* (buz**z**es), a "soft" *ch* (the sound heard in *tou**ch**es*), an *f* or *fe* or *ff* that changes to *v* (sel**v**es), or a *y* that changes to *i* (puppi**i**es), the plural is usually formed by adding *-es*. The ending *-es* is also used to form the plural of many nouns that end with *o* (potat**o**es).

**Note:** The inflectional ending *-es* is also added to most verbs (action words) that end with *s* (mis**s**es), *sh* (wi**sh**es), *x* (fa**x**es), *z* (fiz**z**es), a "soft" *ch* (the sound heard in *tou**ch**es*), or a *y* that changes to *i* (cr**i**es) when they tell about one. The ending *-es* is also added to many verbs that end with *o* (g**o**es) when they tell about one.

**Add *-s* or *-es* to the end of some nouns to show that more than one is meant.**

***-s*:** "hard" *ch* (a /k/ sound as in *stomach*)

***-es*:** "soft" *ch* (the sound heard in *touch*)

bracelet

eBook

parent

student

stomach

radio

anchor

Bible

computer

feather

table

vegetable

business

bush

fox

buzz

peach

tomato

babi

calv

selv

thiev

wiv

stav

i i v v v v v

| | | | |
|---|---|---|---|
| s | s | s | s |
| s | s | s | s |
| s | s | s | s |
| es | es | es | es |
| es | es | es | es |

| | | | |
|---|---|---|---|
| es | es | es | es |
| y | y | y | y |
| f | f | f | f |
| fe | fe | fe | fe |
| ff | ff | ff | ff |

| |
|---|
| basis |
| child |
| foot |
| man |
| woman |

bases

children

feet

men

women

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |

corps

deer

moose

quail

sheep

-s

-es

Unchanged

# Inside Changes