

More Than One

Students say regular plural nouns aloud, then mark the matching printed word.

1.LU.1.B "Form regular plural nouns orally by adding 's' or 'es' sound."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	kites	kite	kit
b	bus	buzz	buses
c	bed	bet	beds

2 MATCH WORDS _____

dish	•	•	bells
bell	•	•	maps
map	•	•	dishes

HOW TO RUN THIS PAGE

Tell students that a word can name more than one by adding an ending sound. Model with book and books, then listen for the new ending sound. Read every printed choice aloud as students work.

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 “You will say each word, add the ending sound, and make it mean more than one. Then listen as I read the choices, and circle the word you made.”

ROW	SAY	STUDENTS CIRCLE
a	Say kite. Add the /s/ sound to make more than one. What new word do you say? Read kites, kite, and kit with me. Which word says the new word you made?	kites
b	Say bus. Add the /iz/ sound to make more than one. What new word do you say? Read bus, buzz, and buses with me. Which word says the new word you made?	buses
c	Say bed. Add the /z/ sound to make more than one. What new word do you say? Read bed, bet, and beds with me. Which word says the new word you made?	beds

PART 2 • MATCH WORDS

SAY “Say each word on the left. Make it mean more than one by adding the ending sound. Then draw a line to the word on the right that says the new word you made.”

- **dish** matches **dishes**
- **bell** matches **bells**
- **map** matches **maps**

WHAT TO ACCEPT

Circle kites, buses, and beds. Match dish to dishes, bell to bells, and map to maps. Accept correct markings when students orally produce the plural ending sound.