Lesson Objectives

Day 1
Students will:
- Understand that some plurals are based on foreign words
- Understand that some words that end with o add -es to form the plural and others add -es
- Understand that a few words that end with e can have both spellings of the plurals
- Understand that some words have both a foreign spelling and an English spelling

Materials:
- Anchor Poster

Day 2
Students will:
- Sort words by spellings of plural endings -s and -es
- Write meaningful sentences using several challenging plurals

Materials:
- BLM 1: Anchor Chart
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—s, -es
- Teacher Word Cards—heroes, tomatoes

Day 3
Students will:
- Sort words according to the spelling patterns for plurals: a to ae, us to i, um to a, ex/ix to -es, is to es
- Sort words by number of syllables

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—a Changes to ae, us Changes to i, um Changes to a, ex/ix Adds -es, is Changes to es
- Teacher Word Cards—same as BLM 4

Day 4
Students will:
- Identify regular and irregular plurals in a passage
- Identify challenging plurals in a passage

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

Day 5
Students will:
- Spell challenging plurals

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Days 1, 2, 3)
Day One

Providing Support

Many of the spelling words may be unfamiliar to ELs and struggling readers. Show them concrete examples of a formula and an index and use these words in oral sentences. Then ask students to create oral sentences with the words. For words like *algae* and *vertebrae*, find pictures in science texts in the classroom to help students understand the meanings.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word *vertebrae* on the chalkboard. Show how you divide the word between the first two consonants and after the *e*: *ver(tebrae*.

Point out the *r*-influenced *e* in the first syllable and remind students that it looks like an easy word they know: *her*. Point out the vowel team in the last syllable with the long *a* sound. Explain that the second syllable has an open vowel, which is often long. In this case, a long *e* doesn’t sound right—*ver(te/bray*—so you try the short *e* sound. Read each syllable and then blend the syllables together: *ver(te/brae*.

Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Comparative Suffixes -er, -est

Focus Words: grumpier, greasiest, healthier, clumsier, luckiest

Write the focus words on the chalkboard. Point to the word *grumpier* and ask students if this word is comparing two things or more than two things. If necessary, remind them that when two things are compared, the -er ending is used and when three or more things are compared, the -est ending is used.

Ask students to read the remaining words, one at a time, and tell how many things are being compared. Ask students what changes were made to the base words when the -er or -est ending was added.

Introduce Challenging Plurals

Model

As you introduce the challenging plurals, refer to the anchor poster to provide examples of the different types of plurals.

Write *auto* and *echo* on the chalkboard. *Say: When words end in the letter o, sometimes we just add -s to make the word plural, as in the word autos, but sometimes we add -es, as in the word echoes. The -s ending is more common, but it is difficult to tell whether to add -s or -es. This is something you need to learn or that you must check in a dictionary.*

Make a chart on the chalkboard using the following headings: a Changes to *ae*, us Changes to *i*, um Changes to *a*, is Changes to *es*. *Say: Many words come from foreign languages and some of them retain their foreign plural spelling. Write the following singular and plural forms in the appropriate columns, underlining the letter changes from singular to plural: larva/larvae, cactus/cacti, bacterium/bacteria, axis/axes.*

Explain that sometimes an English plural becomes more common than the foreign plural. Write the words *formula, formulae, and formulas* on the chalkboard. *Say: The foreign plural spelling of this word is formulae. It is an example where the a changes to *ae*. However, the commonly used English plural spelling is formulas.*

Write the words cactus/cacti/cactuses and curriculum/curricula/curriculums on the chalkboard and explain that these are other examples where the English spelling is more commonly used.

Guide

Many of the words in this unit may be unfamiliar to students in their plural forms. As students work with these words, make sure that they understand the meanings.

Write the following words on the chalkboard and have students tell you in which column of the chart you should place the words: strata, alumni, apexes, diagnoses.
Apply

Ask students to work with partners to create sentences in their word study notebooks with the words in the columns on the chalkboard.

Spelling Words with Challenging Plurals

Unit Spelling Words: pianos, videos, tomatoes, algea, vertebrae, formulas, indexes, octopuses

Write all the spelling words on the chalkboard and read each one aloud with students. Make sure students understand the meaning of each word.

Under each spelling word, write the singular form of the word: piano, video, tomato, alga, vertebra, formula, index, octopus. Say: The first three singular words end in o. We add -s to piano and video to make them plural. We add -es to tomatoes to make it plural. Circle the plural endings on the words.

Point to the words alga, vertebra, and formula. Say: The plural form of alga and vertebra is the foreign spelling with the ending ae. Circle the endings. The foreign spelling of formula is formulae, with an ae ending. But, the common English spelling is adding -s. Circle the ending.

Point out that index ends with an x so the common English spelling is to add -es. Tell students that the foreign spelling drops the final ex (and ix) and adds -ices. Write indices on the chalkboard. Point out that the foreign plural spelling for octopus is octopi, but the common English spelling adds -es.

Tell students that sometimes they will see or hear the foreign plurals used in English. Both variations are considered correct.

Have students write both the singular and plural spellings of the words in their word study notebooks. Have them circle the plural endings on the words.

Assessment Tip

Note which students have difficulty saying and spelling the spelling words. Provide support using meaning-based activities such as creating oral sentences or creating reference cards with a sketch or cut-out picture on one side of a card and the definition on the other.

Home/School Connection

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

Providing Support
Some students might find it difficult to distinguish the base word and identify the spelling rule for adding the endings. Begin with only base words on BLM 3, asking students what they would need to do to the word to add the ending, if anything. Help students sort the base words under the correct categories, and then write the words with their endings in their word study notebooks.

Common Features Sort

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
</tr>
</thead>
<tbody>
<tr>
<td>autos</td>
<td>echoes</td>
</tr>
<tr>
<td>kangaroo</td>
<td>heroes</td>
</tr>
<tr>
<td>kilos</td>
<td>potatoes</td>
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<tr>
<td>memos</td>
<td>tomatoes</td>
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<tr>
<td>photos</td>
<td>torpedoes</td>
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<tr>
<td>pianos</td>
<td>vetoes</td>
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<td>solos</td>
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<td>studios</td>
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<tr>
<td>videos</td>
<td></td>
</tr>
<tr>
<td>zoos</td>
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</tbody>
</table>

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.

Review Challenging Plurals
Write the words *larvae, matrixes, kilos,* and *potatoes* on the chalkboard. Ask students what the singular forms of the words are and then write them under each word on the chalkboard. Ask volunteers to circle the plural endings on the words.

Give students a copy of the anchor chart on BLM 1 and ask them to keep it handy to help them remember these challenging plural spellings.

Common Features Sort

Teacher Word Cards: heroes, tomatoes
Teacher Category Cards: -s, -es

Place the category cards next to each other in a pocket chart. Hold up the word card heroes and model how you sort the word.

**Think aloud:** *I see an -es at the end of this word. The singular form of the word is hero. I will place this card in the category -es.*

Hold up the word card tomatoes and model how using the dictionary can be helpful.

**Think aloud:** *This word has an -es ending, too. I can’t remember if the singular of the word is tomato ending with an o or tomatoe ending with an oe. I can use a dictionary to find out.*

Model looking up the word, finding the spelling, and also the plural spelling. Then sort the card in the -es category.

Give pairs of students the category cards from BLM 2 and the word cards from BLM 3. Ask them to sort the words according to their plural endings. Tell them to use a dictionary to check words they are unsure of.

Spelling: Have students write a sentence for each spelling word in their word study notebooks.
Day Three

Teacher-Directed Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: a Changes to ae, us Changes to i, um Changes to a, ex/ix Adds -es, is Changes to es

Place the category cards in the pocket chart. Hold up the word card analyses and model how you sort it.

Think aloud: In order to place this card, I need to figure out what the singular form of the word is. I think the singular form is analysis, with an is at the end. That means that this word goes in the category is Changes to es. To make sure, I can always check the word in the dictionary.

Model looking up the word and confirming that the word belongs in the is Changes to es category.

Hold up the word card media. Ask: What does this word mean? What is the singular form of this word?

Ask a volunteer to look up the word in the dictionary. After the student finds that media is the plural of medium, ask students where you should place the word in the pocket chart.

Continue with the rest of the word cards. Have students help you place the words in the pocket chart. Use the dictionary if students are unsure.

Buddy Sort

Give pairs of students the syllable category cards from BLM 2 and the word cards from BLM 5. Remind students that each syllable has one vowel sound. Also remind them that sometimes two vowels together can make one sound. Ask student pairs to read the words on the cards and sort them according to the number of syllables in the words. Have each pair compare their sort with another pair.

Oddballs

Write the words buffalo/buffaloes, tornado/tornadoes, zero/zeroes, and volcano/volcanoes on the chalkboard. Explain that some words that end in o take either -s or -es to make the plural form. Each spelling is correct.

Note that for some words ending with um, it is acceptable to make the plural by just adding -s—for example, curricula and curriculums are both used. Write curricula and curriculums on the chalkboard.

Applying Meaning. Give students BLM 7 and have them choose the words that make sense in the sentences and write their correct plural form.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of plural words.

Hawaiian Adventure

Mom told my sister Ava and I that we could do whatever we wanted to on spring break. We're not used to getting spring breaks like that, so we were very excited. Before we left, we collected Hawaiian ingredients as possible. The first day, I grilled tuna and made a salad of tomatoes, mangos, pineapple, shrimp, and sweet potatoes, served on banana leaves. While I did that, Mom and Ava went freshwater fishing. They were surprised to learn that there are places in Hawaii where you can catch trout and goldfish—Ava's favorite fish!

Finally, we arrived at our vacation spot, our lists in hand! I wanted to cook while we were there, using as many Hawaiian ingredients as possible. One day, we visited a memorial at Pearl Harbor where many heroes lost their lives during World War II. We also went to a concert one evening. Ava thought the sopranos sounded awesome. Another day we tried snorkeling in the warmest water. We thought it might be from a whale or some kind of fish. Snorkeling, visiting the aquarium, building sandcastles on the beach, eating shaved ice—we crossed everything off of our lists.

I'm so happy that Ava and I got to choose our vacation!

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of plurals in the passage. Tell students to underline any regular or irregular plurals like those they learned in previous units. Ask them to circle challenging plurals that follow the patterns of the plurals they are learning in this unit.

Ask students to make two lists in their word study notebooks, one for regular/irregular words they find and one for challenging plurals. Have students share their lists in small groups.

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: crazier, juicier, roughest.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMS: pianos, formulas, vertebrae.

Dictate the following sentence and have students write it on their papers: Carson wasn’t sure if it was fungi or algae growing on the tomatoes.

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.
Day Five

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 challenging plurals using the Quick-Check for Unit 3.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, potatoes, tomatoes, and cacti might be sorted together because they are all plants; analyses and data might be sorted together because they are involved in research, etc. Then have each group try to guess how another group has sorted their words.

Making Words. Have pairs of students choose several longer words from the word cards, for example, parentheses, memorandums, or appendixes, and see how many words they can spell using the letters from each word.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then draws clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Answer Key Unit 3 Quick-Check

Answer Key BLM 6
axis—axes
nucleus—nuclei
pimento—pimentos
stimulus—stimuli
stratum—strata
torpedo—torpedoes

medium—media

Answer Key BLM 7
1. cacti or cactuses
5. data
2. vertebrae
6. kilos
3. crises
7. pimentos
4. diagnoses

Answer Key BLM 8
1. media
4. hypotheses
2. curriculums or curricula
5. torpedoes
3. kangaroos
6. indexes or indices
7. algae
Unit 3 Quick-Check: Challenging Plurals

Answer Questions
Directions: Circle the spelling word in each group that has a different spelling pattern.

1. vertebrae matrixes algae larvae

2. autos photos videos heroes

3. cacti nuclei media radii

4. emphases potatoes diagnoses parentheses

Apply
Directions: In the space below, list two words you know in which the singular ends in o and the plural ends in -s, and two words you know in which the singular ends in o and the plural ends in -es.

_________________   _________________   _________________   _________________

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

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
<th>us Changes to i</th>
<th>um Changes to a</th>
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<td></td>
</tr>
<tr>
<td>data, pianos, vetoes, cacti, echoes, media, videos, fungi</td>
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Think and Write about Challenging Plurals
Directions: In the space below, explain how understanding that challenging plural words are spelled in different ways helps you as a reader, speller, and writer.