

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.¹⁶
Now write it.
2. Repeat for **boxes**¹⁷, **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

¹⁶ 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".

¹⁷ 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 /jump/. Don't try to sound it out because **-ed** actually makes three sounds.¹⁸ 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**.

¹⁸ /t/ in jumped, /d/ in hugged, /ed/ 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 *aloud* 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

Lesson 54

nets weeks whips whales hugs whiskers

kits figs cars nuts taps brains

dams nets hats towns pets sharks

cats rocks tents cups bottles towels

Lesson 54

boxes foxes wishes churches latches

sixes ashes branches matches torches

dishes axes ditches witnesses dresses

Sentences for Lesson 54

1. "You will find most of the food in the boxes," Jenny's mother told her.
2. "The food has gone cold. You spent too long looking at the foxes at your friend's place."
3. "I'll stop fishing when I can see sharks in the surf," thought Jim.
4. "I'll need to find the torches so we can see in the dark," thought Mark.
5. "Do you need me to fix your bikes?" asked Max's dad.
6. "Most of your friends now have places at the new school," said Kate's mother.
7. "I got new boxes from the school shop," said Kate's mother. "They were about two dollars. What a steal!"
8. "We can't take many more losses," the coach told her team.
9. "Once the fox is gone, it's gone," said Mark's mother. "I'm not getting you another one next week."

10. "The fox is cold," thought Mrs. Kane. "I don't know why they hang around here. There must be better places that they can find to live."
11. "I would like to have two friends and three foxes," thought Penny.
12. "How many bears can I get for two dollars?" thought Max.
13. Kate had three black beetles.
14. The town had three lambs that lived in the main street.
15. Nicky had to choose between two dresses.

Comprehension for Lesson 54

Two friends were going up the mountain. They saw two brown snakes on the ground in the middle of the track. They froze.

1. What were the friends doing?
2. What was on the ground?
3. What sort of snakes did they see?
4. Where were the brown snakes?
5. Why did they freeze?

Jack took his mother's best brown coat to school. On the way home he met two of his friends. He was having so much fun that he dropped it in the mud.

1. What did Jack take to school?
2. What sort of coat was it?
3. What did he drop in the mud?
4. When did he drop the brown coat in the mud?
5. Why did Jack drop the coat?
6. What do you think Jack did as soon as he got home:
 - a. Scrubbed the coat.
 - b. Had something to eat.
 - c. Hid the coat.
7. How do you think Jack was feeling when his Mum came home?

Lesson 55

jumped	rained	groaned	started
howled	wheeled	whirled	peeked
yelled	whipped	parked	missed
steamed	turned	sorted	whacked
trained	growled	smashed	chained
surfed	looked	soaked	spooned
drowned	stayed	flicked	pinched
shifted	shouted	pounded	floated
sailed	showed	signalled	switched

Sentences for Lesson 55

1. "I only put enough food in the boxes for you and two friends," Jenny's mother told her.
2. "Don't forget that most of your friends will have packed enough food in their lunch boxes," Jenny's mother said.
3. "I will only fix your bikes if you bring them to my place," said Jack's friend. "Bring them around on Saturday morning before it gets too cold. I hate fixing bikes with numb fingers."
4. "I'll see if I can find the foxes if I have enough time," said Max.
5. "I have too many bunches of grapes," thought Kate. "I only need enough for me and for two of my friends. I picked way too many."
6. The black beetles were jumping on Karl's hand.

Comprehension for Lesson 55

The two friends only had enough food for three days. They needed to find the lost girl quickly before they ran out of food.

1. What did the two friends have?
2. Did they have enough food for six days?
3. Who were they looking for?
4. What was the girl's problem?
5. Why did they need to find her quickly?

Jack only took what he needed with him on the train. He thought his mother would have enough clothes at her place when he arrived.

1. What did Jack take?
2. How was Jack travelling?
3. Where was he travelling to?
4. Why didn't he take a lot of clothes with him?

Jack's shorts would fall down if he didn't have a belt to support them.

1. What was the belt holding up?
2. What would happen if Jack didn't have a belt to support his shorts?
3. What was supporting the shorts?

Kate **was** upset that **her** Mum **was** sick. **Her** friend Jane came around **to give her** support.

1. **Why was** Kate upset?
2. **What** did **her friend** Jane give **her**?
3. How did Jane attempt **to** help Kate?

Story for Lesson 55

Mike and Josh took **their** kite **to the** park. **When** it **was** flying **they** had time **to** think.

"**Why don't we** put a massive tail on **the** kite?" Mike **thought** aloud. "**Sometimes we can't** see it **when** it's up high. **Maybe the** massive tail will assist us and **we** will **be able to** see it better. **What do you** think?"

Josh agreed. "**Maybe we** can try **something** else **as** well," **he said**. "**We** can **put** lights on **the** wings **so we** can fly it at night."

"**I** agree," **said** Mike. "Let's **have** lunch and then **I'll go to the** shop **to get** **what we** need for **the** job."

"Cool," **said** Josh. "**I can't** wait **to see** **our** kite flying tonight. **I** hope **there isn't** a big moon. If **there is,** the lights on **the** wings **won't** look **as** good."