- (U) 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 |ī| in small words)
- What are the three sounds of -ed? $(/d/-rained, /\partial d/-needed, /t/-popped)$
- Read the word on Phonics Card #47.
- What are compound words? (two words made into one)

202-3

- 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.

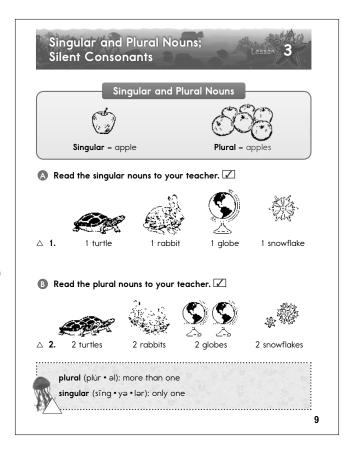
Questions for Discussion

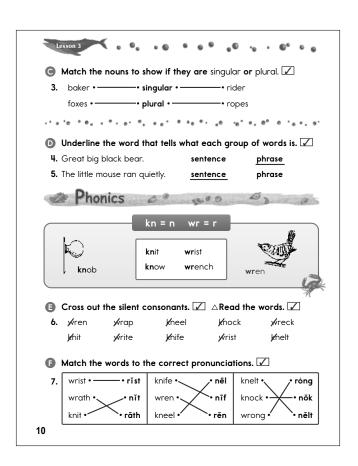
- 1. What do we call a noun naming one person, place, or thing? (singular)
- 2. What do we call a noun naming more than one person, place, or thing? (plural)
- 3. Spell the plural form of the following nouns: pencil, duck, paper. (pencils, ducks, papers)

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.

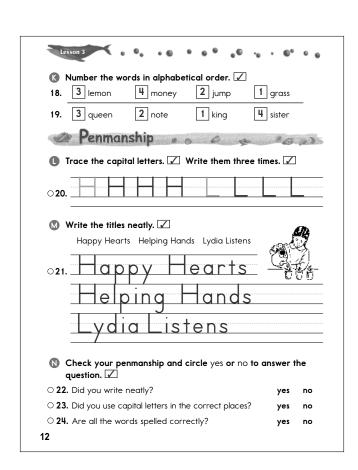
Spelling

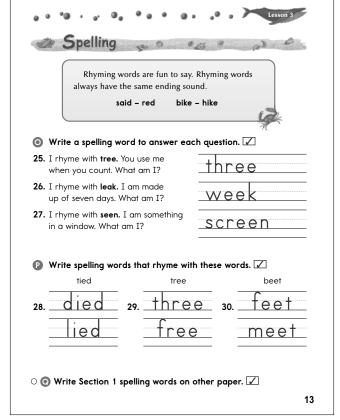
Read the reminder box together.

Assign this section to be done independently.

After students are done, discuss the spelling of the vowel sets that spell the /ē/ sound. There is no rule for using *ee* or *ea*.

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202-3, 4

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

need	screen	Friday
week	feet	Wednesday
seen	died	meet
tree	lied	tied
three	free	pie

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 γ have in $f(\gamma)$? (/ $\bar{1}$ /)
- 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)