

168 Unit 3 Phonics

“There are other times we add *s* to a word too.” Print some sentences on the board to illustrate the verb change for plural and singular subjects.

We sing. He sings.

We work. She works.

Point to *sings* and *works*. “These words do not mean more than one, but we need to add *s* to say the sentences correctly.” Give some oral sentences for the children to repeat using *he* or *she* with the *s* form of the verb. Print the *s* form of the verb on the board after each response. If your class can handle the exercise without confusion or distraction, have them consider whether the *s* buzzes or hisses.

We sleep.

We read.

We run.

We eat.

We fix.

“Did you notice that your word *fix-es* has two syllables?” Print *fix* and ask the children how they think *fixes* is spelled. Continue in like manner with these sentences:

We pass.

We rush.

We catch.

“We follow the same rule for adding *s* to these words as we do when we make words mean more than one.” Review the rule again.

**Seatwork** workbook, page 98

**B. Reading** workbook, page 99 (top and edge)

Have the children follow the directions and read the edge list.

**C. Spelling**

Pronounce words from the edge list giving first the root word, then the *s* form. Have the words spelled orally after they are printed or arranged.

**Seatwork** workbook, page 99 (bottom)

Tell the children to read each sentence with the word as it is given, then read it with *s* on the end of the word. “Print the word the way it belongs to say the sentence correctly. Make sure you spell the word correctly.”

**Extra activity**

Let the children make sentences using some *s* or *es* words from page 99.