

# More of us

## Learning objective

Regular plurals – adding 's' or 'es'

## Preparation

Make two lists of words – one of nouns that take *s* to form their plurals and one of nouns that take *es* to form their plurals. The two lists should consist of sets of words that are linked or follow a theme. For example:

<i>cucumber</i>	<i>tomato</i>
<i>skirt</i>	<i>dress</i>
<i>king</i>	<i>princess</i>
<i>carrot</i>	<i>potato</i>
<i>wizard</i>	<i>witch</i>
<i>farm</i>	<i>beach</i>
<i>comb</i>	<i>brush</i>

Write the words onto separate cards. Also make square cards to represent the letter *e* and twice as many to represent the letter *s*.

## Activity

Give one card to each pupil. Invite those with a letter *e* to form pairs with half of those with a letter *s*. Then, ask each pupil with a word, in turn, to choose whether to stand beside a single letter *s* or a pair of pupils representing *es*.

When all of the words have been made plural in this way, ask the letters if they think that all of the words are correct. If not, allow them to swap with other letters. Encourage the group to call out to help each other and work together to make all of the words right.

Invite pupils to decide which of the words go together and to create groups of five by linking each pair with the relevant trio and standing together (eg *cucumbers* and *tomatoes*).

## Extension/challenge

Ask pupils to look carefully at the words that take *es* and to identify the letters that they usually end with (*h, o, ss* and *x*).

Encourage them to think of words that end in *e*, such as: *cake, house* or *sausage*, and to write them on cards and add *s* cards to them, in order to understand that adding an *s* to these words should not be confused with adding *es* to others.