**Reminders for word study at this level:**

1. Make sure the students can read the words before sorting them.
2. Choose words that match their development and represent what they use but confuse. Be sure there is always a **known** and a **new**.
3. Avoid teaching rules- instead have students find reliable patterns and make generalizations.

*Words Their Way*, p. 178

**Unit of Study: Plurals- Regular and Irregular**

**What is known:** Concept of a **base word**. Knowledge of nouns: person, place, or thing.

**What may be new for some:** adding –s, -es, changing to ies to make a word **plural**

**Note:** Your words are divided into two sets (s/es and ies/irregular). Students will only use the first set on Day 1. (Include 3 blank cards with Set One). Wait to share the second set until Day 2.

The poem *Ears Hear* should be read throughout the week. It will be used for a Word Hunt on Day 4.

Day 1

1. Introduce the idea of a **base word** by writing *wishes, wished*, *wishing*. Underline *wish* in each word and explain that it is the base word to which endings can be added. Introduce the **sort** by reading the words. Model how you would find the base word on each card andask students to do the same at their seats.
2. Before sorting, ask students to write the following headers on two of their blank cards: **s**, **es**. Independently sort the words. Reflect on what we notice. Share some hypotheses. Then resort only the words ending in **es** by looking at the final letter. Chart the observations: if a word ends in sh, ch, ss, or x, add es to make it plural.

Day 2

\*in the am cut out additional words but keep them separate.

1. Resort words from day one by heading s/es**.**
2. Review yesterday’s observations about adding es. Take notes in WS notebook**.**
3. Ask students to mix words up again, but this time include the new words. Sort again with a third and fourth category.
4. Reflect on what we notice. Can you identify the base word in each word? Is it spelled correctly? With guidance, write the base word on each of the new cards. Chart observations: If a word ends in y, change the y to I and add es. Some words have completely different spellings.

Day 3

1. Resort words from day one.
2. Review yesterday’s observations about adding ies and irregular plurals. Take notes in WS notebook**.**
3. Choose four words from each category to do a **written sort**.

Day 4

1. Complete a **word hunt** using the poem, Ears Hear. Add the newly found words to WS notebooks under the headings from the previous day. Use a colored pencil to distinguish between word hunt words and sort words in case any words are the same.

Assessment: There is an optional written assessment for this study from Words Their Way.

**Procedures we introduced this week:**

Multiple sorts (Day one- sorted by ending s/es then resorted by base word ending)

**Academic Language:**

Base word

Noun

Plural

Irregular Plural

Clickety-Clack!

Flies buzz,

Leopards roar.

Teeth chatter,

Grandpas snore.

Foxes purr,

Chicks cheep.

Geese honk: ***Beep! Beep!***

Children sigh,

Shoes squeak.

Puppies whimper,

Benches creak.

Doors slam,

Owls hoot.

![C:\Documents and Settings\jpastore\Local Settings\Temporary Internet Files\Content.IE5\Z9OF38BM\MC900034385[1].wmf]()

Trains whistle: ***Toot! Toot!***

Babies cry,

People chatter.

Coaches yell,

Dishes clatter.

Girls squeal,

Lips smack.

Cows type? ***Clickety-clack!***