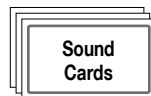
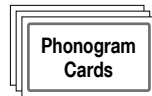


Step 23 – Plural Words

This lesson will teach how to spell plural words by adding s or es.

You will need: third e letter tile, Key Cards 11-13, Word Cards 151-160

Review



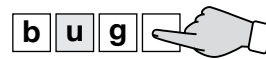
New Teaching

Teach Key Card 11: Plurals

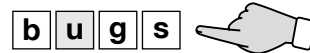
Build the word *bugs* with the tiles.



“We say one *bug*—”
(Cover the s with your finger.)

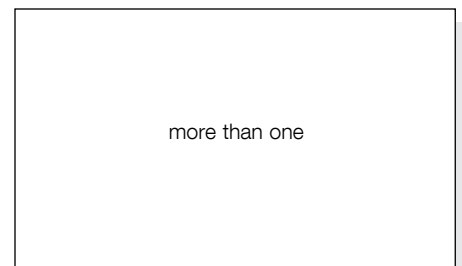
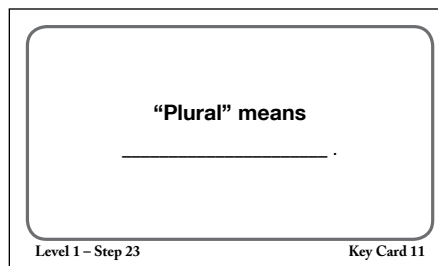


“—and we say two *bugs*.”



“*Bugs* is **plural** because it means **more than one**.”

Read Key Card 11 with your student and then file it behind the Review divider.



New Teaching

(continued)

"I'll say a word and you make it plural."

"One *cat*, two ____." If necessary, prompt your student to say *cats*.

"One *tent*, two ____." *Tents*.

"One *ball*, five ____." *Balls*.

Teach Key Cards 12 and 13: Adding S and ES and Identifying Base Words

"Now we are going to do just the opposite. I will tell you the **plural word** (like *swings*), and you will tell me the **base word** (*swing*)."

"The word is *chairs*." *Chair*.

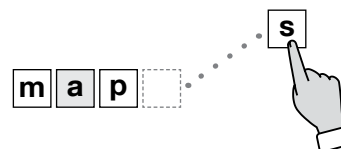
Repeat this exercise until your student can easily identify the base word. Practice with the following words. Your student is not spelling these words; he is only giving you the base word verbally.

books	plants	benches	walls	pencils
cows	cups	coats	cars	

"Let's build some words. I want to spell the word *maps*."

"First I build the base word, *map*." **m a p**

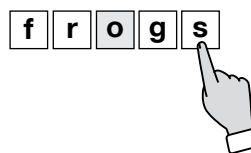
"Next, I pull down an s."



"The next word is *frogs*. First I build the base word, *frog*."

f r o g

"Then I add s to make it say *frogs*."



New Teaching

(continued)

Pull down the z tile and place it over the s tile in the word *frogs*. “Even though we hear the sound of /z/ in *frogs*, we never use the z tile to make a word plural.”

f r o g z

“We use the second sound of s in this word.”

f r o g s

Show this concept using the words *hands*, *pigs*, and *dolls*.

Notice how the sound of /d/ in the word *hand* disappears when you say the plural form? *Hand, hands*. By spelling the base word first, your student will include the d.

If you hear a new syllable when the word is made plural, use es to form the plural.

Tip!

For example, when the word *glass* is made plural, we hear a second syllable: /glass/-/es/. That is a clue that the plural is formed by adding es.

“I want to spell the word *glasses*.”

“*Glasses* is a two-syllable word.” Clap out *glass-es*.

“First I spell the first syllable, the base word, *glass*.”

g l a s s

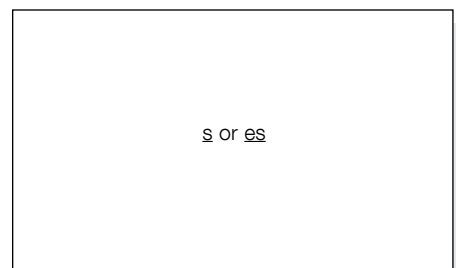
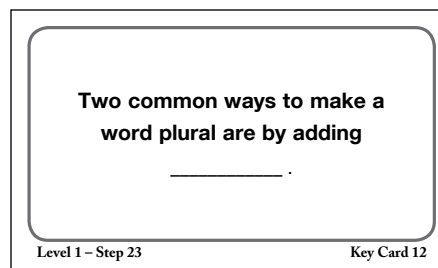
“Then I spell the second syllable, /ez/.”

g l a s s e s

Show this concept using the words *brushes*, *boxes*, and *classes*. Clap the syllables before spelling the word.

Additional ways to form plurals, such as changing the word (*child* to *children*) and changing the y to i (*fly* to *flies*) will be taught in a later level.

Read Key Card 12 with your student and then file it behind the Review divider.




New Teaching

(continued)

Practice some of the words on Key Card 13, then file it behind the Review divider.

<p>Tell me the base word of</p> <p>_____</p>	dishes shells letters flowers hands mats pencils cars dogs lips boats lights pumpkins hills paints brushes ponds songs toys plants hugs ducks books hotels wings glasses tables motors mops clams lunches tests rocks bears trees squirrels logs boxes boys beaches
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Word Cards 151-160: Spell with Tiles

Dictate the words and have your student spell them with tiles. Follow the **Procedure for Spelling with Tiles**, illustrated in Appendix C.

151. cups

152. beds

153. dishes

154. tents We pitched our tents in the woods.

155. spots


156. songs

157. dresses


158. trucks

159. rugs

160. desks


For each word on this list, have your student write down the base word first and then make it plural.

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 151-160 and have him spell the words on paper. 

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 23. Have your student spell them for additional practice.

backpacks	banks	bats	bells
boxes	bugs	cats	clams
classes	clocks	dogs	dolls
ducks	flags	frogs	gifts
glasses	hats	hens	hills
jobs	kings	kisses	lamps
logs	maps	pigs	plums (ate six plums)
pups	rams	rocks	shells
ships	snacks	things	tracks
trips	twigs	wings	wishes

Dictate Phrases

Dictate several phrases each day.

his glasses
bugs in rugs
camp in tents
pack dishes
ten pink pigs
hung clocks
Bob has hens
cash in banks
get us dresses
snacks in boxes
fill up cups
six sad clams