

# Lesson 42 Plural Words

## Objective

This lesson teaches plural words and verbs ending in s and es.

## You Will Need

- ☐ *Blast Off to Reading!* pages 285-289
- ☐ Word Cards 176-185
- ☐ extra s letter tile

## Before You Begin

### Preview Plural Words

The s at the end of a plural word can say either /s/ or /z/. Most students will naturally say the correct sound for the letter s, since it is actually hard to say the wrong sound. But if your student has difficulty, remind him to say the singular form of the word first and then the plural form. He will naturally pronounce the word correctly.

Read the following examples of plural words and listen for the /s/ or /z/ sound.

/s/:	<b>lips</b>	<b>sinks</b>	<b>hilltops</b>	<b>belts</b>	<b>rats</b>
/z/:	<b>flags</b>	<b>spills</b>	<b>stems</b>	<b>fishes</b>	<b>boxes</b>

It is interesting to note that the letter s says /z/ after vowel sounds (as in *plays*) and after voiced consonants (as in *bugs*).

The suffix es is found after the sounds /s/, /z/, /ch/, /sh/, and /ks/. The syllable es at the end of a word is unaccented, and therefore the vowel sound is muffled. In normal speech, es often sounds like /ɪz/ instead of /ɛz/.

### Add Letter Tile to the Magnetic White Board

In today's lesson your student will begin building plural words. If you are using a magnetic white board instead of the Letter Tiles app, add the third s tile to your setup.

### Preview Verbs Ending in S and ES

Many present tense verbs end in s or es, such as *chomps* and *splashes*. Students will encounter these words on the Practice Sheets and in the upcoming short stories. Because of their experience with plural words, it will be easy for them to decode these verbs.

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

## New Teaching

### Teach Plural Words

Build the word *hats* with letter tiles.



Cover the s with your finger.

"We say one *hat*..."



"...and we say two *hats*."



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

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

"One *map*, two \_\_\_\_." If necessary, prompt your student to say *maps*.

"One *ant*, two \_\_\_\_." *Ants*.

"One *star*, two \_\_\_\_." *Stars*.

"At the end of a word, the s can say either /s/ or /z/. First try the /s/ sound, and if that doesn't sound right, try the /z/ sound."

Build the following words and have your student read them.



## New Teaching

(continued)

Build the word *glasses* with tiles.



Cover the e-s with your finger.

“We say one *glass*...”



“...and we say two *glasses*.”



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

Build the following words and have your student read them.



## Complete Activity Sheet

“Let’s play some ball!”



### Have a Ball

Remove pages 285-286 from the *Blast Off* activity book.

Cut out the twelve sports items. Mix up the six balls and lay them out in one group with the words facing down.

Lay out the six items of sports equipment in another group with the words facing down.

Have your student match each ball with its corresponding piece of sports equipment. He should then flip the cards over and read the singular and plural versions of the words.

### Answer Key

baseball / baseball bat (*windmill, windmills*)

soccer ball / goal net (*foxes, fox*)

football / helmet (*glass, glasses*)

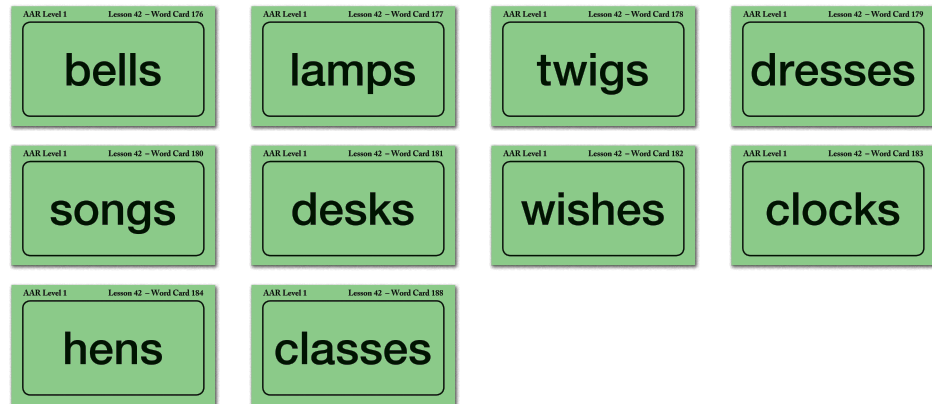
bowling ball / bowling pins (*wish, wishes*)

basketball / basketball hoop (*rings, ring*)

golf ball / golf club (*clocks, clock*)

## Practice Reading Words

Have your student practice reading the words on Word Cards 176-185.



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

## Practice Fluency



Turn to pages 287-289 in the activity book.

Have your student read from the Practice Sheets.

On page 288, you'll find a section titled "Verbs ending in -s or -es." These present tense verbs can be decoded in a similar way to the plural nouns taught earlier in this lesson. You can still cover up the s or e-s to help your student read the base word, if necessary. But instead of saying

"one desk, two desks," we use phrases such as "I fix, he fixes."



To engage your student in the fluency exercises, try the activity "Eat Your Words." For instructions, look for this icon in Appendix F.

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

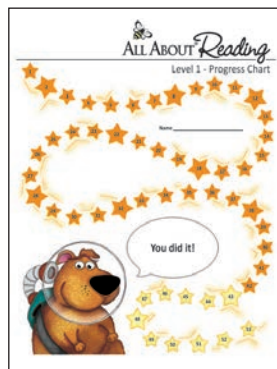
#### Read Fairy Tales

If your student isn't familiar with classic fairy tales, now is a good time to read them aloud! Here are some you might consider:

- Goldilocks and the Three Bears
- The Ugly Duckling
- Rumpelstiltskin
- Beauty and the Beast
- The Gingerbread Man
- The Steadfast Tin Soldier
- Tom Thumb
- Aladdin

## Track Your Progress

### Mark the Progress Chart



Have your student mark Lesson 42 on the Progress Chart.



## Did you enjoy this activity? Then you'll love **All About® Reading!**

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