

Lesson Plan for the Suffix '-es'

Phonics Pattern for Focus: Suffix '-es'

Teacher Note: When you see a suffix in quotations, for example '-es', you say the letter names, for example 'e', 's'. When you see a suffix in slashes, for example /es/, you read the letter sounds together.

OPEN WITH A LISTENING GAME: Warm up with a morphemic awareness activity to get students identifying morphemes, like the suffix '-es'.

A morpheme is the smallest unit of meaning in a language; it may be a word or word part and may be a single syllable or more than one syllable. For example, the word *mix* has one syllable and one morpheme. If we add an '-ed' to the end of *mix* (*mix* + '-ed' = *mixed*), the word now has two morphemes.

Teacher says the words below and students identify the base word.

boxes (box)	crushes (crush)	dresses (dress)	passes (pass)	lunches (lunch)
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WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use any flash cards that students need to review or that have been recently introduced.
 - For flash cards with keyword pictures: Say the letter, keyword, and sound. For example, "t, top, /t/."
 - For flash cards with letters only: Say the sound. For example, "/t/."
- Use any previously taught morpheme flash cards (suffix '-s' and '-ing').

Sounds/Morphemes to Review:

Suffix '-s'	Suffix '-ing'			
a	e	i	o	u

Materials Needed:

- ☐ suffix '-es' flash card
- ☐ phonics flash cards to review
- ☐ previously taught suffix flash cards to review (suffix '-s' and '-ing' flash cards)
- ☐ pencil and paper for dictation
- ☐ Suffix '-es': Student Read Sheet with Words, Phrases, and Sentences

Lesson Plan for the Suffix '-es'

INTRODUCE THE SUFFIX '-es':

- Say, "Today we are going to learn about another suffix. Remember, a suffix is added after a base word and changes the meaning of the word. To learn about our new suffix, we need to think back to the first suffix we learned about, suffix '-s'. We learned that the suffix '-s' can make a noun plural and we also use it sometimes with verbs." (For older students you can say that it indicates subject-verb agreement.)
- Our new suffix, '-es' (pronounced "suffix 'e', 's'"), is also used to make nouns plural. We also use it sometimes with verbs to talk about something that someone else is doing right now. So, if both suffix '-s' and suffix '-es' do the same job, how will we know which one to use?

Here is a chant to help you know when to use the suffix '-es':

"'sh', 'ch', 's', 'x', 'z', add '-es' and you'll please me!"

This means that if a base word ends with the letters 'sh', 'ch', 's', 'x', or 'z', I can't add the suffix '-s', I have to add the suffix '-es'."

- Say the chant again and have students repeat. As they practice the chant, write 'sh', 'ch', 's', 'x', 'z' on the board so that as you go through the next part of the lesson, students can refer to the letters that signal that they need to use the suffix '-es'.
- On the board write the word *lunch*. Say, "When I see the word *lunch*, I notice that it ends with the digraph 'ch'. Is 'ch' in our chant for when to use the suffix '-es'? [yes] That means that if I want to make *lunch* plural because maybe I want to write about mom packing lunches for my whole family, I will have to add '-es'." (Add 'es' to the end of the base word *lunch* on the board and have students read the word.)
- Write the following words on the board: *dish*, *glass*, *box*, *buzz*.
- Repeat the process from above, talking about what the base words end with and deciding if we need to add the suffix '-es' instead of '-s'.
- Have students read all the words on the board after adding the suffix '-es'.
- Say, "What sound is the suffix '-es' making in these words? [/ɪz/]

Yes, when suffix '-es' is added to words, it typically sounds like /ɪz/ so we need to remember that when we are making a word plural or helping a verb describe something we are doing now, even if we hear /ɪz/ we don't write '-is' because '-is' is not a suffix and doesn't do the job we need. The suffix '-es' does the job so we need to write the letters 'e', 's'."

- Next, grab your suffix '-es' flash card.
- Say, "This card will help us learn about the suffix '-es'. There is a line before the '-es' to remind us that it has to be added after a base word. Watch and listen to what we will say when we see this card. The suffix '-es' says /ɪz/. It makes a word plural and helps verbs tell what's happening right now."
- Say and have students repeat, "The suffix '-es' says /ɪz/. It makes a word plural and helps verbs tell what's happening right now."
- Then say the chant:
"'sh', 'ch', 's', 'x', 'z', add '-es' and you'll please me!"

Lesson Plan for the Suffix '-es'

- Say and have students repeat, **"The suffix '-es' says /iz/. It makes a word plural and helps the verb sound right. 'sh', 'ch', 's', 'x', 'z', add '-es' and you'll please me!"**
- Write the word *box* on the board. Have students read the word. [box] Now add the suffix '-es' to the word. Ask students to read the new word. [boxes]
- Write on the board
Can you get the boxes?
Have students read the sentence out loud together
- Say, **"The suffix '-es' that is added to box tells me that there is more than one box."**
- You can write the following words on the board (one at a time): *dish, bench, glass, bus*. Then add the suffix '-es' and have students read the words.

Teacher Tip: The language you use should be based on your students' grade level or language comprehension level. For younger students you could say *more than one* and help a verb agree with the subject. For older students you could say *it makes a noun plural and it helps with subject-verb agreement*.

DICTATION: Connect the sounds and morphemes you hear to their spellings.

Dictating Morphemes

If it is a new morpheme:

1. Spell the morpheme as you write it. Then say the morpheme, its sound(s), and the meaning. For example, **"The suffix '-es' says /iz/. It makes a noun plural and can help the verb tell what's happening right now."**
2. Students repeat the spelling, the morpheme, its sound(s), and the meaning as they write. They can do this for the new morpheme 3 to 5 times.

If it is a morpheme you are reviewing:

Option 1:

1. Spell the morpheme as you write it. Then say the morpheme, its sound(s), and the meaning. (For example, 're', /rē/, means back or again.)
2. Students repeat the spelling, the morpheme, its sound(s), and the meaning as they write.

Option 2:

1. Display previously taught morphemes.
2. Say, **"This prefix/suffix/base word means _____. Which morpheme is it?"**
3. Students write the morpheme.
4. Check together and correct or discuss as necessary.

Lesson Plan for the Suffix '-es'

Morphemes to Dictate:

1. Say "The suffix '-es' says /ĭz/. It makes a word plural and helps verbs tell what's happening right now."
2. Students will repeat as they write the suffix '-es' each time.

-es	-es	-es	-es
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Dictating Words:

1. Say the word and have students repeat it. [*mixes*]
2. Say, "What is the base word?" [*mix*]
3. Say, "Write the base word _____ [*mix*] and then make it _____." [*mixes*]
(Students should write *mix* and then add the suffix '-es' to make it say *mixes*.)
4. Check together.
5. After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate:

mixes	wishes	inches	tosses	passes	fizzes
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Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

Teacher Tip: On the first day of introducing a new morpheme, you may want to use the words dictated above in the phrases and sentences. Once students have had practice spelling words with the new morpheme, then you can use different words with that morpheme in the phrases and sentences.

Lesson Plan for the Suffix '-es'

Phrases to Dictate:

mixes it up	wishes for sun
two inches	pop fizzes

Sentences to Dictate:

Dad passes the dishes to mom.	Sam tosses the ball to Beth.
Stan mixes up the twins.	Greg wishes for sun so he can go swim.

BUILDING VOCABULARY: Select word(s) to focus on meaning and use.

Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when words with multiple meanings come up.

passes

PRACTICE READING TO BUILD FLUENCY: Have students practice reading words with the new skill alone and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY: Use the Reading Universe read sheets for this portion of the lesson.

Words:

- Show students words using phonics patterns that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out the sounds in words, and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

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Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



-es

ReadingUniverse.org

-s

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-ing

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Suffix '-es': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the suffix '-es'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- suffix '-es' read sheet for each student
- pencil for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the suffix '-es' in the single words at the top. After they highlight, they read the base word and then the whole word. For example, first they read the base word *box*, and then the whole word *boxes*.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

Suffix '-es': Student Read Sheet with Words, Phrases, and Sentences

Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *passes*. You can say, "***Passes can be a card or ticket you need in order to get in somewhere. For example, you may need passes to get into the museum. Passes can also mean to go by. For example, we wait to cross the street until the bus passes.***"
- Have students turn and complete this sentence to their partner. "He *passes* _____ on the way to school."

Teacher Tip: Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name _____ Date _____

Suffix '-es'

Read the words.

bunches	boxes	wishes	glasses
buzzes	pinches	rushes	mixes
flashes	crushes	crosses	fizzes
lunches	fixes	dishes	crashes

Read the phrases.

crashes into	wishes for pets
rushes up the hill	got new dresses

Read the sentences.

We will fill the boxes with the dishes.

Dad fixes my glasses.

Mom packs lunches for all of us.