Lesson 54

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 54 if the student has mastered or is close to mastering the material. If not, repeat the material taught in previous lessons.

Suffixes (plurals)

Materials: *Word List in Student Booklet, whiteboard*

Note: The plural suffix is introduced at this point to assist with reading. Many students have difficulty using phonological decoding strategies for words like PETS and BOXES. It becomes a useful strategy to go beyond letter-to-sound conversion rules to begin thinking about morphology and meaning. Teachers should aim to help students understand that –**s** or -**es** at the end of a word signals plurality (more than one) and that to read the word, one only has to decode the base word and access the lexicon for the plural of that word.

–**s** and –**es** can also signal a change in tense (he will run; he runs). However, don't draw this to attention at this point in the program.

1. Write –**s** on the whiteboard.
2. New rule. Point to –**s**. **When you see this letter on the end of a word it tells that there is more than one**. What does it tell?
3. Write **pets** on the whiteboard. In this word, the -**s** tells you that there is more than one **pet** (underline **pet** on whiteboard). What does it tell?
4. The PET part of the word is called the base word. What is it called?
5. Let's try some more.
6. Write **cats** and **lumps** on the whiteboard. Point to **cats**. Forget about the -**s**. What is the base word? (Cat).
7. The –**s** tells that there is more than one **cat**. So the word is? (Cats).
8. Next. Point to **lumps**. What is the base word? (Lump). The –**s** tells that there is more than one **lump**. So the word is? (Lumps).
9. **Direct the student to the Wordlist in their workbook**:
10. **First word. Base word? Whole word?**
11. Next word.

Suffixes (plurals)

Materials: *Word List in Student Booklet, whiteboard*

1. Write –**es** on the whiteboard.
2. New rule. Point to – **es**. **This letter group also tells that there is more than one**. What does it tell?
3. Write **boxes** on the whiteboard. In this word, the - **es** tells that there is more than one **box** (underline box on whiteboard). What does it tell?
4. Let's try some more.
5. Write **foxes** and **churches** on the whiteboard. Point to **foxes**. Forget about the - **es**. What is the base word? (Fox).
6. The – **es** tells that there is more than one **fox**. So the word is? (Foxes).
7. Next. Point to **churches**. What is the base word? (Church). The – **es** tells that there is more than one **church**. So the word is? (Churches).
8. **Direct the student to the Wordlist in their workbook:**
9. **First word. Base word? Whole word?**
10. Next word.

3-step spelling

Materials: *Whiteboard or paper*

Prompt the correct spelling choice when there is more than one plausible spelling choice (e.g., M/MB or UR/IR/ER).

1. Say **cows**.
   Say it slowly. [19]
   Now write it.
2. Repeat for **boxes** [20], **might**, **foxes**, **lambs**, **stars** and **churches**.

Whiteboard words

Materials: *Whiteboard*

1. Write **sit** on the whiteboard.
2. What word?
3. Change **sit** into **six**. What word?
4. Repeat for **six-sixes-boxes-box-boat-boats-boast-book-books-burn-burning-bringing-bright-ropes-tapes-towns-turn-burn-barn-barns-brave-bird-birds-bundle-bundles**.

Irregular-word reading

Materials: *Whiteboard, Irregular-words: I'll, find*

1. **Some words can't be sounded out**.
   Say the rule.
2. Write the words one at a time on the whiteboard.
3. To introduce each word: This word is **I'll**. What word?
4. Write a selection of previously mastered irregular-words on the whiteboard alongside the words being taught in this lesson.
5. Point to the words *in random order* while indicating for the student to name the word. Continue until the student has correctly named the new words 5-6 times.

Sentence reading

Materials: *Sentences in Student Booklet*

1. You are going to read some sentences.
   The words that can't be sounded out are written in red.
2. First sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.

Comprehension

Materials: *Comprehension passages in Student Booklet*

1. Direct the student to read the first item. Then direct them to read each question *aloud* and answer it.
2. Repeat for remaining items if necessary.

■ **END OF LESSON 54**

19 Remind the student that COWS means that there is more than one COW. Prompt them to spell the base word and then think about adding the letter used to signify "more than one".
20 Remind the student that BOXES means that there is more than one BOX. Prompt them to spell the base word and then think about adding the letters used to signify "more than one".

Lesson 55

Mastery Check

1. Review the material taught in the previous lesson.
2. Carry on with Lesson 55 if the student has mastered or is close to mastering the material. If not, repeat the material taught in previous lessons.

Suffixes (past tense)

Materials: *Student Booklets, whiteboard*

1. Write -**ed** on the whiteboard. Underneath write **jump** and **jumped**.
2. Point to -**ed**. **This letter group tells that something has already happened**. **What does it tell?**
3. For example, this word (point to **jump**) is **jump**. Today I jump, yesterday I …. (Jumped).
4. When you add -**ed** to jump it becomes /jumpt/. Don't try to sound it out because –**ed** actually makes three sounds.[21] What I want you to do instead is to work out the base word like jump and then think of what that word would be if it had already happened.
5. Next. Write **missed** on the whiteboard.
6. This word has -**ed** on the end. Cover the -ed. What is the base word? (miss)
7. Today I miss, yesterday I …. (missed) So this word (uncover) is missed.
8. **Direct the student to the Wordlist in their workbook:**
9. **First word. Base word? Whole word?**
10. Next word.

Spelling

Materials: *Whiteboard, mini-whiteboard*

1. Write -**ed** on the whiteboard. What does this letter group tell? (That something has happened).
2. Another way of saying that is that -**ed** shows that the word is in past tense.
3. Write **jump** on the whiteboard. What word? Jump is a present tense word. The jump is happening now. What sort of word is jump? (Present tense).
4. Write **jumped** on the whiteboard. What word? Jumped is a past tense word. The jump happened in the past. What sort of word is jumped? (Past tense).
5. Next. I will say some words. Tell me if they are present or past tense.
6. **Surf** (Present).
7. **Trained** (Past).
8. **Barked** (Past).
9. **Start** (Present).
10. **Smashed** (Past).
11. Say **jumped**. Is it present or past tense? (Past).
    What letter group do you add to the end of jump to make it past tense? (ed).
    Now write **jumped**.
12. Say **turned**. Is it present or past tense? (Past).
    What letter group do you add to the end of turn to make it past tense? (ed).
    Now write **turned**.
13. Say **mashed**. Is it present or past tense? (Past).
    What letter group do you add to the end of mash to make it past tense? (ed).
    Now write **mashed**.

21 /t/ in jumped, /d/ in hugged, /əd/ in lifted

Whiteboard words

Materials: *Whiteboard*

1. Write **born** on the whiteboard.
2. What word?
3. Change **born** into **burn**. What word?
4. Repeat for **burn-burned- turn-turned-torn-born-box-boxed-boxes-foxes-fix-fixed-found-sounds-sir-bird-birds-third-thumb-towns-brown-breed-bring-burn-church-churches-chained-rained-raining-row-slowly-sea**.

Irregular-word reading

Materials: *Whiteboard, Irregular-words: only, enough*

1. **Some words can't be sounded out**.
   Say the rule.
2. Write the words one at a time on the whiteboard.
3. To introduce each word: This word is **only**. What word?
4. Write a selection of previously mastered irregular-words on the whiteboard alongside the words being taught in this lesson.
5. Point to the words *in random order* while indicating for the student to name the word. Continue until the student has correctly named the new words 5-6 times.

Sentence reading

Materials: *Sentences in Student Booklet*

1. You are going to read some sentences.
   The words that can't be sounded out are written in red.
2. First sentence. Remember: if you know the word, just say it. If you don't know it, look carefully and sound it out.

Comprehension

Materials: *Comprehension passages in Student Booklet*

1. Direct the student to read the first item. Then direct them to read each question a*loud* and answer it.
2. Repeat for remaining items if necessary.

Story-reading

Materials: *Story in Student Booklet*

1. You are going to read a story now.
   Remember, if you know a word, just say it. If you don't know a word, look carefully, and sound it out.

■ **END OF LESSON 55**