Lesson 3  (Pages 9-13)

Singular and Plural Nouns; Silent Consonants

Objectives
- learn Study Words: plural, singular
- identify singular and plural nouns
- review sound and spelling of words with kn and wr
- write capital letters H, L
- review rhyming words

Class Preparation
- Review: Phonics Cards #40, 47
- New: bring objects to teach singular, plural
- Phonics: Phonics Cards #48, 49

Board Preparation
- New:
  1. 1 coat, 3 coats, 1 pup, 4 pups (draw pictures to illustrate singular and plural phrases)
- Phonics:
  2. write, wrinkle, wrap, knife, know, knock

Review
- What letters spell the /ər/ sound? (en, in, ur, war)
- When does the letter y become a vowel? (when it comes in a vowel set as in the word play, or when it sounds like /i/ in small words)
- What are the three sounds of -ed? (/d/ – rained, /əd/ – needed, /t/ – popped)
- Read the word on Phonics Card #47.
- What are compound words? (two words made into one)
• What are a few good habits that help you in school? (eating well, sleeping enough)
• What is the opposite of tall? (short) narrow? (wide) easy? (difficult) in? (out) up? (down) smile? (frown) fast? (slow)
• Listen carefully and tell me if it is a phrase, sentence, or question.
  Strong work horse (phrase);
  brown, furry spider (phrase);
  snored loudly in bed (phrase);
  Terry raked the leaves. (sentence);
  What time is it? (question)
• Give a sentence using have and had.
• Show me how to slant your papers correctly.
  (right-handed to the left, left-handed to the right)

Study Words: plural, singular

New – Singular and Plural Nouns
Discuss the difference between singular and plural. Use the two words often.
Discuss the examples on the board. (1)
Most nouns form their plurals by adding -s.

Some plurals are formed by adding -es, and still others change their spelling.

Questions for Discussion
1. What do we call a noun naming one person, place, or thing? (singular)
2. What do we call a noun naming more than one person, place, or thing? (plural)
3. Spell the plural form of the following nouns: pencil, duck, paper. (pencils, ducks, papers)

Place a variety of objects on your desk. Display sometimes one, and sometimes more than one, of the same kind. Have students respond by saying singular or plural to indicate the number of the noun.

Phonics –
Silent Consonants: kn, wr
Show Phonics Cards #48, 49.
Read the teaching box.
Read the words on the board. (2) Cross out the silent letter in each word. (w, k)

Penmanship
Are students using sharp pencils?
Penmanship: H, L, Happy Hearts, Helping Hands, Lydia Listens

Checking work is an invaluable tool for your students throughout their school years. Teach it well.

Spelling
Read the reminder box together.
Assign this section to be done independently.
After students are done, discuss the spelling of the vowel sets that spell the /e/ sound. There is no rule for using ee or ea.

We Remember
Circle the sound of ed. ☑

We Remember

8. pinned (d) t needed (d) ad pouted (d) ad
stopped (d) t biked (d) ad called (d) ad

Match the words and meanings. ☑
9. action word •• letters added to the end of a word
10. root word •• doing word
11. suffix •• the main part of a word
12. communicate •• let others know what we are thinking or feeling

Circle the correct choice. ☑
13. Sue and Martha is, are in my class.
14. I is, am feeding the ducks.
15. The spotted fawn was, were by the fence.

Circle the letters that should be capitalized. ☑
Put the correct punctuation at the end of each sentence. ☑

I did you see the box turtle?

Lesson 3
Rhyming words are fun to say. Rhyming words always have the same ending sound.
said – red bike – hike

Write spelling words that rhyme with these words. ☑
28. tied
29. three
30. feet

Write a spelling word to answer each question. ☑
25. I rhyme with tree. You use me when you count. What am I?
26. I rhyme with leak. I am made up of seven days. What am I?
27. I rhyme with seen. I am something in a window. What am I?

Write Section 1 spelling words on other paper. ☑
Questions for Discussion
1. What parts of rhyming words sound alike? (the ending sound)
2. Spell Friday. Spell Wednesday.
3. Name a singular noun from your spelling list. (week, screen, tree, etc.)

Assign students to write Section 1 spelling words.

Spelling Words for Section 1

<table>
<thead>
<tr>
<th>need</th>
<th>screen</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>feet</td>
<td>Wednesday</td>
</tr>
<tr>
<td>seen</td>
<td>died</td>
<td>meet</td>
</tr>
<tr>
<td>tree</td>
<td>lied</td>
<td>tied</td>
</tr>
<tr>
<td>three</td>
<td>free</td>
<td>pie</td>
</tr>
</tbody>
</table>

Lesson 4 (Pages 14-18)

Names of People and Pets; Silent Consonants

Objectives
- review sound and spelling of words with gn and mb
- review capitalizing names of people and pets
- learn Study Word: capitalize
- write capital letters Y, Z

Class Preparation
- Phonics: Phonics Cards #48, 49

Board Preparation
- Review:
  1. knock, knot, wrinkle, wrist
- New:
  2. boy, girl, cow, dog, mom, dad, sister, brother, duck, parrot
  3. Helen fed her kitty Fluff.
     Arlen harnessed his two horses Star and Pearl.
- Phonics:
  4. gnash, gnarl, thumb, numb

Review
- What sound does the letter y have in fly? (/ɪ/)  
- Is y a vowel or a consonant? (vowel)
- How many sounds does -ed have? (three) Name them. (/d/ — smoothed, /t/ — picked, /əd/ — rounded)
- What do we call words that sound alike at the end as in cat, bat? (rhyming words)