

• Lesson 14

Learning Objectives

- Decode inflectional endings: -s, -es
- Utilize and apply phonics skills and word analysis to decode words
- Add, delete, or substitute letters to blend and create new words
- Read and spell high-frequency words

Lesson Duration

15–20 minutes daily instruction and practice across the week based on student need

Materials

- Picture Cards
- Word Cards
- Letter Cards
- Index Cards (provided by teacher)
- Practice Sheet
- Decodable Book: *Boxes and Foxes*
- Decodable Book (previously read)

Teach, Apply, and Practice

Use these activities with students in whole-class or small-group settings based on student need.

NOTE: Students will no longer be using a workmat when blending and creating words. However, for students having difficulty hearing the individual sounds (phonemes) when building words, continue to use them as a scaffolding strategy. You may use a workmat from previous phonics lessons or draw the sound boxes on a sheet of paper for those individual students.

Introduce and Blend Inflectional Ending Words

Materials: Picture Cards, Letter Cards

- Display the Picture Card for *chick*. After students name the picture, write *chick* on the board. Ask: *How many of this animal do you see?* Next, display the second Picture Card for *chicks* next to the first card. Ask: *How many of this animal do you see? That's right! There is more than one chick.* Ask: *What sound do you hear at the end of the word chicks?* Write *chicks* on the board and underline the final *s*.
- Say: *The letter s at the end of the word chick shows there is more than one chick. It is the plural form of the word; plural words show more than one of*

something. To form most plural words, we add the letter s to the end of the of the word.

- Point to the word *chick* and say: *Chick names one chick and chicks name more than one chick. Adding the s to the end of chick makes the word plural. Let's say both forms of the word: chick/chicks.*
- Repeat the activity using the Picture Cards for *dog/dogs* and *egg/eggs*. Have students identify how each word changes from its singular to plural forms.
- Next, write *sh*, *ch*, *s*, *z*, and *x* on the board or chart for future reference. Display the Picture Card for *brushes*. Ask: *Do you see one brush or more than one brush? You know that the letter s is usually added to make the word a plural, but there are some words that get a different ending to make them plural. Point to each ending on the board as you say: When a word ends in sh, ch, s, ss, z, or x, add es to make the word plural.*
- Display the Picture Card for *brush*. Write *brush* on the board. Now display the Picture Card for *brushes*. Ask: *Do you see one brush or more than one brush? That's right! There is more than one brush.* Ask: *What sound do you hear at the end of the word brushes?* Underline the letters *sh* and say: *Brush ends in sh, so what should I add to the end of brush to make the word mean more than one brush?* Write *brushes* and underline the *es* ending. Together, say both forms of the word: *brush/brushes*.
- Write the following words on the board: *peach*, *box*, *buzz*, *dress*, *bus*. Read each word aloud and have students explain how to make the plural form of each word. Write each plural form next to its singular form. Together, read each word pair. Explain that when a plural word ends in *es*, you can hear the sound that each letter stands for: /es/.
- Point out to students that all the previous words named things or nouns. Explain that the *-s* and *-es* endings can also be added to the end of action words or verbs and the spelling rule is the same as it is in nouns. Say: *Adding an -s or -es makes the verb a present tense verb. Present tense means that it is hapenning now.* Repeat the process with the words *hug*, *kiss*, *smile*, and *wish*.
- Show the Letter Cards *c*, *a*, *k*, *e* in order. Say the sound for each letter. Run your finger under the letters as you blend the three sounds to read the word *cake*.
- Ask students to identify the Letter Card needed to make the word mean more than one cake (*s*). Have students make and write the word.

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- Repeat the blending activity with *hens*, *ducks*, and *nests*. Invite a student to point to the letter at the end that shows it is in a plural form. Ask: *What is the same about all of these words?* (They are all in plural form; they all name more than one thing; they all end with *s*; and they are all nouns.)
- Repeat the blending activity with *gets*, *makes*, and *takes*. After each word has been blended, invite a student to point to the letter at the end of the word that shows that the verb is in present tense. Ask: *What is the same about all of these words?* (They are all in present tense; they all end with *s*; and they are all verbs.)
- Show the Letter Cards *b*, *u*, *sh* in order. Say the sound for each letter. Point to the *sh* at the end of the word and ask students to identify the sound that these letters stand for (/sh/).
- Ask students to identify the Letter Cards needed to make the word mean more than one bush (*es*). Have students make and write the word.
- Run your finger under the letters as you blend the sounds and then say the word: /b/ /u/ /sh/ /e/ /s/, *bushes*. Point out the plural ending. Cover the *es* ending to display only the singular form of the word, and say *bush*. Then uncover the ending and read the plural form: *bushes*.
- Repeat the blending activity with *benches*, *glasses*, *foxes*, and *buses*. Ask: *What is the same about all of these words?* (They are all in plural form; they all name more than one thing; they are all nouns; they all end with *es*.) *How did you know when to add es, instead of s, to these words to create the plural form?* (The spelling rule says that if a word ends in *ch*, *sh*, *s*, *z*, *ss*, or *x*, add *es* to form the plural. All these words have one of those endings.)
- Repeat the blending activity with *fishes*, *kisses*, and *buzzes*. After each word has been blended, invite a volunteer to come forward to point to the part of the word that shows the verb is now present tense. The spelling rule is the same whether it is a noun or verb.

Blend and Create Words

Materials: Word Cards, Index Cards

On index cards, write *-s* and *-es*. Students are going to practice reading words with plural and inflectional endings. Model using the Word Cards.

- Place the *es* index card in the final position in a pocket chart. Remind students that the *-es* ending makes nouns plural and verbs present tense. Place

the Word Card for *box* in front of *es*. Ask students to listen while you model blending the singular form of the word with the plural ending: *box/es*. Have students repeat. Cover *es*. Ask: *Is this the singular form or the plural form?* (singular form) Then remove the cover from *es*, and ask: *Is this the singular form or the plural form?* (plural form) *How do you know?* (It names more than one, and it ends in *es*.)

- Repeat with the word *buzzes*. Ask students to listen while you model by blending the verb with the present tense: *buzz/es*.
- Replace the *buzz* Word Card with the *lunch* Word Card. Repeat the process with the new word.
- Repeat the routine with *brush/es*, *dish/es*, and *kiss/es*.
- Remove all the cards, and place the *s* index card in the final position in the pocket chart. Remind students that the *-s* ending makes nouns plural and verbs present tense. Have students name the new ending. Place the *hill* Word Card in front of *s*. Have students listen while you model sounding out the plural by blending the singular form of the word with the plural ending: *hill/s*. Have students repeat. Cover the *s*. Ask: *Is this the singular form or the plural form?* Then uncover *s*, and ask: *Is this the singular form or the plural form?* *How do you know?* (It names more than one, and it ends with *s*.)
- Replace the *hill* Word Card with the *make* Word Card. Repeat the process with the new word. Explain to students that when an *s* is added to the end of a verb, the verb becomes a present tense verb.
- Repeat the routine with *pig/s*, *crab/s*, *hug/hugs*, and *spot/s*.

Sort Words

Materials: Index Cards, Word Cards

Place the index cards created in the last activity, *s* and *es*, in the top row of a pocket chart or on the ledge of the board. Separate the noun Word Cards (*box*, *brush*, *dish*, *hill*, *pig*, *crab*, *dog*, and *lunch*) and the verb Word Cards (*buzz*, *kiss*, *make*, *spot*, *wish*, *get*, *hug*, and *pass*). Start with the nouns and ask volunteers to come forward one at a time, select a Word Card, say the word, decide how to make the word plural, and place the Word Card below the correct plural ending. Continue until all words have been placed correctly. Next, using the verb Word Cards, ask volunteers to come forward one at a time, select a Word Card, say the word, decide how to make the word present tense, and place the Word Card below the correct plural ending. Continue until all words have been placed correctly.

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Practice Decoding

Materials: Decodable Book: *Boxes and Foxes*, Practice Sheet

For students who seem to have a grasp of decoding words with -s and -es endings and previously taught decodable and high-frequency words, provide extra practice with the text by having them read the:

- Practice Sheet
- Decodable Book: *Boxes and Foxes*

Introduce New High-Frequency Words: *open, little*

- Tell students they are going to learn two new words they need to recognize and read quickly. Write the words *open* and *little* on the board and read them as you point. Have students read each word.
- Have students write the word *open* in the air with a finger as you spell it aloud with them, pointing to each letter as you say the letter name. Allow students to write the word *open* on a separate sheet of paper or in a journal. Invite students to share what they notice about the words. Repeat the process with the other word.
- Use each high-frequency word in an oral sentence. Have students create their own oral sentences using each of the high-frequency words. Challenge them to create a sentence that includes all the words.

Read the Decodable Book

Materials: Decodable Book: *Boxes and Foxes*

NOTE: See the “Elements Used in This Book” section, found at the start of the Decodable Book, for a list of words and skills covered in the book. Pre-teach these elements as necessary.

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about. Ask a student to point to the plural endings in the words *Boxes* and *Foxes*.
- Give students a copy of the book. Have them preview the pictures and predict the story. When they get to page 6, ask students why they think most of the stuff is not the same.
- Have students read the book. You may want them to whisper-read so you can monitor their progress. When they have finished reading, take time to discuss the book and check for understanding. Ask students to explain what happens at the end to make Ron smile.

Optional Lesson Activities

Use these activities with students in small groups or with individual students who need additional support or practice.

Blend and Create Words

Materials: Letter Cards

Use the Letter Cards to have students make words. Say the word *foxes* and have students listen for the sounds in the word. Ask students to select the Letter Cards they need to spell *foxes*. Offer guidance as needed. Have students line up the cards in order. Ask students to write the word on a separate piece of paper. Repeat the activity with the words *brushes*, *ants*, *boxes*, *dresses*, *wishes*, *buses*, *buzzes*, *lunches*, and *homes*.

Dictation

- Dictate several words with plural inflectional endings -s and -es: *wishes*, *dogs*, *fans*, and *foxes*, and have students write or spell them.
- Dictate the following simple sentences, pausing to allow students time to write each sentence.

*We got the red hats; We can stack the dishes.
The dogs run fast; I can pack the boxes.*

Learning Center Activities

Materials: Word Cards, Decodable Book (previously read)

- Have students play a matching game using the Word Cards. Have partners shuffle the Word Cards, turn them facedown, and then spread them across the floor in rows. Explain that one partner will turn over two cards. If the cards match, both partners will read the word aloud and place the Word Cards to the side. If the words do not match, the students will turn them over, facedown, in the same position. Partners will alternate turns until all words have been matched and read aloud.
- Ask students to choose at least two words from a set of Word Cards to write, label, or draw a story about a new adventure Ron and Jo have in their new neighborhood. Have students illustrate their stories. Then invite volunteers to present their stories and illustrations to the class.
- Have students read previously read Decodable Books in pairs or individually.