

Support for English Learners

Unit 31, page 213: Adding s

Some children may have difficulty knowing when to add an s at the end of words to make plurals.

Listen

Explain that adding an s to the end of a word makes that word mean more than one. Say: *When we see a word such as jet, we know that we are talking about only one thing. When we add an s to the end of jet to make jets, we are talking about more than one thing. Let's listen to the s at end of the Basic Word jet: jet, /s/, jets, jets.*

Speak and Read

Say the Basic Words *frogs, tails, weeks, and gates* aloud, elongating the sound of s at the end of each word. Say: *Let's practice adding an s to the end of the word frog to make the new word frogs: frog, /s/, frogss, frogs.* Have children repeat after you as you model the Basic Words *tails, weeks, and gates*.

Write *jets, frogs, tails, weeks, and gates* on the board. Circle the s in each word. Say: *An s is added to the end of some words to say that there is more than one.* Have children read the words on the board aloud, elongating the sound of s at the end of each word. For additional practice, have volunteers say the singular and plural form of each word.

Spell

Beginning/Preproduction Read aloud the Basic Words *jet, jets, frog, frogs, week, weeks, gate, and gates*. Have children raise one hand when you say a word that stands for one object, and both hands when you say a word that stands for more than one object.

Early Production/Speech Emergent Write the Basic Words *jet, jets, frog, frogs, tail, tails, week, weeks, gate, and gates* on word cards. Place the cards facedown on a tabletop. Have children take turns picking a card, spelling the word aloud, and using it in a simple sentence.

Intermediate/Advanced Create word cards for the Basic Words *jet, jets, frog, frogs, tail, tails, week, weeks, gate, and gates*. Have partners use the cards to play Concentration. Partners should match up the singular and plural forms of a word.

