

More Than One

Students say regular plurals, then mark the matching printed word.

CCSS.ELA-Literacy.L.K.1c "Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	tap	tapes	taps
b	bushes	buses	bus
c	foxes	fixes	fox

2 DRAW LINES _____

wish	•	•	boxes
dish	•	•	wishes
box	•	•	dishes

HOW TO RUN THIS PAGE

Model the oral change from one book to more than one book, books. Then model one class and more than one class, classes. Students should say each plural aloud before they mark it on the page.

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 say a word for one. Say it with me, then say it for more than one. Listen to the words in each row and circle the word you made.”

ROW	SAY	STUDENTS CIRCLE
a	Say tap. Now think of more than one tap. What word do you say? I will read the choices: tap, tapes, taps. Circle the word you said.	taps
b	Say bus. Now think of more than one bus. What word do you say? I will read the choices: bushes, buses, bus. Circle the word you said.	buses
c	Say fox. Now think of more than one fox. What word do you say? I will read the choices: foxes, fixes, fox. Circle the word you said.	foxes

PART 2 • DRAW LINES

SAY “Point to the first word on the left. I will read it, and you will say it for more than one. I will read the words on the right. Which word did you say? Draw a line to it.”

- **wish** matches **wishes**
- **dish** matches **dishes**
- **box** matches **boxes**

WHAT TO ACCEPT

Circle rows, in order: taps, buses, foxes. Match wish to wishes, dish to dishes, and box to boxes. Accept clear oral plurals with the appropriate final plural sound, including /s/, /z/, or /iz/ as spoken.