

One or Many?

Students listen for nouns and verbs that sound right together.

CCSS.ELA-Literacy.L.1.1c "Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	hop	hops	hopping
b	croak	croaks	croaking
c	fly	flies	flying

2 MATCH WORDS _____

bear	•	•	buzz
bears	•	•	sleeps
bees	•	•	sleep

HOW TO RUN THIS PAGE

First model the pattern by saying, "One boat sails. Two boats sail." Read each prompt aloud, and have students listen for whether the naming word means one or more than one before they mark the matching action word.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY "I will read a sentence with a missing word and then read the choices. Listen for whether the naming word means one or more than one. Which action word makes the sentence sound right?"

ROW	SAY	STUDENTS CIRCLE
a	Listen: "The fox ____." The choices are hop, hops, and hopping. Which word makes the sentence sound right?	hops
b	Listen: "The frogs ____." The choices are croak, croaks, and croaking. Which word makes the sentence sound right?	croak
c	Listen: "The kite ____." The choices are fly, flies, and flying. Which word makes the sentence sound right?	flies

PART 2 • MATCH WORDS

SAY "Look at the naming words on the left and the action words on the right. I will read them all. Can you draw a line from each naming word to the action word that makes a sentence sound right?"

- **bear** matches **sleeps**
- **bears** matches **sleep**
- **bees** matches **buzz**

WHAT TO ACCEPT

Circle hops, croak, and flies in order. Match bear to sleeps, bears to sleep, and bees to buzz.