

## Guided Practice Ideas Continued

### Plural or Not Plural?

**Say this:** "I'll say some words, and you tell me if they're plural or not plural." State words that are plural nouns, regular plural nouns, or other words that end in s or z, such as "has," "fuss," "maze," etc.

Use with turn taking game for variety, if desired.

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### Labeling Plurals

**Say this:** "I'll ask you to tell me some plurals when I give you the singular noun." **Use as an example:** "For example, what is the plural of truck?"

**To increase complexity,** require correct voicing.

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### Using Plurals in Sentences

**Say this:** "I'll tell you a sentence that will be wrong. I want you to tell me how it should be said using plurals. **Use as an example:** "For example, tell me how to correctly say this sentence." Pause. "The dog are barking." Pause again. "Remember to use a plural, and a complete sentence. To increase complexity, require correct voicing. Some examples,

Look at those duck.  
I have two eye.  
I bought some new shoe.  
All tree have leaf.

These are my piece of paper.  
Everybody wrote their name.  
The cloud all began to clear.  
The box is full of tool.

## Functional Activity Ideas

### Activities

Label members of basic categories that are relevant to the student. These may include "things you can buy at the grocery store," or things you would see at school."

Take a walk. Label every plural noun that you see. Ask "What is this?" if necessary.

Use magazines or newspapers. Label every plural noun that you see.

### Example Statements

"oranges, potato chips, beans, napkins, apples, etc."  
"rulers, pencils, teachers, students, papers, etc."

"walls, windows, leaves, eyes, kids, classrooms, books, etc."

"pages, numbers, words, cars, pictures, people, children, etc."