

Decode and Spell Words

Plural and Inflected Endings -s and -es

Language Objectives

- Decode words with inflectional endings.
- Read words with inflectional endings.

Building Literacy

Learning about plurals and inflected endings is important in phonics instruction. Learning how to spell plural forms of nouns and present-tense forms of verbs helps children recognize and decode many words. In this lesson:

- Students learn to decode and spell plural nouns and verbs with inflectional endings.
- Students learn the rules for adding -s or -es to spell the plural and inflected forms of words.
- Students learn to add -s to most words and -es to words ending in *x*, *ch*, *sh*, and *ss*.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

bugs	boxes	tricks
hops	pitches	hops
dishes	messes	rides
benches	wags	bike
mixes	lashes	crashes
glasses	watches	likes
nods	dresses	hugs
hats	sixes	kisses
jets	socks	



ENGLISH LANGUAGE LEARNERS

In Spanish, plurals are formed by adding -s to words ending in a vowel and -es to words ending in a consonant. Spanish speakers may therefore add -es to any words ending in a consonant (*girles* instead of *girls*). In Chinese, Hmong, and Vietnamese, nouns do not have a plural form. Speakers of these languages may need additional practice with English plural word endings.

**show me**

Have children look at their Targeted Lessons Student Book, p. 31. Today you will learn how to make and read words with endings -s and -es. To make a word plural, you add the ending -s or -es. *Plural* means "more than one." To make an action word show that one person or animal is doing it, we add the ending -s or -es.

Have children name the first picture at the top of the chart. Point to the word *bug*. The word *bug* names one bug. When you add the ending *s*, it changes the word to mean "more than one bug." Segment and blend *bugs*: /b/ /u/ /g/ /z/. Sometimes the ending *s* stands for /z/ and sometimes it stands for /s/. We add -s to most words to mean more than one.

Have children name the picture in the second row. Point to the word *hop*. We add the ending -s to most action words to show that one person is doing the action. For example: *The girl hops*.

Have children name the first picture in the third row. For some words, we use the ending -es to mean more than one. Point to the word *dish*. The word *dish* names one dish. What sound do you hear at the end of *dish*? (/sh/) What letters make the sound /sh/ in *dish*? (*sh*) When a word ends with *sh*, add -es to make it plural. *Dishes* means more than one dish.

Have children name the first picture in the fourth row. Point to the word *bench*. The word *bench* names one bench. What sound do you hear at the end of *bench*? (/ch/) What letters make the sound /ch/ in *bench*? (*ch*) When a word ends with *ch*, add -es to make it plural. *Benches* means more than one bench.

Have children name the first picture in the fifth row. Point to the word *mix*. What letter do you see at the end of *mix*? (*x*) When an action word ends with *x*, add -es to show one person is doing the action. We add the ending -es to show that one person mixes.

Have children name the first picture in the last row. Point to the word. The word *glass* names one glass. What two letters do you see at the end of the word *glass*? (*ss*) When a word ends with *s* or *ss*, add -es to make it plural. *Glasses* means more than one glass.











SPELLING PATTERNS

-s The plural of most words is formed by adding -s. The inflectional ending -s is used for a present-tense verb with a singular subject.

-es When a word ends in *x*, *ch*, *sh*, or *ss*, add -es to form the plural or the inflectional ending.

Decode and Spell Words: Plural and Inflected Endings -s and -es**show me**

Name the first picture. Read the word with the ending *s* or *es*.

	bug + s = bugs	
	hop + s = hops	
	dish + es = dishes	
	bench + es = benches	
	mix + es = mixes	
	glass + es = glasses	



guide me

Have children look at p. 32 in the Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will add -s or -es to form the plural of each word or to show that one person is doing an action. Then they will read the new word that they formed.)

Read the first word. (*nod*) How would you change the word to show that one girl nods her head?

Guide students to write *s* to make *nods*. Now read the new word you formed. (*nods*)

Read the second word in the first row. (*box*) What is the ending letter in *box*? (*x*) How would you change the word *box* to show more than one? Guide students to write *es* to make *boxes*. When a word ends in *x*, *ch*, *sh*, or *ss*, use the ending -*es*. Now read the new word you formed. (*boxes*) Continue the activity, guiding students to add the ending -*s* to each word in the first column and -*es* to each word in the second column.



work time

Have children name the pictures: *wags*, *lashes*, *watches*, *dresses*, *sixes*, *socks*. Read the directions together. Remind children that if a word ends in *x*, *ch*, *sh*, or *ss*, they should add -*es*. Have children complete each item by writing -*s* or -*es* to form the correct word.

11

Decode and Spell Words: Plural and Inflected Endings -s and -es


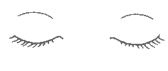




guide me

Add *s* or *es* to show more than one. Add *s* or *es* to show that one person is doing something. Then read the new word.

add s	add es
nod <u>s</u>	box <u>e</u> <u>s</u>
hat <u>s</u>	pitch <u>e</u> <u>s</u>
jet <u>s</u>	mess <u>e</u> <u>s</u>

work time

Name the picture and read the word. Write *s* or *es*.

 1. wag <u>s</u>	 2. lash <u>e</u> <u>s</u>	 3. watch <u>e</u> <u>s</u>
 4. dress <u>e</u> <u>s</u>	 5. six <u>e</u> <u>s</u>	 6. sock <u>s</u>

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 33. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *rides*. **This word is *rides*.** What middle sound do you hear in the word *rides*? (/ɪ/) If a person *rides* something, he or she gets on it and makes it go. The next word is *never*. The word *never* means "not ever." Who can tell me something they will *never* do? Tell children that they will read the words *rides* and *never* as they read the story *My Cat*.

work time

Decodable Text Have children look at the story *My Cat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children underline the words that mean more than one. (*tricks*, *boxes*, *hugs*, *kisses*) Have children circle the words that tell that someone is doing something. (*hops*, *rides*, *crashes*, *likes*) Note: They may circle the words *hugs* and *kisses*.

check for understanding

Write the word *trick*. What letter do you add to make the word mean more than one trick? (s) Write *tricks* next to *trick*.

Write the word *box*. What letters do you add to make the word mean more than one box? (es) Write *boxes* next to *box*.

Write the words *crash* and *crashes*. Why do we add -es to *crash*? (*Crash* ends with *sh* and it shows one person or animal is doing the action.)

Let's add -s or -es to some words to make them name more than one. Write the word *pet* on a sheet of paper. *Pet* names one pet. Say *pet*. How do we change the word to make it mean more than one pet? (add -s) Write *pets*. Continue with *frog*, *fox*, *wish*, and *fuss*. Let's add -s or -es to some words to make them tell someone is doing something. Write the word *fix*. Say *Mom fixes the broken toy*. How do we change *fix* to make the word *fixes*? (add -es) Write *fixes*. Continue with *pass*, *wish*, and *itch*.

reflect

Have children think about what they have learned. What did you learn about spelling new words? How does being able to spell and read these words help you?

Decode and Spell Words: Plural and Inflected Endings -s and -es 11


guide me

rides *never*


work time

Read the story.


My Cat



My cat can do tricks.
She hops on boxes.



She rides a bike.
She never crashes!




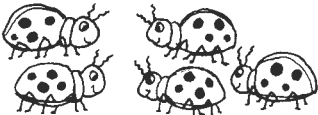

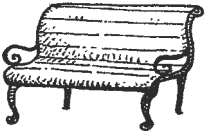
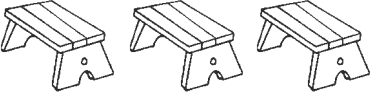


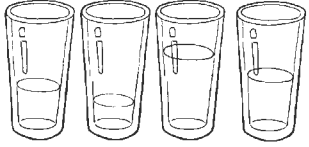
She likes hugs and kisses.

PHONICS AND SPELLING 33

Decode and Spell Words: Plural and Inflected Endings -s and -es

➤ show me

Name the first picture. Read the word with the ending s or es.

	bug + s = bugs	
	hop + s = hops	
	dish + es = dishes	
	bench + es = benches	
	mix + es = mixes	
	glass + es = glasses	




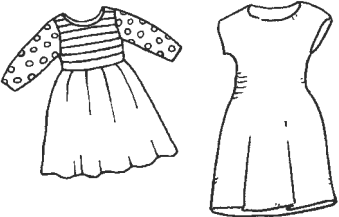
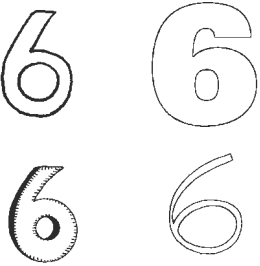
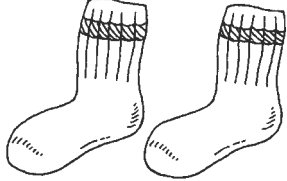
➤ guide me

Add s or es to show more than one. Add s or es to show that one person is doing something. Then read the new word.

add s	add es
nod ____	box ____
hat ____	pitch ____
jet ____	mess ____

➤ work time

Name the picture and read the word. Write s or es.

 1. wag ____	 2. lash ____	 3. watch ____
 4. dress ____	 5. six ____	 6. sock ____

➤ guide me

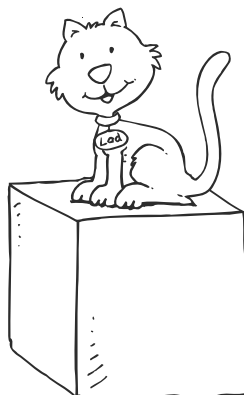
rides

never

➤ work time

Read the story.

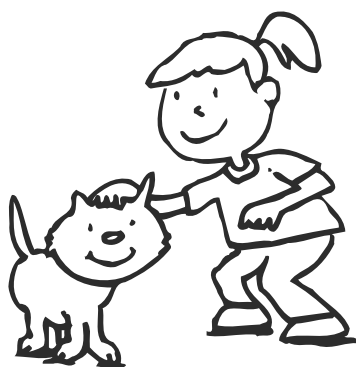
My Cat



My cat can do tricks.
She hops on boxes.



She rides a bike.
She never crashes!



She likes hugs and kisses.