

Plurals

Guided Discussion

Say this: Today we're going to talk about plurals. Plurals are words that are more than one. They usually end in an -s. Here are some examples.

Write some examples on board or paper: pigs, toes, hats, clouds, etc.

Say this: Plurals are always nouns. Nouns are usually things. (Discuss what nouns are more extensively if desired.) So, if you see a word that's a thing, and it ends in -s, then it is a plural.

For younger children, it is usually best to skip extensive explanations, and begin practicing production of plurals. Older children may benefit from practicing identifying plurals, and older children with s/z confusion may benefit from explanation regarding differences in plural ending sounds.

Say this for older children with s/z confusion: Although plurals are usually spelled with an s on the end, this s sounds different in different words. There are rules which tell you what the final sound should be." (Say the rules if you'd like. Keep in mind that normally developing children learn correct pronunciation of these words without knowing the rule.) "Usually it's best to just go with what sounds the best. You don't say '/hatz/' because it's harder than saying 'hats.' You don't say '/dogs/' with an s sound because it's harder than saying '/dogs/' with a z sound.

For irregular plurals, say this: There are a few plurals that don't end in -s. These are special plurals (or irregulars). These are words like, "mice, feet, children, men, and women." You just have to memorize these.

Quick Drill

Guided Practice Ideas

For younger children that are omitting the end sound, show pictures of various plurals, and require the existence of the end sibilant sound. At this point, it does not matter if the child's production is correct regarding voicing. It just matters that the sound is not omitted. Distortions may (or may not, depending upon age) be allowed.

For example, show a picture of cats and say, "Say cats five times." Use words at student's individual level.

<u>Basic examples</u>	<u>Later developing examples</u>	<u>Advanced examples:</u>
books rocks	elbows states	symbols moths
pens papers	bridges rulers	counties globes
eyes fingers		pyramids phrases

For variation, ask the child to think of his own. Require approximately ten to twenty plurals with cues as needed to practice production with near 100% accuracy.

For irregular plurals: Use pictures of irregular plurals. Require student to label. Expect near 100% accuracy.