

# Lesson 22 Adding S to Make Words Plural

## Objective

This lesson teaches how to spell plural words by adding s.

## You Will Need

☐ *Zip into Spelling* pages 169-174

☐ Word Cards 151-160

☐ Rule Card 6

## Before You Begin

## Preview The Add S Rule



Remove the Add S Rule poster from page 169 of the activity book and keep it handy for use in the lesson.

In the *All About Spelling* program, your student will be learning various guidelines for making words plural.

- Add s to make most words plural (taught in this lesson)
- Add e-s to base words that end in ch, sh, s, x, and z (taught in Lesson 23)
- Change single y to i before adding a suffix, as in *fly* to *flies* (taught in Level 3)
- Some plural words are irregular, as in *child* to *children* and *knife* to *knives* (taught in Level 5)

## Preview Verbs Ending in S

Many present tense verbs end in suffix *s*, such as *chomps* and *runs*. This lesson doesn't explicitly cover verbs, but the same spelling principles apply. After learning how to spell plural words, your student will be able to spell present tense verbs as well.

## Review



It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind. Shuffle the cards and choose a selection for review.

Phonogram Cards

Review a selection of Phonogram Cards from behind the **Mastered** divider in your student's Spelling Review Box.

Sound Cards

Review a selection of Sound Cards from behind the **Mastered** divider. Have your student write the phonograms in his dictation notebook.

Rule Cards

Review a selection of Rule Cards from behind the **Mastered** divider.

Word Cards

Review a selection of Word Cards from behind the **Mastered** divider. Have your student write the words in his dictation notebook.



Read through the Word Banks for Short I, Short O, and Short E.



Alphabetize letter tiles a to z with your student.

## New Teaching

### Introduce Plural Words

Build the word **b u g s**.

"We say one *bug*." Cover the s with your finger. **b u g s**

"And we say two *bugs*." **b u g s**

"*Bugs* is **plural** because it means **more than one**."

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

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

## New Teaching

(continued)

“One *tent*, two \_\_\_\_.” *Tents*.

“One *ball*, five \_\_\_\_.” *Balls*.

## Identify Base Words

“Now we are going to do just the opposite. I will tell you a **plural word** and you will tell me the base word. So if I say *swings*, you’ll say *swing*.”

“The word is *chairs*.” *Chair*.

“*Tents*.” *Tent*.

Practice with the following words until this concept becomes easy for your student. (Note that this is an oral exercise; your student is not writing the words.)

**books**

**cars**

**trees**

**cakes**

**fingers**

**paints**

**baskets**

**hugs**

If your student has any difficulty, have him fill in the sentence “I have one \_\_\_\_ (*book*).” This will help him produce the base word.

**Tip!**

## Teach Spelling Rule 6: The Add S Rule

“Let’s build some plural words. I want to spell the word *maps*.”

“First I build the base word, **m** **a** **p**.”

“Then I add s.” **m** **a** **p** **s**

“Adding s to a base word is the most common way to make a word plural.”

Leave the word *map* in the workspace.

“Let’s spell *frogs*. First I build the base word, **f** **r** **o** **g**.”

## New Teaching

(continued)

“Then I add s to make it say *frogs*.”

**f r o g s**

Point to the s in **m a p s**.



“What sound does the s make in *maps*?” /s/.

Point to the s in **f r o g s**.



“What sound does the s make in *frogs*?” /z/.

“Good! Now it’s your turn. Spell the word *hands*. Spell the base word first.”

*Student spells* **h a n d**.

“Now change *hand* to *hands*.” *Student adds* s.

**h a n d s**

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.



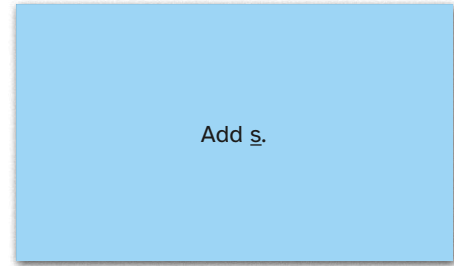
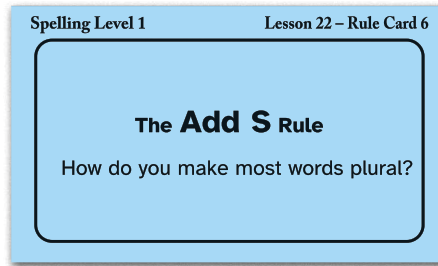
Take out the Add S Rule poster and explore it with your student.

Read the sample words aloud and have your student tell you the base word for each.

You may wish to hang the poster in your lesson area for future reference.

## New Teaching (continued)

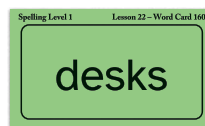
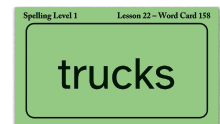
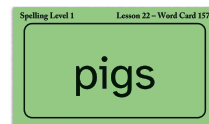
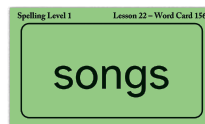
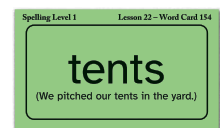
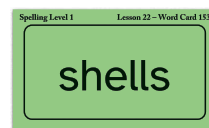
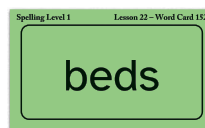
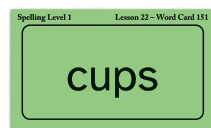
Read Rule Card 6 with your student and then file it behind the Review divider.



## Spell Word Cards 151-160 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the **Procedure for Spelling with Letter Tiles** in Appendix E.

For each word, have your student spell the base word first and then make it plural. If your student ever uses the z tile to make a word plural (as in *bedz*), let him know that we only use s for the sound of /z/ in plural words.



## New Teaching

(continued)

## Spell on Paper



Once your student is able to spell the words using the letter tiles, have him take out his dictation notebook. Dictate Word Cards 151-160 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

## Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

<b>backpacks</b>	<b>twigs</b>	<b>bats</b>	<b>bells</b>
<b>maps</b>	<b>banks</b>	<b>frogs</b>	<b>clams</b>
<b>ducks</b>	<b>bugs</b>	<b>cats</b>	<b>gifts</b>
<b>bedbugs</b>	<b>clocks</b>	<b>plums</b> (ate six plums)	<b>flapjacks</b>
<b>jobs</b>	<b>hats</b>	<b>dogs</b>	<b>hills</b>
<b>snacks</b>	<b>kings</b>	<b>hens</b>	<b>lamps</b>
<b>ships</b>	<b>things</b>	<b>dolls</b>	<b>tracks</b>
<b>logs</b>	<b>rams</b>	<b>locks</b> (door locks)	<b>pets</b>
<b>trips</b>	<b>pups</b>	<b>wings</b>	

## New Teaching

(continued)

## Complete Word Search



Turn to page 171 in the *Zip into Spelling* activity book.

**Part 1:** Dictate the following words and have your student write them on the lines provided.

bobcats	bricks
windmills	belts
dishpans	flags
hugs	sticks
sunsets	rocks

<b>bobcats</b>	<b>bricks</b>	<b>flags</b>	<b>sticks</b>
<b>belts</b>	<b>hugs</b>	<b>sunsets</b>	<b>dishpans</b>
<b>rocks</b>	<b>windmills</b>		

**Part 2 (Optional):** Have your student find and circle the words hidden in the Word Search.

## Complete Activity Sheet (Optional)

“Let’s make some ice cream cones!”



### Serve the Ice Cream!

Remove pages 173-174 from the activity book.

Cut out the ice cream scoop cards and the ice cream cones.

Choose nine words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of an ice cream scoop card. After spelling the word correctly, he may add the scoop to one of the ice cream cones. Your student can decide whether to make each cone a single scoop, double scoop, triple scoop, or higher.

Continue until all the ice cream cones have been assembled and the student has practiced all nine words.

## New Teaching

(continued)

## Dictate Phrases

Dictate several phrases each day. Your student should repeat each phrase and write it in his dictation notebook.

<b>his things</b>	<b>ten pink pigs</b>	<b>get us hats</b>
<b>bugs in rugs</b>	<b>hung clocks</b>	<b>has snacks</b>
<b>camp in tents</b>	<b>Bob has hens</b>	<b>fill up cups</b>
<b>pack the lamps</b>	<b>cash in banks</b>	<b>six sad clams</b>

## Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 172 of the activity book.

“You can spell *cups*. Now spell *buttercups*, as in *Let’s tiptoe through the buttercups together.*” *Student writes cups on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **buttercups** Let’s tiptoe through the buttercups together.
2. **sheepdogs** The shepherd treated his sheepdogs like kings.
3. **ladybugs** Eleven ladybugs had tea on the lawn.
4. **foothills** We bought land in the foothills of New Mexico.
5. **riverbeds** The riverbeds in the canyon are dry and sandy.
6. **catalogs** Samantha has seed catalogs piled to the ceiling!
7. **wombats** Wombats waddle when they walk.
8. **carpets** That nutty ferret tore up all our new carpets!
9. **shamrocks** Erin O’Malley wore three shamrocks in her hair.
10. **eggshells** Save those eggshells for your potting soil!
11. **doorbells** We have seven doorbells on our front door.
12. **worships** Little Andy worships his big sisters!
13. **snowbanks** We carved a massive fort into those snowbanks.
14. **copycats** Those copycats are wearing identical costumes!



## Track Your Progress

### Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Does your student have a good grasp of the Add S Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 22 on the Progress Chart and move on to the next lesson!

# The Add S Rule



Add **S** to  
make most  
words **plural**.

scoopss

nutss

coness

flavorss

toppingss

# Word Search

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



## Advanced Application

1 butter\_\_\_\_\_

2 sheep\_\_\_\_\_

3 lady\_\_\_\_\_

4 foot\_\_\_\_\_

5 river\_\_\_\_\_

6 cata\_\_\_\_\_

7 wom\_\_\_\_\_

8 car\_\_\_\_\_

9 sham\_\_\_\_\_

10 egg\_\_\_\_\_

11 door\_\_\_\_\_

12 wor\_\_\_\_\_

13 snow\_\_\_\_\_

14 copy\_\_\_\_\_






# Lesson 23 Adding ES to Make Words Plural

## Objective

This lesson teaches how to spell plural words by adding e-s.

## You Will Need

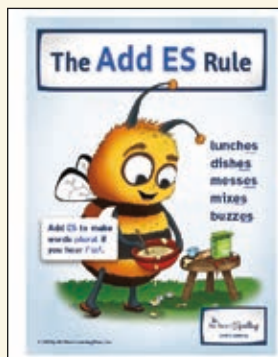
- ☐ third s letter tile
- ☐ Rule Card 7
- ☐ *Zip into Spelling* pages 175-183
- ☐ Word Cards 161-170

## Before You Begin

### Letter Tile Setup

If you are using physical letter tiles, add the third s tile to your letter tile setup so your student can spell plural words with e-s.

### Preview The Add ES Rule



Remove the Add ES Rule poster from page 175 of the activity book and keep it handy for use in the lesson.

In Lesson 22, students learned that the most common way to make words plural is by adding s. The second most common way to make words plural is to add e-s.

Read the following words aloud and listen for the /iz/ sound that occurs when e-s is added.

-ch	-sh	-s	-x	-z
matches	wishes	buses	boxes	waltzes
churches	brushes	glasses	hoaxes	buzzes

It is interesting to note that e-s is added when the base word ends in ch, sh, s, x, and z.

### Preview Verbs Ending in ES

Many present tense verbs end in e-s, such as *mashes* and *waxes*. This lesson doesn't explicitly cover verbs, but the same spelling principles apply. After learning how to spell plural words, your student will be able to spell present tense verbs as well.



## Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.



Alphabetize letter tiles a to z with your student.

## New Teaching

### Introduce Plural Words Ending in ES

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

"One *box*, two \_\_\_\_\_. " If necessary, prompt your student to say *boxes*.

"One *glass*, two \_\_\_\_\_. " *Glasses*.

"One *brush*, two \_\_\_\_\_. " *Brushes*.

### Teach Spelling Rule 7: The Add ES Rule

Build the word **r o ck s**.



"You know that the most common way to make a word plural is by adding s, as in *rocks*."

"Today you will learn the **second** most common way to make words plural: add e-s."



## New Teaching

(continued)

Build the word **c l a s s**.

“What is the plural of *class*?” *Classes*.

“Read this word.” *Class*.

Add s to form **c l a s s s**.



“This doesn’t say *classes*, does it?” *No*.

“Try reading it just as I spelled it.” *Classs*.

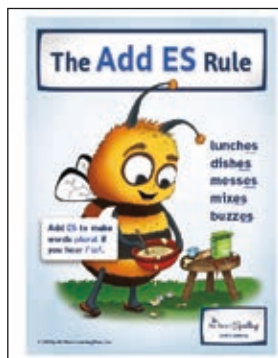
Remove the s and replace it with e-s to form **c l a s s e s**.

“To spell the plural word, we need to add e-s. Now read the word.” *Classes*.

“If you hear /iz/ at the end of a plural word, use e-s.”

“How many syllables are in the word *classes*?” *Two*.

“Right. E-s forms its own syllable: /clăss-ĭz/.”

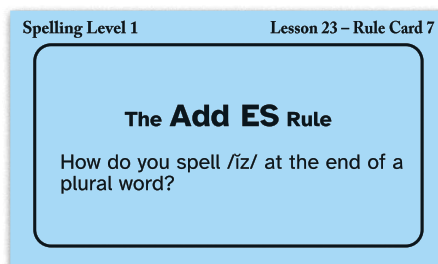


Take out the Add ES Rule poster and explore it with your student.

Read the sample words aloud and listen for the /iz/ sound in the last syllable.

You may wish to hang the poster in your lesson area for future reference.

Read Rule Card 7 with your student and then file it behind the Review divider.



## New Teaching

(continued)

## Complete Activity Sheet (Optional)

“Uh-oh! This next activity is a mess. Let’s see if we can clean it up.”



### What Makes Messes?

Remove pages 177-178 from the *Zip into Spelling* activity book.

Cut out the object cards and spread them out in front of your student with the words facing down.

“Find the *boxes*. Do you hear /īz/ at the end of the word?” *Yes*.

“Flip the card over and write e-s to spell *boxes*.” *Student writes e-s.*

“Find the *mops*. Do you hear /īz/ at the end of the word?” *No*.

“Flip the card over and write s to spell *mops*.” *Student writes s.*

One at a time, name the remaining objects. Have your student fill in s or e-s to spell the plural word.

**brushes**

**rags**

**dishes**

**dustpans**

**lunches**

**glasses**

**bathtubs**

After spelling the words correctly, your student can sort the objects into two piles: “things that are messy” and “things that clean.”

## Spell Word Cards 161-170 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the **Procedure for Spelling with Letter Tiles** in Appendix E.



## New Teaching

(continued)

## Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 161-170 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

## Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

**lashes**

**mashes**

**rashes**

**kisses**

**riches**

**benches**

**ashes**

**dashes**

**ranches**

**taxes**

**mosses**

**sandboxes**

## Complete Activity Sheet (Optional)

“This beach needs to be cleaned up! Let’s get to work.”



### Clean Up the Beach

Remove pages 179-182 from the activity book.

Cut out the object cards and distribute them on the beach scene. Cut out the trash bin, create a cylinder by taping the ends together as indicated, and then tape the bin to the beach scene.

Choose eight words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of an object card. After spelling the words correctly, your student may wad up the trash and throw it in the trash bin.

Continue until the beach is sparkling clean and your student has practiced all eight words. You may wish to throw the whole trash bin and wadded paper in a real paper recycling bin.

## New Teaching

(continued)

## Dictate Phrases

Dictate several phrases each day. Your student should repeat each phrase and write it in her dictation notebook.

**has glasses**

**six kisses**

**red dresses**

**dashes fast**

**sits on benches**

**cats in boxes**

**bun mixes**

**math classes**

**lots of riches**

**crack the dishes**

**ten foxes ran**

**jumps in sandboxes**

## Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 183 of the activity book.

“You can spell *dishes*. Now spell *radishes*, as in *The rabbits ate all the radishes*.” *Student writes dishes on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **radishes**      The rabbits ate all the radishes.
2. **matchboxes**      No one can match my collection of matchboxes.
3. **eyelashes**      Evangeline has the longest eyelashes ever seen.
4. **toothbrushes**      The hippos require very large toothbrushes.
5. **outfoxes**      That clever mouse always outfoxes our cat!
6. **workbenches**      Mom built two workbenches for her shop.
7. **eyeglasses**      Mister Fly got five new pairs of eyeglasses.
8. **oakmosses**      What type of tree do oakmosses grow on?
9. **subclasses**      Squares are subclasses of rectangles.
10. **overmixes**      Sheldon always overmixes the cookie dough!

## Track Your Progress

### Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Does your student have a good grasp of the Add ES Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 23 on the Progress Chart and move on to the next lesson!



I love plurals!  
I don't want to drone on and on,  
but I love them so much that I  
wrote you a little rhyme. Ahem.

#### WONDERFUL THINGS ABOUT BEES

Bees have buzzes  
and cuddly fuzzes.  
Our stings are great.  
Our wings fly straight.  
We sneeze cute sneezes—  
we're the bee's knees-es!



# The Add ES Rule

Add **ES** to make words **plural** if you hear /**iz**/.

**lunches**  
**dishes**  
**messes**  
**mixes**  
**buzzes**



 ALL ABOUT *Spelling*

Level 1, Lesson 23





box\_\_\_\_\_

brush\_\_\_\_\_

dish\_\_\_\_\_

lunch\_\_\_\_\_

glass\_\_\_\_\_

rag\_\_\_\_\_

mop\_\_\_\_\_

dustpan\_\_\_\_\_

bathtub\_\_\_\_\_

## Advanced Application

1 ra \_\_\_\_\_

2 match \_\_\_\_\_

3 eye \_\_\_\_\_

4 tooth \_\_\_\_\_

5 out \_\_\_\_\_

6 work \_\_\_\_\_

7 eye \_\_\_\_\_

8 oak \_\_\_\_\_

9 sub \_\_\_\_\_

10 over \_\_\_\_\_

