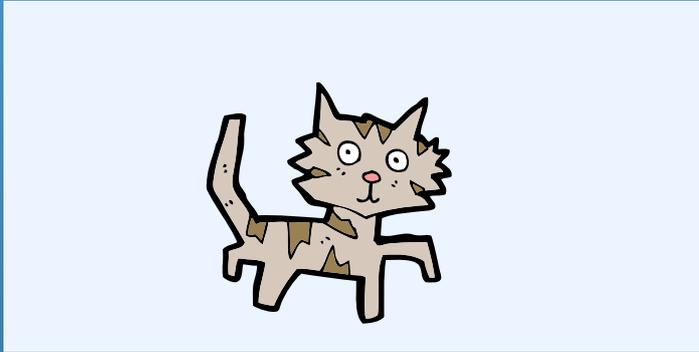
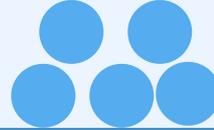


1. "Listen to me say what each one is and point to the one I say" (Child needs to understand the difference between singular (e.g. cat) and plural (e.g. cats) before they can learn to use the 's' word ending correctly). 2. "When there's more than one (point to second row of pictures) we add a snake sound 's' (point to the snake and say the 's' sound) at the end of the word." "Now copy me as I say each word, I'll point to the snake to help you remember to add the snake sound when there's more than one."

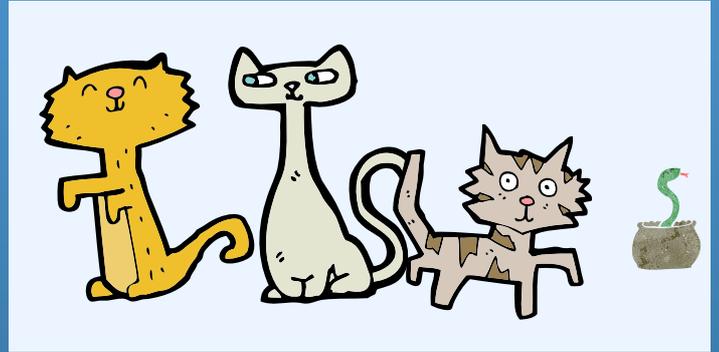
1



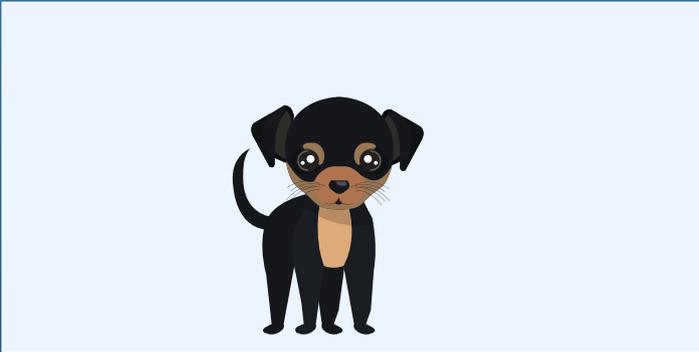
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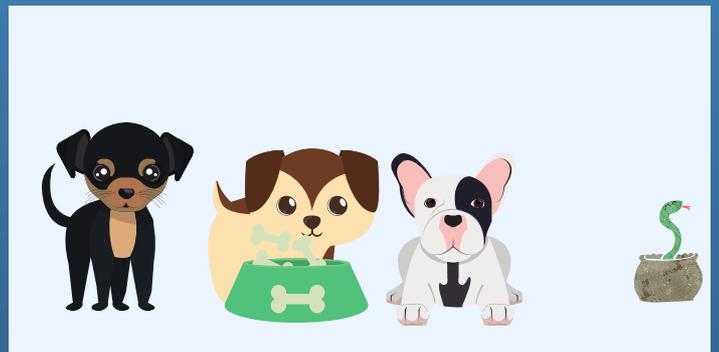
CAT



CATS



DOG



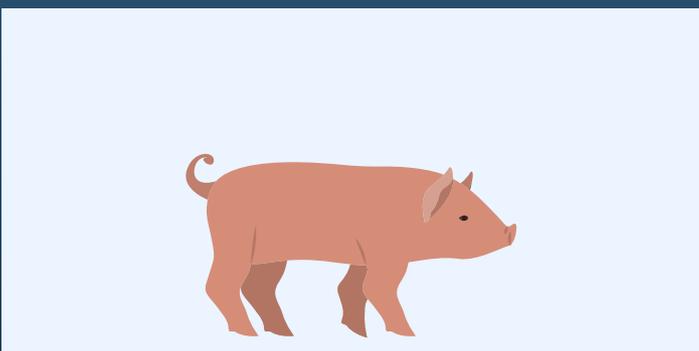
DOGS



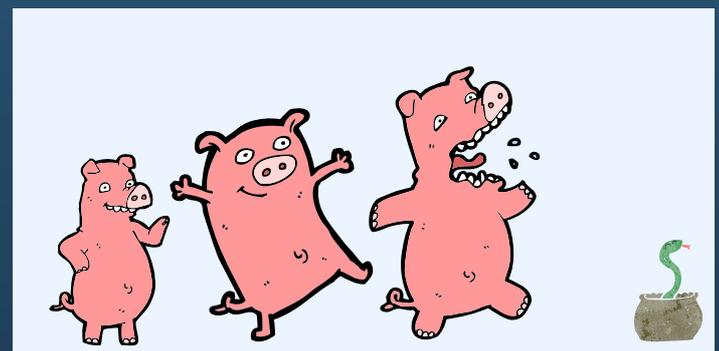
DUCK



DUCKS

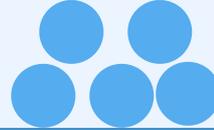


PIG



PIGS

1. Collect examples of real objects that are all the same. Place 1 on the single item side and 2 or more on the plurals side e.g. 1 block, 2 blocks. Tell the child: "Listen to me say what each one is and point to the one I say" (Child needs to understand the difference between singular (e.g. cat) and plural (e.g. cats) before they can learn to use the 's' word ending correctly). 2. Tell the child: "when there's more than one (point to second row of pictures) we add a snake sound 's' (point to the snake and say the 's' sound) at the end of the word, now copy me, I'll point to the snake to help you remember to add the snake sound when there's more than one."



Blank white space for writing or drawing.

Blank white space for writing or drawing, with a small snake icon in the bottom right corner.

Blank white space for writing or drawing.

Blank white space for writing or drawing, with a small snake icon in the bottom right corner.

Blank white space for writing or drawing.

Blank white space for writing or drawing, with a small snake icon in the bottom right corner.

Blank white space for writing or drawing.

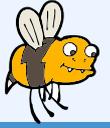
Blank white space for writing or drawing, with a small snake icon in the bottom right corner.

Use previous instructions but this time tell the child to add the 'buzzy bee sound' 'zzz' at the end to tell when there are 2 or more. Check the child can point to the correct picture first. Check they understand the difference between one versus more than one before asking them to say the words and add the correct ending for more than one.

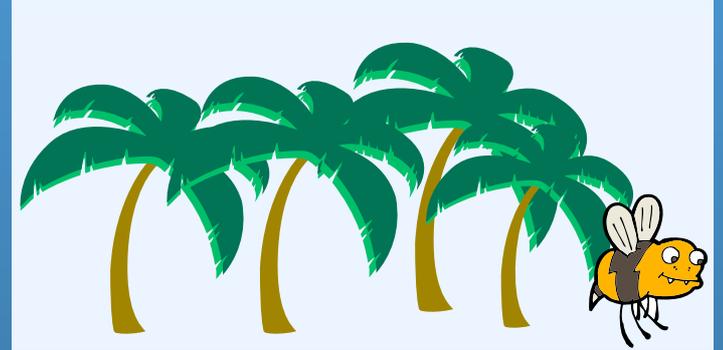
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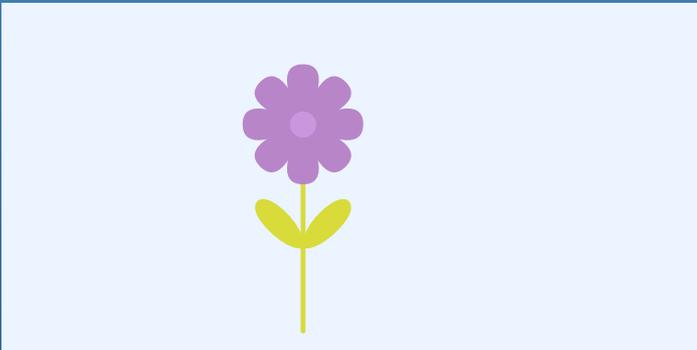
2



TREE



TREES



FLOWER



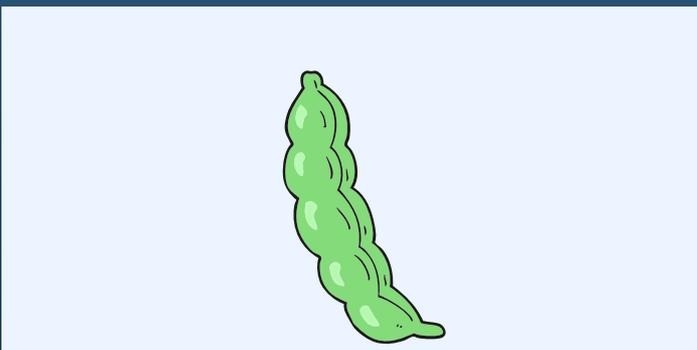
FLOWERS



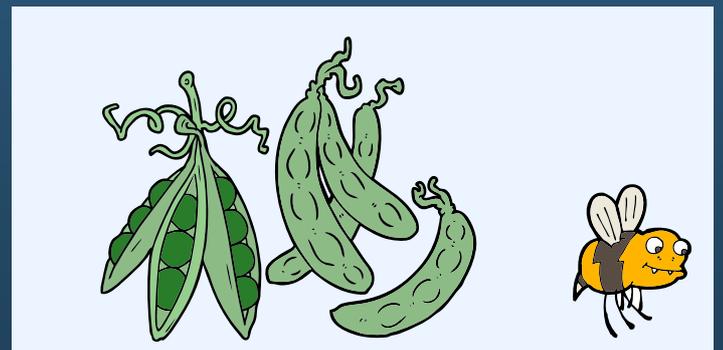
MUSHROOM



MUSHROOMS



PEA



PEAS

1. Collect examples of real objects that are all the same. Place 1 on the single item side and 2 or more on the plurals side (e.g. 1 egg, 2 eggs). Tell the child: "Listen to me say what each one is and point to the one I say" (Child needs to understand the difference between singular (e.g. egg) and plural (e.g. eggs) before they can learn to use the 'z' word ending correctly). 2. Tell the child: "when there's more than one (point to second row of pictures) we add a buzzy bee sound 'z' (point to the buzzy bee and say the 'zzz' sound) at the end of the word., now copy me, I'll point to the buzzy bee to help you remember to add the sound when there's more than one."



Blank writing area for the first row, single item side.

Blank writing area for the first row, plural side, with a buzzy bee icon in the bottom right corner.

Blank writing area for the second row, single item side.

Blank writing area for the second row, plural side, with a buzzy bee icon in the bottom right corner.

Blank writing area for the third row, single item side.

Blank writing area for the third row, plural side, with a buzzy bee icon in the bottom right corner.

Blank writing area for the fourth row, single item side.

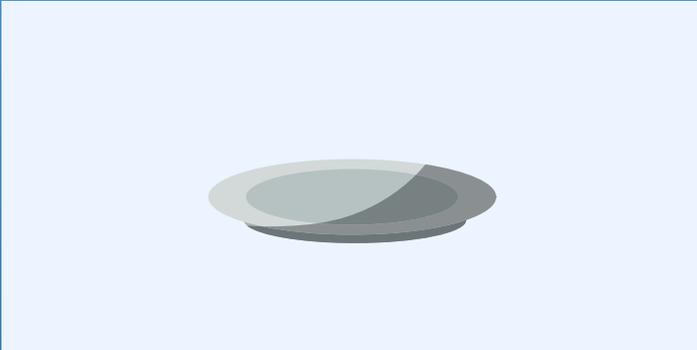
Blank writing area for the fourth row, plural side, with a buzzy bee icon in the bottom right corner.

Use the previous instructions but tell the child sometimes we'll add the 'snake sound' 's' and sometimes the 'buzzy bee sound' 'zzz' at the end to tell when there are 2 or more.

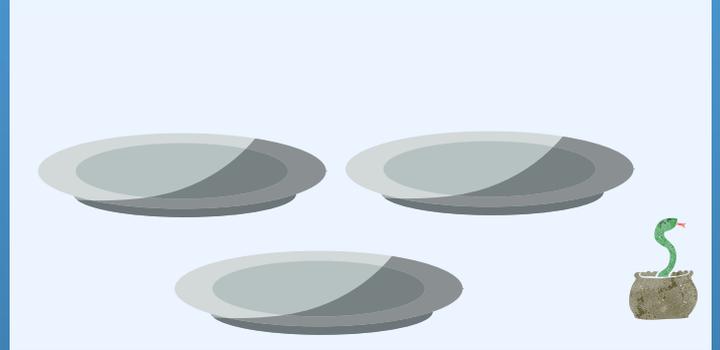
1



2



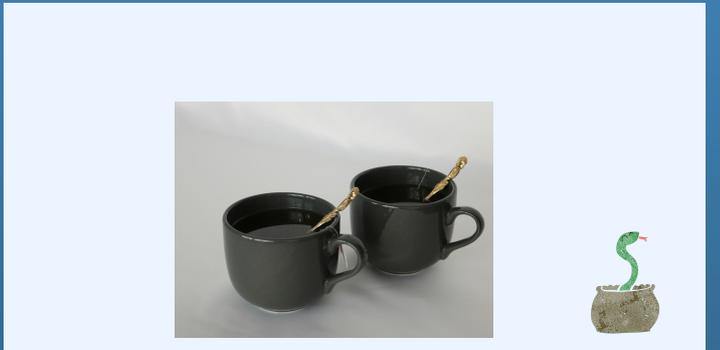
PLATE



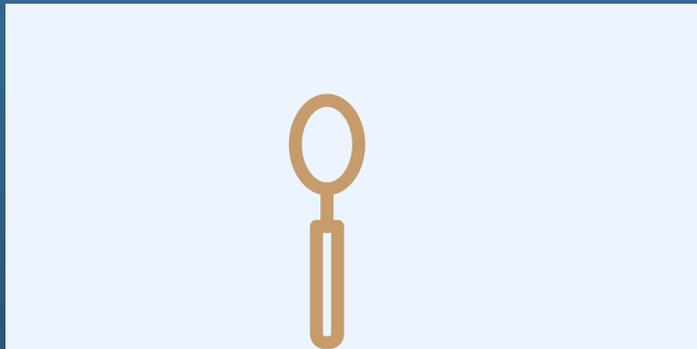
PLATES



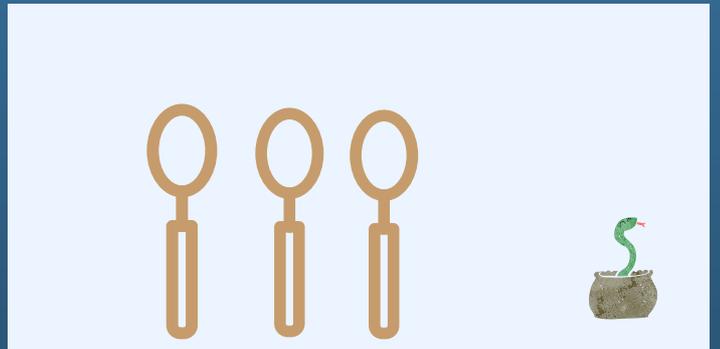
CUP



CUPS



SPOON



SPOONS



EGG



EGGS