



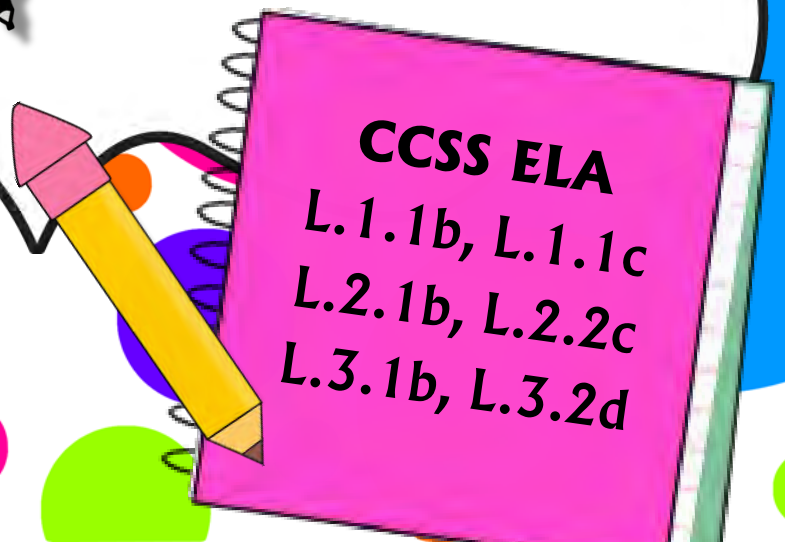
# Plural or Possessive?

## Task Cards & More!

flower's stem

### Common Core Aligned

Created by  
Laura Candler



# Plural or Possessive?

Created by Laura Candler  
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L.1.1b  
 L.1.1c  
 L.2.1b  
 L.2.2c  
 L.3.1b  
 L.3.2d

This teaching resource includes task cards and lesson suggestions for introducing the concept of possessive nouns. The activities are specifically designed to help students distinguish between plural nouns and singular possessive nouns. This packet includes directions for a whole-class introduction to the concepts as well as an assortment of activities that can be completed as a class, in cooperative learning groups, in centers, or in small guided instruction groups. Because this ebook is an introduction to the concept, it does not cover rules for forming plural possessives.

## What's In this Mini Pack?

- Lesson Suggestions
- Teacher Demo Pages
- Matching Task Cards
- Practice Worksheets
- Showdown Game Directions
- Plural or Possessive Task Cards
- Write the Plural or Possessive Task Cards
- Plural or Possessive Recording Form
- Quizzes and Answer Keys
- Plural or Possessive Response Cards

**Plural Nouns**

Plural = More than one  
 Form plural nouns by adding an "s" or by following special rules for plurals

Examples

crabs	children	strawberries
foxes	balloons	penies

**Plural or Possessive? #3**

Sally saw two \_\_\_\_\_ at the zoo.

ostriches    ostrich's

**Matching Plurals and Possessives 1**

Mrs. Smith put the cupcakes on the plate.

My cupcake's frosting tastes \_\_\_\_\_

eat grass.

**Class Showdown**

**Materials Needed:**

- Task cards
- Dry erase boards and markers

**Directions**

1. Stack the task cards face up so that the answers on the back are hidden.
2. The teacher reads the first card aloud and shows it to the class using a document cam or by writing it on the board.
3. Without talking, each student writes the answer on his or her own dry erase board.
4. Students place their dry erase boards face down when finished.
5. The teacher says "Showdown!"
6. Students flip over boards to show their answers. The teacher checks the boards and explains the correct answer.

**Plural or Possessive Recording Form**

Task Card	Answer	Task Card	Answer
1		13	
2		14	
3		15	
4		16	
5		17	
6		18	
7		19	
8		20	
9		21	
10		22	
11		23	
12		24	

**Is It Plural or Possessive?**

Decide whether the underlined word is a plural noun (PL) or a possessive noun (PS) and circle the correct answer.

1. Cary's house is across the street.
2. Ten grapes are hanging from the vine.
3. The tree's branch is broken.
4. Five children play ball together.
5. A flock of birds flew overhead.
6. The king's crown is made of gold.
7. The pink socks have yellow polka dots.
8. Jim jumped into the pile of leaves.
9. Cindy's book is very exciting.
10. The mouse's tail is long and curly.

**Is It Plural or Posses**

7  
 Cary's painting looked beautiful.  
 PL PS

9  
 Her bucket's handle was broken.  
 PL PS

11  
 A flock of birds landed on the wire.  
 PL PS

tickets to the play.  
 PL PS

**Singular Possessive + Plural Noun**

- A singular possessive noun followed plural noun
- Used when one person or object own has more than one thing

**Examples:**  
 In each example, which word is possessive and which word is plural?

1. guitar's strings  
 One guitar has many strings.
2. cat's whiskers  
 One cat has many whiskers.
3. mouse's ears  
 One mouse has two ears.
4. girl's books  
 One girl has many books.



## Advanced Preparation

- For the whole class introduction and activities, you'll need an individual dry erase board, marker, and eraser for each student. If you don't have individual boards, you can create them by laminating sheets of cardstock. Small black socks work well as erasers.
- Read through the activity suggestions, and decide how you will use the task cards. Prepare one set for the class or one for each team as needed. Print the cards on card stock and cut them apart. If you want the cards to be self-checking, write the answers on the back of the cards before laminating them. Cut the cards apart in advance or allow students to cut them apart right before use.



## Lesson Suggestions:

### 1. Introduce the Concept of Possession with Student Examples

Begin by introducing students in the class to the concept of “possession,” or the idea that something belongs to someone. Children understand the idea of ownership and enjoy learning that there’s a way to show ownership when writing. To demonstrate, ask a student to show you an item from his or her desk such as a pencil. Write on the board, “This is John’s pencil,” and point out that even though it sounds like John is plural, there’s only one of John and the apostrophe + s turns the word into the “possessive” form by showing that the pencil belongs to John.

Next, have each student pair up with a partner. Ask them to show each other several items from their desks. Then ask each student to write a sentence on his or her whiteboard showing who “owns” the item. For example, “This is \_\_\_\_\_’s \_\_\_\_\_.” Have students hold up their boards to check for accuracy.



### 2. Introduce the Concept of Possession with Objects

Next, tell students that possessive forms are also used to show that something belongs to something else. Write an example like, “The book’s cover was torn.” Have students identify the possessive form in the sentence. Point out that the word “book’s” refers to one book and that the cover belongs to or is a part of the book.

### 3. Distinguish Between Plural and Possessive Forms

Use the Teacher Demo pages (6-8) to show students the difference between plural and possessive nouns. These are intended to be displayed for the class using a document camera or on a Smartboard.

Two overlapping educational cards. The top card is titled "Plural Nouns" and explains that plural nouns are formed by adding an "s" or following special rules. It includes examples like "foxes" and "fox's tail". The bottom card is titled "Possessive Nouns" and explains that singular possessive nouns are formed by adding an apostrophe and "s". It includes examples like "fox's tail", "strawberry's stem", "boy's tablet", and "pencil's eraser". Both cards feature small illustrations of a fox, a strawberry, a boy, and a girl.

To have students practice with the skill, display each of the four Plural or Possessive practice activities (page 9 - 8) one at a time. Ask students to choose the correct form of the word for each example. To make the lesson interactive, ask students to write the correct form of each word on their own dry erase boards. Check answers before moving to the next page.

#### 4. Introduce Singular Possessive + Plural Nouns (Optional)

You can skip this step if you think it would be too confusing. However, at some point your students will need to learn that a singular possessive and a plural noun may appear in a sentence next to each other. For example, “the cat’s whiskers” refers to the fact that one cat has many whiskers. You can use the Teacher Demo on page 13 to assist you in explaining this concept.

#### 5. Optional Activity - Match Sentences and Illustrations

If you feel your students need practice distinguishing between plurals and possessives, have them use the Matching Plurals and Possessives Task Cards on pages 14 and 15 to practice. There are 12 cards in all, with 6 sentences and 6 illustrations. Students match the sentence with the correct illustration. They can work alone in a center or take turns with a partner. This activity does not have an answer key, but it’s somewhat self-checking because the chevron pattern in the background will match when the correct cards are placed side-by-side.

#### 6. Activity - Class Showdown

Class Showdown is a simple yet powerful strategy for monitoring students progress. Refer to the complete directions on page 16. Each student will need a dry erase board and a marker, and you’ll need a set of task cards for the class. Begin with the set on pages 18-21. You may shuffle the cards or use them in order. Stack the cards face up and draw the top card. Display it for the class and read the sentence aloud. Without talking, everyone writes either “PL” or “PS” on his or her dry erase board and places it face down on the desk. When everyone is ready,



say, "Showdown!" Ask all students to show you their boards. After you review their responses, reveal the correct answer. (Note: Don't point out student errors in front of the class. Instead, walk over to the student's desk and offer a little help during the next round.) Repeat with the other task cards.

**Response Cards Variation** - If you prefer, you can use the patterns on page 37 to create Plural and Possessive Response cards. Simply cut the pattern on the solid lines, fold each strip in half, and insert a craft stick. Glue the two halves together. Instead of writing PL or PS on their dry erase boards, students hold up their craft sticks to show you the answer.

**Write the Plural or Possessive Showdown** - Follow the directions for Class Showdown but use the task cards on page 23 - 26. Students will need dry erase boards for this activity since they are actually writing the plural or possessive word form.

### 7. Activity: Team Showdown

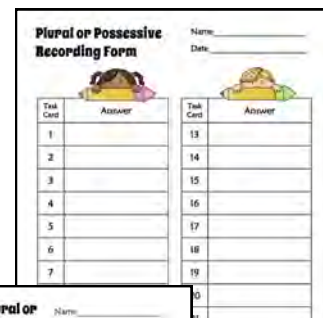
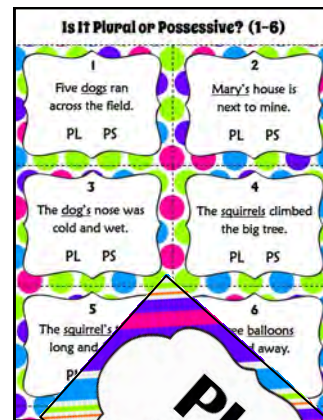
Showdown can also be played in during small guided instruction groups. The directions are similar, but the role of Leader rotates for each turn. Also, you'll need to write the answers on the backs of the task cards before the activity begins. Older students can play the game in cooperative learning groups, but they should still be monitored closely. If you have students who are performing far below their classmates, you may want to ask a parent volunteer or an assistant to lead their group. If those options aren't available, work with this group yourself. Showdown is fast-paced and frustrates students who are working below grade level if they are kept in mixed-ability teams.

### 8. More Uses for Task Cards

The cards included in this Mini Pack can be used in just about any whole class game, cooperative learning structure, or center activity that is based on problem cards or task cards. For example, you can use them with "Scoot" games and generic board games. If you want students to record their answers on paper, give them the recording form on page 28. Answer keys are provided for both sets of task cards.

### 9. Practice Pages and Quizzes

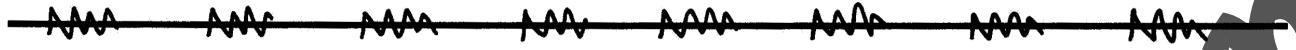
Use pages 29 - 36 for paper and pencil practice or assessment. To use them for cooperative learning practice, have students work with a partner and take turns completing each page. Answer keys are included.



# Plural Nouns

Plural = More than one

Form plural nouns by adding an "s" or by following special rules for plurals



## Examples

crabs

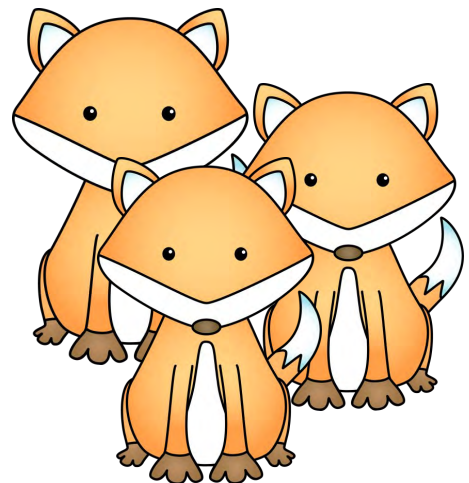
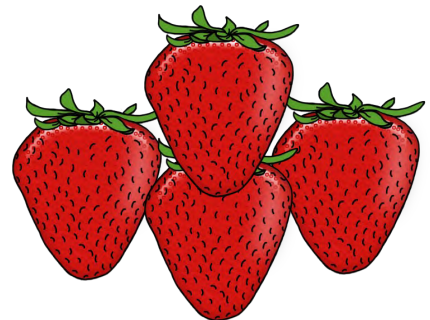
children

strawberries

foxes

balloons

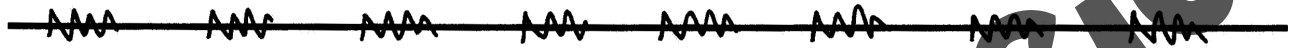
pennies



# Possessive Nouns

One thing belongs to someone, or one thing is a part of something else

Form a singular possessive noun by adding an apostrophe + s



## Examples

fox's tail

strawberry's stem

boy's tablet

pencil's eraser

child's book





# Plural or Possessive?

Plural Noun = More than one

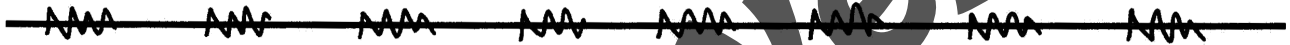
Form plural nouns by adding "s" or following plural rules

Examples:

racecars

children

books



Singular Possessive = One thing belongs to, goes with, or is a part of something else

Form a singular possessive noun by adding an apostrophe + s

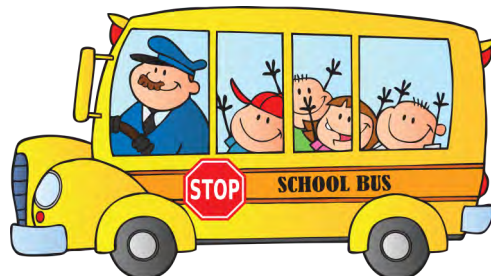
Examples:

umbrella's handle

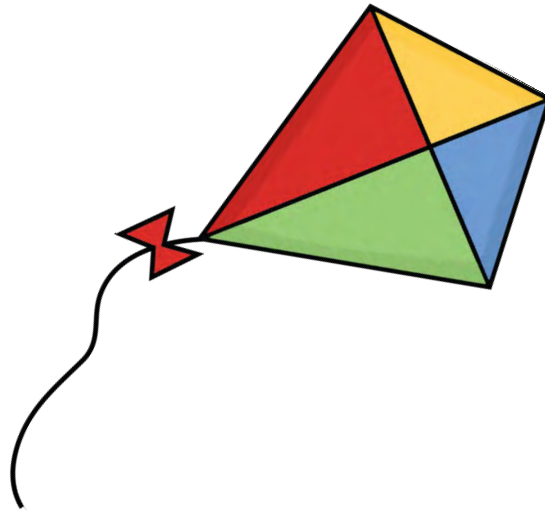
girl's book

box's bow

bus's stop sign







1. A \_\_\_\_\_ tail helps it fly.

kites      kite's

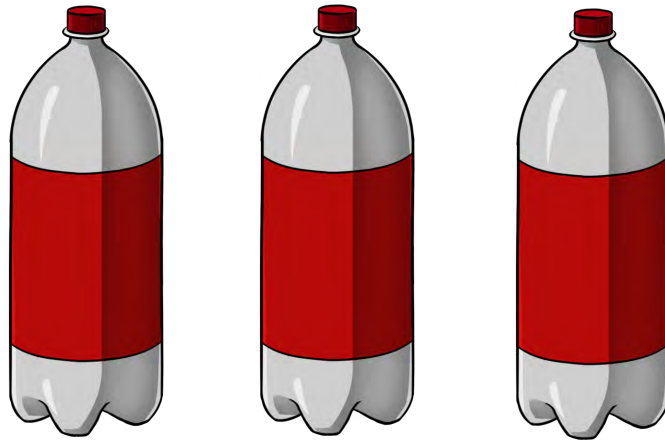


2. Four \_\_\_\_\_ flew over the beach.

kites      kite's

# Plural or Possessive?

#2



1. Three \_\_\_\_\_ are on the shelf.

bottles

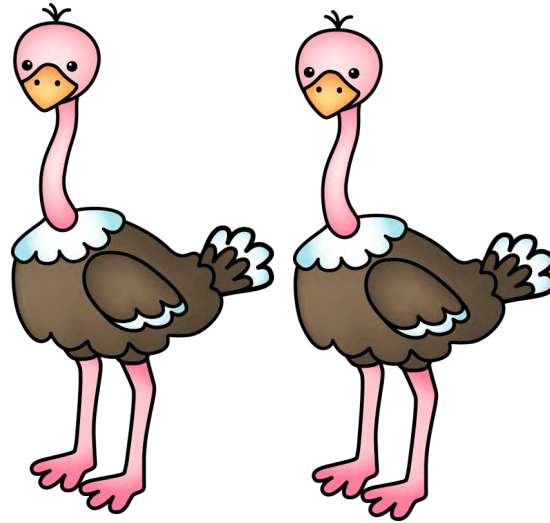
bottle's



2. The \_\_\_\_\_ cap is red.

bottles

bottle's



1. Sally saw two \_\_\_\_\_ at the zoo.

ostriches

ostrich's



2. The \_\_\_\_\_ long neck helps it eat grass.

ostriches

ostrich's

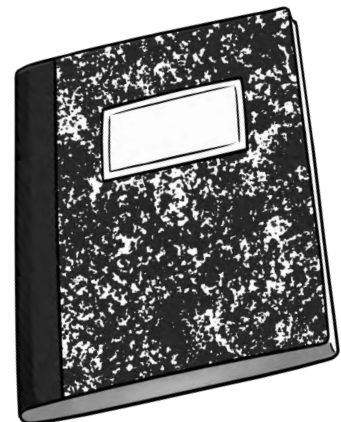
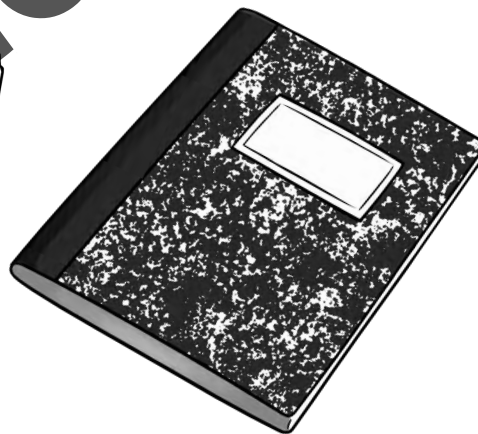
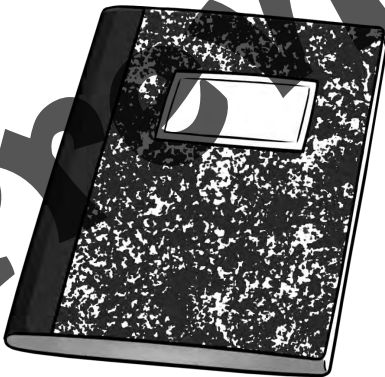




1. Write your name on the \_\_\_\_\_ cover.

notebooks

notebook's



2. You will need three \_\_\_\_\_ for class.

notebooks

notebook's

# Singular Possessive + Plural Noun

- A singular possessive noun followed by a plural noun
- Used when one person or object owns or has more than one thing

Examples:

In each example, which word is possessive and which word is plural?

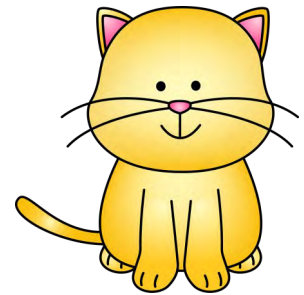
1. guitar's strings

One guitar has many strings



2. cat's whiskers

One cat has many whiskers



3. mouse's ears

One mouse has two ears



4. girl's books

One girl has many books



# Matching Plurals and Possessives 1

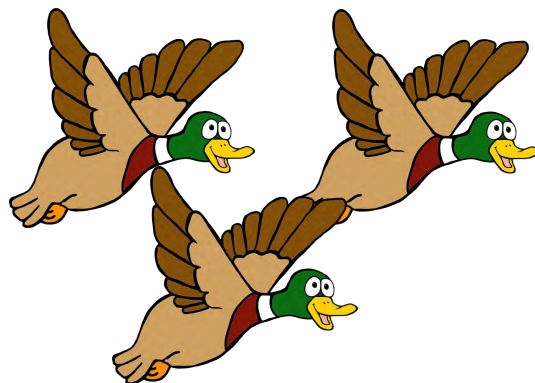
Mrs. Smith put  
the cupcakes  
on the plate.



My cupcake's  
frosting tastes  
delicious.



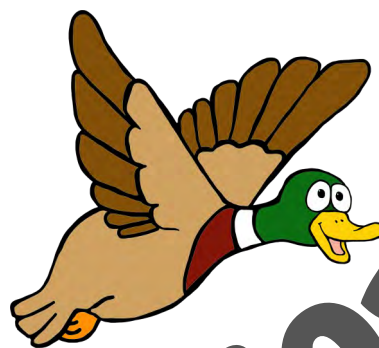
Look at those  
ducks flying  
over us!



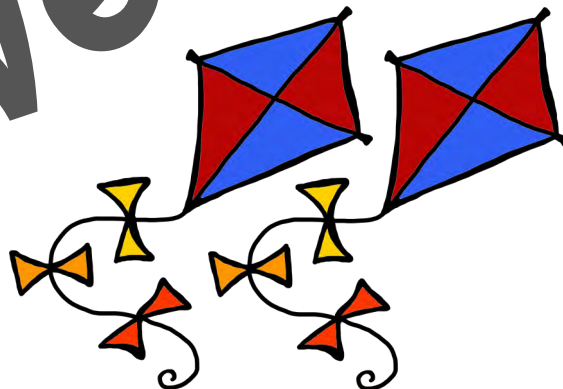


# Matching Plurals and Possessives 2

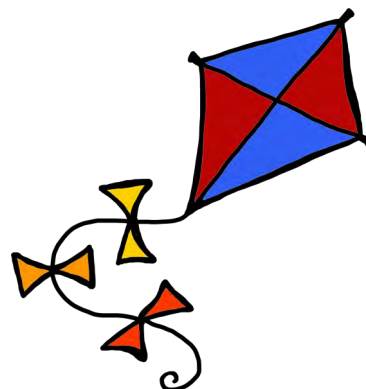
A duck's  
beak is bright  
yellow.



We flew our  
kites at the  
beach.



A kite's tail  
helps it fly.



# Class Showdown



## Materials Needed:

- Task cards
- Dry erase boards and markers

## Directions

1. Stack the task cards face up so that the answers on the back are hidden.
2. The teacher reads the first card aloud and shows it to the class using a document camera or by writing it on the board.
3. Without talking, each student writes the answer on his or her own dry erase board.
4. Students place their dry erase boards face down when finished.
5. The teacher says “Showdown!”
6. Students flip over boards to show their answers. The teacher checks the boards and explains the correct answer.

# Team Showdown



## Directions

1. Stack the task cards face up in the center of the team (answers on back).
2. The Leader reads the first card aloud.
3. Without talking, everyone (including the Leader) writes the answer on his or her own dry erase board.
4. Place boards face down when finished.
5. The Leader says "Showdown!"
6. Flip over boards and show answers. The Leader turns the task card over to check. Discuss answers that are different and celebrate correct answers.
7. If everyone had the correct answer, remove the card from the deck. If not, place it at the bottom to repeat later.
8. Rotate Leaders in a clockwise fashion for each round. Repeat as time allows.



# Is It Plural or Possessive? (1-6)

1

Five dogs ran  
across the field.

PL PS

2

Mary's house is  
next to mine.

PL PS

3

The dog's nose was  
cold and wet.

PL PS

4

The squirrels climbed  
the big tree.

PL PS

5

The squirrel's tail is  
long and fluffy.

PL PS

6

Three balloons  
floated away.

PL PS

# Is It Plural or Possessive? (7-12)

7

Cary's painting  
looked beautiful.

PL PS

8

I read five books  
last summer.

PL PS

9

Her bucket's handle  
was broken.

PL PS

10

The bird's nest was  
on a high branch.

PL PS

11

A flock of birds  
landed on the wire.

PL PS

12

My mom bought 4  
tickets to the play.

PL PS

# Is It Plural or Possessive? (13-18)

13

The cup's rim  
was cracked.

PL PS

14

A rose's stem has  
prickly thorns.

PL PS

15

I picked up a dozen  
shells on the beach.

PL PS

16

Two foxes dashed  
across the road.

PL PS

17

The chair's cushion  
is thick and soft.

PL PS

18

We loved seeing the  
ostriches at the zoo.

PL PS



# Is It Plural or Possessive? (19 -24)

19

The candle's flame started flickering.

PL PS

20

The butterfly's wings were red and blue.

PL PS

21

Alligators have sharp teeth.

PL PS

22

Sara put candles on her birthday cake.

PL PS

23

Mr. Davis gave me a handful of pennies.

PL PS

24

A giraffe's neck is long and graceful.

PL PS

# Is it Plural or Possessive?

## Answer Key

Task Card	Answer
1	PL
2	PS
3	PS
4	PL
5	PS
6	PL
7	PS
8	PL
9	PS
10	PS
11	PL
12	PL

Task Card	Answer
13	PS
14	PS
15	PL
16	PL
17	PS
18	PL
19	PS
20	PS
21	PL
22	PL
23	PL
24	PS

# Write the Plural or Possessive (1-6)

1

All of the \_\_\_\_\_  
are on the beach.

buckets    bucket's

2

Her \_\_\_\_\_ toy fell  
on the ground.

babies    baby's

3

The \_\_\_\_\_ bike  
had a flat tire.

girls    girl's

4

My best \_\_\_\_\_  
house is near mine.

friends    friend's

5

Two \_\_\_\_\_  
swam in the pool.

children    child's

6

Do you have  
any \_\_\_\_\_?

cats    cat's

# Write the Plural or Possessive (7-12)

7

She has five \_\_\_\_\_  
in her desk.

pencils pencil's

8

The \_\_\_\_\_  
car was stolen.

men man's

9

Our class has  
two \_\_\_\_\_.

Saras Sara's

10

The cherry \_\_\_\_\_  
smelled delicious!

pies pie's

11

Three \_\_\_\_\_ were  
fishing on the beach.

men man's

12

Judy bought two  
\_\_\_\_\_ of cookies.

boxes box's



# Write the Plural or Possessive (13-18)

13

The \_\_\_\_\_ label  
was hard to read.

boxes      box's

14

Six \_\_\_\_\_ sat at  
the round table.

girls      girl's

15

The \_\_\_\_\_ played  
happily together.

babies      baby's

16

A \_\_\_\_\_ handle  
must be strong.

buckets      bucket's

17

The \_\_\_\_\_ nest  
was near the pond.

geese      goose's

18

The \_\_\_\_\_  
toy was broken.

children      child's

# Write the Plural or Possessive (19 -24)

19

The cherry \_\_\_\_\_  
crust was burned.

pies      pie's

20

\_\_\_\_\_ desk is next  
to the window.

Saras      Sara's

21

Becky invited four  
\_\_\_\_\_ to the party.

friends      friend's

22

The \_\_\_\_\_ eraser  
was worn down.

pencils      pencil's

23

My \_\_\_\_\_ fur is  
soft and fluffy.

cats      cat's

24

A flock of \_\_\_\_\_  
flew south.

geese      goose's

# Write the Plural or Possessive

## Answer Key

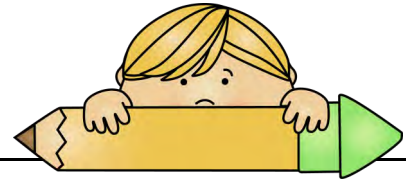
Task Card	Answer
1	buckets
2	baby's
3	girl's
4	friend's
5	children
6	cats
7	pencils
8	man's
9	Saras
10	pies
11	men
12	boxes

Task Card	Answer
13	box's
14	girls
15	babies
16	bucket's
17	goose's
18	child's
19	pie's
20	Sara's
21	friends
22	pencil's
23	cat's
24	geese

# Plural or Possessive Recording Form

Name \_\_\_\_\_

Date \_\_\_\_\_



Task Card	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Task Card	Answer
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

Preview Version





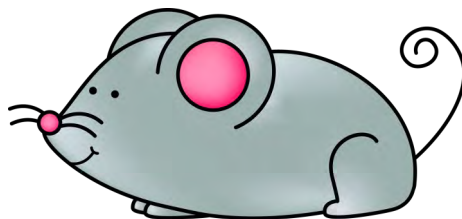
# Is It Plural or Possessive?

Name \_\_\_\_\_

Date \_\_\_\_\_

Decide whether the underlined word is a plural noun (PL) or a possessive noun (PS) and circle the correct answer.

1. Greg's house is across the street PL    PS
2. Ten grapes are hanging from the vine. PL    PS
3. The tree's branch is broken. PL    PS
4. Five children play ball together. PL    PS
5. A flock of birds flew overhead. PL    PS
6. The king's crown is made of gold. PL    PS
7. The pink socks have yellow polka dots. PL    PS
8. Jim jumped into the pile of leaves. PL    PS
9. Cindy's book is very exciting. PL    PS
10. The mouse's tail is long and curly. PL    PS





# Is It Plural or Possessive?

## Answer Key

Decide whether the underlined word is a plural noun (PL) or a possessive noun (PS) and circle the correct answer.

1. Greg's house is across the street      PL       PS
2. Ten grapes are hanging from the vine.       PL      PS
3. The tree's branch is broken.      PL       PS
4. Five children play ball together.       PL      PS
5. A flock of birds flew overhead.       PL      PS
6. The king's crown is made of gold.      PL       PS
7. The pink socks have yellow polka dots.       PL      PS
8. Jim jumped into the pile of leaves.       PL      PS
9. Cindy's book is very exciting.      PL       PS
10. The mouse's tail is long and curly.      PL       PS





# Is It Plural or Possessive?

Name \_\_\_\_\_

Date \_\_\_\_\_

Decide whether the underlined word is a plural noun (PL) or a possessive noun (PS) and circle the correct answer.

1. Mom bought a bunch bananas. PL PS
2. The birthday cake had two layers. PL PS
3. Ronald's cat chased after the bird. PL PS
4. Monkeys love to climb trees. PL PS
5. Our class loved the book's ending! PL PS
6. The spider's web felt sticky. PL PS
7. Lions have sharp pointed teeth. PL PS
8. A herd of horses ran across the field. PL PS
9. It was fun to use Polly's new computer. PL PS
10. The fish's bowl needs to be cleaned. PL PS







# Is It Plural or Possessive?

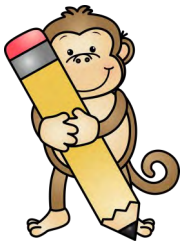
## Answer Key

Decide whether the underlined word is a plural noun (PL) or a possessive noun (PS) and circle the correct answer.

1. Mom bought a bunch bananas.  PL  PS
2. The birthday cake had two layers.  PL  PS
3. Ronald's cat chased after the bird.  PL  PS
4. Monkeys love to climb trees.  PL  PS
5. Our class loved the book's ending!  PL  PS
6. The spider's web felt sticky.  PL  PS
7. Lions have sharp pointed teeth.  PL  PS
8. A herd of horses ran across the field.  PL  PS
9. It was fun to use Polly's new computer.  PL  PS
10. The fish's bowl needs to be cleaned.  PL  PS







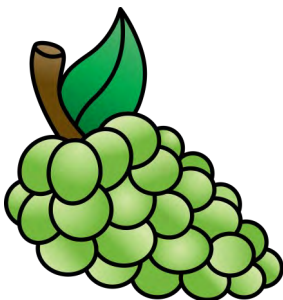
# Writing Plurals or Possessives

Name \_\_\_\_\_

Date \_\_\_\_\_

Decide whether a plural or possessive noun is needed to complete the sentence. Write the correct word on the line.

1. Six \_\_\_\_\_ climbed the tree. (monkey's or monkeys)
2. The \_\_\_\_\_ cover is torn. (book's or books)
3. \_\_\_\_\_ bike is brand new. (Bob's or Bobs)
4. I love to eat green \_\_\_\_\_. (grape's or grapes)
5. My \_\_\_\_\_ handle is red. (lunchbox's or lunchboxes)
6. Twelve \_\_\_\_\_ flew over the lake. (goose's or geese)
7. \_\_\_\_\_ splashed our shoes. (Raindrop's or Raindrops)
8. One dollar equals 100 \_\_\_\_\_. (penny's or pennies)
9. The \_\_\_\_\_ front wheel was bent. (bicycle's or bicycles)
10. The \_\_\_\_\_ colors are lovely! (rainbow's or rainbows)





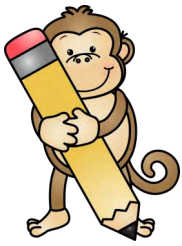
# Writing Plurals or Possessives

## Answer Key

Decide whether a plural or possessive noun is needed to complete the sentence. Write the correct word on the line.

- Six monkeys climbed the tree. (monkey's or monkeys)
- The book's cover is torn. (book's or books)
- Bob's bike is brand new. (Bob's or Bobs)
- I love to eat green grapes. (grape's or grapes)
- My lunchbox's handle is red. (lunchbox's or lunchboxes)
- Twelve geese flew over the lake. (goose's or geese)
- Raindrops splashed our shoes. (Raindrop's or Raindrops)
- One dollar equals 100 pennies. (penny's or pennies)
- The bicycle's front wheel was bent. (bicycle's or bicycles)
- The rainbow's colors are lovely! (rainbow's or rainbows)





# Writing Plurals or Possessives

Name \_\_\_\_\_

Date \_\_\_\_\_

Decide whether a plural or possessive noun is needed to complete the sentence. Write the correct word on the line.

1. Four \_\_\_\_\_ buzzed around the flower. (bee's or bees)
2. My \_\_\_\_\_ tail is always wagging. (puppy's or puppies)
3. Three \_\_\_\_\_ ran up the clock. (mouse's or mice)
4. The \_\_\_\_\_ edge is very sharp. (knife's or knives)
5. \_\_\_\_\_ house is across the street. (Carol's or Carols)
6. A pack of \_\_\_\_\_ chased the fox. (wolf's or wolves)
7. Seven \_\_\_\_\_ floated overhead. (balloon's or balloons)
8. \_\_\_\_\_ are usually sold by the dozen. (Egg's or Eggs)
9. Mrs. Smith read to her two \_\_\_\_\_. (child's or children)
10. The \_\_\_\_\_ beard is long and white. (wizard's or wizards)







# Writing Plurals or Possessives

## Answer Key

Decide whether a plural or possessive noun is needed to complete the sentence. Write the correct word on the line.

1. Four bees buzzed around the flower. (bee's or bees)
2. My puppy's tail is always wagging. (puppy's or puppies)
3. Three mice ran up the clock. (mouse's or mice)
4. The knife's edge is very sharp. (knife's or knives)
5. Carol's house is across the street. (Carol's or Carols)
6. A pack of wolves chased the fox. (wolf's or wolves)
7. Seven balloons floated overhead. (balloon's or balloons)
8. Eggs are usually sold by the dozen. (Egg's or Eggs)
9. Mrs. Smith read to her two children. (child's or children)
10. The wizard's beard is long and white. (wizard's or wizards)





# Plural or Possessive Response Cards

Cut across on the solid lines and fold on the dotted lines so that the two images are back to back. Insert a craft stick between the two halves leaving the end of the stick exposed and glue in place.

**PL**

Plural

**PS**

Possessive

**PL**

Plural

**PS**

Possessive

**PL**

Plural

**PS**

Possessive

## Acknowledgements

I want to thank my Facebook friends who offered suggestions, tried out the activities with their students, or proofread this Mini Pack. Those individuals include Rachel Anderson, Ann Bullard, Cecile Henderson, Rebecca Saldivar, Kim Compton, Tiffany Dean, Mel Bogaert, Lynn Strauss, Kim Henry, and Mary Long DeFrates.

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