

Cracking the Grammar Code

Nouns, Articles and Conjunctions

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Cracking the Grammar Code: Nouns, Articles and Conjunctions

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Dedication

- For your continued love and support: Josh, Coltrane, and Kohen – *Kerilynnne*
- To my parents, Tom and Louise Moody; my husband, Bob; and my daughter, Aly McMillan– *Mary*

Acknowledgments

- To Aly McMillan and Josh Rugg for all of your dedication and contributions to this endeavor
- To the DHH staff and students at Del Oro High School for piloting this program

A Message to the Reader

Dear User,

As teachers and support providers, all too often you must bring together materials from a wide variety of resources, with limited activities for mastering the grammar rules and conventions. Most supplemental materials deal with nouns, verbs, and subject-verb agreement as components of a whole study of grammar. These materials provide small amounts of activities; hardly enough to properly instruct students whose needs for repetition and highly focused instruction are more acute than the traditional student's needs. For instance, in one publication widely used in the classroom, the resource book provides 15 pages of activities addressing nouns, verbs, and subject-verb agreement all together.

Cracking the Grammar Code: A Comprehensive Teacher and Student Guide for Writing will supply you with the resources to move students toward mastery and independence in applying basic concepts for grammar and writing with a full year's worth of daily activities addressing language rules. This guide will comprehensively teach nouns, such as common and proper nouns, singular and plural nouns, possessive nouns, and abstract, concrete, and collective nouns. Articles, conjunctions, pronouns, adjectives, adverbs and prepositional phrases will all be thoroughly addressed in incremental steps. The verbs section covers topics including action verbs, linking verbs, helping verbs, present participles, past participles, irregular verbs, verb tenses, infinitives, transitive and intransitive verbs, and gerunds. Then when learning about subject-verb agreement rules students will master finding the subject, rules for subject-verb agreement and writing grammatically correct sentences and paragraphs.

These materials consist of paired activities for the whole class and independent applications. Where other grammar materials jump from concept to concept, rarely, if ever returning to reinforce previous concepts, we have paid special attention to scaffolding previous concepts while introducing new ones. In addition, certain sections spotlight the grammar rules to give students a concrete guide to understanding grammar. Each key concept is taught predictably, alternating between two kinds of activities: teacher-directed and student application. Each pair of activities gets progressively more challenging and builds on previous knowledge to add consistency and practice as students work their way through each lesson.

Cracking the Grammar Code is targeted to special education teachers, including resource teachers, English Language Learner teachers, teachers of the Deaf and Hard of Hearing, and Special Day Class teachers, who work with students at the upper elementary, middle school, and high school levels.

We hope you find *Cracking the Grammar Code* thorough and easy to use with your students.

Sincerely,
Mary Homelvig and Kerilynne Rugg

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PRETEST NOUNS

Nouns

Directions: Underline the nouns. Label them person, place, thing, or abstract concept.

1. The manager talked, to the staff, about the directions.
2. Firefighters must have courage.
3. The parents bought new clothes during their vacation.
4. The cat ran up the tree and meowed loudly for help.
5. The young girl rode her bike, to the store, for some candy.

Scoring: ____/26 = ____%

If student scores less than 80%, teach activities #1-3.

Common and Proper Nouns

Directions: Classify each noun as a common noun or a proper noun.

6. state
7. Rachel
8. door
9. computer
10. Barack Obama

Scoring: ____/5 = ____%

If student scores less than 80%, teach activities #4-7.

Plural Nouns

Directions: Write the plural form for each singular noun.

11. television
12. porch
13. tax

PRETEST NOUNS

Plural Nouns, cont.

- 14. dress
- 15. berry
- 16. journey
- 17. authority
- 18. paper
- 19. wolf
- 20. housewife
- 21. giraffe
- 22. tomato
- 23. studio

Directions: Rewrite the sentences, changing each underlined singular noun to a plural noun.

24. Nadia wrote the elf a story.

25. The family drove the lady to the house.

26. The lunch stayed on the bus all day.

Directions: For the sentences below, write "S" above the singular nouns and "P" above the plural nouns.

- 27. We saw three moose cross the road.
- 28. The grandmother enjoys going to the museum to see all the paintings.
- 29. I bought soap for the bathrooms.
- 30. The sheep were grazing in the field.

PRETEST NOUNS

Plural Nouns, cont.

Directions: Change the plural noun to a singular noun.

- 31. men
- 32. mice
- 33. children
- 34. dice
- 35. crises
- 36. paralyses
- 37. fungi
- 38. octopi
- 39. foci

Directions: Fill in the blank with the correct word.

headquarter	headquarters
trouser	trousers
congratulation	congratulations

- 40. The _____ were perfect, with no holes in the knees or pockets.
- 41. Our _____ is the hub for all communication for the company.
- 42. My _____ to the happy couple on their wedding day.

Scoring: ____/40 = ____%

If student scores less than 80%, teach activities #8-40.

PRETEST NOUNS

Possessive Nouns

Directions: Fill in the chart below:

Singular Noun	Plural Noun	Singular Possessive	Plural Possessive
Ex: book	books	book's	books'
43. country			
44. fireman			
45. mattress			
46. mother-in-law			
47. editor-in-chief			

Directions: Given the pair of names, write a sentence that shows possession. Indicate if the nouns share possession or show separate ownership.

48. Lori and Joe

49. Yolanda and Angie

Scoring: ____/17 = ____%

If student scores less than 80%, teach activities #41-53.

PRETEST NOUNS

Concrete Nouns

Directions: Given the category, list five concrete nouns.

50. animals:

51. furniture:

52. family:

Scoring: ____/3 = ____%

If student scores less than 80%, teach activities #54-56.

Collective Nouns

Directions: Given the list of members in the group, provide the collective name.

herd

flock

litter

army

swarm

53. group of ants

54. group of birds

55. lots of butterflies

56. baby kittens or puppies together

57. group of deer

Scoring: ____/5 = ____%

If student scores less than 80%, teach activities #57-58.

PRETEST NOUNS

Abstract Nouns

Directions: Circle the abstract noun(s) in each sentence.

- 58. Superheroes fight for truth and justice.
- 59. All's fair in love and war.
- 60. Raja has great taste in furniture.
- 61. The boy's bravery was evident as he climbed out of the canyon to save his brother.
- 62. Progress can be seen very slowly.

Scoring: ____/7 = ____%

If student scores less than 80%, teach activities #59-61.

NOUNS

Class Activity #1

Directions: Ask the following question.

What is a noun?

Then introduce the Noun Chart below with four categories: person, place, thing, and abstract concept. Elicit words from the students, and have students place them in the correct categories. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

NOUN CHART

Person	Place	Thing	Abstract Concept

NOUNS

- A noun is a person, place, thing, or abstract concept.
- An abstract concept can be an idea, emotion, state of being, quality, or feeling.

WORD BANK

Person	Place	Thing	Abstract Concept
dentist	home	zucchini	courage
umpire	park	salad	love
player	meadow	hammer	injury*
scientist	plaza*	school	opportunity*
florist	garden	dial*	responsibility*
pupil*	bedroom	binder	satisfaction*
fairy	backyard	dinghy*	joy
assistant*	office	puppet	determination*
father	kitchen	pan	hatred

*Words can be found in the Glossary.

NOUNS

Activity #1

- A noun is a person, place, thing, or abstract concept.
- An abstract concept can be an idea, emotion, state of being, quality, or feeling.

Directions: Place each of the words below in the correct noun category in the Noun Chart.

NOUN CHART

Person	Place	Thing	Abstract Concept

bed
love
socks
happiness
books
backpack
field
garage
nurse

chair
school
mom
dog
store
brother
lamp
theory
grief

home
family
teacher
apple
clothes
friendship
bank
door
parent

ball
toes
hatred
grandmother
intelligence
park
officer
cashier
bathroom

NOUNS

Activity #2

Directions: Have students locate the nouns in the following sentences and underline them. Then have them label each noun: person, place, thing, or abstract concept. Finally, have them replace the nouns in each sentence to make a silly sentence.

1. The teacher asked the pupil to please put away his phone.
2. The cat ran up the tree and screeched loudly for help.
3. The young man rode his bike to the corner store for some milk.

NOUNS

- A noun is a person, place, thing, or abstract concept.
- An abstract concept can be an idea, emotion, state of being, quality, or feeling.

WORD BANK

Person	Place	Thing	Abstract Concept
duchess	pharmacy*	case*	freedom
maniac*	aquarium*	glacier*	exuberance*
jester*	bistro*	apricot*	justification*
optometrist*	stadium*	barrel*	frustration
cook	gulch	handle	life
miller*	town	iron	liberty*
farrier*	concourse*	sand	date
emperor*	deli*	mallet*	sentiment*
chairman*	palace*	silt*	hour

NOUNS

Activity #2

- A noun names a person, place, thing, or abstract concept.

Directions: Write each noun in the list below under the correct category in the Noun Chart.

NOUN CHART

Person	Place	Thing	Abstract Concept

San Francisco

doctor

son

ocean

hat

courage

computer

Dallas

bravery

quilt

beach

car

dentist

Africa

jewelry

patio

mall

friend

Arizona

nurse

engineer

sadness

book

table

sink

daughter

park

fireman

NOUNS

Class Activity #3

Directions: Have students underline the nouns in each sentence and label them: person, place, thing, or abstract concept. Then using the Word Bank, write words from each category on the board, and have students create sentences with at least two nouns per sentence. Ask students to underline the nouns in the sentences and label them: person, place, thing, or abstract concept.

1. The president talked to the staff about the rules.
2. Soldiers must have courage.
3. Except for Tom, the family bought new clothes during the break.

NOUNS

- A noun is a person, place, thing, or abstract concept.
- An abstract concept can be an idea, emotion, state of being, quality, or feeling.

WORD BANK

Person	Place	Thing	Abstract Concept
scholar*	university	squid*	humility*
zoologist*	house	tattoo	advocacy*
deputy	court	refreshments*	joy
dean*	school	luggage	expansion*
clerk	market	snake	logic*
commander*	capitol *	comforter*	splendor*
welder*	gymnasium	paperback	acrimony*
reaper*	temple*	seasoning*	annoyance*
fella*	post office	sleeve	fortune*

NOUNS

Activity #3

Directions: Circle the word in the set that does not belong. Then, label the set: person, place, thing, or abstract concept.

1. doctor, lawyer, university, policeman _____
2. skis, boots, goggles, resort _____
3. surfer, ocean, beach, forest _____
4. phone, computer, technician, car _____
5. happiness, idea, president, knowledge _____
6. bishop, skyscraper, vendor, gladiator _____
7. violinist, compassion, attention, liberty _____
8. brother, referee, pajamas, czar _____
9. institution, comforter, park, alley _____
10. homework, toothpaste, jacket, bathroom _____
11. saliva, patience, power, hate _____
12. emperor, florist, architect, truth _____
13. gym, assistant, synagogue, farm _____
14. ruler, empress, eggplant, admirer _____
15. racetrack, pool, palace, goddaughter _____

COMMON AND PROPER NOUNS

Class Activity #4

Directions:

Ask the following question. Then, write the definition and examples of common and proper nouns on the board. (See box below.)

What is the difference between a common noun and a proper noun?

Have students generate a list of common nouns and proper nouns and place them in the correct categories in the chart below. Use the Word Bank below if students have difficulty brainstorming a list of common nouns and proper nouns.

COMMON NOUNS

PROPER NOUNS

Person	Place	Thing	Abstract Concept	Person	Place	Thing	Abstract Concept

COMMON AND PROPER NOUNS

- A proper noun is the name of a particular person, place, thing, or abstract concept.
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.

Examples: actor – Samuel L. Jackson city – San Francisco month – June

COMMON AND PROPER NOUNS

Activity #4

Nouns can be classified into two main categories: common and proper.

- A proper noun is the name of a particular person, place, thing, or abstract concept. Proper nouns are capitalized.
Examples: Kay, Miami, Tuesday, White House
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept. Common nouns are not capitalized unless they begin a sentence.
Examples: woman, city, day, building

Directions: Classify each noun as a common noun or proper noun. Then, label the noun: person, place, thing, or abstract concept.

Examples:

Florida: proper noun – place

teacher: common noun – person

- | | |
|-----------------|-------------------------|
| 1. state _____ | 11. New York _____ |
| 2. planet _____ | 12. beach _____ |
| 3. Jim _____ | 13. Niagara Falls _____ |
| 4. Canada _____ | 14. computer _____ |
| 5. couch _____ | 15. pasta _____ |
| 6. week _____ | 16. aunt _____ |
| 7. poster _____ | 17. shoes _____ |
| 8. Hawaii _____ | 18. Samantha _____ |
| 9. window _____ | 19. automobile _____ |
| 10. Kevin _____ | 20. love _____ |

COMMON AND PROPER NOUNS

Class Activity #5

Directions: Using the following chart, have students give a list of nouns, and place the nouns in the correct category of common or proper. If the noun is a common noun, then write a correlating proper noun. If the noun is a proper noun, then write a common noun. Lastly, label the pair of nouns: "P" for person, "PL" for place, "T" for thing, or "AC" for abstract concept. If students are unable to brainstorm a list of words, have them use the nouns given in the Word Bank below.

Examples: car

Atlantic City

Common	Proper	Label
car	Ford	T
city	Atlantic City	PL

COMMON AND PROPER NOUNS

- A proper noun is the name of a particular person, place, thing, or abstract concept.
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.

COMMON AND PROPER NOUNS

Activity #5

- A proper noun is the name of a particular person, place, thing, or abstract concept. Proper nouns are capitalized.
Examples: Kay, Miami, Tuesday, White House
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept. Common nouns are not capitalized unless they begin a sentence.
Examples: woman, city, day, building

Directions:

I. Given the common noun, write a proper noun. Then, label the noun: person, place, thing, or abstract concept.

Example: president: Abraham Lincoln – person

1. athlete _____
2. state _____
3. movie _____
4. musician _____
5. actress _____
6. planet _____
7. astronaut _____
8. governor _____
9. country _____
10. actor _____
11. teacher _____
12. play _____
13. song _____
14. book _____
15. city _____

COMMON AND PROPER NOUNS

Class Activity #6

Directions:

1. Ask the following questions: What is a proper noun? What is a common noun? How can you tell them apart?

2. Have each student write a pair of matching common and proper nouns. Then, have each student tell the proper noun to the class. Lastly, the class provides a common noun to match the given proper noun. If students are unable to make a pair of matching common and proper nouns, then use the nouns given in the Word Bank below to help students generate the proper or common noun.

Example: Student says, "Barack Obama"; class responds, "President."

COMMON AND PROPER NOUNS

- A proper noun is the name of a particular person, place, thing, or abstract concept.
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.

WORD BANK

Common Noun	Proper Noun	Common Noun	Proper Noun
state	Vermont	country	Canada
cookbook	<i>The Joy of Cooking</i>	magazine	<i>Time</i>
movie	<i>Napoleon Dynamite</i>	actress	Cameron Diaz
general*	General Lee	president	George Washington
military*	Navy	medicine*	Tylenol
chair	La-Z-Boy	school	Lowell High School
capital*	Santiago	car	Camero
brand*	Rubbermaid	appliance*	Maytag
watch	Swiss Army	shoes	Adidas

*Words can be found in the Glossary.

COMMON AND PROPER NOUNS

Activity #6

Directions: Match the proper noun to its common noun. Write the correct letter on the line before each numbered item.

- | | |
|---------------------------------|----------------------|
| 1. _____ the Beatles | A) whale |
| 2. _____ Albert Einstein | B) country |
| 3. _____ Nike | C) president |
| 4. _____ Bill Clinton | D) planet |
| 5. _____ F. Scott Fitzgerald | E) architect |
| 6. _____ Chihuahua | F) musicians |
| 7. _____ LeBron James | G) actor |
| 8. _____ Shamu | H) athlete |
| 9. _____ Alaska | I) psychoanalyst |
| 10. _____ Bart Simpson | J) video game |
| 11. _____ Denzel Washington | K) continent |
| 12. _____ Atlanta | L) dog breed |
| 13. _____ <i>Avatar</i> | M) cartoon character |
| 14. _____ Neil Armstrong | N) painter |
| 15. _____ Europe | O) television show |
| 16. _____ Canada | P) physicist |
| 17. _____ Sigmund Freud | Q) dancer |
| 18. _____ <i>New York Times</i> | R) movie |
| 19. _____ Pacific | S) newspaper |
| 20. _____ Glee | T) city |
| 21. _____ <i>Madden NFL</i> | U) film director |
| 22. _____ Claude Monet | V) author |
| 23. _____ Frank Lloyd Wright | W) ocean |
| 24. _____ Paula Abdul | X) product brand |
| 25. _____ Steven Spielberg | Y) state |
| 26. _____ Jupiter | Z) astronaut |

COMMON AND PROPER NOUNS: REVIEW

Class Activity #7

Directions: Write each sentence on the board. Have the students underline the common nouns and proper nouns. Next, have the students put, below each noun, a "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. Then, using the Word Bank, write words from each category on the board and have students create sentences with at least two nouns per sentence. Ask students to underline the nouns in the sentences and label them: person, place, thing, or abstract concept.

1. Jelly is very sweet and sugary.
2. Monday was our anniversary.
3. Is the lecture about love or marriage?
4. Al Gore published a book on the environment.
5. Taco Bell and Jack-in-the-Box have humorous commercials.

WORD BANK

Person	Place	Thing	Abstract Concept
Einstein	the Great Wall	Benji	September
Hilary Clinton	Little Rock	dune*	courage
guard*	Corsica	skeleton	imperialism*
Mrs. Hale	Taco Bell	flesh*	tyranny*
Captain Kirk	Taj Mahal	Jeep	logic*
librarian	fort*	Triscuit	favor*
colonel*	lagoon*	saucer*	sleepiness
Bill Gates	Wells Fargo	newspaper	colonialism
Ronald McDonald	cemetery	Snoopy	autumn

*Words can be found in the Glossary.

COMMON AND PROPER NOUNS: REVIEW

Activity #7

- A proper noun is the name of a particular person, place, thing, or abstract concept. Proper nouns are capitalized.
Examples: Kay, Miami, Tuesday, White House
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.
Examples: woman, city, day, building

Directions: Read the paragraph.

After a search of the cages, it was discovered that the caretaker indeed was missing. The staff was alerted by the caretaker's brother, who had driven down the day before from Niagara Falls after seeing her husband, who was clearly nervous about her disappearance. After a description of her clothes and a picture was given to the detective from the NYPD, the staff thought it a good idea to put out a call to the *New York Times* to see if they could get the word out about the disappearance of their trainer. It took only days before they were tipped off by a busboy in Canada, that she had been spotted. The police were notified and she was returned home to her family.

List the nouns in the paragraph. Write "common" if it is a common noun or "proper" if it is a proper noun. Next, label the noun: "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. When labeling the nouns, read carefully how they are used in the paragraph. Labeling can be tricky!

Noun	Common or Proper	Type of Noun	Noun	Common or Proper	Type of Noun

PLURAL NOUNS RULE #1:

INTRODUCTION

Class Activity #8

Directions: Ask the following questions.

What is a singular noun? What is a plural noun?

Write the definitions of a singular noun and a plural noun on the board. On the board, make the chart below. Using common plural nouns elicited by students, put each word under the correct category. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

COMMON PLURAL NOUNS

Person	Place	Thing	Abstract Concept

PLURAL NOUNS RULE #1

- A singular noun names ONE person, place, thing, or abstract concept.
- A plural noun names more than one person, place, thing, or abstract concept. Add -s to change the singular noun to a plural noun.

Example: cat – cats

WORD BANK

Person	Place	Thing	Abstract Concept
keeper*	institution*	newspaper	feature*
judge	field	cupboard*	innocence*
instructor*	inlet*	curtain	sacrifice*
pitcher*	garden	explosive*	decision
companion*	hotel	gale*	remark*
farmer	mountaintop*	tomb*	situation
gangster*	lake	sign	argument
widow*	museum	wrapper*	dread*
crowd	planetarium*	case*	recognition*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #1

Activity #8

- A singular noun names ONE person, place, thing, or abstract concept.
- A plural noun names more than one person, place, thing, or abstract concept. Add -s to change the singular noun to a plural noun.

Example: **Singular** **Plural**
 dog dogs

Directions:

I. Change each singular common noun below to a plural common noun.

1. pitcher: _____

6. school: _____

2. tree: _____

7. plant: _____

3. book: _____

8. park: _____

4. chair: _____

9. remark: _____

5. sister: _____

10. lamp: _____

II. Draw a picture showing more than one for the following nouns.

11. flowers:

12. cans:

13. desks:

14. lemons:

15. pencils:

16. moms:

17. cups:

18. papers:

19. shirts:

20. shovels:

PLURAL NOUNS RULE #1:

REVIEW

Class Activity #9

Directions: Ask students the following question.

What is the difference between a singular noun and a plural noun?

Then, write the following chart on the board. Ask the students to come up with a list of singular and plural common nouns. When given a singular noun, write it under the correct category and add the plural noun. When given a plural noun, write it under the correct category and add the singular noun. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

COMMON NOUNS

Person	Place	Thing	Abstract Concept
teacher/ teachers		car /cars	

PLURAL NOUNS RULE #1

- A singular noun names ONE person, place, thing, or abstract concept.
- A plural noun names more than one person, place, thing, or abstract concept. Add -s to change the singular noun to a plural noun.

Example: cat – cats

WORD BANK

Person	Place	Thing	Abstract Concept
character*	room	light	mantra*
tenant*	hut*	cot*	deadline*
soldier	restaurant	toaster*	fortune*
editor*	kitchen	cancer*	hour
maiden*	cartoon	article*	extension*
kid	mission*	column*	idea
senior*	world	seed	proposal*
publisher*	deli*	bandage*	thought
fiancée*	office	movie	dream

*Words can be found in the Glossary.

PLURAL NOUNS RULE #1

Activity #9

- A singular noun names ONE person, place, thing, or abstract concept.
- A plural noun names more than one person, place, thing, or abstract concept. Add -s to change the singular noun to a plural noun.

Example: **Singular** **Plural**
 dog dogs

Directions:

I. Write the plural noun for each singular noun. Next to the plural form, label the noun. Put a "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept.

- | | |
|---------------------|----------------------|
| 1. dream _____ | 2. recognition _____ |
| 3. television _____ | 4. governor _____ |
| 5. coyote _____ | 6. bracelet _____ |
| 7. president _____ | 8. museum _____ |

II. Write the plural form for each word below to complete the sentences. On the line next to each sentence, put a "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept.

player boot state museum game

9. This summer, Kohen plans to travel to many _____ to visit the capitals. ____
10. I traipsed through the mud in my _____. ____
11. Shareese loves to play video _____ with her aunt. ____
12. The Schindler family went to many _____ while traveling through Europe. ____
13. I went to the gym and watched the basketball _____ play basketball. ____

PLURAL NOUNS RULE #2:

INTRODUCTION

Class Activity #10

Directions: Write the rule on the board with examples such as brush/brushes, fox/foxes. Make the Common Nouns chart on the board. Ask the students to think of as many common nouns that follow the rule as they can. Write the words under the correct category. Ask the students for the correct spelling for the singular/plural forms of the word. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

COMMON NOUNS

Person	Place	Thing	Abstract Concept
		brush/brushes	
		fox/foxes	

PLURAL NOUNS RULE #2

- To form the plural, add -es to nouns that end with -s, -sh, -ch, or -x.

WORD BANK

Person	Place	Thing	Abstract Concept
witness*	porch	ash*	equinox*
genius*	wilderness*	sandwich	loss*
mooch*	cineplex*	lash*	abyss*
monarch*	carwash	match	search
hostess*	ranch*	canvas*	crux*
witch	fortress*	thermos*	wish
princess	church	leech*	apex*
chatterbox*	duplex*	mass*	tax
goddess*	beach	iris*	ambush*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #2

Activity #10

- Add *-es* to those nouns that end with *-s*, *-sh*, *-ch*, or *-x*.
- When adding *-es*, you are adding another syllable when you say the word!
Example: porch/por-ches

Directions:

I. Write the plural noun for each singular noun.

- | | |
|------------------|-----------------|
| 1. porch: _____ | 5. bush: _____ |
| 2. coach: _____ | 6. box: _____ |
| 3. glass: _____ | 7. bench: _____ |
| 4. trench: _____ | 8. tax: _____ |

Review

II. Write "S" before each singular noun. Then, write the plural form. Write "P" before each plural noun. Then, write the singular form.

- | | |
|-------------------------|-------------------------|
| _____ 9. boat _____ | _____ 16. dresses _____ |
| _____ 10. brushes _____ | _____ 17. class _____ |
| _____ 11. shoes _____ | _____ 18. bus _____ |
| _____ 12. foxes _____ | _____ 19. plane _____ |
| _____ 13. patch _____ | _____ 20. bats _____ |
| _____ 14. eraser _____ | _____ 21. lunch _____ |
| _____ 15. dogs _____ | _____ 22. mixes _____ |

PLURAL NOUNS RULE #2:

REVIEW

Class Activity #11

Directions: : Review the rule. Write the vocabulary words below on the board. Give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures on the index cards.

bonuses
businesses
equinoxes
goddesses

jukeboxes
apexes
porches
toolboxes

boomboxes
chatterboxes
rebuses
couches

mattresses
paintbrushes
headdresses
trenches

PLURAL NOUNS RULE #2

- To form the plural, add -es to nouns that end with -s, -sh, -ch, or -x.

PLURAL NOUNS RULE #2

Activity #11

Directions: Write the plural form below for the nouns listed. Then, find the plural nouns in the word search. The words can run in all directions: forward, backward, up, down, and diagonally.

- | | | | | |
|-----------|---------------|---------------|-------------|----------------|
| 1. bonus | 2. jukebox | 3. boombox | 4. mattress | 5. business |
| 6. apex | 7. chatterbox | 8. paintbrush | 9. couch | 10. porch |
| 11. rebus | 12. headdress | 13. toolbox | 14. trench | 15. rhinoceros |

S E X O B E K U J I M A T T R E S S E S T T G P
M R Y U T D H B G F K A Q P U L J I Z D K A Q S
S H S B Z Q S Z U U S E S S E R D D A E H Q A E
V V E Q L G A D Y S P S H W I V H F S S S P J H
D U S Z P T H R P I I W E J R D E E E X E A R S
Z Q O S B V O P Q Q V N S X V C H K W F S L J U
C A R E I O R O O X S O E O O C R V I B U P I R
K M E S D O O J L R D E T S U B V O G X B S L B
Y X C U B R U M C B C H X O S K R N X F E D R T
Z M O N F W U X B Z O H C Y F E S E G B R W A N
K F N O E A G V E O V X E H N N S V T A J T Z I
B A I B B S J C L R X A E S D O R M Q T Y Z K A
L O H Q E J H Y A H D E D S N S E X E P A L M P
F F R F Z D E N S Z O I S B H M V E E E S H Z F
N D I O C J T R E N C H E S P L T I F T T N C H

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | |

PLURAL NOUNS RULE #2:

REVIEW

Class Activity #12

Directions: Write the vocabulary words below on the board. Then, give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures on the cards.

harnesses
hoaxes
annexes
underpasses

albatrosses
dispatches
appendixes
rhinoceroses

blowtorches
praying mantises
roaches
lynxes

geniuses
actresses
apexes
carcasses

PLURAL NOUNS RULE #2

- Add -es to nouns that end with -s, -sh, -ch, or -x.

PLURAL NOUNS RULE #2

Activity #12

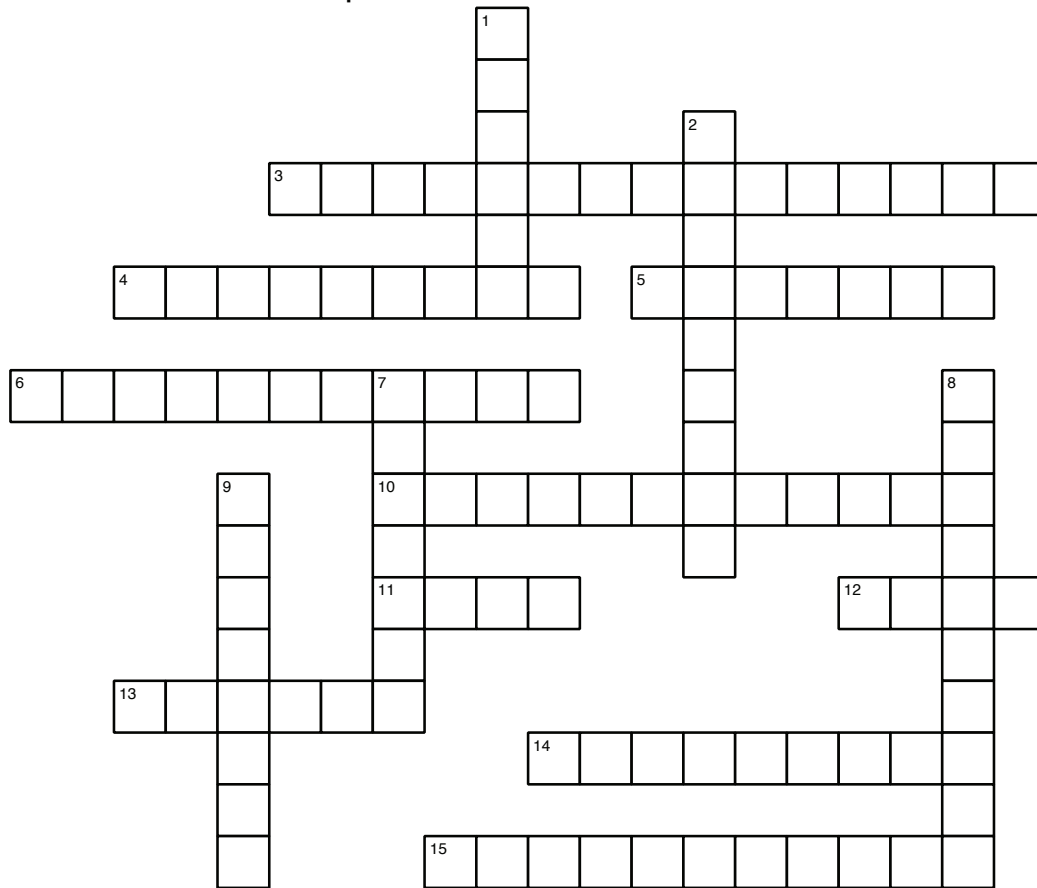
Directions: : Solve the crossword puzzle by matching a word in the list with the clues below the puzzle.

harnesses
actresses
succotash
hoax

albatrosses
annexes
carcass
lynxes

blowtorches
appendix
underpass
dispatches

genius
apex
rhinoceroses
praying mantises



Across

3. insects with long forelegs
4. a walkway below a railway
5. buildings attached to a main building
6. In a welding shop there are many of these tools.
10. pachyderms with one or two upright horns on their snouts
11. the highest point of a peak
12. a joke
13. wild cats
14. a casserole of lima beans and corn
15. ocean birds

Down

1. a person with exceptional ability
2. straps put on horses
7. the remains of a dead animal
8. calls made for emergency help
9. a section at the end of a book

PLURAL NOUNS RULE #3:

INTRODUCTION

Class Activity #13

Directions: Introduce Plural Nouns Rule #3 (see below). Ask the students to come up with a list of common nouns that follow Rule #3. Make the Common Noun Chart below on the board. Have the students decide if each noun is a person, place, thing, or abstract concept. Then, have the students tell either the singular or plural for each noun that was named. Complete the chart for each noun suggested. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

COMMON NOUNS CHART

Person	Place	Thing	Abstract Concept
		toy/toys	
	country/countries		

PLURAL NOUNS RULE #3

- If a singular noun ends with a consonant and -y, change the -y to -i and add -es to make it plural.
Example: pony/ponies
- If a singular noun ends in a vowel and -y, add -s to make it plural.
Example: bay/bays

WORD BANK

Person	Place	Thing	Abstract Concept
phony*	vicinity*	pony	apology*
boy	balcony*	pulley*	delay*
authority*	bay	dolly*	duty*
cabby*	valley	runway*	anniversary*
gypsy*	hallway	strawberry	holiday
orderly*	gully*	cavity*	journey*
army*	refinery*	battery	assembly*
nobility*	sanctuary*	monkey	day
lady	quarry*	pinky*	inquiry*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #3

Activity #13

- If a singular noun ends with a consonant and -y, change the -y to -i and add -es to make it plural.

Example: **Singular** **Plural**
 pony ponies

- If a singular noun ends in a vowel and -y, add -s to make it plural.

Example: **Singular** **Plural**
 bay bays

Directions:

I. Write the plural form for each singular noun. Next to the plural form, label the noun. Put a "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept.

- | | |
|------------------|------------------|
| 1. party _____ | 5. day _____ |
| 2. toy _____ | 6. century _____ |
| 3. sky _____ | 7. osprey _____ |
| 4. country _____ | 8. spy _____ |

Review

II. Write the plural for each singular noun. Label the noun as mentioned above.

- | | |
|-----------------|-------------------|
| 9. iris _____ | 17. abyss _____ |
| 10. lady _____ | 18. latch _____ |
| 11. gypsy _____ | 19. duty _____ |
| 12. bay _____ | 20. lens _____ |
| 13. patch _____ | 21. crush _____ |
| 14. baby _____ | 22. county _____ |
| 15. fly _____ | 23. inquiry _____ |
| 16. penny _____ | 24. guess _____ |

PLURAL NOUNS RULE #3:

REVIEW

Class Activity #14

Directions: Review Plural Nouns Rule #3. Write the vocabulary words below on the board. Then, give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures. Ask the students to give you the correct spelling for the plural form of each noun.

biopsy
abbey
eddy

curtsy
booty
elegy

dory
moray
levy

bevy
company
affray

PLURAL NOUNS RULE #3

- If a singular noun ends with a consonant and -y, change the -y to -i and add -es to make it plural.
- If a singular noun ends in a vowel and -y, add -s to make it plural.

PLURAL NOUNS RULE #3

Activity #14

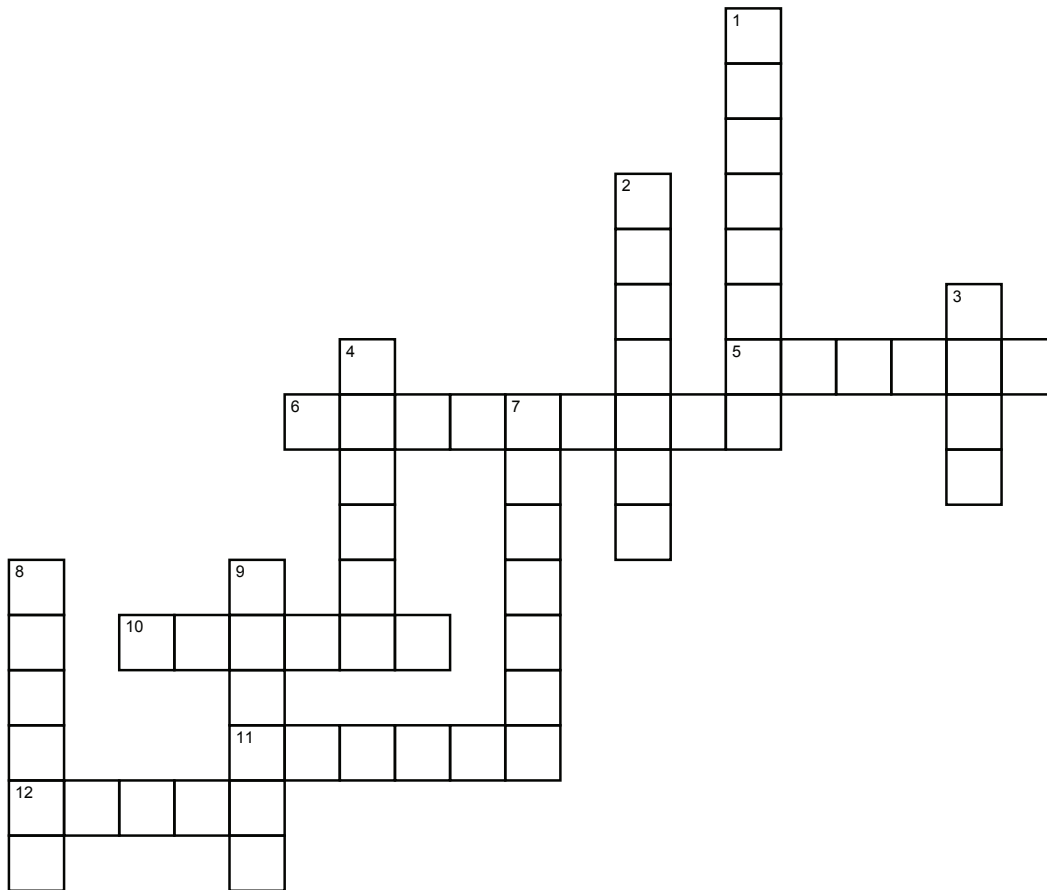
Directions: Solve the crossword puzzle by matching a word in the list with the clues below the puzzle.

biopsy
bevvies
gypsies

curtsies
affrays
eddies

levy
abbeys
elegy

dories
morays
companies



Across

5. rotary motions in a stream of liquid, e.g., whirlpools
6. business firms
10. the removal and examination of a sample of tissue from a living body for diagnostic purposes
11. convents or monasteries
12. a poem that mourns the loss of someone

Down

1. courteous bows made by women chiefly by bending the knees
2. ethnic group known for frequently moving from place to place
3. the amount owed or collected
4. small, narrow, flat-bottom fishing boats
7. public fights
8. groups of animals
9. eels

PLURAL NOUNS RULE #3: REVIEW

Class Activity #15

Directions: Write the words below on the board. Next to the words, write the Common Nouns Chart. Have the students tell under which category each noun belongs. Have the students give you the correct spelling for the plural form of each noun.

busboy
bakery
burglary
pulley

ability
bluejay
byway
ceremony

gentry
bribery
cavity
penny

pantry
bully
lady
ruby

COMMON NOUNS CHART

Person	Place	Thing	Abstract Concept
busboy/busboys		ruby/rubies	

PLURAL NOUNS RULE #3

- If a singular noun ends with a consonant and -y, change the -y to -i and add -es to make it plural.
- If a singular noun ends in a vowel and -y, add -s to make it plural.

PLURAL NOUNS RULE #3

Activity #15

Directions: : Write the plural nouns below for the words listed. Then, find and circle the plural nouns in the word search. The words can run in all directions: forward, backward, up, down and diagonally.

- | | | | | |
|--------------|------------|-------------|------------|--------------|
| 1. ceremony | 2. agency | 3. bribery | 4. ruby | 5. bluejay |
| 6. alley | 7. byway | 8. pulley | 9. malady | 10. bakery |
| 11. bully | 12. cavity | 13. ability | 14. busboy | 15. burglary |
| 16. category | | | | |

Q P C G D O Y M O J W H H W N U Y N U Z D C V U D
S E X S E I R T N E G A B W G C N P I I M Y P F S
E U B O I I F D M H P Q K B T A B E Q A F J M Y W
I H E Y A I R P F W S X S U R V Z Y L Y I R D A S
R E C U W B F C I E E N S S L I P A D U L W P Q Y
E W G E S A O T I B P Y F B Y T D J D B S V T C E
B P O D R E Y T E A L R B O L I P G S X E X X A L
I T Q O A E I S K X H Z L Y E E S U E E I U B T L
R H M A M L M L C F H W U S Y S E O I L R H N E U
B A K T I X B O L B N H E C S H I M B E A X X G P
B L R B F G K D N U T K J Y Z H R B U Q L U Z O L
L L A F Q U Y P J I B W A N Z D E Y R R G K M R F
S E G V Y U D N X U E O Y Q K B K M Q Q R S D I E
S Y O D P G R T H S T S S R Y N A R A M U X P E Y
I S V E A Z O K C N B M H X R O B K Q T B K R S Y

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |

PLURAL NOUNS RULES #1-#3:

REVIEW

Class Activity #16

Directions: Pass out the Plural Nouns Review worksheet Activity #16. Have the students take turns reading the story aloud. Talk about the meaning of the story.

Write the Noun Chart below on the board. Review the directions for Activity #16 with the students. Using the first three sentences in the story, have students list the nouns on the chart. Have them put a check under "Singular" if it is a singular noun or a check under "Plural" if it is a plural noun. Then, write the other form of the noun. Next, have students identify the type of noun. Have them put a "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. Then, have the students complete the worksheet independently.

NOUN CHART

Noun	Singular	Plural	Singular or Plural	Type of Noun
head	✓		heads	T

Plural Nouns Rule #1

- A singular noun names ONE person, place, thing, or abstract concept.
- A plural noun names more than one person, place, thing, or abstract concept. Add -s to change the singular noun to a plural noun.
Example: cat – cats

Plural Nouns Rule #2

- Add -es to nouns that end with -s, -sh, -ch, or -x.

Plural Nouns Rule #3

- If a singular noun ends with a consonant and -y, change the -y to -i and add -es to make it plural.
- If a singular noun ends in a vowel and -y, add -s to make it plural.

PLURAL NOUNS RULES #1-#3:

REVIEW

Activity #16

"My head hurts!" the lady shouted to the manager, but what was he to do? You would think that he got a bonus for keeping the noise down. He didn't. The noise and the mess began three days ago in the alley, and by yesterday it had spread to the front, and the guests were not shy about their displeasure. A guy was very vocal when he had refused to deliver a mattress to be put up against his window. Another gal said that she was having a hard time interviewing nannies because of the noise, and many guests came down to complain about the mess out front: stacks of shovels, and trenches and ditches that guests had to walk over on their way into the lobby. After the third day of construction, the manager felt like a shell, like the carcass of a strange animal, only now dug up by the crew that was making his existence a living misery.

Directions: List the nouns. Decide if the noun is "Singular" or "Plural." Then, write the other form of the noun. Next, label the noun. Put a "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept.

Noun	Singular or Plural	Type of Noun	Noun	Singular or Plural	Type of Noun
head-S	heads	T			

PLURAL NOUNS RULE #4:

INTRODUCTION

Class Activity #17

Directions: Write Plural Nouns Rule #4 on the board with an example, such as wolf/wolves. Write the Common Nouns Chart on the board. Ask the students to think of as many common nouns that MAY follow the rule as they can. Write the words under the correct category. Ask the students for the correct spelling for the singular/plural forms of the word. The dictionary will be needed as not all nouns that end with -f or -fe will change. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

COMMON NOUNS CHART

Person	Place	Thing	Abstract Concept
Singular/Plural	Singular/Plural	Singular/Plural	Singular/Plural
		wolf/wolves	

PLURAL NOUNS RULE #4

- If a noun ends with -f or -fe, change the -f to -v and add -es. Check the dictionary because not all words that end with -f or -fe will change.
Example: wolf / wolves

(See following page for Word Bank)

PLURAL NOUNS RULE #4:

INTRODUCTION

Class Activity #17 cont.

WORD BANK

Person	Place	Thing	Abstract Concept
plaintiff*	wharf*	giraffe	proof
bailiff*	gulf*	calf	half
dwarf*	bluff*	cuff*	belief
housewife	cliff*	handcuff*	kickoff*
elf*	reef*	scruff*	spooft*
sheriff*	turf*	penknife*	tradeoff*
thief	café*	werewolf*	grief*
chief*		sheaf*	riff*
staff		headscarf*	relief*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #4

Activity #17

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

Example:

Singular

wolf

Plural

wolves

Directions:

I. Change the singular nouns to plural nouns for the following words.

1. hoof _____

5. calf _____

2. loaf _____

6. shelf _____

3. half _____

7. wife _____

4. leaf _____

8. pocketknife _____

Review

II. On the line next to each noun below, put "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. Next, write the plural noun for each word.

9. thief _____

16. kiss _____

10. sash _____

17. class _____

11. box _____

18. wish _____

12. statue _____

19. spy _____

13. glass _____

20. alley _____

14. rash _____

21. ax _____

15. fly _____

22. moray _____

PLURAL NOUNS RULE #4: REVIEW

Class Activity #18

Directions: Review Plural Nouns Rule #4. Write the words below on the board. Then, give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures. You may want to use additional vocabulary words in the suggested Word Bank.

bookshelf
elf
knife

scarf
wharf
wolf

carafe
hoof
loaf

PLURAL NOUNS RULE #4

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

WORD BANK

Person	Place	Thing	Abstract Concept
pontiff*	wharf*	coif*	strife*
oaf*	reef*	handkerchief*	tariff*
elf*	bluff*	scarf*	life
housewife	cliff*	bookshelf	proof*
thief	café*	carafe*	belief
staff*	surf*	pocketknife	grief
chef*		werewolf*	half
dwarf*		cloverleaf*	goof*
waif		clef*	whiff*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #4

Activity #18

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

Directions:

I. Given the singular noun, write the correct plural noun under each picture.

shelf
loaf



1. _____

knife
scarf



2. _____

wharf
elf

carafe
hoof

wolf



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

II. Using the plural forms of at least three words from above, write three sentences.

PLURAL NOUNS RULE #4: REVIEW

Class Activity #19

Directions: Review Plural Nouns Rule #4. Write the word list below on the board. Then, give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures. You may want to use additional vocabulary words from the Word Bank below.

chef
leaf
clef

waif
pouf
aardwolf

neckerchief
calf
bluff

PLURAL NOUNS RULE #4

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

WORD BANK

Person	Place	Thing	Abstract Concept
oaf*	wharf*	handkerchief*	tariff*
elf*	cliff*	creampuff*	spoof*
housewife	café*	fife*	whiff*
dwarf*	surf*	bookshelf	half
midwife*	reef*	skiff*	proof*
plaintiff*	bluff*	scarf*	nightlife*
bailiff*		cloverleaf*	relief*
waif		penknife*	grief*
goof-off*		calf	strife*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #4

Activity #19

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

Directions:

I. Given the singular noun, write the correct plural noun under each picture.

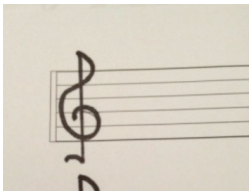
handcuff
handkerchief

leaf
reef

skiff
chef

clef
calf

creampuff



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

II. Using the plural forms of at least three words from above, write three sentences.

PLURAL NOUNS RULE #4: REVIEW

Class Activity #20

Directions: Review Plural Nouns Rule #4. Write the words below on the board. Give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures. You may want to use additional vocabulary words from the Word Bank below.

aardwolf
cloverleaf
forehoof

bluff
scarf
jackknife

dwarf
plaintiff
turf

reef
wife
life

PLURAL NOUNS RULE #4

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

WORD BANK

Person	Place	Thing	Abstract Concept
waif	café*	bookshelf	tiff*
midwife*	surf*	scarf*	tariff*
plaintiff*	reef*	meatloaf*	relief*
wife	bluff*	cuff*	proof*
chef*	gulf*	gaff	nightlife*
elf*	turf*	pilaf*	spoof*
bailiff*	cliff*	clef*	half
dwarf*		neckerchief*	belief
self		handcuff*	whiff*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #4: REVIEW

Activity #20

Directions: Write the plural forms below for the nouns listed. Then, find the plural nouns in the word search. The words can run in all directions: forward, backward, up, down, and diagonally.

- | | | | | |
|-----------|---------------|---------------|----------|---------------|
| 1. turf | 2. life | 3. aardwolf | 4. dwarf | 5. forehoof |
| 6. wife | 7. bluff | 8. cloverleaf | 9. reef | 10. jackknife |
| 11. scarf | 12. plaintiff | 13. proof | 14. self | 15. chef |

P H B V N S C Q W E N J R V M O I T F B C S I A X
M I R O S W A R A R N Z N R O X E G Z L E M A N H
K S F F I T N I A L P M R N S D P Z O V J R W Q H
Z A X Q Q F S O W E O V P Y H D J V O A D K N D I
W W K X F Q I T V I Z B T Y P F E O V W S P G B E
Y D O E S R Y J Z O V H H N C R H U O G E L D W K
R W Q V Q E Y F I V K E Z L L E H L S P V G U Q T
W O O S S S L Z D S D U S E R U V F E R R G Z C U
X X C F F E X V E N N E A O X E E N D W A R K O E
V S H F O V M K E I Q V F J S E L T D O W B F B F
U F E U O R Z D Q S E V C I R Y D I J K D H B F O
R R F L R A S W P S B Q J L E E Z G V F O L W I P
G U S B P C T L T J A C K K N I V E S E N J I K S
J T R G H S Y D G H G D F K I F T C L B S U P I B
A P G I I D U I V J F D H S D C O F X R N S J T J

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | |

PLURAL NOUNS RULE #5:

INTRODUCTION

Class Activity #21

Directions: Write Plural Nouns Rule #5 on the board with an example, such as echo/echoes. Make the Common Nouns Chart on the board. Ask the students to think of as many common nouns that follow the rule as they can. Write the words under the correct category. Ask the students for the correct spelling for the singular and plural forms of the word. The dictionary will be needed, as some nouns add -s and some add -es when forming the plural.

COMMON NOUNS CHART

Person	Place	Thing	Abstract Concept
Singular/Plural	Singular/Plural	Singular/Plural	Singular/Plural
			echo/echoes

PLURAL NOUNS RULE #5

- If a noun ends in -o, add -s or -es to make it plural. Check the dictionary to verify how the plural changes the noun.
Example: echo / echoes

WORD BANK

Person	Place	Thing	Abstract Concept
hero/heroes	bistro/bistros*	potato/potatoes	bravado/bravados*
albino/albinos*	grotto/grottos/es*	flamingo/flamingos/es*	echo/echoes*
kiddo/kiddos*	barrio/barrios*	cargo/cargos/es*	logo/logos/es*
desperado/desperados/es*	ghetto/ghettos/es*	stereo/stereos*	zero/zeros/es
amigo/amigos*	studio/studios*	dingo/dingoes*	promo/promos*
superhero/superheroes*	arroyo/arroyos*	gecko/geckos/es*	embargo/embargoes*
hobo/hobos/es*	rancho/ranchos*	domino/dominos/es*	veto/vetoes*
chico/chicos*	metro/metros*	cameo/comeos*	motto/mottos/es*
tio/tios*	presidio/presidios*	bamboo/bamboos*	lingo/lingoes*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #5

Activity #21

- If a noun ends in -o, add -s or -es to make it plural.

Examples: **Singular** **Plural**
 echo echoes
 radio radios

Directions:

I. Write the plural form for each singular noun. You may need to check the spellings in a dictionary.

- | | |
|-----------------|--------------------|
| 1. kilo _____ | 7. radio _____ |
| 2. echo _____ | 8. studio _____ |
| 3. auto _____ | 9. torpedo _____ |
| 4. banjo _____ | 10. cello _____ |
| 5. veto _____ | 11. tomato _____ |
| 6. potato _____ | 12. kangaroo _____ |

Review

II. Write the plural forms for the following nouns.

- | | |
|------------------|------------------|
| 13. wish _____ | 16. speech _____ |
| 14. army _____ | 17. calf _____ |
| 15. curtsy _____ | 18. fox _____ |

PLURAL NOUNS RULE #5: REVIEW

Class Activity #22

Directions: Review Plural Nouns Rule #5. Write the words below on the board. Have each student choose a word and look up the meaning in the dictionary. Given the pictures below, have each student match the word to the appropriate picture. Then, have them write the plural form for each word. Lastly, have students write sentences with the plural form of each word. For additional practice, choose words from the Word Bank to have students write the plural forms.

studio
bistro



avocado
poncho



ghetto
fiasco



grotto
torpedo



PLURAL NOUNS RULE #5

- If a noun ends in -o, add -s or -es to make it plural.
- Check the dictionary to see which ending the noun in question takes.

WORD BANK

Person	Place	Thing	Abstract Concept
hero/heroes	studio/studios*	canto/cantos*	fiasco/fiasco/es*
albino/albinos*	patio/patios	tattoo/tattoos	ego/egos*
kiddo/kiddos*	casino/casinos*	torpedo/torpedoes*	solo/solos*
chico/chicos*	grotto/grottos/es*	radio/radios	echo/echoes*
superhero/superheroes*	barrio/barrios*	gecko/gecko/es*	placebo/placebos/es*
amigo/amigos*	ghetto/ghettos/es*	tomato/tomatoes	zero/zeros/es
hobo/hobos/es*	bistro/bistros*	poncho/ponchos*	lingo/lingos/es*
bambino/bambinos*	portico/porticos/es*	potato/potatoes	motto/mottos/es*
desperado/desperados/es*		avocado/avocados*	hello/hellos

*Words can be found in the Glossary.

PLURAL NOUNS RULE #5

Activity #22

- If a noun ends in -o, add -s or -es to make it plural.
- Check the dictionary to see which ending the noun in question takes.

Directions: Circle the correct spellings for the following words.



1. boos
booes



2. potatos
potatoes



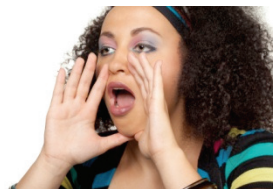
3. tomatos
tomatoes



4. amigos
amigos



5. autos
autoes



6. echos
echoes



7. memos
memoes



8. avocados
avocadoes



9. cellos
celloes



10. bamboos
bambooes



11. tattoos
tattooes



12. ponchos
ponchoes

PLURAL NOUNS RULE #5

Class Activity #23

Directions: Write the story below on the board. Read the story together, as a class. Have students underline the nouns that end in -o. Have them change the nouns that end in -o to the plural forms. Next, have students put "P" if the noun is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. Then, using words from the Word Bank, have students create their own sentences using the plural forms of the words.

The cowboy tied his bronco to the back patio of the saloon. His lady was a showgirl, she wasn't anything to look at, but she had the greatest hairdo that he'd ever seen, and she left him a memento of her love. He was there to find the man that killed her. She was murdered in the fiasco that left five innocent people dead, and the only trace was the bowtie from the killer's tuxedo.

PLURAL NOUNS RULE #5

- If a noun ends in -o, add -s or -es to make it plural.
- Check the dictionary to see which ending the noun in question takes.

WORD BANK

Person	Place	Thing	Abstract Concept
hero/heroes	studio/studios*	canto/cantos*	fiasco/fiasco/es*
albino/albinos*	patio/patios	tattoo/tattoos	ego/egos*
kiddo/kiddos*	casino/casinos*	torpedo/torpedoes*	solo/solos*
chico/chicos*	grotto/grottos/es*	portfolio/portfolios*	echo/echoes*
superhero/superheroes*	barrio/barrios*	gecko/gecko/es*	placebo/placebos/es*
amigo/amigos*	ghetto/ghettos/es*	tomato/tomatoes	zero/zeros/es
hobo/hobos/es*	bistro/bistros*	poncho/ponchos*	lingo/lingos/es*
bambino/bambinos*	portico/porticos/es*	potato/potatoes	motto/mottos/es*
desperado/desperados/es*		avocado/avocados*	hello/hellos

*Words can be found in the Glossary.

PLURAL NOUNS RULE #5

Activity #23

- If a noun ends in -o, add -s or -es to make it plural.
- Check the dictionary to see which ending the noun in question takes.

Directions:

I. Rewrite the sentences, changing each underlined singular noun to a plural noun.

Example: The thief and the robber put the stolen good in the garage.
The thieves and the robbers put the stolen goods in the garage.

1. Isabel wrote the story to the elf.

_____ .

2. The family drove the lady to their house.

_____ .

3. The lunch sat in the bus all day.

_____ .

4. The potato and tomato are located in the produce section.

_____ .

5. The business sold onyx at the party.

_____ .

II. Write a sentence for each word below, changing each singular noun to a plural noun.

6. buffalo

_____ .

7. domino

_____ .

8. alley

_____ .

9. harness

_____ .

10. hero

_____ .

11. ceremony

_____ .

IRREGULAR PLURAL NOUNS RULE #6

Class Activity #24

Directions:

1. Write on the board: "What is an irregular noun?" Accept students' responses. If the students do not provide the correct response, then put one example on the board consisting of two sentences such as the example below.
2. Have the students look at each sentence and explain how the first one contains a plural noun for sheep and the second one uses a singular noun for sheep.
3. See if the students can come up with more irregular nouns for Rule #6. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.
4. Ask the students to give the word or words that can help to determine if the noun is singular or plural.

Example: The sheep are grazing in the pasture.

The sheep is standing in the middle of the pasture by itself.

IRREGULAR PLURAL NOUNS RULE #6

- Some nouns do not change at all when forming the plural.

Example: sheep/sheep

WORD BANK

Person	Place	Thing	Abstract Concept
kin*		salmon*	advice*
offspring*		gold	wisdom*
		furniture	information*
		equipment	legislation*
		music	fluff*
		pike*	flesh*
		rice	research*
		wood	awareness*
		pasta*	progress*

*Words can be found in the Glossary.

IRREGULAR PLURAL NOUNS RULE #6

Activity #24

- Some nouns do not change at all, when forming the plural.

The following are examples of nouns that do not change.

<u>Singular</u>	<u>Plural</u>
sheep	sheep
moose	moose
fish	fish
deer	deer
trout	trout
soap	soap
cod	cod
salmon	salmon
kin	kin

Directions:

I. Write sentences for three singular nouns listed above. Write sentences for three plural nouns listed above.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

II. For the sentences below, write "S" above the singular nouns and "P" above the plural nouns.

7. We saw three moose cross the highway.
8. I enjoy going to the aquarium to see all the fish.
9. I bought a bar of soap.
10. The sheep were grazing in the pasture.

IRREGULAR PLURAL NOUNS RULE #6

Class Activity #25

Directions: Given the following words, have students draw pictures of the singular and plural forms of each noun. Have them write sentences using the singular and plural forms of the words. Tell them to circle the word that helps them decide if the word is singular or plural. You may use additional words from the Word Bank if needed.

bison

information

water

jam

cotton

IRREGULAR PLURAL NOUNS RULE #6

- Some nouns do not change at all, when forming the plural.

WORD BANK

Person	Place	Thing	Abstract Concept
kin* offspring*		silver cotton baggage* copper* water jam cattle dust bison*	electricity* information* air luck gossip afterlife* arithmetic* beauty fun

*Words can be found in the Glossary.

IRREGULAR PLURAL NOUNS RULE #6

Activity #25

- Some nouns do not change at all, when forming the plural.

Directions:

I. Draw a picture of each singular and plural noun listed below.

Example: one bison v. many bison

1. sheep

2. moose

3. fish

4. trout

5. soap

6. salmon

7. cod

8. offspring

9. cattle

10. kin

II. Using the words from above, write the plural form of the correct word to complete each sentence. Circle the word that helps you to decide if the noun is singular or plural.

11. The _____ were in the barn.

12. The _____ were grazing in the pasture.

13. With my binoculars, I was able to see the _____.

14. There were many sizes of various _____ swimming in the aquarium.

15. I found several varieties of different bars of _____ at the store.

PLURAL NOUNS RULES #1-#6

Class Activity #26

Directions: Write the following rules on the board. Have students use words from the Word Bank below to give the plural form and determine which rule the noun follows and why.

PLURAL NOUNS RULES #1-#6

- **Rule #1.** A plural noun names more than one person, place, thing, or abstract concept. Add -s to change the singular noun to a plural noun.
Example: dog/dogs
- **Rule #2.** To form the plural, add -es to nouns that end with -s, -sh, -ch, or -x.
Example: porch/porches
- **Rule #3.** If a singular noun ends with a consonant and -y, change the -y to -i and add -es to make it plural.
Example: pony/ponies
If the singular noun ends in a vowel and -y, add -s to make it plural.
Example: bay/bays
- **Rule #4.** If a noun ends with the -f, or -fe, change the -f to -v and add -es. Check the dictionary because not all words that end with -f or -fe will change.
Example: elf/elves
- **Rule #5.** If a noun ends with the -o, add -s or -es to make it plural.
Example: echo/echoes
- **Rule #6.** Some nouns do not change at all when forming the plural.
Example: sheep/sheep

WORD BANK

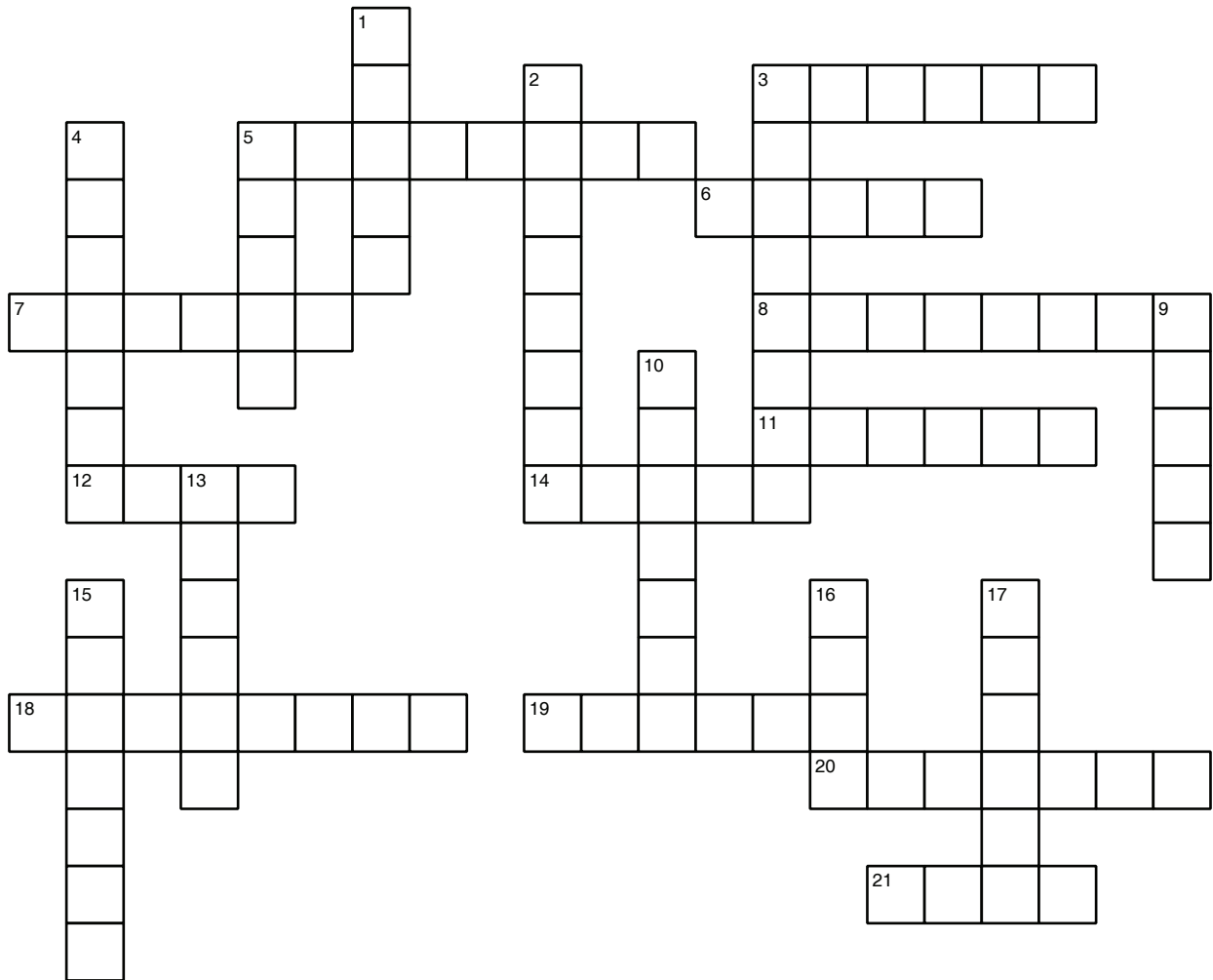
Person	Place	Thing	Abstract Concept
witness*	bistro*	radio	proxy*
emissary*	factory*	photo	anniversary*
broker*	doorway	property*	logo*
journalist*	wharf*	water	transmission*
wife	cafeteria*	microphone*	remark*
captain*	nunnery*	diaper	creation*
hero	business	fax*	element*
ambassador*	marsh*	dress	war
president	barrio*	werewolf*	celebration

*Words can be found in the Glossary.

PLURAL NOUNS RULES #1-#6

Activity #26

Directions: Write the plural noun for each singular noun in the correct place on the crossword.



Across

- 3. cheese
- 5. tomato
- 6. trout
- 7. iris
- 8. speech
- 11. echo
- 12. soap
- 14. sky
- 18. bakery
- 19. wish
- 20. halibut
- 21. fish

Down

- 1. memo
- 2. potato
- 3. curtsy
- 4. dwarf
- 5. tax
- 9. sheep
- 10. thief
- 13. army
- 15. glass
- 16. fish
- 17. radio

PLURAL NOUNS RULES #4-#6

Class Activity #27

Directions: Pass out the Plural Nouns Review worksheet, Activity #27. Have the students take turns reading the story aloud. Discuss what the story is about. Write the chart below on the board. Review the worksheet directions with the students. Then, as a class, complete the first two sentences. List the nouns. Put a check under "Singular" if it is a singular noun or a check under "Plural" if it is a plural noun. Put "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. Have the students complete the worksheet independently.

Noun	Singular	Plural	Singular or Plural	Type of Noun
thief	✓		thieves	P

PLURAL NOUNS RULES #4-#6

- **Rule #4.** If a noun ends with the *-f*, or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.
Example: elf/elves
- **Rule #5.** If a noun ends with the *-o*, add *-s* or *-es* to make it plural.
Example: echo/echoes
- **Rule #6.** Some nouns do not change at all when forming the plural.
Example: sheep/sheep

PLURAL NOUNS RULES #4-#6

Activity #27

As the thief dangled through the skylight, he observed the scene. On bookshelves to his left he could see a whole bunch of books messily stacked in many ways, spanning a whole series of titles. There was one on wolves. He saw one with a picture of a banjo on the spine. The title of one read *Hunting Alaskan Moose*, and there were lots of books about any number of species, from sheep to mosquitoes. His observations of the area were interrupted by the shrill echoes of the alarm, and only then did he realize that he had broken into the wrong shop. So there he hung like some strange codfish in a net. He wondered if his wife would get his bail.

Directions: List the nouns in the story. Put a check under “Singular” if it is a singular noun or “Plural” if it is a plural noun. Then, write the singular or plural form of the noun. Next, label the noun. Put “P” if it is a person, “PL” if it is a place, “T” if it is a thing, or “AC” if it is an abstract concept. Complete the chart on the back of this worksheet.

[illegible]

IRREGULAR PLURAL NOUNS RULE #7:

INTRODUCTION

Class Activity #28

Directions: Write these words on the board: fireman and firemen. Ask the students what the difference is between the two words (vowels change). Ask what each word means. Write Irregular Plural Nouns Rule #7 on the board, and explain it. Ask the students if they can give more words that fit this rule. Accept responses from students. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

IRREGULAR PLURAL NOUNS RULE #7

- Sometimes, instead of adding a letter or letters at the end to form the plural, the noun itself changes.
Example: foot/feet

WORD BANK

Person	Place	Thing	Abstract Concept
man		foot	
person		tooth	
child		die*	
fireman		mouse	
woman		ox*	
mailman		louse*	
woodsman*		goose	
congresswoman*			
fisherman			

*Words can be found in the Glossary.

IRREGULAR PLURAL NOUNS RULE #7

Activity #28

- Sometimes, instead of adding a letter or letters at the end to form the plural, the noun itself changes.

Examples: **Singular** **Plural**
fireman firemen

Directions:

I. On the line next to the noun, put "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. On the next line, write the plural form for each singular noun.

1. foot _____
2. goose _____
3. louse _____
4. man _____
5. mouse _____
6. ox _____
7. woman _____
8. tooth _____

II. Using some of the plural nouns from above, fill in the missing word in each of the sentences below.

9. Abdul wore sandals last week, and his _____ got sunburned.
10. The dentist pulled five _____.
11. Janae went to the pet store and bought three _____.
12. There were four _____ at the tea party.
13. The _____ were swimming in the pond.

IRREGULAR PLURAL NOUNS RULE #7

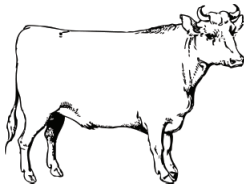
Class Activity #29

Directions: Review Irregular Plural Nouns Rule #7. Write the words below on the board, and display the pictures. Have each student choose a word and look up the meaning in the dictionary. Then, have each student match the word to the appropriate picture. Have students write the plural form for each word. Lastly, have them write sentences with the plural form of each word. For additional practice, choose words from the Word Bank below for students to write the plural forms.

ox



louse



die



woodsman



congresswoman



IRREGULAR PLURAL NOUNS RULE #7

- Sometimes, instead of adding a letter or letters at the end to form the plural, the noun itself changes.

Examples: **Singular** **Plural**
fireman firemen

WORD BANK

Person	Place	Thing	Abstract Concept
man		foot	
person		tooth	
child		die*	
fireman		mouse	
woman		ox*	
mailman		louse*	
woodsman*		goose	
congresswoman*			
fisherman			

*Words can be found in the Glossary.

IRREGULAR PLURAL NOUNS RULE #7

Activity #29

- Sometimes, instead of adding a letter or letters at the end to form the plural, the noun itself changes.

Examples: **Singular** **Plural**
fireman firemen

Directions: Write a sentence for each of the pictures shown below using the plural form of an irregular noun. Then write your own sentence using the singular form of the irregular noun.



1. _____



2. _____



3. _____



4. _____

IRREGULAR PLURAL NOUNS RULE #7

Class Activity #30

Directions: Elicit between five and ten words from the students that follow Rule #7 (some nouns change the entire word to form the plural). Refer students to the Word Bank if they need help thinking of nouns that exemplify the rule. Have students write two sentences for each word, one using the singular form and the other, the plural form.

Example: man – The man crossed the road against the light.

men – The men crossed the road against the light.

IRREGULAR PLURAL NOUNS RULE #7

- Sometimes, instead of adding a letter or letters at the end to form the plural, the noun itself changes.

Examples: **Singular** **Plural**
fireman firemen

WORD BANK

Person	Place	Thing	Abstract Concept
man		foot	
person		tooth	
child		die*	
fireman		mouse	
woman		ox*	
mailman		louse*	
woodsman*		goose	
congresswoman*			
fisherman			

*Words can be found in the Glossary.

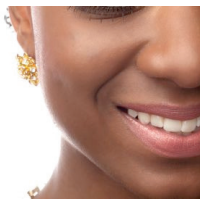
IRREGULAR PLURAL NOUNS RULE #7

Activity #30

- Sometimes, instead of adding a letter or letters at the end to form the plural, the noun itself changes.

Examples: **Singular** **Plural**
fireman firemen

Directions: I. Write two sentences for each of the pictures below, one using the singular form and the other, the plural form.



1. _____



2. _____



3. _____

II. Write a short story using four words that illustrate Rule #7.

IRREGULAR PLURAL NOUNS RULE #7

Class Activity #31

Directions: Review Plural Nouns Rule #7. Using the Word Bank below, write words on the board. As a class, make up a silly story using both singular and plural forms of the nouns.

IRREGULAR PLURAL NOUNS RULE #7

- Sometimes, instead of adding a letter or letters at the end to form the plural, the noun itself changes.

Examples: **Singular** **Plural**
fireman firemen

WORD BANK

Person	Place	Thing	Abstract Concept
man		foot	
person		tooth	
child		die*	
fireman		mouse	
woman		ox*	
mailman		louse*	
woodsman*		goose	
congresswoman*			
fisherman			

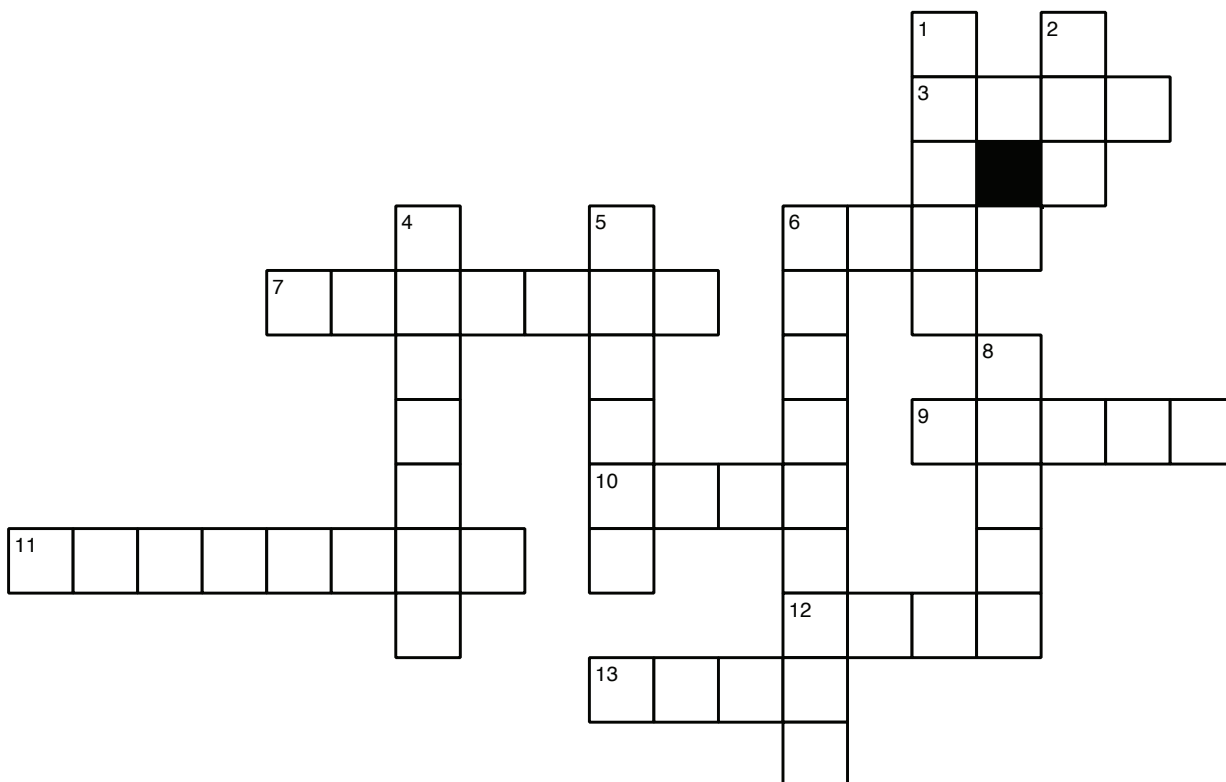
*Words can be found in the Glossary.

IRREGULAR PLURAL NOUNS RULE #7

Activity #31

Directions: Solve the crossword puzzle using the words in the list and matching the clues.

men **people** **children** **firemen** **women** **mailmen** **feet**
dice **fishermen** **oxen** **lice** **geese** **teeth** **mice**



Across

3. It took two _____ to pull the wood up the trail.
6. My little sister learned to put her socks on her _____.
7. The _____ left at the same time to deliver the packages.
9. Every morning and every night, I brush my _____.
10. The students were sent home because the nurse found _____ in their hair.
11. The _____ lined up outside the classroom.
12. The _____ scurried across the kitchen floor when the light turned on.
13. We need to find the missing _____, so we can play the game.

Down

1. The _____ were in the dress department looking for dresses.
2. The women and _____ went to the dance in a limousine.
4. It took many _____ from different districts to put out the burning acreage.
5. Ten _____ were waiting in line at the grocery store.
6. Three _____ caught fish at the lake.
8. The _____ were swimming in the pond.

PLURAL NOUNS RULE #8:

INTRODUCTION

Class Activity #32

Directions: Write Plural Nouns Rule #8 on the board. Discuss the rule and give an example of a singular noun and its plural form, such as oasis/oases.

Have a student come up to the board and draw a picture of an oasis and oases. Give each student a 4 × 6 index card. Have each student choose a word from the list below, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures on the cards. You may use additional words from the Word Bank if needed.

crisis
axis

diagnosis
parenthesis

paralysis
ellipsis

PLURAL NOUNS RULE #8

- When a singular noun ends in *-is*, the ending changes to *-es* when the noun becomes plural.

WORD BANK

Thing	Abstract Concept
oasis*	axis*
parenthesis*	thesis*
ellipsis*	crisis*
	hypothesis*
	diagnosis*
	synthesis*
	paralysis*
	analysis*
	emphasis*
	neurosis
	basis*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #8

Activity #32

- When a singular noun ends in *-is*, the ending changes to *-es* when the noun becomes plural.

Examples:

<u>Singular</u>	<u>Plural</u>
analysis	analyses
axis	axes
basis	bases
crisis	crises
diagnosis	diagnoses
emphasis	emphases
hypothesis	hypotheses
neurosis	neuroses
oasis	oases
parenthesis	parentheses
synopsis	synopses
thesis	theses
synthesis	syntheses
paralysis	paralyses

Directions: Read each of the following sentences. Rewrite each sentence and change the singular noun to a plural noun. Circle the correct verb when applicable.

1. The diagnosis is/are still questionable.

_____.

2. The thesis is/are almost finished.

_____.

3. The crisis lasted for four hours.

_____.

4. The oasis is/are visited by many people.

_____.

5. The parenthesis was/were missing from the sentences.

_____.

PLURAL NOUNS RULE #8:

REVIEW

Class Activity #33

Directions: Write Plural Nouns Rule #8 on the board. Discuss the rule and give an example of the singular noun and the plural noun.

Example: axis/axes

Then, have a student come up to the board and draw a picture of an axis and of axes. Give each student a 4 × 6 index card. Then, write the word list below on the board. Have each student choose a word from the list, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the students write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures on the cards. You may use additional words from the Word Bank if needed.

thesis hypothesis synthesis analysis emphasis neurosis basis

PLURAL NOUNS RULE #8

- When a singular noun ends in *-is*, the ending changes to *-es* when the noun becomes plural.

WORD BANK

Thing	Abstract Concept
oasis*	axis*
parenthesis*	thesis*
ellipsis*	crisis*
	hypothesis*
	diagnosis*
	synthesis*
	paralysis*
	analysis*
	emphasis*
	neurosis
	basis*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #8

Activity #33

Directions: Below, write the plural nouns for the words listed. Then, find the plural nouns in the word search. The words can run in all directions: forward, backward, up, down, and diagonally.

- | | | | | |
|--------------|-------------|-----------|--------------|---------------|
| 1. crisis | 2. oasis | 3. thesis | 4. paralysis | 5. hypothesis |
| 6. diagnosis | 7. synopsis | 8. basis | 9. analysis | 10. synthesis |

C G B G L G D T Z M V S Q O N E G R J Q H T Z
I R D A H F P R E S J X T Z J C R I S E S U B
C V F W A G R W J Y W K X Y X K S A N Z P D T
P Y A C P N J M E S Y N O P S E S E A P T O I
O S Q J R J A I B K K G H M B G U W S K X E K
W E E G S F Q L D G Q U C W V A O M L A Q F N
L S F F A E Y O Y J S Y N T H E S E S U O L K
Q O Y I X O S F N S D U V R S C M T H B S N J
Z N M E I X Q A H N E R Q D C E I L X H V A E
M G F Z G X L P B M W S N C K D S G Q D X U Q
N A E I D I U Z X M M H M H I W G E L O Z U G
P I C F K I S E S E H T O P Y H P J H R W I A
W D B Z R F Y Q L A J E M Y U R K D J T R V Q
E O Q V X Z W G L H V C X J N O Q G S W P T V
I W S E S Y L A R A P T C Y U Y P G T E E F X
U A C X A Z K P B J N U Z Z X C F U Q F W I W
P W R G W W N W Q V V N S I S Z J F R R T W Y
Q Z B O S N U E S F L A N V R H R R U F Q U Q
I U O A F Z L A I P Y Q H L B Q X G I E E K T

1. _____
3. _____
5. _____
7. _____
9. _____

2. _____
4. _____
6. _____
8. _____
10. _____

PLURAL NOUNS RULE #8

Class Activity #34

Directions: Review Plural Nouns Rule #8 with the students (see below). Then, create a story as a class using the following words in both the singular and plural forms.

crisis synopsis

thesis
basis

paralysis
oasis

hypothesis analysis

diagnosis
emphasis

synthesis

Use the sentence below as the story starter.

The students in the medical class were each asked to write a thesis with an emphasis on the different crises in emergency rooms in the city....

PLURAL NOUNS RULE #8

- When a singular noun ends in *-is*, the ending changes to *-es* when the noun becomes plural.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PLURAL NOUNS RULE #8

Activity #34

- When a singular noun ends in *-is*, the ending changes to *-es* when the noun becomes plural.

Directions:

I. Fill in the blank with the correct form of the word.

- The scientist had two _____ before doing the experiment.
hypothesis/hypotheses
- The doctor gave her _____ to the patient.
diagnosis/diagnoses
- His _____ was a tropical island in the middle of the ocean.
oasis/oases
- The president didn't know which _____ to handle first.
crisis/crises
- After the accident, the young woman had _____ in her legs.
paralysis/paralyses

II. Given the words, create a story using both singular and plural forms. Use at least 6 of the following nouns.

crisis
synopsis

thesis
basis

paralysis
oasis

hypothesis
analysis

diagnosis
emphasis

synthesis

PLURAL NOUNS RULE #9: INTRODUCTION

Class Activity #35

Directions: Write Plural Nouns Rule #9 on the board. Discuss the rule, and give an example of the singular and plural form of a noun that follows this rule.

Example: fungus/fungi

Have a student come up to the board and draw a picture of a fungus and one of fungi. Write the word list below on the board. Have each student choose a word and look up the meaning in the dictionary. Given pictures, have each student match the word to the appropriate picture. Then, have students write the plural form for each word. Lastly, have them write sentences with the plural form of each word. For additional practice, choose words from the Word Bank to have students write the plural form.

alumnus



syllabus



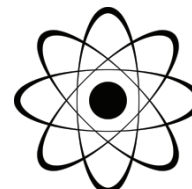
nucleus



terminus



radius



PLURAL NOUNS RULE #9

- To form the plural of a singular noun ending with *-us*, change *-us* to *-i*.

WORD BANK

Person	Place	Thing	Abstract Concept
alumnus*		syllabus*	stimulus*
		octopus	bacillus
		nucleus*	focus*
		uterus*	terminus*
		fungus*	
		radius*	
		hippopotamus	
		cactus*	

*Words can be found in the Glossary.

PLURAL NOUNS RULE #9

Activity #35

- To form the plural of a singular noun ending with *-us*, change *-us* to *-i*.

Examples:	<u>Singular</u>	<u>Plural</u>
	alumnus	alumni
	cactus	cacti
	focus	foci
	fungus	fungi
	nucleus	nuclei
	octopus	octopi
	radius	radii
	syllabus	syllabi
	stimulus	stimuli

Directions:

I. Read each sentence. Underline the word that helps you decide if the noun is singular or plural. Circle the correct noun.

1. The (cactus, cacti) was the only plant in the backyard.
2. When Svenna went to the aquarium, she got to touch many (octopus, octopi).
3. The (alumnus, alumni) sat together to watch the seniors graduate.
4. The students turned in their (syllabus, syllabi).

II. Write six sentences to include six of the plural nouns listed above.

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PLURAL NOUNS RULE #9

Class Activity #36

Directions: Write Plural Nouns Rule #9 on the board. Discuss the rule, and give an example of the singular and plural forms of a noun.

Example: radius/radii

Have a student come up to the board and draw a picture of a radius and radii. Write the word list below on the board. Give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary or the Glossary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Using a thesaurus or the Glossary, have the student write one or two synonyms on the back of the card. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures on the cards. You may use the Word Bank if additional words are needed.

focus
alumnus

radius
syllabus

nucleus
stimulus

octopus
cactus

PLURAL NOUNS RULE #9

- To form the plural of a singular noun ending with *-us*, change *-us* to *-i*.

WORD BANK

Person	Place	Thing	Abstract Concept
alumnus*		syllabus*	radius*
		octopus	stimulus*
		nucleus*	bacillus*
		uterus*	focus*
		fungus*	terminus*
		radius*	
		hippopotamus	
		cactus*	

*Words can be found in the Glossary.

PLURAL NOUNS RULE #9

Activity #36

Directions: : Solve the crossword puzzle by matching a word in the list with its synonym in the clues below the puzzle.

focus

radii

alumni

nuclei

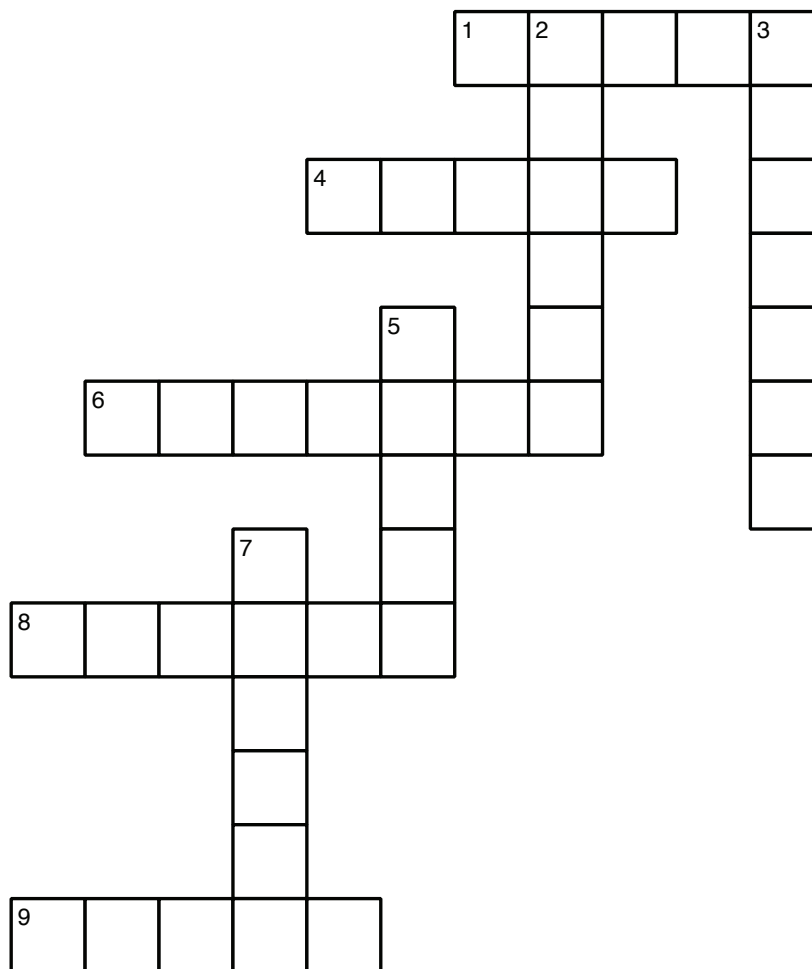
octopi

fungi

syllabi

stimuli

cacti



Across

- 1. center/point
- 4. plants found in the desert
- 6. motives
- 8. cores/seeds
- 9. range or extents

Down

- 2. animals with eight tentacles (arms)
- 3. outlines
- 5. molds
- 7. graduates

PLURAL NOUNS RULE #10:

INTRODUCTION

Class Activity #37

Directions: Introduce Plural Nouns Rule #10 to the students. Then, write the chart below on the board. Ask the students if they can give a sentence using the singular word brother-in-law and a sentence for the plural form brothers-in-law. Ask the students for more words that follow this rule. Write the words on the board, and ask the students to use the singular and the plural forms in sentences. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

Person	Thing
brother-in-law/brothers-in-law	

PLURAL NOUNS RULE #10

- For many two-word or three-word compounds, -s is added to the principle word to form the plural.

WORD BANK

Person	Person	Person	Thing
brother-in-law	sister-in-law	runner-up	bill-of-fare*
seven-year-old	son-in-law	daughter-in-law	jack-in-the-box*
mayor-elect*	attorney-general	attorney-at-law*	court-martial*
go-between*	mother-in-law	passer-by*	
sergeant-at-arms	father-in-law	editor-in-chief	
cousin-in-law	looker-on	chief-of-staff*	
maid-of-honor	matron-of-honor	lady-in-waiting*	
master-at-arms	president-elect	secretary-of-state*	

*Words can be found in the Glossary.

PLURAL NOUNS RULE #10

Activity #37

- For many two-word or three-word compounds, -s is added to the principle word to form the plural.

Example: **Singular** **Plural**
brother-in-law brothers-in-law

Directions:

I. Using the chart below, fill in the missing singular or plural nouns.

Singular Noun

Plural Noun

brother-in-law

1. _____

2. _____

mothers-in-law

3. _____

sisters-in-law

son-in-law

4. _____

runner-up

5. _____

passer-by

6. _____

7. _____

grants-in-aid

II. Write eight sentences using four singular nouns and four plural nouns listed above.

8. _____ .

9. _____ .

10. _____ .

11. _____ .

12. _____ .

13. _____ .

14. _____ .

15. _____ .

PLURAL NOUNS RULE #11

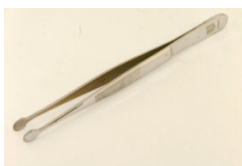
Class Activity #38

Directions: Introduce Plural Nouns Rule #11. Write the words below on the board. Have each student choose a word and look up the meaning in the dictionary. Given pictures, have each student match the word to the appropriate picture. Then, have students write sentences with the singular and plural forms of each word. For additional practice, choose words from the Word Bank to have students write sentences.

crossroads
billiards



trousers
barracks



gallows
tweezers



PLURAL NOUNS RULE #11

- Some nouns are traditionally plural but are also used for singular forms.

WORD BANK

Place	Thing	Thing	Abstract Concept
barracks*	trousers*	underpants*	series*
crossroads*	tweezers*	scissors	thanks
outskirts*	clothes	pincers*	means*
headquarters*	glasses	eyeglasses	linguistics*
gallows*	billiards*	briefs*	savings*
	pajamas	goods*	wits*
	jeans	shorts	species*
	pinchers	pliers*	news
	spectacles*	tongs*	economics*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #11

Activity #38

- Some nouns are traditionally plural but are also used for singular forms.

Examples:	<u>Singular</u>	<u>Plural</u>
	scissors	scissors
	headquarters	headquarters
	dice/die	dice
	crossroads	crossroads
	pants	pants
	trousers	trousers
	underpants	underpants

Directions:

I. Read the following sentences. Circle the correct noun.

- Shoichi found his favorite pair of (pant, pants) in his closet.
- The office is located in the (headquarter, headquarters).
- Estella found the (scissor, scissors) in the sewing basket.
- The boy did not know which way to turn at the (crossroad, crossroads).
- She looked for her (underpant, underpants) in the dryer.

II. Write a paragraph using six nouns illustrating Rule #11.

PLURAL NOUNS RULES #10 AND #11

Class Activity #39

Directions: Have students complete the following sentences with the appropriate plural noun that follows Rule #10 or #11.

headquarters
sisters-in-law
fathers-in-law

trousers
sister-in-laws
father-in-laws

headquarter
congratulations

trouser
congratulation

1. The _____ were worn thin and had holes in the knees and pockets.
2. Our _____ is the center of all communication for the company.
3. My _____ to the happy couple on their new baby.
4. The _____ will get their dresses altered before the wedding.
5. The _____ will get a trophy at the end of the golf tournament.

RULE #10

- For many two-word or three-word compounds, -s is added to the principle word to form the plural.

RULE #11

- Some nouns are traditionally plural but are also used for singular forms.

PLURAL NOUNS RULES #10 AND #11

Activity #39

- For many two-word or three-word compounds, -s is added to the principle word to form the plural.
- Some nouns are traditionally plural but are also used for singular forms.

Directions: Label the following pictures using the word choices in the columns.

headquarter
crossroads
barracks
die

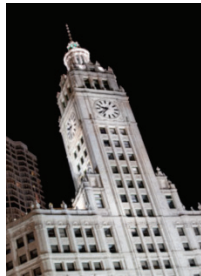
runner-ups
pants
headquarters
barrack

pant
scissors
runners-up
scissor

brothers-in-law
dice
crossroad
brother-in-law



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

PLURAL NOUNS RULES #10 AND #11: REVIEW

Class Activity #40

Directions: Elicit words from students that follow the rules below. Have students write sentences using the words in their plural forms. Have students use the Word Bank if they need help thinking of nouns.

RULE #10

- For many two-word or three-word compounds, -s is added to the principle word to form the plural.

RULE #11

- Some nouns are traditionally plural but are also used for singular forms.

WORD BANK

Person	Place	Thing	Abstract Concept
mother-in-law	outskirts*	clothes	series*
sister-in-law	gallows*	billiards*	news
brother-in-law	headquarters*	eyeglasses	bellows*
passer-by*	crossroads*	tweezers*	measles
runner-up		pliers*	ethics*
		scissors	mathematics
		briefs*	
		glasses	
		trousers*	

*Words can be found in the Glossary.

PLURAL NOUNS RULES #10 AND #11

Activity #40

Directions: Label the following pictures using the choices in the word list.

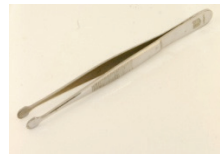
mother-in-laws
passers-by
sister-in-laws
chief-of-staff

tweezer
sisters-in-law
tweezers
crossroads

gallow
outskirt
crossroad

outskirts
gallows
bills-of-fare

chiefs-of-staff
mothers-in-law
bill-of-fare



1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

POSSESSIVE NOUNS RULE #1

Class Activity #41

Directions: Ask the students what is meant by a possessive noun. Explain that a possessive noun tells who or what owns something; for example, John's car (John owns the car) or the fish's bowl (the fish owns the bowl). (See example below.) Write the following chart on the board. Point out Rule #1 for forming possessive nouns. Elicit possessive nouns from the students. Have the students determine the proper category for each possessive noun.

Example: cat's toy

cat = possessive noun (The cat owns the toy.)

toy = possession (The toy is owned by the cat.)

COMMON NOUNS

PROPER NOUNS

Person	Place	Thing	Abstract Concept	Person	Place	Thing	Abstract Concept
		cat's toy		John's car			
		fish's bowl					

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.
Examples: cat's toy
dog's dish

POSSESSIVE NOUNS RULE #1

Activity #41

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.

Examples: cat's toy
 dog's dish

Directions:

I. Write the possessive form of each noun and a possession.

Example: Ian = Ian's car

- | | |
|------------------|------------------|
| 1. Leah _____ | 2. baby _____ |
| 3. family _____ | 4. Mark _____ |
| 5. child _____ | 6. doctor _____ |
| 7. teacher _____ | 8. brother _____ |

II. Underline the possessive noun in each sentence.

9. Sierra went to her friend's house.
10. My sister's car is red.
11. Donall is going to spend the night at his aunt's house.
12. We are going to celebrate Rafael's birthday tomorrow.
13. I wrote the directions to Talicia's house on a piece of scratch paper.

POSSESSIVE NOUNS RULE #1

Class Activity #42

Directions: Using the noun chart, have the students change each singular noun to a singular possessive noun and then to a regular plural noun. Add 10 more student-elicited nouns to the list.

Example: teacher – teacher’s – teachers

restaurant
nomad
Ann
Taco Bell
bouncer
Nike

education
iPad
newspaper
Ravi
Pepsi
wit

COMMON NOUNS

PROPER NOUNS

Person	Place	Thing	Abstract Concept	Person	Place	Thing	Abstract Concept
teacher, teacher's, teachers							

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.
Examples: cat's toy
dog's dish

POSSESSIVE NOUNS RULE #1

Activity #42

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.

Examples: cat's toy
 dog's dish

Directions:

I. Underline the correct word or phrase in each sentence. Above each underlined word or phrase, put "S" if it is a singular noun or "P" if it is a plural noun.

1. The (girls, girl's) dresses are in the back of the closet.
2. The (mail carrier's, mail carriers) bag is stuffed with letters.
3. Our son won the game because of the (referees, referee's) call.
4. The (violinist's, violinists) took a bow at the end of their performance.
5. The customer was watching the (florists, florist's) arrange the flowers.
6. The (masons, mason's) bricks were stacked against the wall.

II. To show understanding of the sentences above, draw a picture of each sentence.

7.

8.

9.

10.

11.

12.

POSSESSIVE NOUNS RULE #1

Class Activity #43

Directions: Given the possessive noun and its possession, have the students write a sentence.

Example: closet's shelves – The closet's shelves were starting to bow in the middle.

Elicit more possessive nouns and their possessions from the students. If they need help, list the words below on the board. Ask the students to create sentences using the possessive nouns.

Noun	Possession
dog	bone
farmer	tractor
lion	den
girl	hairbrush
student	backpack
restaurant	waiter
boy	class
teacher	computer

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.
Examples: cat's toy
 dog's dish

POSSESSIVE NOUNS RULE #1

Activity #43

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.
Examples: cat's toy
 dog's dish

Directions:

I. Draw a picture of each phrase.

1. chaperone's truck

2. trolley's seats

3. boy's cowlick

4. wizard's coat



II. Looking at the above picture, write a short story that includes five possessive nouns.

POSSESSIVE NOUNS RULE #2:

INTRODUCTION

Class Activity #44

Directions: Introduce Possessive Nouns Rule #2 to the students. Then, using the noun chart below, have the students generate a list of plural nouns ending in -s. Given each noun, have the students place it into the correct category. Next, have the students change it into a plural possessive noun. Lastly, have the students write a sentence using the plural possessive case of each noun.

Example: friends – friends’

My friends’ parents all gave permission to go the dance on Friday night.

COMMON NOUNS

PROPER NOUNS

Person	Place	Thing	Abstract Concept	Person	Place	Thing	Abstract Concept
friends – friends’							

POSSESSIVE NOUNS RULE #2

- Add just an apostrophe (') to a plural noun that already ends in -s to form the possessive case.

POSSESSIVE NOUNS RULE #2

Activity #44

- Add just an apostrophe (') to a plural noun that already ends in -s to make it possessive.

Example: **Plural** **Plural Possessive**
 neighbors neighbors'

Directions:

I. Write a sentence with each of the following plural possessive nouns.

1. neighbors' _____.
2. boys' _____.
3. cats' _____.
4. countries' _____.
5. squirrels' _____.
6. ladies' _____.

II. Complete each sentence with the plural possessive form of the word in parentheses.

7. (teachers) Her _____ names are Mr. Tjamalu and Mrs. Garcia.
8. (dogs) The _____ bones are in the box.
9. (neighbors) Our _____ fences were painted last week.
10. (instruments) The _____ cases were missing.
11. (cars) The _____ colors all matched.
12. (boys) We saw a sale for _____ clothes.
13. (boats) The five _____ sails are beautiful.

POSSESSIVE NOUNS RULE #2

Class Activity #45

Directions: Have students read the short story below. Have them write "C" over each common noun and "PN" over each proper noun. Have them underline the possessive nouns and write "PP" over the plural possessive nouns and "SP" over the singular possessive nouns.

Darlene looked around and saw that her world was different and much improved from her recently dull life in Chicago. In fact, things seemed to have a new glow. Her neighbors' houses all had the most green, manicured lawns, not one blade different from the other blade, as though they'd been rolled out by Home Depot's servicemen. The lawns were a welcoming entrance for each house; house after house was topped with the most charming and exotic Spanish tile. All of the roofs' colors glowed warmly throughout the neighborhood, and it made her shudder at the thought of going back to the lifeless, achy cold of the Midwest. She felt like Columbus on the shores of the new world.

POSSESSIVE NOUNS RULE #2

- Add just an apostrophe (') to a plural noun that already ends in -s to form the possessive case.

POSSESSIVE NOUNS RULE #2

Activity #45

- Add just an apostrophe (') to a plural noun that already ends in -s to make it possessive.

Example: **Plural** **Plural Possessive**
 neighbors neighbors'

Directions:

I. Write a short story about your family. Include three common nouns, three proper nouns, and three singular possessives or plural possessives. Write "C" above the common nouns, "PN" over the proper nouns, "SP" over the singular possessive nouns, and "PP" over the plural possessive nouns.

Review

II. Each sentence has one or two mistakes. Circle the mistakes, and then correct each mistake.

1. Did Tim Smith receive two gold medal's?
2. Professor Ruggs book is about childrens lives in Uganda.
3. The horses tail was braided, and his hoofs were cleaned.
4. That was Karas idea, and Aaron tried to take the credit.
5. The girls bathrooms are around the corner.
6. The neighbors garages were left open, and the families cars were stolen.

POSSESSIVE NOUNS RULE #3:

INTRODUCTION

Class Activity #46

Directions: Introduce Possessive Nouns Rule #3. Then, write the Common Nouns Chart and words below on the board. Given a word, have the students place it in the correct category of the chart. Next, ask the students to change the singular form to the plural form. Lastly, have them add an apostrophe and -s to the irregular plural noun to make it possessive.

Example: man – men – men's

man
die

person
ox

child
louse

woman
goose

foot
mouse

tooth

COMMON NOUNS CHART

Person	Place	Thing	Abstract Concept
man – men – men's			

POSSESSIVE NOUNS RULE #3

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.

Example: women's dresses

POSSESSIVE NOUNS RULE #3

Activity #46

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.
Example: women's dresses

Directions:

I. Complete each sentence with the possessive form of the word in the parentheses.

1. (Men) _____ suits are on sale at the store.
2. (mice) The _____ tails were cut off.
3. (women) We saw five _____ dresses on sale.
4. (children) The _____ lunch boxes were on the table.

II. Rewrite each of the phrases below using the correct irregular plural possessive.

Example: the house of the firemen – the firemen's house

5. the guitars that belong to the men _____
6. the dots of the dice _____
7. the whiskers of the mice _____

III. Write the correct possessive noun to complete the sentence.

8. Alex and Abia are doctors. _____ work can be very tiring.
9. Their children help at home. The _____ chores are done when they get home from school.
10. They have five mice. The children have to prepare the _____ food.

POSSESSIVE NOUNS RULE #3

Class Activity #47

Directions: Write the irregular plural nouns in the list below on the board. Have the students write sentences using the plural possessive forms for the words in the list.

Example: mice – The mice's cheese was left out to mold during the hot summer day.

fishermen

geese

lice

feet

oxen

dice

firemen

women

teeth

POSSESSIVE NOUNS RULE #3

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.

Example: women's dresses

POSSESSIVE NOUNS RULE #3

Activity #47

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.
Example: women's dresses

Directions:

I. Fill in the possessive noun for each sentence.

1. The hooks for the trout were purchased at the store.

The _____ hooks were purchased at the store.

2. The bushes for the deer were planted near the house.

The _____ bushes were planted near the house.

3. The tablets for the fish were sitting next to the aquarium.

The _____ tablets were sitting next to the aquarium.

4. The actors in the series were getting tired.

The _____ actors were getting tired.

5. The suds of soap are overflowing in the bathtub.

The _____ suds are overflowing in the bathtub.

6. The pastures for the sheep are up the hill.

The _____ pastures are up the hill.

II. Write two sentences using two irregular possessive nouns.

7. _____.

8. _____.

POSSESSIVE NOUNS RULES #1-#3:

REVIEW

Class Activity #48

Directions: Duplicate the chart below on the board. Elicit a list of singular nouns from the students. Given the singular noun, have them write the plural noun, singular possessive noun, and plural possessive noun in the correct places on the chart. Have students use the Word Bank if they need suggestions for words.

NOUN CHART

Singular	Plural	Singular Possessive	Plural Possessive
table	tables	table's	tables'
baby	babies	baby's	babies'

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.
Examples: cat's toy
dog's dish

POSSESSIVE NOUNS RULE #2

- Add just an apostrophe (') to a plural noun that already ends in -s to form the possessive case.
Example: Plural neighbors Plural Possessive neighbors'

POSSESSIVE NOUNS RULE #3

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.
Example: women's dresses

POSSESSIVE NOUNS RULES #1-#3:

REVIEW

Class Activity #48 cont.

WORD BANK

Person	Place	Thing	Abstract Concept
captain's yacht*	dairy's cattle*	chips' saltiness*	Monday's workout
chefs' sous-chefs*	laboratories' chemicals*	apple's core*	month's holidays
postman's bag	nunnery's nuns*	knife's edge	gravity's opponent
secretaries' memos*	courses' greens*	ferret's name*	fate's signs*
people's minds	pizzeria's customers*	dressing's tanginess*	
junkies' addictions*	Baltimore's playgrounds	tenements' windows*	
heroes' plights*	silo's haul*	canines' shots*	
	empires' fortunes*	dress' hem*	
		sheep's wool	

*Words can be found in the Glossary.

POSSESSIVE NOUNS RULES #1-#3

Activity #48

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.

Examples: cat's toy
dog's dish

POSSESSIVE NOUNS RULE #2

- Add just an apostrophe (') to a plural noun that already ends in -s to form the possessive case.

Example: **Plural** **Plural Possessive**
neighbors neighbors'

POSSESSIVE NOUNS RULE #3

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.

Example: women's dresses

Directions: Complete the chart below. You may need to use the dictionary to check for spelling.

Singular Noun	Plural Noun	Singular Possessive	Plural Possessive
1. book	books	book's	books'
2. country			
3. fireman			
4. chauffeur			
5. mattress			
6. osprey			
7. ceremony			
8. loaf			
9. carafe			
10. scarf			
11. echo			

POSSESSIVE NOUNS RULES #1-#3:

REVIEW

Class Activity #49

Directions: Elicit a list of singular nouns from the students. Given a singular noun, have students write the plural noun, singular possessive noun, and plural possessive noun.

NOUN CHART

Singular	Plural	Singular Possessive	Plural Possessive
leaf	leaves	leaf's	leaves'
onyx	onyxes	onyx's	onyxes'

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.

Examples: cat's toy
dog's dish

POSSESSIVE NOUNS RULE #2

- Add just an apostrophe (') to a plural noun that already ends in -s to form the possessive case.

Example: **Plural** neighbors **Plural Possessive** neighbors'

POSSESSIVE NOUNS RULE #3

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.

Example: women's dresses

POSSESSIVE NOUNS RULES #1-#3

Activity #49

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.
Examples: cat's toy
dog's dish

POSSESSIVE NOUNS RULE #2

- Add just an apostrophe (') to a plural noun that already ends in -s to form the possessive case.
Example: **Plural** **Plural Possessive**
neighbors neighbors'

POSSESSIVE NOUNS RULE #3

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.
Example: women's dresses

Directions: Complete the chart below. You may need to use the dictionary to check for spelling.

Singular Noun	Plural Noun	Singular Possessive	Plural Possessive
1. mosquito	_____	_____	_____
2. soap	_____	_____	_____
3. ox	_____	_____	_____
4. mouse	_____	_____	_____
5. diagnosis	_____	_____	_____
6. crisis	_____	_____	_____
7. alumnus	_____	_____	_____
8. cactus	_____	_____	_____
9. domino	_____	_____	_____
10. gallows	_____	_____	_____
11. child	_____	_____	_____
12. deer	_____	_____	_____

POSSESSIVE NOUNS

Class Activity #50

Directions: Write the story below on the board, and read it with the students. Direct students to focus on the various noun forms. Then, have students write "C" over the common nouns, "PN" over the proper nouns, "SP" over the singular possessive nouns, and "PP" over the plural possessive nouns.

The Farnham College men's basketball team showed up at the dean's office today with a bevy of devoted fans, to voice their excited complaints about the cancellation of division playoffs right in the middle of the fourth game of a seven-game series last week. Over the past 20 years, the many playoff series' qualities have included (but most certainly have not been limited to) very obnoxious fans from both sides, ready for insults and fights. The series was cancelled after a fight started on the court. It seemed that someone stole the other team's mascots, Fleetwood and Mack the Moose. The moose's location and safety have yet to be determined. This did not stop quick retribution. Farnham's mascots, Sharon and Karen the Sheep, disappeared the next day. Janitors found the sheep's collars and bells hanging suspiciously from the home team hoop.

POSSESSIVE NOUNS RULE #1

- A possessive noun is a noun that tells who or what owns something. Add an apostrophe (') and -s to the end of most singular nouns to form the possessive case.

Examples: cat's toy
 dog's dish

POSSESSIVE NOUNS RULE #2

- Add just an apostrophe (') to a plural noun that already ends in -s to form the possessive case.

Example: **Plural** **Plural Possessive**
 neighbors neighbors'

POSSESSIVE NOUNS RULE #3

- Add an apostrophe (') and -s to an irregular plural noun that does not end in -s to make it possessive.

Example: women's dresses

POSSESSIVE NOUNS: REVIEW

Activity #50

- A possessive noun is a noun that tells who or what owns something.
- Add an apostrophe (') and -s to the end of most singular nouns when forming the possessive case.

Examples: the birthday cake of my friend: my friend's birthday cake
the bike of the policeman: the policeman's bike

Directions:

I. Rewrite each of the phrases below using a possessive noun.

1. the water bottle of my mom: my mom's water bottle
2. the cat my friend has: _____
3. the car of my dad: _____
4. the book of the teacher: _____
5. the binder of the student: _____

II. Draw a picture of each phrase used above.

6.

7.

8.

9.

10.

POSSESSIVE NOUNS RULE #4:

INTRODUCTION

Class Activity #51

Directions: Discuss Possessive Nouns Rule #4 with the students. Write the phrases below on the board. Then, have the students add an apostrophe (') and -s to the end of the compound words or the last word in a hyphenated noun. Have the students write a sentence using the singular possessive noun.

Example: twelve-year-old = twelve-year-old's

The twelve-year-old's bicycle was left on the front lawn to rust during the rainy winter season.

1. The Federal Bureau of Investigation

_____.

2. Alameda County Office of Education

_____.

3. half sister

_____.

4. father-in-law

_____.

5. Marcia Robles-Domingo

_____.

POSSESSIVE NOUNS RULE #4

- Plural hyphenated nouns and compound nouns can be tricky when forming the possessive. Add an apostrophe (') and -s to the end of the compound word or the last word in a hyphenated noun.

POSSESSIVE NOUNS RULE #4

Activity #51

- Plural hyphenated nouns and compound nouns can be tricky when making them possessive. Add an apostrophe (') and -s to the end of the compound words or the last word in a hyphenated noun.

Examples: father-in-law: My father-in-law's hat is on the couch.
 Girl Scouts of America: The Girl Scouts of America's cookies are on sale.

Directions: Write sentences using the possessive form for each singular noun listed.

1. jack-in-the-box

_____.

2. six-year-old

_____.

3. Boy Scouts of America

_____.

4. United States Post Office

_____.

5. United Parcel Service

_____.

POSSESSIVE NOUNS RULE #4

Class Activity #52

Directions: Write the rule below on the board. Next, write the chart headings and phrases below on the board. Ask the students to write the nouns correctly under each heading. Finally, have the students use phrases from the Word Bank to continue the exercise.

Example: daughter-in-law

Plural Noun

daughters-in-law

Singular Possessive

daughter-in-law's car

Plural Possessive

daughters-in-law's car

Singular Noun

brother-in-law

maid-of-honor

passer-by

Plural Noun

Singular Possessive

Plural Possessive

POSSESSIVE NOUNS RULE #4

- Plural hyphenated nouns and compound nouns can be tricky when making them possessive. Add an apostrophe (') and -s to the end of the compound words or the last word in a hyphenated noun.

WORD BANK

Person	Person	Thing
father-in-law's invitation*	sister-in-law's vitamin*	bill-of-fare's items
ten-year-old's remote*	daughter-in-law's china*	jack-in-the-box's pictures
president-elect's platform	attorney-general's office	
go-between's paraphernalia*	passer-by's curiosity	
mother-in-law's robe*	editor-in-chief's typewriter*	
looker-on's testimony*	chief-of-staff's advisory*	
maid-of-honor's gown	lady-in-waiting's court	
governor-elect's translator*	secretary-of-state's background*	

*Words can be found in the Glossary.

POSSESSIVE NOUNS RULE #4

Activity #52

- Plural hyphenated nouns and compound nouns can be tricky when making them possessive. Add an apostrophe (') and -s to the end of the compound words or the last word in a hyphenated noun.

Directions:

I. Complete the chart below.

<u>Singular Noun</u>	<u>Plural Noun</u>	<u>Singular Possessive</u>	<u>Plural Possessive</u>
1. mother-in-law	_____	_____	_____
2. runner-up	_____	_____	_____
3. attorney-at-law	_____	_____	_____
4. son-in-law	_____	_____	_____
5. editor-in-chief	_____	_____	_____
6. master-at-arms	_____	_____	_____
7. sergeant-at-arms	_____	_____	_____

II. Write three sentences using the plural possessive form for three singular nouns listed above.

8. _____.

9. _____.

10. _____.

POSSESSIVE NOUNS RULES #5 AND #6

Class Activity #53

Directions: Introduce students to Possessive Nouns Rules #5 and #6. Then, write the numbered pairs of names below on the board. Given the pairs of names, have students write a sentence for each pair that shows possession. Have them indicate if the nouns share possession or show separate ownership by writing the correct phrase—separate ownership or joint ownership—in parentheses after the sentence.

Example: Roberto and Pierre

Roberto's and Pierre's cars were both registered in the classic car show. (separate ownership)

Kenley and Hayley

Kenley and Hayley's toy house was painted pink with white trim.
(joint ownership)

1. Lori and Joe
2. Yolanda and Angie
3. Sam and Erica
4. Pia and Christopher
5. Jenell and Romona
6. Hassan and Oren

POSSESSIVE NOUNS RULE #5

- (Indicating possession when two nouns are joined and ownership is shared) You may be writing about two people or two places or things that share possession of an object. If two nouns share ownership, indicate possession only once, with the second noun. Add apostrophe (') and -s to the second noun only.

Example: Lee and Maice's mom works at the local market.

POSSESSIVE NOUNS RULE #6

- (Indicating possession when two nouns are joined and ownership is separate) If two nouns have separate ownership, indicate possession twice, once with each noun. Add apostrophe (') and -s to each noun.

Example: Damone's and Dominique's houses are on the same block.

POSSESSIVE NOUNS RULES #5 AND #6

Activity #53

- (Indicating possession when two nouns are joined and ownership is shared) You may be writing about two people or two places or things that share possession of an object. If two nouns share ownership, indicate possession only once, with the second noun. Add apostrophe (') and -s to the second noun only.

Example: Denise and Tom's house is around the corner.

- (Indicating possession when two nouns are joined and ownership is separate) If two nouns have separate ownership, indicate possession twice, once with each noun. Add apostrophe (') and -s to each noun.

Example: Denise's and Tom's houses are around the corner.

Directions: Circle the correct sentence below.

1. Nick and Aly's baby was just born.

Nick's and Aly's baby was just born.

2. Jermaine and Paige's motorhome is parked in a storage area.

Jermaine's and Paige's motorhome is parked in a storage area.

3. Viet's and Hannah's educations are from wonderful colleges.

Viet and Hannah's educations are from wonderful colleges.

4. Victor's and Lele's dogs are both black.

Victor and Lele's dogs are both black.

5. Emir's and Gazala's houses are located near each other.

Emir and Gazala's houses are located near each other.

6. Erik's and Tina's daughter is in high school.

Erik and Tina's daughter is in high school.

7. Senator White and Senator Moody's cars are parked in the garage.

Senator White's and Senator Moody's cars are parked in the garage.

CONCRETE NOUNS: INTRODUCTION

Class Activity #54

Directions: Explain that nouns can be categorized into concrete (touchable), abstract (untouchable), and collective (a group made up of members). Concrete nouns are seen, heard, touched, smelled, and tasted.

Then, given the groups of nouns below, have students find the concrete nouns.

- | | |
|-------------------------------|-------------------------------|
| 1. courage, laptop, pride | 5. microwave, death, keyboard |
| 2. toilet, stack, nervousness | 6. defeat, wizard, despair |
| 3. anger, towel, class | 7. cape, jealousy, palace |
| 4. duke, trick, handcuffs | 8. broomstick, hope, bruise |

CONCRETE NOUNS

- A concrete noun represents something material that can be touched, such as a car, house, boat, etc.

CONCRETE NOUNS

Activity #54

- A concrete noun represents something material that can be touched, such as a car, house, boat, etc.

Directions: Given the category, list five concrete nouns.

Animals: _____

Furniture: _____

Family: _____

Transportation: _____

Clothes: _____

School supplies: _____

Toys: _____

Electronics: _____

Food: _____

Appliances: _____

CONCRETE NOUNS

Class Activity #55

Directions: Have students tell if the given noun is concrete or not.

socks

engine

laughter

escalator

victory

cartoon

chaos

Eiffel Tower

coin

tunnel

prince

weariness

talent

witch

excitement

CONCRETE NOUNS

- A concrete noun represents something material that can be touched, such as a car, house, boat, and so on.

CONCRETE NOUNS

Activity #55

CONCRETE NOUNS

- A concrete noun represents something material that can be touched, such as a car, house, boat, and so on.

Directions: Underline the concrete nouns, and then replace each concrete noun with a new concrete noun. Write the new sentence on the line provided.

Example: The man worked hard typing his new novel.

The child worked hard typing his new paper.

1. The boys danced around the tree. _____
2. The costume was a pig. _____
3. The glass was full of milk. _____
4. The teacher wrote on the board. _____
5. The book is about dogs. _____
6. We drove in the car to the park. _____
7. His shoes and socks are too tight. _____
8. Our yard has many rocks. _____
9. I enjoy eating cake and ice cream. _____
10. The mountain has snow on it. _____

CONCRETE NOUNS

Class Activity #56

Directions: Have the students circle the concrete nouns in the sentences below.

1. My wife and I are concerned about the car's tires.
2. If you have money saved, then you can buy your own ticket for the trip.
3. My husband laughs at the television while I work on the computer.
4. The butler answered the door at the mansion.
5. His caretaker got some ice out of the freezer for his sore knee.

CONCRETE NOUNS

- A concrete noun represents something material that can be touched, such as a car, house, boat, and so on.

CONCRETE NOUNS

Activity #56

- A concrete noun represents something material that can be touched, such as a car, house, boat, and so on.

Directions: Fill in the blanks in each sentence below with concrete nouns.

Example: Teresa got a new ____ and a _____ for her birthday.

Teresa got a new car and a necklace for her birthday.

1. Kya gave her younger _____ a new _____ for graduation.
2. The student used a _____ to erase all of her math work after making several mistakes.
3. Unfortunately, my _____ broke and I was unable to call my _____.
4. Eat like a _____ and act like a _____.
5. The _____ was infected by a virus and had to be fixed by a _____.
6. The _____ to the _____ was left ajar.
7. I found a shiny new _____ while we were hiking by the _____.
8. Margaret got a _____, _____, and _____ during her trip to Chicago.
9. My _____ got filthy while I walked home in the _____.
10. The beautiful _____ sprung up all over the _____.

COLLECTIVE NOUNS: INTRODUCTION

Class Activity #57

Directions: Have students think of a group that is made of several members; for example, a class is made up of students. Tell students that class is a collective noun. Introduce the definition of collective nouns below. Then, have students complete the sentences below. Finally, have students suggest additional sentences with collective nouns, using the Word Bank if necessary.

1. A team is made up of _____.
2. _____ is made up of senators and representatives.
3. A bouquet is made up of _____.

COLLECTIVE NOUNS

- A collective noun is a noun used to describe a group of people, things, animals, emotions, or concepts.

WORD BANK

Person	Place	Thing and/or Abstract Concept	
battalion*	district*	caravan*	cluster*
clan*	neighborhood*	bouquet*	bunch*
crowd	orchard*	pack*	collection*
division*	colony*	pod*	litter*
mob*	location*	fleet*	brood*
platoon*	region*	array*	bevy*
squad*	area	hive*	swarm*

*Words can be found in the Glossary.

COLLECTIVE NOUNS

Activity #57

- A collective noun is a noun used to describe a group of people, things, animals, emotions, or concepts.

Example: a school of fish

School is a collective noun that describes the group of fish.

Other collective nouns include:

army	audience	minority	majority	troupe
school	class	family	group	firm
troop	team	department	agency	organization
board	council	legislation	Senate	Congress
home	institution	military	company	committee
public	navy	staff	faculty	cabinet

Directions: Given the members of the group, write the collective noun.

1. A group of dancers is a _____.
2. A group of football players is a _____.
3. A group of teachers is a _____.
4. The U.S. Army, U.S. Navy, U.S. Marines, and U.S. Air Force is called the _____.
5. A group of board members is a _____.
6. A group of siblings and parents is a _____.
7. A group of spectators is an _____.
8. A group of Republicans and Democrats is a _____.
9. A group of lawyers in an office is a _____.
10. A group of ants is a _____.

COLLECTIVE NOUNS

Class Activity #58

Directions: Given the list of members in the group, have the students provide the collective name in the space provided. Have them refer to the Word Bank if necessary.

Examples: U.S. Navy, U.S. Army, U.S. Marines = military

a group of geese = gaggle

1. group of ants _____
2. group of birds _____
3. lots of butterflies _____
4. baby kittens or puppies together _____
5. group of deer _____
6. a group that represents more than half of the population _____
7. a group that represents less than half of the population _____
8. a dance group _____

COLLECTIVE NOUNS

- A collective noun is a noun used to describe a group of people, things, animals, emotions, or concepts.

WORD BANK

Person	Place	Thing and/or Abstract Concept	
gang	forest	herd*	hive*
team	galaxy*	fleet*	drove*
army	district*	infestation*	flock*
band	neighborhood*	range*	deck*
clan*	orchard*	swarm*	wad*
class	region*	thicket*	litter*
organization*	area	armada*	clutch*
family	colony*	clutter*	

*Words can be found in the Glossary.

COLLECTIVE NOUNS

Activity #58

COLLECTIVE NOUNS

- A collective noun is a noun used to describe a group of people, things, animals, emotions, or concepts.

Directions: Provide a collective noun for each set of nouns given or picture given, using the word list.

Example: Russians, Asians, and Hmongs in the United States = minority

organization
department

troop
team

family
Congress

school
herd

military

- brother, sister, mother, father = _____
- history, science, math = _____
- U.S. Navy, U.S. Air Force, U.S. Marines = _____
- Senate, House of Representatives = _____
- boys in Boy Scouts = _____

6.



7.



8.



9.



ABSTRACT NOUNS: INTRODUCTION

Class Activity #59

Directions: Introduce and discuss abstract nouns (see box below). Then, going around the room, have each student come up with an abstract noun that begins with the first letter of his or her first name.

Example: Dan – dependence
Joanna – jubilation

Write out on sticky notes concrete nouns that are in the classroom (for example, computer, desk, backpack, student, teacher) and the following abstract nouns: prejudice, education, childhood, intelligence, faith, glow. Then, have the students place the sticky notes around the room on the appropriate items. (Students will not be able to accurately place the sticky notes on the abstract nouns.) Discuss that the abstract nouns have no physical attributes (color, size, shape, sound, flavor, odor, or texture).

ABSTRACT NOUNS

- An abstract concept has no physical existence. It cannot be perceived through the five senses:
 - hearing (sound)
 - seeing (color, size, and shape)
 - smelling (odor)
 - tasting (flavor)
 - touching (texture)

WORD BANK

Abstract Concepts			
excitement	chant*	delivery*	celebration*
anniversary*	judgment*	balance*	childhood*
economy*	history	fascination*	panic*
limitation*	creation	vicinity*	authority*
compassion*	pedigree*	goodness*	ability*
failure*	faith*	calm*	loss*
luxury*	enhancement*	intelligence*	mystery*
envy*	justice*	joy	artistry*

*Words can be found in the Glossary.

ABSTRACT NOUNS

Activity #59

- An abstract noun is an intangible concept, quality, action, or feeling such as courage, love, or justice. An abstract concept has no physical existence. It cannot be perceived through the five senses:
 - hearing (sound)
 - seeing (color, size, and shape)
 - smelling (odor)
 - tasting (flavor)
 - touching (texture)

Directions: Think of an abstract noun that begins with the last letter of the word before it. Write the word on the line.

Example: chaos → surprise → evil

1. fear → _____ → _____

2. music → _____ → _____

3. kindness → _____ → _____

4. talent → _____ → _____

5. adoration → _____ → _____

6. gossip → _____ → _____

7. faith → _____ → _____

8. crime → _____ → _____

9. trust → _____ → _____

10. idea → _____ → _____

ABSTRACT NOUNS

Class Activity #60

Directions: Review the concept of abstract nouns. Then, point out the typical endings of abstract nouns (see box below). Write the numbered sentences on the board, and have students circle the abstract nouns in each sentence. Then, have students write three to five sentences that include abstract nouns. You may extend the activity by having students write sentences using abstract nouns from the Word Bank.

1. Superheroes fight for truth and justice.
2. All's fair in love and war.
3. Raja has great taste in furniture.
4. The boy's bravery was evident as he climbed out of the canyon to save his brother.
5. Progress in the field of education can appear to be slow.

ABSTRACT NOUNS

- An abstract noun is an intangible concept, quality, action, or feeling such as courage, love, or justice. An abstract concept has no physical existence. It cannot be perceived through the five senses:
 - hearing (sound)
 - seeing (color, size, and shape)
 - smelling (odor)
 - tasting (flavor)
 - touching (texture)
- Abstract nouns often end in suffixes:

-tion	-ment	-ance/ence	-acy
-ism	-ness	-ship	-ity
-age	-ability		

WORD BANK

Abstract Concepts			
laughter	skill	sophistication*	self-control*
jealousy*	liberty*	sorrow*	surprise
gossip	grace*	capability*	submission*
hatred	opinion	optimism*	shock*
stupidity	pain	patience*	hearsay*
service*	friendship	tolerance*	wealth
romance*	hurt	anger	talent
weakness	honesty	poverty*	

*Words can be found in the Glossary.

ABSTRACT NOUNS

Activity #60

- An abstract concept has no physical existence. It cannot be perceived through the five senses:
 - hearing (sound)
 - seeing (color, size, and shape)
 - smelling (odor)
 - tasting (flavor)
 - touching (texture)

***Directions:** Circle the abstract noun or nouns in each sentence. The numeral in parentheses shows how many abstract nouns are in each sentence.*

1. Have fun at the amusement park. **(1)**
2. The client took her lawyer's advice seriously. **(1)**
3. In Greek myths, there is always a sacrifice to the gods. **(3)**
4. Kindness is the right approach in most instances. **(3)**
5. Beauty is in the eye of the beholder. **(1)**
6. The juggler brought sheer amazement to my children's eyes. **(1)**
7. Maturity is a key to growth and development. **(4)**
8. The preacher forgives the sins of his parishioners. **(1)**
9. Loyalty on the football field is an important aspect of a winning team. **(2)**
10. Luck is not necessary when you have skill. **(2)**

ABSTRACT NOUNS

Class Activity #61

Directions: Write the alphabet on the board, and have each student pick one letter and write as many abstract nouns as he or she can for the letter.

Examples: "L" – love, loyalty, liberty, leisure

Using the Word Bank, write a list of abstract nouns on the board. Then, write the following statements on the board. Have students suggest additional analogies.

Abstract noun	is like a	concrete noun
Jealousy	is like a	dagger.
Happiness	is like a	cheesecake.

ABSTRACT NOUNS

- An abstract concept has no physical existence. It cannot be perceived through the five senses:
 - hearing (sound)
 - seeing (color, size, and shape)
 - smelling (odor)
 - tasting (flavor)
 - touching (texture)

WORD BANK

Abstract Concepts			
humor*	effort	luck	opinion
wit*	fiasco*	frailty*	relaxation*
helpfulness*	perseverance*	grief*	quickness
concern*	chaos*	infatuation*	unemployment*
pleasure*	homelessness*	wisdom*	vacancy*
dedication*	jealousy	kindness	xenophobia
immaturity*	redemption*	worry	yearning
principle*	thrill*	sanity*	zeal
admiration	riches*	nutrition	
bashfulness	insanity*	memory*	

*Words can be found in the Glossary.

ABSTRACT NOUNS

Activity #61

Directions: Create an alphabetical chart of abstract nouns by writing at least one noun per letter.

Examples: weariness, hate, vicinity, bitterness, grief, surveillance

A	B bitterness	C	D	E
F	G grief	H hate	I	J
K	L	M	N	O
P	Q	R	S surveillance	T
U	V vicinity	W weariness	Y	Z

CONCRETE, COLLECTIVE, AND ABSTRACT NOUNS: REVIEW

Class Activity #62

Directions: Given the sentences below, have students underline the nouns. Then, have them discuss if each noun is concrete, collective, or abstract. Have students list if they can see, hear, touch, taste, or smell each one of the nouns. For the nouns that cannot be perceived with the five senses, remind students that they are abstract nouns.

1. The actress filed for divorce today.
2. Food should be consumed during several small meals per day.
3. The school administration agreed on a new dress code.
4. The jury found the man not guilty of all charges.
5. The sassy, young pupil gave her teacher an apology note.

- A concrete noun is something that you can touch: boy, table, phone, book, etc.
- An abstract noun is an intangible concept, quality, action, or feeling such as courage, love, or justice.
- A collective noun is a group of persons or things, such as a crowd, a team, the public, or a system.

WORD BANK

Person	Place	Thing	Abstract Concept
cast*	orchard*	grave*	improvement*
sentry*	region*	gaggle*	rumor*
army*	shipyard*	refrigerator*	swarm*
physician*	laboratory*	furniture	grief*
congregation*	ranch*	brood*	unemployment*
villain*	district*	canal*	trust*
pastor*	reformatory*	cloth*	reality*
group	universe*	mammal*	flock*

*Words can be found in the Glossary.

CONCRETE, COLLECTIVE, AND ABSTRACT NOUNS

Activity #62

- A concrete noun is something that you can touch: boy, table, phone, book, etc.
- An abstract noun is an intangible concept, quality, action, or feeling such as courage, love, or justice.
- A collective noun is a group of persons or things, such as a crowd, a team, the public, or a system.

Directions:

I. Fill in the blank with the correct noun.

1. How's the _____ ? (concrete)
2. He won't put on his _____. (concrete)
3. I had a terrible _____ last night. (abstract or concrete)
4. The _____ has a game at 3:00 pm. (collective)
5. The _____ is studying the weather. (collective)
6. At our house, the _____ is always messy. (concrete)
7. The chicken's _____ are going to be kept as pets. (collective)
8. Did you go to the _____ to find a dress for the prom? (collective or concrete)
9. _____ in the world would bring happiness to many. (abstract)
10. Civil rights activists fought for _____ against inequality. (abstract)

II. Given the scrambled sentence, unscramble and rewrite it correctly.

11. rescued had off of the people gang cliff the that driven the

12. vacancy minute a the cancellation motel had due last to

13. lost get next our was the and day back baggage not at we airport did get until it the

III. From the sentences above, find at least one concrete, abstract, and collective noun.

14. Concrete: _____
15. Abstract: _____
16. Collective: _____

POSTTEST: NOUNS

Directions:

I. Underline the nouns. Label them person, place, thing, or abstract concept.

1. The manager talked, to the staff, about the directions.
2. Firefighters must have courage.
3. The parents bought new clothes during their vacation.
4. The cat ran, up the tree, and meowed loudly for help.
5. The young girl rode her bike, to the store, for some candy.

II. Classify each noun as a common noun or proper noun.

6. state
7. Rachel
8. door
9. computer
10. Barack Obama

III. Write the plural form for each singular noun.

11. television
12. porch
13. tax
14. dress
15. berry
16. journey
17. authority
18. paper
19. wolf
20. housewife
21. giraffe
22. tomato
23. studio

POSTTEST: NOUNS

IV. Rewrite the sentences, changing each underlined singular noun to a plural noun.

24. Nadia wrote the elf a story.

25. The family drove the lady to the house.

26. The lunch stayed on the bus all day.

V. For the sentences below, write "S" above the singular nouns and "P" above the plural nouns.

27. We saw three moose cross the road.

28. The grandmother enjoys going to the museum to see all the paintings.

29. I bought soap for the bathrooms.

30. The sheep were grazing in the field.

VI. Change the plural noun to a singular noun.

31. men

32. mice

33. children

34. dice

35. crises

36. paralyses

37. fungi

38. octopi

39. foci

POSTTEST: NOUNS

VII. Fill in the blank with the correct word.

headquarter headquarters trouser trousers congratulation congratulations

40. The _____ were perfect, with no holes in the knees or pockets.
41. Our _____ is the hub for all communication for the company.
42. My _____ to the happy couple on their wedding day.

Fill in the chart below:

<u>Singular Noun</u>	<u>Plural Noun</u>	<u>Singular Possessive</u>	<u>Plural Possessive</u>
Ex: book	books	book's	books'
43. country			
44. fireman			
45. mattress			
46. mother-in-law			
47. editor-in-chief			

VIII. Given the pair of names, write a sentence that shows possession. Indicate if the nouns share possession or show separate ownership.

48. Lori and Joe

49. Yolanda and Angie

IX. Given the category, list five concrete nouns.

50. animals:
51. furniture:
52. family:

POSTTEST: NOUNS

X. *Given the list of members in the group, provide the collective name.*

herd

flock

litter

army

swarm

53. group of ants

54. group of birds

55. lots of butterflies

56. baby kittens or puppies together

57. group of deer

XI. *Circle the abstract noun(s) in each sentence.*

58. Superheroes fight for truth and justice.

59. All's fair in love and war.

60. Raja has great taste in furniture.

61. The boy's bravery was evident as he climbed out of the canyon to save his brother.

62. Progress can be seen very slowly.

PRE-/POSTTEST: NOUNS

ANSWER KEY

1. manager – person, staff – person, directions – thing
2. Firefighters – person, courage – abstract concept
3. parents – person, clothes – thing, vacation – abstract concept
4. cat – thing, tree – thing, help – abstract concept
5. girl – person, bike – thing, store – place, candy – thing
6. common
7. proper
8. common
9. common
10. proper
11. televisions
12. porches
13. taxes
14. dresses
15. berries
16. journeys
17. authorities
18. papers
19. wolves
20. housewives
21. giraffes
22. tomatoes
23. studios
24. Nadia wrote the elves a story.
25. The families drove the ladies to the houses.
26. The lunches stayed on the buses all day.
27. moose – P, road – S
28. grandmother – S, museum – S, paintings – P
29. soap – P, bathrooms – P
30. sheep – P, field – S
31. man
32. mouse
33. child
34. die
35. crisis
36. paralysis
37. fungus

PRE-/POSTTEST: NOUNS

ANSWER KEY, CONT.

- 38. octopus
- 39. focus
- 40. The trousers were perfect, with no holes in the knees or pockets.
- 41. Our headquarters is the hub for all communication for the company.
- 42. My congratulations to the happy couple on their wedding day.

<u>Singular Noun</u>	<u>Plural Noun</u>	<u>Singular Possessive</u>	<u>Plural Possessive</u>
43. country	countries	country's	countries'
44. fireman	firemen	fireman's	firemen's
45. mattress	mattresses	mattress'	mattresses'
46. mother-in-law	mothers-in-law	mother-in-law's	mothers-in-law's
47. editor-in-chief	editors-in-chief	editor-in-chief's	editors-in-chief's

48.–49. *Answers will vary.*

- 48. Lori's and Joe's (separate possession)
Lori and Joe's (shared possession)
- 49. Yolanda and Angie's (shared possession)
Yolanda's and Angie's (separate possession)

#50.–#52. *Answers will vary. Possible answers are included below.*

- 50. animals: cat, dog, tiger, lion, monkey
- 51. furniture: bed, couch, chair, table, desk
- 52. family: mother, father, sister, brother, cousin

- 53. army
- 54. flock
- 55. swarm
- 56. litter
- 57. herd
- 58. truth, justice
- 59. love, war
- 60. taste
- 61. bravery
- 62. progress

PRETEST ARTICLES

Articles

Directions: Underline the correct article in the following sentences.

1. The girl is wearing (a, an) beautiful dress.
2. The employee is required to wear (a, an) apron.
3. (A, An) elephant is standing by the tree.
4. The car is waiting by the curb at (a, an) store.

Directions: Underline the correct article in the following sentences.

5. After visiting Europe, I am flying back to (a, an, the) United States.
6. My aunt lives on (a, an, the) East Coast.
7. I will be going to (a, an, the) concert this summer.
8. She is living in (a, an, the) undisclosed location.

Directions: Circle the appropriate article. If no article is needed, circle none.

9. (The, A, An, none) New York is located on (the, a, an, none) East Coast.
10. (The, A, An, none) students are traveling together to see (the, a, an, none) White House.
11. My teacher will be going to (the, a, an, none) Europe this fall.
12. (The, A, An, none) test last Friday was very difficult for my daughter.
13. (The, A, An, none) Michael Jordan is (a, an, the) well-known basketball player.
14. (The, A, An, none) book I finished yesterday was (a, an, the) mystery novel.

Scoring: ____/18 = ____%

If student scores less than 80%, teach activities #63-65.

ARTICLES:

INTRODUCTION

Class Activity #63

Directions: Review the rules for articles below. Then, write the following sentences on the board. Ask the students to determine if the article before the noun should be a or an. Finally, ask the students to come up with five sentences of their own using the rules below. Have students share their sentences with the rest of the class.

1. The twins are playing with (a, an) toy airplane.
2. I'm going to buy (a, an) unicorn pillow for my granddaughter.
3. (A, An) Eskimo lives in Alaska.
4. (A, An) honest person will go far in life.
5. I will get (a, an) orange pumpkin for Halloween.

RULES FOR ARTICLES

The rules for using *a* vs. *an*

- Rule #1: a + singular noun beginning with a consonant: *a* girl, *a* camera, *a* doll.
- Rule #2: an + singular noun beginning with a vowel: *an* apple, *an* igloo.
- Rule #3: a + singular noun beginning with a vowel that starts with a consonant sound: *a* unicorn, *a* uniform. (*Unicorn* and *uniform* initial sounds start with a 'you' sound.)
- Rule #4: an + singular noun beginning with a consonant that starts with a vowel sound: *an* honest person, *an* hour ago (Note: not all words that start with *h* will receive the article *an*. Words such as *honest* and *hour* start with a vowel sound. The word *horse* starts with a consonant sound).
- Rule #5: If there is an adjective before the noun, the decision between *a* and *an* will depend on the initial sound of the adjective: *a* fuchsia dress, *an* oval mirror

ARTICLES

Activity #63

Directions:

I. Circle the correct article in each sentence.

Example: She is (a/an) exemplary student.

1. I will coach (a, an) amazing soccer team.
2. I will go to bed (a, an) hour before midnight.
3. Felicia will get (a, an) new dress before the store closes.
4. The teacher got (a, an) award for being (a, an) exemplary teacher.
5. Two kids are competing for (a, an) ribbon in the science fair.
6. Marcus is (a, an) honest person.
7. Angie got up (a, an) hour before she needed in order to study for (a, an) exam.
8. Jamal is (a, an) top pupil in his class.
9. There is (a, an) solar eclipse tonight.
10. I will be driving to work in (a, an) horrible foggy day.

II. Write five sentences of your own. Write one sentence with a before a word starting with a consonant. Write the second sentence with an before a word starting with a vowel. Write the third sentence with a word that starts with a vowel that sounds like a consonant, such as unicorn. Write the fourth sentence with an article before a word that starts with a consonant but has a vowel sound. Write the fifth sentence with an adjective that starts with a vowel.

11. _____
_____ .
12. _____
_____ .
13. _____
_____ .
14. _____
_____ .
15. _____
_____ .

ARTICLES: A/AN, THE

Class Activity #64

Directions: First, review the rules for when to use a vs. an. Ask the students to give an example for each rule. Explain the rules for using a/an as compared to the. Then, as a class, write 11 sentences, one for each rule for using a/an or the.

RULES FOR USING *a* vs. *an*

- Rule #1: a + singular noun beginning with a consonant: *a* girl, *a* camera, *a* doll.
- Rule #2: an + singular noun beginning with a vowel: *an* apple, *an* igloo.
- Rule #3: a + singular noun beginning with a vowel that starts with a consonant sound: *a* unicorn, *a* uniform. (*Unicorn* and *uniform* initial sounds start with a 'you' sound.)
- Rule #4: an + singular noun beginning with a consonant that starts with a vowel sound: *an* honest person, *an* hour ago (Note: not all words that start with *h* will receive the article *an*. Words such as *honest* and *hour* start with a vowel sound. The word *horse* starts with a consonant sound).
- Rule #5: If there is an adjective before the noun, the decision between *a* and *an* will depend on the initial sound of the adjective: *a* fuchsia dress, *an* oval mirror

RULES FOR *the*

- Rule #1: Use *the* when talking about a specific person or thing.
Example: She read *the* book.
- Rule #2: Use *the* if the country contains: Kingdom, Republic, State, Union.
Example: *The* United Kingdom is a constitutional monarchy.
- Rule #3: Use *the* with the plural names of people and places.
Examples: *the* Smiths, *the* United States, *the* Northern Lights
- Rule #4: Use *the* with oceans, seas, rivers and canals.
Examples: *the* Atlantic Ocean, *the* Colorado River
- Rule #5: Use *the* with north, south, east, and west to talk about location.
Example: New York is on *the* East Coast.
- Rule #6: Use *the* with names of buildings, except if the first word is the name of the place.
Examples: *the* Marriott Hotel; *the* White House

ARTICLES

Activity #64

RULES FOR *the*

- Rule #1: Use *the* when talking about a specific person or thing.
Example: She read *the* book.
- Rule #2: Use *the* if the country contains: Kingdom, Republic, State, Union.
Example: *The* United Kingdom is a constitutional monarchy.
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Example: New York is on *the* East Coast.
- Rule #6: Use *the* with names of buildings, except if the first word is the name of the place.
Examples: *the* Marriott Hotel; *the* White House

Directions: Underline the appropriate article (a/an, the) for each sentence below. If the sentence uses the for an article, write which rule the article follows.

Example: I am going to Washington, D.C. to visit the White House. #6

1. My mom and I are going to (a, an, the) East Coast this summer. _____
2. My sister is (a, an, the) nurse at (a, an, the) Roseburg Health Clinic. _____
3. (A, An, The) Watts are going to (a, an, the) United Kingdom in June. _____
4. (A, An, The) octopus is swimming along the ocean floor. _____
5. Naomi is wearing (a, an, the) beautiful pair of red shoes. _____
6. I am going to eat (a, an, the) eggs I purchased at the store yesterday. _____
7. Greg plans on going to college to become (a, an, the) optometrist. _____
8. The Mitchells will be going to swim in (a, an, the) Atlantic Ocean. _____
9. The Morris family will be taking (a, an, the) trip to (a, an, the) West Coast. _____
10. Jared is trying to read (a, an, the) trilogy about zombies. _____
11. Aly made (a, an, the) omelet with (a, an, the) piece of toast. _____
12. (A, An, The) O'Donnells will be hiking through (a, an, the) Ozarks State Park. _____

ARTICLES: A/AN, THE, OR NO ARTICLE

Class Activity #65

Directions: Review definite and indefinite articles with the class, and then discuss rules for using no articles. Then, write the following sentences on the board. Ask the students to determine whether to use the, a/an, or no article. Ask them which rule determines the answer.

1. (The, A, An, none) Ginger Mitchell is wearing (the, a, an, none) dress that I have liked for years.
2. This (the, a, an, none) equation is too difficult for (the, a, an, none) students.
3. (The, A, An, None) California is (the, a, an, none) part of (the, a, an, none) United States.
4. Some (the, a, an, none) students are going to see (the, a, a, none) play.

RULES FOR USING *a* vs. *an*

- **Rule #1:** a + singular noun beginning with a consonant: *a* girl, *a* camera, *a* doll.
- **Rule #2:** an + singular noun beginning with a vowel: *an* apple, *an* igloo.
- **Rule #3:** a + singular noun beginning with a vowel that starts with a consonant sound: *a* unicorn, *a* uniform. (*Unicorn* and *uniform* initial sounds start with a 'you' sound.)
- **Rule #4:** an + singular noun beginning with a consonant that starts with a vowel sound: *an* honest person, *an* hour ago (Note: not all words that start with *h* will receive the article *an*. Words such as *honest* and *hour* start with a vowel sound. The word *horse* starts with a consonant sound).
- **Rule #5:** If there is an adjective before the noun, the decision between *a* and *an* will depend on the initial sound of the adjective: *a* fuchsia dress, *an* oval mirror

RULES FOR *the*

- **Rule #1:** Use *the* when talking about a specific person or thing.
Example: She read *the* book.
- **Rule #2:** Use *the* if the country contains: Kingdom, Republic, State, Union.
Example: *The* United Kingdom is a constitutional monarchy.
- **Rule #3:** Use *the* with the plural names of people and places.
Examples: *the* Smiths, *the* United States, *the* Northern Lights
- **Rule #4:** Use *the* with oceans, seas, rivers and canals.
Examples: *the* Atlantic Ocean, *the* Colorado River
- **Rule #5:** Use *the* with north, south, east, and west to talk about location.
Example: New York is on *the* East Coast.
- **Rule #6:** Use *the* with names of buildings, except if the first word is the name of the place.
Examples: *the* Marriott Hotel; *the* White House

See next page for continued Rules.

ARTICLES: A/AN, THE, OR NO ARTICLE

Class Activity #65 cont.

RULES FOR NOT USING AN ARTICLE

- Rule #1: Do not use an article when the following determiners or markers appear in front of the noun or noun phrase: *this, that, these, those, my, his, her, your, our, their, its, any, either, each, every, many, few, several, some, all*.
Example: That dog is barking loudly.
- Rule #2: Do not use an article in front of a proper noun that starts with a first name.
Example: Barack Obama is our president.
- Rule #3: Do not use an article with continents, countries, regions, cities, streets, mountains, lakes, and parks.
Example: I will be traveling to Europe.
- Rule #4: Do not use an article when talking about people or things in general.
Example: Broccoli is a green vegetable.

ARTICLES

Activity #65

Directions:

I. Circle the appropriate article. If no article is needed, circle none.

1. (The, A, An, none) Los Angeles is located on (the, a, an, none) West Coast.
2. (The, A, An, none) Ruggs are traveling to see (the, a, an, none) Niagara Falls.
3. My family will be going to (the, a, an, none) Yosemite this summer.
4. Jared will be traveling to (the, a, an, none) East Coast to visit (the, a, an, none) Gallaudet University.
5. (The, A, An) brussels sprouts are very hard for me to eat.
6. (The, A, An, none) trip to (the, a, an, none) Bahamas means flying over (the, a, an, none) Atlantic Ocean.



II. Using the picture above, write a paragraph that includes a minimum of one article in each sentence.

POSTTEST ARTICLES

Conjunctions

Directions: Underline the correct article in the following sentences.

1. The girl is wearing (a, an) beautiful dress.
2. The employee is required to wear (a, an) apron.
3. (A, An) elephant is standing by the tree.
4. The car is waiting by the curb at (a, an) store.

Directions: Underline the correct article in the following sentences.

5. After visiting Europe, I am flying back to (a, an, the) United States.
6. My aunt lives on (a, an, the) East Coast.
7. I will be going to (a, an, the) concert this summer.
8. She is living in (a, an, the) undisclosed location.

Directions: Circle the appropriate article. If no article is needed, circle none.

9. (The, A, An, none) New York is located on (the, a, an, none) East Coast.
10. (The, A, An, none) students are traveling together to see (the, a, an, none) White House.
11. My teacher will be going to (the, a, an, none) Europe this fall.
12. (The, A, An, none) test last Friday was very difficult for my daughter.
13. (The, A, An, none) Michael Jordan is (a, an, the) well-known basketball player.
14. (The, A, An, none) book I finished yesterday was (a, an, the) mystery novel.

PRE-/POSTTEST ARTICLES

ANSWER KEY

1. a
2. an
3. An
4. a

5. the
6. the
7. a
8. an

9. none, the
10. The, the
11. none
12. The
13. none, a
14. The, a

PRETEST CONJUNCTIONS

Conjunctions

Directions: Underline the conjunction in each of the following sentences.

1. The student wanted to get an A on the test, but he didn't study.
2. It was raining outside, so I put my umbrella in my backpack.
3. My dog and cat are sleeping on the bed.
4. The children were eating quickly, for it had been hours since breakfast.
5. Neither the rain nor the cold will stop Ethan from going to the movies.
6. Lucas asked if he could have either a piece of cake or ice cream.
7. Sheldon loves to play football, yet he is better at basketball.

Directions: Fill in the missing conjunction in each of the following sentences.

8. The baby wanted neither the blanket _____ the bottle before going to bed.
9. Our cousins had planned on going to Grandmother's birthday party, _____ they got stuck in traffic.
10. It took him all day to hike the trail, _____ he wanted to go again that evening.

Directions: Pick four different coordinating conjunctions and write sentences. If the sentence contains two independent clauses, make sure to include a comma.

11. _____
12. _____
13. _____
14. _____

Scoring: ____/16 = ____%

If student scores less than 80%, teach activities #66-68

COORDINATING CONJUNCTIONS

Class Activity #66

Directions: Use the rules below to introduce coordinating conjunctions. Write the following sentences on the board to explain the correct use of conjunctions. Explain that if the sentence has two independent clauses (complete sentences), a comma is used before the conjunction. (* shows sentences with two independent clauses.) Then, as a class, write sentences using coordinating conjunctions.

FOR (meaning *because* or *since*; *for* is more commonly used as a preposition.)

1. Many of my aunts were taking the bus to the party, *for* it was a long way to walk.*
2. The kids were drinking a lot of ice-cold water, *for* it was over a hundred degrees.*

AND

1. The boy turned in his application *and* waited for the interview.
2. Hang on to your money, *and* you will be able to take a nice trip.*

NOR (*neither* is most commonly used with *nor*.)

1. Neither Tom *nor* Shirley went to the class.
2. Neither of us wants to ride bikes, *nor* do we want to walk.*

BUT

1. The teacher took all day Saturday to correct papers, *but* she will have Sunday free.*
2. All the students *but* Trisha will go on the field trip.

OR

1. We can have steak and a salad for dinner, *or* we can have salad.*
2. You can have ice cream *or* a candy bar.

YET (Think of *nevertheless* or *but* when using *yet* in a sentence)

1. Carl plays the piano well, *yet* he prefers the flute.*
2. The children complained about the stew, *yet* they ate it all.*

SO

1. The truck was too big to be towed, *so* the driver needed to call for a bigger tow truck.*
2. My brother won the race, *so* he got a medal.*

COORDINATING CONJUNCTIONS

- A coordinating conjunction connects parts of a sentence that are of equal rank. The most common coordinating conjunctions are *and*, *but*, and *or*. Conjunctions connect:
 - words to words; such as: Sarah *and* Jim worked in the front yard.
 - phrases to phrases; such as: Grandma went to the store, *but* Grandpa did not.
 - clauses to clauses; such as: How you act *or* how you do not act will be important to this interview.
- There are only seven coordinating conjunctions: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*.
- Acronym: FANBOYS

COORDINATING CONJUNCTIONS

Activity #66

Directions:

I. Looking at the sentences below, fill in each blank with a conjunction. Then, decide if the sentence consists of two independent clauses. If the sentence consists of two independent sentences (complete thoughts), place a comma before the coordinating conjunction.

Example: The dog was tired of running, so he sat down for awhile.

1. Radishes _____ tomatoes are good plants for a garden.
2. He wanted neither the bone _____ the dog treat.
3. It was hot outside _____ Margaret decided to go swimming.
4. Dahlia would have come home right after school _____ her teacher made her stay.
5. Mark wants to be a juggler _____ he is better at acrobatics.
6. The accountant did not finish the bills _____ he went home.
7. Either the fish _____ the snail died.
8. Neither the mother _____ the father wanted to go to the party.
9. It took her hours to ride her bicycle home _____ she wanted to go riding later.
10. The girl wanted to win the running relay _____ she walked.

II. Pick four different conjunctions and write sentences. If the sentence contains two independent clauses, make sure to include a comma in the correct place.

11. _____
_____.
12. _____
_____.
13. _____
_____.
14. _____
_____.

COORDINATING CONJUNCTIONS

Class Activity #67

Directions: Divide the students into two groups. Have one person from each team come up to the board and write the seven conjunctions as quickly as possible. Continue the competition. After several rounds, ask students to write a minimum of four sentences using coordinating conjunctions. Have different students write their sentences on the board. Discuss whether the sentences need a comma or not (remember, two independent clauses are separated by a comma).

COORDINATING CONJUNCTIONS

- A coordinating conjunction connects parts of a sentence. The most common conjunctions are *and*, *but*, and *or*.
- There are only seven coordinating conjunctions: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*.
- Acronym: FANBOYS

COORDINATING CONJUNCTIONS

Activity #67

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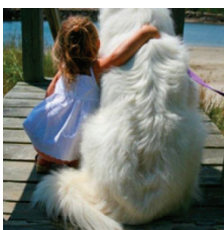
Directions: Looking at each picture below, write a sentence that has a conjunction. Make sure a comma is included in the correct place when there are two independent clauses.



1. _____
_____.



2. _____
_____.



3. _____
_____.



4. _____
_____.

COORDINATING CONJUNCTIONS

Class Activity #68

Directions: Ask each student to write a sentence. Then, have two students read aloud their sentences and decide which conjunction could link the two sentences together. Write the conjoined sentence on the board. Ask the students to explain why a comma needs to go before the conjunction.

Then, write the paragraphs below on the board. Make sure that students notice the difference between the paragraph with conjunctions and the one without. Finally, have the class write two paragraphs. The first paragraph will be without conjunctions and the second paragraph will be with conjunctions.

Kara wanted to go to the movies with Aaron. She wanted to go out to eat with Aaron too. Her mom told her she could not go out this weekend. She has a lot of chores to get done in the house. If she doesn't do her room, her mom said she can help with the yard work. It needs to be done for a party.

Kara wanted to go to the movies and out to eat with Aaron, but her mom said she could not go out this weekend. She has to spend the weekend home doing chores in the house or doing yard work, so it will be done for a party.

COORDINATING CONJUNCTIONS

- A coordinating conjunction connects parts of a sentence. The most common conjunctions are *and*, *but*, and *or*.
- There are only seven coordinating conjunctions: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*.
- Acronym: FANBOYS

POSTTEST CONJUNCTIONS

Conjunctions

Directions: Underline the conjunction in each of the following sentences.

1. The student wanted to get an A on the test, but he didn't study.
2. It was raining outside, so I put my umbrella in my backpack.
3. My dog and cat are sleeping on the bed.
4. The children were eating quickly, for it had been hours since breakfast.
5. Neither the rain nor the cold will stop Ethan from going to the movies.
6. Lucas asked if he could have either a piece of cake or ice cream.
7. Sheldon loves to play football, yet he is better at basketball.

Directions: Fill in the missing conjunction in each of the following sentences.

8. The baby wanted neither the blanket _____ the bottle before going to bed.
9. Our cousins had planned on going to Grandmother's birthday party, _____ they got stuck in traffic.
10. It took him all day to hike the trail, _____ he wanted to go again that evening.

Directions: Pick four different coordinating conjunctions and write sentences. If the sentence contains two independent clauses, make sure to include a comma.

11. _____
12. _____
13. _____
14. _____

PRE-/POSTTEST CONJUNCTIONS

ANSWER KEY

1. but
2. so
3. and
4. for
5. neither, nor
6. either, or
7. yet

8. nor
9. but
10. yet

- 11.–14. *Answers will vary. Each sentence needs to contain one of the following conjunctions:
for, and, nor, but, or, yet, so.*

ANSWER KEY

Activity #1

Class Activity #2

- ## Activity #2

Class Activity #3

- 158

Activity #3*Circle the following nouns:*

- | | |
|-----------------|------------------|
| 1. university | Person |
| 2. resort | Thing |
| 3. surfer | Place |
| 4. technician | Thing |
| 5. president | Abstract Concept |
| 6. skyscraper | Person |
| 7. violinist | Abstract Concept |
| 8. pajamas | Person |
| 9. comforter | Place |
| 10. bathroom | Thing |
| 11. saliva | Abstract Concept |
| 12. truth | Person |
| 13. assistant | Place |
| 14. eggplant | Person |
| 15. goddaughter | Place |

Class Activity #4*Answers will vary.***Activity #4**

- | | |
|------------|------------------|
| 1. common | Place |
| 2. common | Place |
| 3. proper | Person |
| 4. proper | Place |
| 5. common | Thing |
| 6. common | Abstract Concept |
| 7. common | Thing |
| 8. proper | Place |
| 9. common | Thing |
| 10. proper | Person |
| 11. proper | Place |
| 12. common | Place |
| 13. proper | Place |
| 14. common | Thing |
| 15. common | Thing |
| 16. common | Person |
| 17. common | Thing |
| 18. proper | Person |
| 19. common | Thing |
| 20. common | Abstract Concept |

Class Activity #5*Answers will vary.*

ANSWER KEY

Activity #5

1. *Answers will vary.* Person
2. " " Place
3. " " Thing
4. " " Person
5. " " Person
6. " " Place
7. " " Person
8. " " Person
9. " " Place
10. " " Person
11. " " Person
12. " " Thing
13. " " Thing
14. " " Thing
15. " " Place

Class Activity #6

Answers will vary.

Activity #6

1. F
2. P
3. X
4. C
5. V
6. L
7. H
8. A
9. Y
10. M
11. G
12. T
13. R
14. Z
15. K
16. B
17. I
18. S
19. W
20. O
21. J
22. N
23. E
24. Q
25. U
26. D

Class Activity #7

1. Jelly is very sweet and sugary.
T
2. Monday was our anniversary.
AC AC
3. Is the lecture about love or marriage?
AC AC AC
4. Al Gore published a book on the environment.
P T AC
5. Taco Bell and Jack-in-the-Box have humorous commercials.
PL PL T

Activity #7

<u>Noun</u>	<u>Common</u>	<u>Proper</u>	<u>Type of Noun</u>
search	x		AC
cages	x		T
caretaker	x		P
staff	x		P
caretaker's	x		P
brother	x		P
day	x		AC
Niagara Falls		x	PL
husband	x		P
disappearance	x		AC
description	x		AC
clothes	x		T
picture	x		T
detective	x		P
NYPD		x	AC or P
staff	x		P
idea	x		AC
call	x		AC
<i>New York Times</i>		x	T or PL
word	x		AC
disappearance	x		AC
trainer	x		P
days	x		AC
busboy	x		P
Canada		x	PL
police	x		P
home	x		PL
family	x		P

Class Activity #18

Pictures will vary.

bookshelf/bookshelves	scarf/scarves	carafe/carafes
elf/elves	wharf/wharves	hoof/hooves
knife/knives	wolf/wolves	loaf/loaves

ANSWER KEY

Activity #18

- | | | |
|------------|-----------|------------|
| 1. scarves | 2. hooves | 3. carafes |
| 4. wharves | 5. loaves | 6. knives |
| 7. wolves | 8. elves | 9. shelves |

Class Activity #19

Pictures will vary.

- | | | |
|-------------|---------------------|--------------------------|
| chef/chefs | waif/waifs | neckerchief/neckerchiefs |
| leaf/leaves | pouf/poufs | calf/calves |
| clef/clefs | aardwolf/aardwolves | bluff/bluffs |

Activity #19

- | | | |
|------------------|-----------|---------------|
| 1. clefs | 2. leaves | 3. calves |
| 4. handkerchiefs | 5. reefs | 6. handcuffs |
| 7. chefs | 8. skiffs | 9. creampuffs |

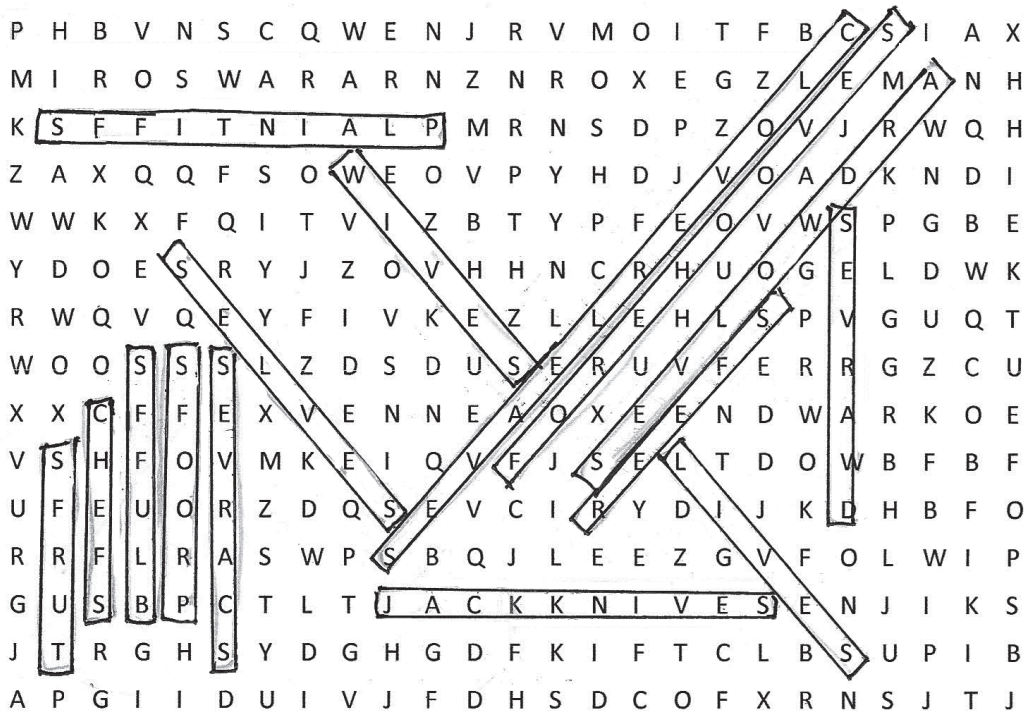
Sentences will vary.

Class Activity #20

Pictures will vary.

- | | | | |
|-------------------------|----------------------|----------------------|------------|
| aardwolf/aardwolves | bluff/bluffs | dwarf/dwarves | reef/reefs |
| cloverleaf/cloverleaves | scarf/scarves | plaintiff/plaintiffs | wife/wives |
| forehoof/forehooves | jackknife/jackknives | turf/turfs | life/lives |

Activity #20



- | | |
|---------------|-----------------|
| 1. turfs | 2. lives |
| 3. aardwolves | 4. dwarves |
| 5. forehooves | 6. wives |
| 7. bluffs | 8. cloverleaves |
| 9. reefs | 10. jackknives |
| 11. scarves | 12. plaintiffs |
| 13. proofs | 14. selves |
| 15. chefs | |

Class Activity #63

1. a
2. a
3. An
4. An
5. an

Students' sentences will vary.

Activity #63

1. an
2. an
3. a
4. an, an
5. a
6. an
7. an, an
8. a
9. a
10. a

Students' sentences will vary.

Class Activity #64

Answers will vary.

Activity #64

1. the - 5
2. a, the - 6
3. The - 3, the - 2
4. An
5. a
6. the - 1
7. an
8. the - 4
9. a, the - 5
10. a,
11. an, a
12. the - 3, the - 3

Class Activity #65

1. None - No Article Rule #2, a – A/An Rule #2
2. None – No Article Rule #1, the – The Rule #1
3. None – No Article Rule #3, a – A/An Rule #2, the – The Rule #2
4. None – No Article Rule #1, the or a – The Rule #1 or A/An Rule #1

Activity #65

1. None, the
2. The, the
3. None
4. The, none
5. None
6. The or A, the, the

Paragraph: *Answers will vary, but each sentence should have at least one article.*

Activity #66

1. and
2. nor
3. , so
4. , but
5. , but
6. , yet
7. or
8. nor
9. , yet
10. , but

11. –14. *Answers will vary.*

Class Activity #67

For, And, Nor, But, Or, Yet, So (FANBOYS)

Sentences: *Answers will vary.*

Activity #67

1.–4. *Answers will vary, but each sentence must have a conjunction.*

Class Activity #68

Sentences will vary.

Paragraphs will vary.

Activity #68

Paragraphs will vary.

About the Authors

Kerilynne Rugg earned her bachelor's degree in Deaf Education from the University of Southern Mississippi in 1996. She has taught all levels of Deaf and Hard of Hearing students for 20 years. She earned her master's degree in Education: Language and Literacy from California State University, Sacramento. She has received numerous distinguished teaching awards, including California Educators of the Deaf's Teacher of the Year for 2010 and Placer County Office of Education's Teacher Who Makes a Difference. Kerilynne currently teaches at Del Oro High School in Loomis, California. She also holds two certifications from the Registry of Interpreters for the Deaf and works as a freelance interpreter in the Sacramento area.

Kerilynne is married with two sons. Her personal interests include activities with her family, kayaking, hiking, camping, and reading.



Mary Homelvig has her Certificate of Clinical Competence (CCC) in Speech Pathology from the American Speech-Language-Hearing Association (ASHA). She has her California license in Speech Pathology and is an Augmentative Alternative Communication (AAC) Specialist.

Mary has worked in the field of speech-language pathology for over 30 years for county offices of education. Her experience includes serving students from 3 years to 22 years of age, with extensive experience with adolescents. For years, her focus has been working with students who are Deaf and Hard of Hearing. She is currently working for El Dorado County Office of Education in California.

Mary is married with three children and six grandchildren. Her personal interests include camping, traveling, arts and crafts, bicycling, swimming, knitting, and sewing.

Cracking the Grammar Code

Nouns, Articles and Conjunctions

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