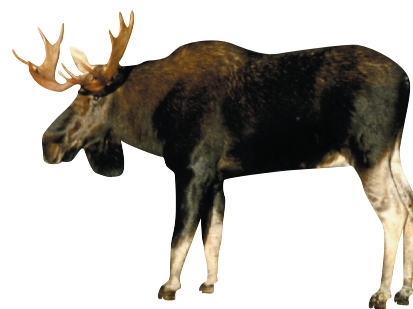


**Lesson 7: Irregular Plurals****★ All-STAR Readers Know**

- The plurals of some words are formed by changing the spellings of their singular forms.  
tooth → teeth    woman → women    goose → geese
- The plural forms of some words are the same as their singular forms.  
deer → deer    fish → fish    moose → moose

**Match It!** Draw a line from the singular form to its plural form.

- |                  |          |
|------------------|----------|
| <b>1</b> trout   | children |
| <b>2</b> man     | men      |
| <b>3</b> foot    | trout    |
| <b>4</b> deer    | traffic  |
| <b>5</b> moose   | moose    |
| <b>6</b> child   | deer     |
| <b>7</b> mouse   | feet     |
| <b>8</b> traffic | mice     |



**Solve It!** Write the plural forms of the words in parentheses. Then read the silly sentences.

- 9** A forest animal's hooves are \_\_\_\_\_ (deer, foot).
- 10** A salmon's babies are \_\_\_\_\_ (fish, child).
- 11** A grown male mouse and his friends are \_\_\_\_\_ (mouse, man).
- 12** A barnyard dentist might care for \_\_\_\_\_ (sheep, tooth).

## Lesson 7: Irregular Plurals

**Spell It!** Read each boldfaced word. Fill in the circle next to the correct plural form of each.

- |                |            |            |              |
|----------------|------------|------------|--------------|
| <b>1</b> sheep | (A) sheeps | (B) shepen | (C) sheep    |
| <b>2</b> tooth | (A) teeth  | (B) tooths | (C) tooth    |
| <b>3</b> foot  | (A) foot   | (B) feet   | (C) foots    |
| <b>4</b> fish  | (A) fish   | (B) fishs  | (C) fishen   |
| <b>5</b> child | (A) childs | (B) child  | (C) children |
| <b>6</b> goose | (A) geese  | (B) geoses | (C) gise     |
| <b>7</b> woman | (A) woman  | (B) women  | (C) womans   |
| <b>8</b> ox    | (A) oxen   | (B) oxes   | (C) ox       |



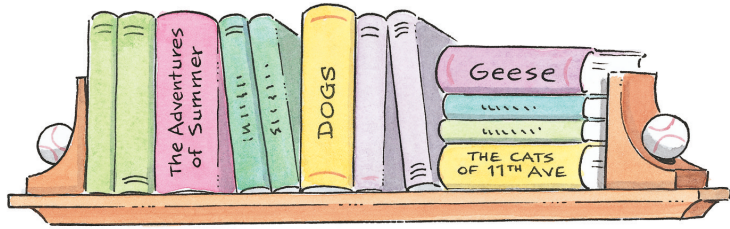
**Find It!** Read the words in the box. Then read the paragraph. Circle the plural forms of the words in the box. Words may appear more than once.

child deer sheep man goose moose woman mouse fish

### Make-Believe or Real?

Two kinds of books are the most common: fiction and nonfiction. Both kinds are fun to read. In fiction books men, women, children, and animals have made-up adventures. These adventures could have happened in real life, but they didn't. A nonfiction book could also be an adventure story. But it is true and it is filled with interesting facts. If you read a nonfiction book about geese, it might tell you how geese fly south in the winter and how long it takes them to grow up. Animals such as sheep, mice, fish, deer, and moose sometimes talk in fiction books. They never talk in nonfiction books because real animals can't talk.

*Charlotte's Web* is a fiction book. A book about the author, E. B. White, would be nonfiction.



**Big Idea** Which kind of book do you like better, fiction or nonfiction? Why?

## Irregular Plurals

### Objectives

Students will

- match singular nouns with their irregular plural forms.
- complete sentences with irregular plural forms.
- circle irregular plural forms in text.

### 5-STAR Pointers

#### 1 Activating Prior Knowledge

Write the word *echo* on the board. Tell the students to raise their hands and tell how to make it plural (*add -es*). Repeat with *calf* (*change the f to v and add -es*) and *cry* (*change the y to i and add -es*).

#### 2 Introducing the Lesson

Explain that some words change when a plural ending is added. Tell the students to raise their hands if they know the plural word for *child*. Write it on the board (*children*). Point out that this plural form does not follow the rules they have learned. Read aloud the information in the **All-STAR Readers Know** box on page 93. Then use each irregular plural word in the box in a sentence.

#### 3 Guided Practice

Write the words *tooth*, *mouse*, *man*, *foot*, and *fish* on the board. Tell the students to copy each word and write its plural form next to it. When students finish, read the answers making “mistakes” on purpose. Tell students to give a thumbs-up signal if you are right and a thumbs-down signal if you are wrong. For example, say, “man, mans.” Then ask students for the correct plural word (*men*).

Name \_\_\_\_\_

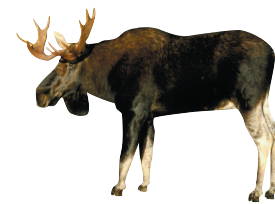
### Lesson 7: Irregular Plurals

#### ★ All-STAR Readers Know

- The plurals of some words are formed by changing the spellings of their singular forms.  
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- |           |          |
|-----------|----------|
| 1 trout   | children |
| 2 man     | men      |
| 3 foot    | trout    |
| 4 deer    | traffic  |
| 5 moose   | moose    |
| 6 child   | deer     |
| 7 mouse   | feet     |
| 8 traffic | mice     |



**Solve It!** Write the plural forms of the words in parentheses. Then read the silly sentences.

- 9 A forest animal's hooves are deer feet (deer, foot).
- 10 A salmon's babies are fish children (fish, child).
- 11 A grown male mouse and his friends are mice men (mouse, man).
- 12 A barnyard dentist might care for sheep teeth (sheep, tooth).

Unit 3: Structural Analysis 93

#### 4 Informal Assessment

Observe students during guided practice. If students are unsure when to give a thumbs-up signal, use one or more of the **All-STAR Intervention Strategies** on the following page to practice forming irregular plurals.

#### 5 Independent Practice

Reread the information in the **All-STAR Readers Know** box on page

93. Assign pages 93 and 94 and tell students to carefully read the directions in each section. After students complete the pages, read and discuss together the **Big Idea** on page 94. Have students brainstorm reasons why they like fiction or nonfiction. Use the completed pages to assess students' ability to form irregular plurals. See page xx in this Teacher's Edition for guidelines.

Lesson 7: Irregular Plurals

**Spell It!** Read each boldfaced word. Fill in the circle next to the correct plural form of each.



- 1 **sheep**      (A) sheeps      (B) shepen      (C) sheep
- 2 **tooth**      (A) teeth      (B) tooths      (C) tooth
- 3 **foot**      (A) foot      (B) feet      (C) foots
- 4 **fish**      (A) fish      (B) fishs      (C) fishen
- 5 **child**      (A) childs      (B) child      (C) children
- 6 **goose**      (A) geese      (B) geoses      (C) gise
- 7 **woman**      (A) woman      (B) women      (C) womans
- 8 **ox**      (A) oxen      (B) oxes      (C) ox

**Find It!** Read the words in the box. Then read the paragraph. Circle the plural forms of the words in the box. Words may appear more than once.

child deer sheep man goose moose woman mouse fish

**Make-Believe or Real?**

Two kinds of books are the most common: fiction and nonfiction. Both kinds are fun to read. In fiction books **men**, **women**, **children**, and animals have made-up adventures. These adventures could have happened in real life, but they didn't. A nonfiction book could also be an adventure story. But it is true and it is filled with interesting facts. If you read a nonfiction book about **geese**, it might tell you how **geese** fly south in the winter and how long it takes them to grow up. Animals such as **sheep**, **mice**, **fish**, **deer**, and **moose** sometimes talk in fiction books. They never talk in nonfiction books because real animals can't talk.

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**Big Idea** Which kind of book do you like better, fiction or nonfiction? Why?

★★★★★  
**All-STAR  
Intervention  
Strategies**

**Visual Reinforcement**

**Materials:** drawing paper, crayons or markers

Have students draw a big picture of two feet on the paper and inside the picture, write *feet*. On the other side of the paper, have them draw a big picture of two fish, and inside the picture, write *fish*. Then write these words on the board: *deer*, *geese*, *moose*, *sheep*, *trout*, and *wheat*. If the plural form of the word is the same as the singular form, students should write that word on the "fish" side. If it changes, they should write it on the "feet" side.

**Tactile/Kinesthetic  
Reinforcement**

**Materials:** index cards, marker

Write singular and plural forms of these words on index cards: *child*, *deer*, *fish*, *foot*, *goose*, *man*, *mouse*, *moose*, *ox*, *sheep*, *tooth*, *traffic*, *trout*, *wheat*, and *woman*. Pass them out to the students. Instruct the students to find the other student who has the card that goes with theirs. When all matches are made, direct students to present their words to the group.

**English-Language Development Strategies**

**Irregular Plurals**

Give non-native speakers extra practice with irregular plurals. Write these words on the board: *children*, *fish*, *mice*, *moose*, and *women*. Lead the students in saying them. Tell each student to use one of the words in a question, which he or she directs to another student. The other student must use the word in the answer. For example, "Do you like geese? Yes, I like geese."



**Literature  
Connection**

**Release, Jim. *Hey! Listen to This: Stories to Read Aloud*. Penguin, 1992. "From Where the Red Fern Grows" is a fiction story grounded in the experiences of the author. Tell students to listen for irregular plural words as you read the story.**