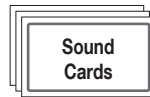
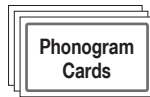


Step 18 - Plurals of Words Ending in O

In this lesson, your student will learn four new phonograms and how to make the plural form of words ending in o.

You will need: letter tiles ui, gn, our, and ci, Phonogram Cards 69-72, Sound Cards 83-86, Make It Plural Book, dictionary, Word Cards 121-130

Review




Word Bank for I-Before-E Poem, Part 1
Word Bank for SION

New Teaching

Teach New Phonograms UI, GN, OUR, and CI


“We have four new tiles today.”

Point to the ui tile. 

“This tile says /oo/. Repeat after me: /oo/.” *Student repeats.*

Point to the gn tile. 

“This tile says /n/, **two-letter /n/ used at the beginning or end of a word**. Repeat after me: /n/, two-letter /n/ used at the beginning or end of a word.” *Student repeats.*

Point to the our tile. 

“This tile says /er/ **as in journey**. Repeat after me: /er/ as in *journey*.” *Student repeats.*

Point to the ci tile. 

“This tile says /sh/, **short-letter /sh/**. Repeat after me: /sh/, short-letter /sh/.” *Student repeats.*

Words containing phonogram ci will be taught in Level Six.

New Teaching

(continued)

“Write down the letters c and t. Which letter is taller?” *The letter t.*

Help your student see that ti is called *tall-letter /sh/* because t is the taller letter, and ci is called *short-letter /sh/* because c is the shorter letter.

“Two of these tiles are vowel teams, one is a consonant team, and one says the sound of /sh/. Let’s put them in the right spots in our letter tile setup.” Help your student organize the new tiles.

Store the new tiles under the following labels:

Vowel Teams	Consonant Teams	The Sound of /sh/	The Sound of /er/
ui	gn	ci	our

Take out Phonogram Cards 69-72 and practice them with your student.

Practice Sound Cards 83-86 with your student. Dictate the sound and have your student write the phonogram.

File the cards behind the appropriate Review dividers in the Spelling Review Box.

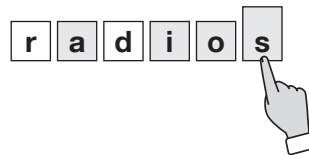


Pluralize Words Ending in O

Build the word *radio* with letter tiles. **r a d i o**

“What is the plural of *radio*?” *Radios.*

“Right. To make this word plural, we just add the suffix *s*.”



Substitute suffix *es* for the *s*. “If we added suffix *es*, there would be three vowels in a row, and that would look funny.”

“If a word ends in a **vowel plus o**, just add the suffix *s*.

“Turn to Plural Pattern 6 in your Make It Plural Book. Next to each word, write the plural.”

Answer Key

radios
studios
stereos
patios
videos
curios
zoos

New Teaching

(continued)

Help your student complete the worksheet. If additional practice is necessary, use the letter tiles to demonstrate the concept.

Build the word *hero* with letter tiles. **h e r o**

“What is the plural of *hero*?” *Heroes*.

“What letter comes just before the o?” *R*.

“If a word ends in a **consonant plus o**, we need to consult the dictionary. For some words you add suffix *s*; for other words, you add suffix *es*.

Help your student look up the word *hero* in the dictionary. Point out where the dictionary shows the plural form of the word in the entry.

“So you see that for this word we have to add suffix *es*.” **h e r o es**

“Turn to Plural Pattern 7 in your Make It Plural Book. Next to each word, write the plural.”

Help your student complete the worksheet. If additional practice is necessary, use the letter tiles to demonstrate the concept.

With your student, read through the Interesting Facts on page 9 of the Make It Plural Book.



Answer Key

memos
heroes
pianos
tornadoes/tornados
volcanoes/volcanos
tomatoes
avocados
autos
torpedoes

Practice Spelling Strategies

Take out Word Cards 121-129 and the Spelling Strategies Chart. (Set aside Word Card 130 for now.) Have your student study the words and use whichever spelling strategies are helpful to him. Here are some suggestions:

- For each word, spell the base word first, then make it plural.
- Find the two musical terms (*pianos* and *solos*). Do they form a plural by adding *s* or *es*?

radios (Divide the word into syllables: /ra-di-o/. What sound does the *i* make in this word?)

New Teaching

(continued)

- potatoes** Divide the word into syllables: /po-ta-toes/. Pronounce each syllable for spelling.
- tomatoes** Divide the word into syllables: /to-ma-toes/. Pronounce each syllable for spelling.
- heroes** Divide the word into syllables: /he-roes/. Pronounce each syllable for spelling.
- pianos** Divide the word into syllables: /pi-an-os/. What sound does the *i* make in this word?
- tornadoes** Divide the word into syllables: /tor-na-does/. Pronounce each syllable for spelling.
- volcanoes** Divide the word into syllables: /vol-ca-noes/. Pronounce each syllable for spelling.
- solos** Divide the word into syllables: /so-los/.
- rodeos** Divide the word into syllables: /ro-de-os/.

Teach a Rule Breaker

“Today’s word list includes a Rule Breaker.”

Build the word *listen*.

l	i	s	t	e	n
---	---	---	---	---	---

“This word is *listen*. Look at the word and listen carefully as I say it: *listen*. What do you notice about the pronunciation of this word?” *You don’t pronounce the t.*

“Right. The *t* is silent in this word. *Listen* is a Rule Breaker because the *t* doesn’t say the sound we expect it to say.”

Take out Word Card 130. “Circle the *t* in this word.” *Student circles the letter and fills in the circle with yellow pencil.*

“Write the word *listen*.” *Student writes the word.*

New Teaching

(continued)

Is it *tornados* or *tornadoes*? *Volcanos* or *volcanoes*?

These two words can be written either way. In such cases, most dictionaries will list their preferred spelling first, but the preference can vary from resource to resource.

Other words that can be written either way include:

zeros / zeroes
dominos / dominoes
mosquitos / mosquitoes

Word Cards 121-130: Spell on Paper

Dictate the words and have your student spell them on paper.



- 121. radios**
- 122. potatoes**
- 123. tomatoes**
- 124. heroes**
- 125. pianos**
- 126. tornadoes**
- 127. volcanoes**
- 128. solos**
- 129. rodeos**
- 130. listen**

File the Word Cards behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

- Twenty-two tornadoes swept swiftly across the nation.**
- Ron gave plastic radios to all the kids in the neighborhood.**
- Every year we plant and pick our own potatoes.**
- We made working volcanoes out of paper and glue.**
- Those tigers have long claws and noses as red as tomatoes.**
- The president pinned badges on the shirts of the heroes.**
- Tuning pianos and teaching music is our family business.**
- Sam played three trumpet solos at the event last night.**
- We take our horses to ten different rodeos each summer.**
- Some of the quickest birds can run fifteen miles an hour.**
- Our goats escaped from the barn and fled to the cliffs.**
- If you listen to the river you'll hear music in the water.**

Reinforcement

(continued)

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

proves

rearrange

where

clues

items

unhelpful



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