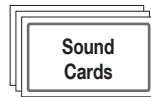
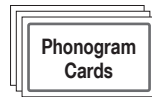


## Step 19 - Words Ending in /ij/

*In this lesson, your student will learn to spell /ij/ at the end of a word and how to form irregular plurals.*

You will need: Make It Plural Book, Word Cards 131-140

### Review



Word Bank for I-Before-E Poem, Part 2  
Word Bank for TION

### New Teaching

#### Introduce /ij/ at the End of a Word

“Repeat these words after me and listen to the final syllable: *postage*, *garbage*, *message*, *package*.” *Student listens and repeats the words.*

“What sound did you hear in the last syllable of these words?” /ij/.

Take out Word Cards 131-138 and read through them with your student.

“How is the syllable /ij/ spelled in all of these words?” A-g-e.

“Good. Today’s spelling list includes words ending in the sound of /ij/ spelled a-g-e.”

#### Practice Spelling Strategies

Take out Word Cards 131-138 and the Spelling Strategies Chart. (Set aside Word Cards 139 and 140 for now.) Have your student study the words and use whichever spelling strategies are helpful to him. Here are some suggestions:

## New Teaching

(continued)

Build the word *average* with letter tiles. **a v e r a g e**

“When we say the word *average* quickly in normal speech, we usually leave out part of the second syllable.”

Divide the word into syllables. **a v e r a g e**

“To write this word correctly, we can use the Pronounce for Spelling strategy: /av-er-age/.”

Build the word *mileage* with letter tiles. **m i l e a g e**

“To spell *mileage* correctly, let’s use the Analyze the Word strategy. What is the base word?” *Mile*.

“Divide this word into syllables.” **m i l e a g e**

“There are two Silent E’s in this word. What jobs do they do?” *The first one makes the i long, and the second one makes the g soft.*



## Teach Irregular Plurals

“What is the plural of *baseball*?” *Baseballs*.

“What is the plural of *monkey*?” *Monkeys*.

“What is the plural of *mouse*?” *Mice*.

“Right. We don’t say *two mouses*. *Mice* is an irregular plural. Most words form the plural using the regular patterns, but a few are irregular.”

Take out Word Cards 139 and 140 and show them to your student.

“*Children* is the plural of what word?” *Child*.

“*Geese* is the plural of what word?” *Goose*.

“Turn to the Irregular Plurals page in your Make It Plural Book. Next to each word, write the plural.”

Help your student complete the worksheet. If additional practice is necessary, use the letter tiles to demonstrate the concept.



### Answer Key

*children*  
*geese*  
*men*  
*women*  
*teeth*  
*feet*

## **New Teaching**

(continued)

## **Word Cards 131-140: Spell on Paper**

Dictate the words and have your student spell them on paper.



File the Word Cards behind the Review divider.

## **Reinforcement**

### **More Words**

The following words reinforce the concepts taught in Step 19. Have your student spell them for additional practice.

## **Reinforcement**

(continued)

## **Dictate Sentences**

Dictate several sentences each day.

## **Writing Station**

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.