

If...then...Spelling Decisions

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Grade Level: 4th Grade

Subject: English Language Arts

CT Concept: Pattern Recognition

STANDARDS

Spell grade-appropriate words correctly, consulting references as needed

LESSON OBJECTIVES / LEARNING TARGETS

- To identify when a word needs to be a plural or singular
- To identify the four main rules to make a singular word plural
- To correctly apply the rules to singular words in If...Then.... Format

MATERIALS / CURRICULUM

- Notebook paper & pencil
- Yellow spellers

VOCABULARY

Suffix, Pattern, repetition, Algorithm, singular, plural

LESSON DESCRIPTION

Intro: (10 minutes)

Put the following on the doc cam to share with kids. Directions - Read the sentences carefully. Find the ONE error in each sentence. (All have a singular that needs to be plural.). Can you explain how the errors are related? Is there a pattern? (One plural error in each sentence.) I will verify for them that **patterns** are when there are repetitions of something. In this case, it is about adding a suffix to every word that makes it a plural.

1. Lewis & Clark traveled on several river.
2. Both man kept a journal.
3. After their safe return, they had so many story to tell.
4. There were also valley that Lewis & Clark had to maneuver in their expedition.
5. President Jefferson had many wish for Lewis and Clark to fulfill on their journey. (I could use this instead of watch)

Take suggestions for what the errors are. Clarify for students the difference between **singular** and **plural**. Also, it is important that they understand that plurals do not use apostrophes. Some words end in s, but aren't "more

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than one" (cats tail=cat's tail) - That's a different lesson! Adding onto the ending of a word to change that word is called a **suffix**.

Next...ask them to number their papers 1-5, and write the plural in each sentence that they fixed.

rivers
men
stories
valleys

Take suggestions or pull names to spell each one. Write their spellings in one column if correct and in another column if not. Do this on word so they can see if the computer underlines the misspelled words. What do you notice?

For example:

rivers storys
men vallies (discovered that this doesn't underline in red b/c it is an obsolete form of the plural of valley!)

HOW DO YOU KNOW HOW TO SPELL THE PLURAL??

DECIDING HOW TO MAKE A SINGULAR INTO A PLURAL WORD DEPENDS ON THE SPELLING OF THE ORIGINAL WORD. **IF** THE WORDS MEETS CERTAIN CRITERIA, **THEN** APPLY THE RULE FOR THAT CRITERIA.

I will point out that some plurals are "irregular", and then don't follow the same plural rules that we are going to focus on today. Which one in the list seems "irregular"?

SPELLING RULES ARE SPELLING ALGORITHMS - Notice the spelling, and then apply the rule for that word. Depending on the word, apply a different rule. **Can you think of other times in your day that you access a situation and then make a decision??**

Activity:

Take a piece of blank paper (lines or no lines). Fold it into four parts. We will put a spelling algorithm in each box. We will start with a set of words that all have the same plural form. We will look for similarities in the words and how they change from singular form to plural so that we can say something like "if this is true, then we do that".

Rule #1:

- watch → watches
- wish → wishes
- box → boxes
- bus → buses

What do you notice?? Do you see any patterns?

Algorithm: 1. IF a word goes from one to two syllables, THEN add es.
2. IF a word ends in ch, sh, x, z, or s, THEN add es.

What do you notice?

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Rule #2:

- wolf → wolves
- calf → calves
- scarf → scarves

Algorithm: IF a word ends in f, THEN change the f to v and add es.

What do you notice?

Rule #3:

- valley → valleys
- tray → trays
- journey → journeys
- trolley → trolleys
- bay → bays

Algorithm: IF a word ends in a vowel and y, just add s!

What do you notice?

Rule #4:

- puppy → puppies
- baby → babies
- carry → carries
- story → stories

Algorithm: IF a word ends in a consonant and y, change the y to i, and add es.

RULE #5: IF a word doesn't follow rules #1-#4, just add s! (Most of the time!) Write this on the back of the paper in big letters!!

Practice:

Use the paper just created to decide which algorithm to use for the following words:

1. dish
2. life
3. hero
4. boy
5. quiz
6. knife
7. country
8. quiz
9. tomato
10. potato

The last two on the list will undoubtedly cause a stir. When a word ends in o, if it is consonant o, then and es. If it is vowel o, then just add s.

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Wrap up:

Review the rules. Challenge: What plural words can you think of that DON'T follow any of these algorithms?? If time, I will put them into short BO rooms to brainstorm together.

ASSESSMENT PLAN

The following day or a couple of days later, I will review the algorithms and give them a short quiz to answer in the chat. That way, I can print out their responses to see who or what parts need review.

HOW WAS EQUITY CONSIDERED IN YOUR LESSON?

- Supplying materials
- Verbal and written components
- Challenge component