

## Workbook

Consult the blueprint assignment schedule to determine the appropriate pages to do in the Phonics Workbook. Using the picture key determine the correct grading strategy.

### Page 53 — Structural analysis

Without stating any rules, show that **s** at the ends of some words has the /s/ sound, while at the ends of other words, **s** has a /z/ sound.

The following rules are for your information only:

An **s** has a /s/ sound when the base of a noun or verb ends in a voiceless consonant sound, such as, /p/, /t/, /k/, /f/, and /th/ (voiceless).

An **s** has a /z/ sound when the base of a noun or verb ends in a voiced consonant sound, such as, /b/, /d/, /g/, /v/, /m/, /n/, /ng/, /l/, and /th/ (voiced), or in any vowel sound, as in **play**, **drum**, or **star**.

### Words ending in s

#### Word study

**Group 1 words—**plurals of nouns. Direct the children's attention to the pairs of words in Group 1. Have these pairs of words pronounced. Ask the children how the words in each pair differ (undoubtedly, the obvious difference will be noted—the addition of an **s**), and how the words differ in meaning.

Have the children use these pairs of words orally in sentences, and then write on the chalkboard sentences using these words. (*Note: Correct incidentally any disagreement of the verb with its subject.*)

Following the teaching of base words plus inflectional **s**, use the same procedure to teach the use of **es** after words ending in **s**, **ss**, **sh**, **ch**, **tch**, and **zz**. (Suggested list: **bus**, **pass**, **dish**, **bench**, **match**, **buzz**.)

**Group 2 words—**verbs (third person, singular, present tense). Have these pairs of words pronounced. Dictate sentences using these words. Include verbs to which **es** is added, such as, **miss**, **rush**, **punch**, **catch**, **fizz**. No formal teaching of the use of **s** and **es** in these words is in order at this time.

**Group 3 words—**possessives. Introduce possessives by saying, "We use /s/ at the end of a word to show that something belongs to someone, but we



put an apostrophe before the /s/.” (Illustrate at chalkboard: **Mary’s cat, John’s pup, Fred’s pig.**)

Write the names of the children of the class in a column. In another column, after each child’s name, write the name of one of his possessions. (He will name it.) Have the children determine how we show that a particular possession belongs to a particular child. Add the apostrophe and s after each name.

Then have the children use these possessive forms in sentences. The children may draw pictures to illustrate the possessive forms, and entitle them, such as, **Rob’s cat, Sue’s doll,** etc.

Direct the children’s attention to the pairs of words in Group 3. Have these pairs of words pronounced. Ask the children how the words in each pair differ in appearance, and how the words differ in meaning.

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## Teaching base words


### Word study

**Groups 1, 2, 3 words.** Place on the chalkboard representative pairs of words from Groups 1, 2, and 3, Pupil’s Edition, page 53. Direct the children’s attention to the first word in each pair, and ask them to underline this word part in the companion word below it, for example,

top	rub	Ned	bench
<u>top</u> s	<u>rub</u> s	<u>Ned</u> ’s	<u>bench</u> es

Have the children observe that the underlined part of the second word is exactly like the first word in each pair. Point out that each like part is called the *base word*. Also, point out that the part not underlined (s, es, and ’s) is not part of the base word.

Place on the chalkboard additional words ending in s, es, and ’s, and have the children find and underline the base word in each.



1.

top	mat	duck	path	cuff
top <b>s</b>	mat <b>s</b>	duck <b>s</b>	path <b>s</b>	cuff <b>s</b>
nest	bed	leg	king	shell
nest <b>s</b>	bed <b>s</b>	leg <b>s</b>	king <b>s</b>	shell <b>s</b>
ship	nut	wick	song	chick
ship <b>s</b>	nut <b>s</b>	wick <b>s</b>	song <b>s</b>	chick <b>s</b>

2.

rub	nod	wag	hum	run	sing
rub <b>s</b>	nod <b>s</b>	wag <b>s</b>	hum <b>s</b>	run <b>s</b>	sing <b>s</b>

3.

Ned	Pat	Jack	Seth	Jeff
Ned' <b>s</b>	Pat' <b>s</b>	Jack' <b>s</b>	Seth' <b>s</b>	Jeff' <b>s</b>
Rob	Ted	Meg	Tom	Ben
Rob' <b>s</b>	Ted' <b>s</b>	Meg' <b>s</b>	Tom' <b>s</b>	Ben' <b>s</b>

4.

thank	jump	help	work	wish
thank <b>ed</b>	jump <b>ed</b>	help <b>ed</b>	work <b>ed</b>	wish <b>ed</b>
buzz	play	fill	hum	wag
buzz <b>ed</b>	play <b>ed</b>	fill <b>ed</b>	hum <b>ed</b>	wag <b>ged</b>



## S Blends

Name \_\_\_\_\_

Read each sentence and the words beside it. Write the word that makes sense in each sentence.

- |   |                            |
|---|----------------------------|
| 1. Skip went for a <u>swim</u> in the pool. | slim<br>swim<br>skim       |
| 2. A _____ slid down the path.              | stake<br>snake<br>score    |
| 3. This brown bread is _____.               | scale<br>stale<br>snail    |
| 4. Do you have a dime to _____?             | spare<br>stare<br>square   |
| 5. Try not to _____ on the ice.             | snip<br>skid<br>swim       |
| 6. Stella has a _____ on her face.          | squirrel<br>speak<br>smile |
| 7. The fire made much _____.                | slope<br>smoke<br>spoke    |
| 8. Do you like to _____ rope?               | slip<br>skip<br>snip       |
| 9. Rosa likes to ice _____.                 | skate<br>slate<br>stake    |

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