



Memorizing Tips:

1. Write a word several times saying each letter aloud each time they write the word. Then write it by memory comparing it with the original word.
2. Trace the word several times before copying it.
3. Have students draw a simple picture to go with the word. Studies have shown that writing words on top of pictures is a very helpful way to remember spellings. The picture acts as glue to retain the word.
4. After a child has copied or traced a word, have him pronounce the word syllable by syllable until he has formed a mental picture of the word. Then have him spell it letter by letter to help firmly fix the letter combinations in his mind.

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? (*er, ir, ur, wor*)
- 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*

Singular and Plural Nouns;
Silent Consonants
Lesson 3

Singular and Plural Nouns




Singular – apple




Plural – apples


A Read the singular nouns to your teacher.




△ 1. 1 turtle



1 rabbit




1 globe




1 snowflake


B Read the plural nouns to your teacher.




△ 2. 2 turtles



2 rabbits



2 globes



2 snowflakes

plural (plūr • əl): more than one
singular (sīng • yə • lər): only one

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Lesson 3

C Match the nouns to show if they are singular or plural.


3. baker • _____ • singular • _____ • rider
 foxes • _____ • plural • _____ • ropes

D Underline the word that tells what each group of words is.

4. Great big black bear. sentence phrase
 5. The little mouse ran quietly. sentence phrase

Phonics


kn = n wr = r



knob

knit wrist

know wrench



wren

E Cross out the silent consonants. △ Read the words.

6. ~~ƿ~~ren ~~ƿ~~rap ~~ƿ~~heel ~~ƿ~~hock ~~ƿ~~reck
~~ƿ~~nit ~~ƿ~~rite ~~ƿ~~nife ~~ƿ~~rist ~~ƿ~~helt

F Match the words to the correct pronunciations.

7.

wrist • _____ • rīst	knife • _____ • nēl	knelt • _____ • róng
wrath • _____ • nīt	wren • _____ • nīf	knock • _____ • nōk
knit • _____ • rāth	kneel • _____ • rēn	wrong • _____ • nēlt

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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*)

12 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.

13 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 /ē/ sound. There is no rule for using *ee* or *ea*.

Lesson 3

G Circle the sound of ed.

8. pinned d t	needed d ed	pouted t ed
stopped d t	biked t ed	called d ed

We Remember

H 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	

I 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.

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

16. Pdney and Rolan were born in Africa.

17. did you see the box turtle?

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Lesson 3

K Number the words in alphabetical order.

18. 3 lemon 4 money 2 jump 1 grass

19. 3 queen 2 note 1 king 4 sister

Penmanship

L Trace the capital letters. **Write them three times.**

○ 20. H H H H L L L L

M Write the titles neatly.

Happy Hearts Helping Hands Lydia Listens

○ 21. Happy Hearts
Helping Hands
Lydia Listens

N Check your penmanship and circle yes or no to answer the question.

○ 22. Did you write neatly? yes no

○ 23. Did you use capital letters in the correct places? yes no

○ 24. Are all the words spelled correctly? yes no

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Lesson 3

Spelling

Rhyming words are fun to say. Rhyming words always have the same ending sound.

said – red bike – hike

O Write a spelling word to answer each question.

25. I rhyme with **tree**. You use me when you count. What am I? three

26. I rhyme with **leak**. I am made up of seven days. What am I? week

27. I rhyme with **seen**. I am something in a window. What am I? screen

P Write spelling words that rhyme with these words.

tied	tree	beet
died	three	feet
lied	free	meet

○ **C Write Section 1 spelling words on other paper.**

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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

<i>need</i>	<i>screen</i>	<i>Friday</i>
<i>week</i>	<i>feet</i>	<i>Wednesday</i>
<i>seen</i>	<i>died</i>	<i>meet</i>
<i>tree</i>	<i>lied</i>	<i>tied</i>
<i>three</i>	<i>free</i>	<i>pie</i>

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*? (*/ī/*)
- 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*)