Tricky Plurals: Feet, Teeth, and Friends

Teacher		**Class**	Grade 2
Subject	ELA	**Topic**	Irregular plural nouns
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn five tricky plurals that change or stay the same. They sort pairs and use them in short sentences.

Curriculum links

- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Learning objectives

- Students will match foot, tooth, mouse, child, fish to their plural forms.
- Students will use feet, teeth, mice, children, fish correctly in short sentences.

Success criteria

- I can match five singular nouns to their tricky plurals.
- I can use feet, teeth, mice, children, and fish in a sentence.

What students already know

Hold up one finger, then many fingers. Ask: one book, two what? Listen for books. Ask: one cat, two what? Listen for cats.

Key words

singular	telling about only one person, animal, or thing [5]
plural	telling about more than one person, animal, or thing [5]
regular plural	more than one made by adding -s or -es [3]
irregular plural	more than one that changes in a special way, not just adding -s [8]

Materials

- Singular word cards: foot, tooth, mouse, child, fish
- Plural word cards: feet, teeth, mice, children, fish
- Two sorting mats labeled Regular and Tricky
- Slides 1-10, 12 and video clips 1-2 projected
- Small whiteboards, markers, pencils

Before the lesson

- Print singular cards, plural cards, and two sorting mats for each pair
- Test Slide 6 video and Slide 8 video with sound
- Set desks for pairs with space to sort cards

Lesson outline

0–5 min **Starter** 5 min · Whole class

Recall regular plurals and spark interest in tricky plurals.

YOU DO

1. Show Slide 1 and read aloud: Tricky Plurals! One foot, two feet.
2. Use the hook: I mixed up all our plural words. Who can help me fix childs and mouses?
3. Review regular plurals on the board with one book, two books and one cat, two cats.
4. Show Slide 2 and read: One tooth hides. Many teeth smile.

STUDENTS DO

1. Chorally say one book, two books and one foot, two feet.
2. Give thumbs down for foots and childs and tell a partner why it sounds wrong.

Say: You already know many plurals just add -s. Today some tricky words do not just add -s, they change or stay the same! We will fix my mixed-up words together.

Worked example: Regular: one book -> two books because we add -s [3]. Tricky: one foot -> two feet, not foots, because foot-feet changes inside [7].

Ask: What do we usually add to make more than one? (-s [3]) · One foot, two what? (feet [7])

Check understanding: Thumbs up for books, thumbs down for foots. If unsure, repeat book-books and foot-feet once more.

Support: Point to pictures of one foot and two feet while repeating the pair slowly. **Stretch:** Ask the student to say in a full sentence why childs sounds wrong.

Use: Slides 1–2

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5–17 min **Teaching** 12 min · Whole class

Introduce five tricky pairs and model how they change.

YOU DO

1. Show Slide 3 cards and read each pair and sentence, including Both feet can jump high. and Brush your teeth each day.
2. Read Slide 4 with class: Some plurals do not just add -s, they change or stay the same!
3. Think aloud to sort book-books as regular and foot-feet as tricky on the mats.
4. Pose Slide 5 question: Why do we say feet, not foots? Have partners discuss briefly.

STUDENTS DO

1. Repeat each pair after teacher and point to one then more than one.
2. Tell a partner why we say feet, not foots.
3. Sort two examples with teacher: book-books to Regular, child-children to Tricky.

Say: Regular words like cats, dogs, and books follow the regular rule [7]. Tricky words change in special ways instead [8]. We must memorize them because they do not follow the normal -s pattern [4].

Worked example: Step 1: one tooth. Step 2: do not add -s because tooths is wrong. Step 3: change oo to ee to make teeth [6]. Step 4: say Brush your teeth each day. Same for foot-feet [7], mouse-mice [7], child-children with special -en ending [6], and fish-fish that stays the same in everyday English [6].

Ask: Which is correct: one tooth, two tooths or one tooth, many teeth? (many teeth [7]) · What happens to fish when there are three? (It stays fish in everyday English [6])

Check understanding: Show fingers: 1 for regular, 2 for tricky as teacher calls books, feet, teeth. Reteach any missed pair.

Support: Hold up word cards while saying pairs so the student can copy the plural from the card. **Stretch:** Ask the student to say two plurals together in one longer sentence.

Use: Slides 3–5

17–27 min **Watch and Say** 10 min · Whole class

Hear and pronounce tricky plurals clearly together.

YOU DO

1. Show Slide 6 and play Video clip 1. Tell students to give thumbs up for each tricky plural.
2. Pause and repeat feet and teeth with class, stressing the ee sound.
3. Show Slide 8 and play Video clip 2. Students say feet, children, teeth, mice, fish aloud.
4. Lead echo chant: teacher says singular, class shouts plural.

STUDENTS DO

1. Watch both clips and give thumbs up for feet, teeth, mice, children.
2. Echo chant all five pairs and copy mouth shape for teeth and feet.

Say: Listen for feet and teeth changing. Copy my mouth shape for teeth and feet. Say each tricky plural loud and clear so your mouth learns it.

Worked example: Teacher: one mouse. Class: two mice [7]. Teacher: one child. Class: two children. Teacher: one fish. Class: three fish because the usual everyday plural of fish is fish [8].

Ask: One mouse, two what? (mice [7]) · One child, two what? (children [7])

Check understanding: Choral chant round: if chorus is weak on any pair, replay that part and drill it twice.

Support: Let the student chant while pointing to picture cards that show one and more than one. **Stretch:** Ask the student to lead the chant for the class using the same pairs.

Use: Slides 6, 8; Video clip 1 (0:00–2:42), Video clip 2 (0:00–3:18)

27–50 min **Main Activity** 23 min · Pairs

Match five singular nouns to irregular plurals and use two in sentences.

YOU DO

1. Give each pair singular cards, plural cards, and two sorting mats.
2. Show Slide 9 and read task: Match foot, tooth, mouse, child, fish to its plural.
3. Model one match: put child with children, check it changed, not just added -s, then say Three mice hide in the box.
4. Circulate, ask pairs to read aloud their five sorted irregular pairs.

STUDENTS DO

1. Sort cards into Regular and Tricky and match five pairs: foot-feet, tooth-teeth, mouse-mice, child-children, fish-fish.
2. Read aloud five sorted pairs to partner.
3. Choose two matches and each say a sentence aloud with the plural.

Say: Sort into regular pairs like book-books that add -s [8] and tricky pairs like mouse-mice [7]. Pick two matches and say a sentence aloud. Check: did the word change, not just add -s?

Worked example: Match: foot -> feet, tooth -> teeth, mouse -> mice, child -> children, fish -> fish [6][7]. Sentence 1: Both feet can jump high. Sentence 2: Brush your teeth each day. Check: feet and teeth change inside, they do not just add -s [8].

Ask: Is child-children regular or tricky? How do you know? (Tricky, it uses special -en ending, not just -s [6]) · Why is mouses wrong? (Adding -s creates incorrect forms such as childs or mouses [6]; correct is mice [7])

Check understanding: Visit each pair to hear five pairs read aloud. If errors, point to word card and have them fix that pair before sentences.

Support: Start with only three pairs, child-children, foot-feet, and fish-fish, with picture clues on each card. **Stretch:** Ask the student to write two sentences using any two sorted irregular plurals.

Use: Slide 9

50–60 min **Plenary** 10 min · Whole class

Review all five pairs and check everyone can form and use them.

YOU DO

1. Show Slide 10 mindmap and have class chant foot -> feet, tooth -> teeth, mouse -> mice, child -> children, fish -> fish.
2. Fix final errors on board: cross out childs, foots, tooths, mouses, sheeps that come from adding -s [8].
3. Show Slide 12 quiz and cold-call answers for child, tooth, mouse, fish.
4. Have each student say one sentence aloud using our feet or our teeth correctly.

STUDENTS DO

1. Chant mindmap pairs together, then answer quiz questions.
2. Say one sentence aloud with our feet or our teeth and listen to a partner.

Say: Let us prove we fixed my mix-up. Say each pair from memory. Then use one tricky plural in a sentence so I hear you use it right.

Worked example: Quick quiz: One child, two children. One tooth, many teeth. One mouse, two mice. One fish, three fish. Fish needs no -s in everyday English [6].

Ask: One tooth, many what? Use it in a sentence. (teeth; e.g., Brush your teeth each day.) · Why do we memorize these words? (They do not follow the normal -s pattern [4])

Check understanding: Hands up quiz on all four items. If many miss one, drill that pair twice before dismissal.

Support: Let the student copy the plural from a word card you hold up while answering. **Stretch:** Have the student be the caller and say a short sentence with the singular before calling it.

Use: Slides 10, 12

Common mistakes

Mistake	How to spot it	How to fix it
Writing childs, mouses, foots, tooths by adding -s	Hear -s on tricky words during sort and chant	Remind that adding -s creates incorrect forms such as childs or mouses [6]; replace with children, mice, feet, teeth [7]
Writing fishes or sheeps for everyday more than one	See -s or -es added to fish or sheep in sorting or sentences	Remind that fish commonly works as both singular and plural [6] and the usual plural of fish is fish [8]

Support

- Start with only three pairs, child-children, foot-feet, and fish-fish, with picture clues on each card
- Provide word bank and sentence starters like I have one ___ and I have two ___

Stretch

- Ask the student to write two sentences using any two sorted irregular plurals
- Have the student explain to a partner why we memorize these words

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For the LSE or teaching assistant

Stay with target pairs during Main Activity to pre-teach child-children, foot-feet, fish-fish with pictures, then add tooth-teeth and mouse-mice.

Check for understanding

Question	Answer
One child, two ___?	children
One tooth, many ___? One mouse, two ___?	teeth, mice
One fish, three ___? Use it in a sentence.	fish; e.g., I see three fish.

Homework

Tell someone at home all five pairs and use two in sentences.

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