Lesson Objectives

Day 1

Students will:
- Understand that words with plural endings indicate more than one of something
- Recognize plural endings
- Recognize the singular form of plural words
- Understand that plural endings of -s, -es, and -ies add a new syllable to the singular word

Materials:
- Anchor Poster

Day 2

Students will:
- Recognize and understand rules for forming plural endings
- Correctly use the singular and plural forms of words in oral sentences
- Sort words with plural endings in correct categories

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—-ch, -sh, -ss, -x
- Teacher Word Cards—pages, bushes, stories, days

Day 3

Students will:
- Recognize words with plural endings
- Spell the singular form of plural words
- Understand the rules for forming plurals
- Choose the correct forms of words to complete sentences

Materials:
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—-ch, -sh, -ss, -x

Day 4

Students will:
- Recognize words with plural endings in the reading passage
- Write singular forms of plural words
- Correctly spell the dictated spelling words

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:
- Correctly spell the words with plural endings

Materials:
- Quick-Check Assessment

Word Study & Vocabulary 1: Unit 7: Adding plural endings

Fifty years from now, the people who are babies today will be all grown up. What will schools be like then? Will kids still go to classes in math, reading, science, and social studies. During the school day, in classes in math, reading, science, and social studies. Many schools have after-school clubs for hobbies, homework, and sports. Students all over the country carry backpacks to school, filled with homework, books, pencil boxes, and lunches. During the school day, in classes in math, reading, science, and social studies.

New Words

<table>
<thead>
<tr>
<th>key</th>
<th>keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>class</td>
<td>classes</td>
</tr>
<tr>
<td>hobby</td>
<td>hobbies</td>
</tr>
</tbody>
</table>

Finish the Sentence

1. backpacks
2. backpacks
3. backpacks

Spelling Dictation

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Spelling Dictation

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Spelling Dictation
Day One

Supporting ELs
To help students understand plural endings show them one object and then more than one of the same object to demonstrate the plural. For example, show one box and then more than one box. As you show each object, write the singular and then the plural form of the word on the chalkboard.

Blending Practice
Tell students that when -es is added to words to make the plural, the plural ending creates a new syllable. This is also the case when -s is added to words that end in s like house. Explain that the new syllable will have either the /ez/ sound like in dishes or the /z/ sound as in babies.

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word crashes on the chalkboard. Show how you divide the word before the plural ending crash/es. Read each syllable and then blend the syllables together: crash/es: crashes. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Unusual Past Tense Words
Focus Words: threw, caught, kept
Write the following sentence on the chalkboard and read it aloud: When Brad threw the ball in the air, his dog caught it and kept on running.

Have students name the words in the sentence that are unusual past tense words. Remind them that unusual past tense words have a spelling change from their present tense form.

Have students say the present tense form of each past tense word and explain how the spelling of the present tense changed to make the past tense form.

Introduce Adding Plural Endings -es, -ies

Model
Tell students they will be learning how to form plural endings. Remind them that plural endings tell them that there is more than one of something.

Write the words boy, face, lunch, and story on the chalkboard and use them to demonstrate the rules for creating the plural forms of words. As you refer to letters in the words, underline them on the chalkboard. Write the plural form next to each word. Say: To make words plural, we add -s, -es, or -ies. Look at the word boy. To make this word plural, we just add -s: boys.

The word face has a silent e. To make face plural, we add -s.

The word lunch ends with -ch. To make lunch plural, we, add -es to make lunches.

The word story ends with a consonant and the letter y. When a word ends in consonant + -y, we change the y to i and add -es to make stories.

Guide
Write the words house, pass, penny, and stay on the chalkboard. Guide students to tell what they need to do to make these words plural. As students tell you, write the plural forms next to the words on the chalkboard.

Apply
Write page, buzz, baby, and day on the chalkboard. Tell students to turn to a neighbor and take turns stating how to make the plural form of each word.
Spelling Words with Plural Endings

**Unit Spelling Words:** trays, minutes, classes, boxes, lunches, stories, families, pennies

Write the singular form of the spelling words on the chalkboard: tray, minute, class, box, lunch, story, family, penny. Focus on groups of the spelling words as you show how to write the plural form of each word next to it on the chalkboard.

**Say:** Look at the first two words. To make tray and minute into plural words, all I have to do is add -s.

Look at the word class. It has two s’s at the end. We add -es to words that end in double s, like grasses, passes, and classes. Box ends with an x. We also add -es to words that end in x, like boxes and foxes. We also add -es to words that end in ch like lunches, churches, watches.

The last three words end with the letter y. To make these words plural, we need to drop the y and then add -ies: stories, families, pennies.

Show students the anchor poster and review the rules for adding plural endings to different types of words. Point out that words that end with a consonant and the letter e do not drop the e. They just add -s. Have students notice that adding -s to words like house, voice, and change creates a second syllable.

Have students write each spelling word and the singular form of each word in their word study notebooks. Have them circle the plural endings.

Assessment Tip

Monitor students to make sure that they can recognize the plural endings and understand the rules for adding plural endings. Also note if students can identify the singular form of each plural word.

Home/School Connection

Students can take home a list of spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Teacher Tip
If students need more practice with plural endings, use word equations to help them understand how to change the singular form of a word into the plural word—for example, page + -s = pages, bush + -es = bushes, story – y + -ies = stories, day + -s = days.

Review Adding Plural Endings -es, -ies
Show students the anchor poster and review the rules for adding plural endings to words.

Write the words faces, classes, bodies, lunches, and keys on the chalkboard. Ask students to match the words with the rule on the anchor chart.

Have students work with a partner to say each plural word and the singular form of each word. Ask them to use both the singular and plural words in oral sentences.

Teacher-Directed Sort
- Teacher Word Cards: pages, bushes, stories, days
- Teacher Category Cards: -es, -s, -ies

Place the category cards in a row in the pocket chart. As you model sorting the plural endings, place each word card under the correct category heading. Hold up each word card, one at a time.

Think aloud: When I look at the word pages, I see that it has an -es on the end of the word. I also know that the singular of pages is page and that it ends with a silent letter e. So I can tell that pages fits under the -es category because we just add -es to words that end in e. Days is another word where I just add -s. The word days has a vowel before the y. I know that I just need to add -s to make it plural.

The word bushes ends with -es. Bushes has a vowel and two consonants before the -es. When a word follows this rule, I know to just add -es to make it plural.

When I look at the word stories, I see an -ies. This tells me that the y in story was changed to an i before the -ies was added.

Spelling. Have students write the headings from the category cards in the pocket chart in their word study notebooks. Then have them write their spelling words in the appropriate category.

Pattern Sort
Tell students they will be sorting each plural word into the category that shows how each plural word was formed. Have students work with a partner. Give each pair of students the category cards from BLM 2 and the word cards on BLM 3. Tell them to take turns sorting each word into the correct category. Remind them to think about the rules for creating plural endings.

Home/School Connection
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.
Pattern Sort

Teacher Category Cards: -ch, -sh, -ss, -x

Place the category cards in the pocket chart. Write the words benches, bushes, classes, and foxes on the chalkboard. Say: These words were part of our sort yesterday. They were words that we sorted into the -es category. Today we are going to sort words according to how the -es was added to the words.

Circle the ch in benches. Say: The word bench ends with the consonant digraph -ch. We add -es to words that end with -ch to make them plural.

Circle the sh in bushes. Say: The word bush ends with the consonant digraph -sh. We also add -es to words that end with -sh.

Circle the ss in classes. Say: The word class ends with the double -s, so we add -es to words that end like this.

Circle the x in foxes. Say: The word fox ends with -x. When we make words that end in -x plural, we add -es.

Give pairs of students the category cards for -ch, -sh, -ss, and -x on BLM 2, as well as the word cards on BLM 4. Ask pairs to sort the words according to the spelling of the base words.

Independent Sort

For extra practice with plurals, after students have sorted the words on BLM 4 for spelling, they can sort the words on BLM 5 for endings -ies, -es, or -s.

Applying Meaning. Give students BLM 7 and complete the cloze, choosing the correct words to complete the sentences.

Assessment Tip

Note which students understand plural endings and are able to sort words with plural endings into the correct categories. Continue to monitor to see if students can also spell the singular form of each plural word.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with plural endings.

Word Hunt

Tell students they will be going on a word hunt to find words with plural endings. Give each student a copy of the reading passage on BLM 9. Remind students that plural endings are formed by adding -s to words that end with a silent e, adding -es to words that have a vowel and at least two consonants, changing the y to i and then adding -es to words that end with a consonant and letter y, and adding -s to words with a vowel before the letter y.

Have students write each plural-ending word in their word study notebooks and then write the singular form of each word beside the plural word.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: wrote, slept, threw.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: classes, minutes, pennies.

Dictate the following sentence and have students write it on their papers: While we are eating our lunches, we take a few minutes to tell stories about our families.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of plural endings -es and -ies using the Quick-Check for Unit 7.

Suggestions for Independent Practice

Word Hunt. Have students search through classroom materials to find examples of words with plural endings. Have them make a list of the plural words in their word study notebooks as they find them. Tell them to write the singular form of each plural word that they found. Have a few students share their lists of words with plural endings.

Finish the Sentence. Have students create four or five of their own sentence frames using both singular and plural words. Tell them they can use any type of sentence and any numbers for their sentences. For example, I had one ______, now I have two ______. I saw four ______, but now there is just one ______. Have students trade their sentence frames with a partner and then complete each other’s sentences.

Make Words. Provide magnetic letters or letter cards. Have students work with a partner to make the singular form of a word and then add the plural ending to the word.

Buddy Sort. Have students work with a buddy. Have them use any of the word cards from BLMs 3–5 and a set of the category cards. Students can take turns drawing one of the word cards and asking their buddy to spell the word and then sort it under the correct plural ending category.

Open Sort. Have students work in small groups. Give each group the word cards from BLMs 3–5. Tell students to sort the words in as many ways as they can. For example, they could sort for words with long vowels, words whose singular form ends in -ch, -sh, -s, or -x, words with two syllables, words with three syllables, or plural endings with the /z/ sound as in bodies.
Unit 7 Quick-Check: Adding Plural Endings -es, -ies

Answer Questions
Directions: Read each word in the left column and then draw a line from the word to the correct plural ending.

1. sneezes -es
2. turkeys -s
3. guesses y to i + -es
4. hobbies

Apply
Directions: In the space below, list four words you know with plural endings.

_________________   _________________   _________________   _________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
<th>-ies</th>
</tr>
</thead>
</table>

Word Bank
voices, wishes, spies, taxes, babies, hurries, dishes, days, peaches

Think and Write about Adding Plural Endings -es, -ies
Directions: In the space below, explain how understanding plural endings helps you as a reader, speller, and writer.