



# Sunflowers

**Getting Started:** Before showing students Card A1, write -s and -es on the board and say:

- *Today's morphemes are the suffixes -s and -es.*
- *Remember, suffixes are morphemes that are added to the end of words.*
- *The suffixes -s and -es are very common. Who can explain why we add the suffix -s or -es to a word?*

## PAGE 1

## Introducing the Morphemes

Display page 1 of the digital version of the student card. Say: *Look at this page. What do you notice?* Students may talk about the photo, the title, or the Vocabulary words.

## Etymology

- *Let's explore the etymology of the suffixes -s and -es. What is the origin of these suffixes? (Anglo-Saxon)*
- *When we add the suffix -s or -es to a noun, the word becomes plural. Singular means there is one of something, for example, flower. Plural means there is more than one, for example, flowers.*
- *Look at the example words: seeds and boxes. For seed, we add the suffix -s, and for box, we add the suffix -es. Do you see the spelling convention in the table? We add -s to most nouns. But when a word ends in sh, ch, s, x, or z, we add the suffix -es.*
- *What sound do you hear the suffix -s making in seeds? Say it with me: seeds. Do you hear the /z/ sound at the end of the word? Seeds.*
- *What sound do you hear the suffix -es making in boxes? Say it with me: boxes. Do you hear the /iz/ sound? We've added another syllable to this word. Listen again: boxes.*

## Pronunciation

The pronunciation of the suffix -s depends on whether it follows an unvoiced or voiced sound. The suffix is pronounced /s/ when it follows an unvoiced sound, and /z/ when it follows a voiced sound. (See Voiced and Unvoiced Sounds on page 2.)

## Vocabulary

*Let's read aloud together the Vocabulary words. Listen to the sound made by the suffix at the end of each word.* You may wish to record each word after it has been read aloud, and then write the appropriate pronunciation of the suffix after the word: /s/, /z/, or /iz/. (If the student card is displayed on an interactive whiteboard, you could annotate the Vocabulary list with the pronunciations.)

## Activating Prior Knowledge

Engage students in a discussion guided by the questions on the page.

## Reading Words in Context

Display pages 2 and 3. Before reading, discuss the cycle diagram format with students. Point out that the numbers in the red boxes indicate the order in which to read these boxes.

Read the text *to* students, pausing periodically for discussion. Then, invite students to read portions of the text *with* you.

### Time to Talk

Other examples of commonly eaten **seeds** include sesame **seeds**, pumpkin **seeds**, and flax **seeds**.

### Connections

- For some nouns, such as *fish*, *moose*, *sheep*, *deer*, *aircraft*, and *homework*, the singular and plural forms are the same—we do not add the suffix *-s* or *-es*. For example:  
*Singular:* I see a fish in the pond.  
*Plural:* I see fish in the pond.  
 (Note: The plural **fishes** is sometimes used in scientific contexts when referring to various species of fish within a group.)
- Indigenous Peoples across North America, including Nlaka’pamux, Shuswap, and Blackfoot Peoples, use **sunflowers** for food and to make dyes and traditional medicine.
- You might point out that the student card contains some words ending in *s* that are not bold (e.g., *sometimes* on page 1, *his* and *was* on page 3). Ask students to suggest why. (Only plural nouns ending in *s* are bold.)

## Consolidating Learning

### Word Study

Display page 4. Invite students to add the details about today’s morphemes to their Word Study notebook. You could post the A1.1 Wall Card to your Morpheme Wall as students complete this activity. (Wall Cards are available on the Companion Website.)

### Spelling Conventions

Review these conventions before students write word sums:

- For most nouns, add the suffix *-s* to make the word plural.
- If a noun ends in *sh*, *ch*, *s*, *x*, or *z* (letters that make sounds known as hisses), add the suffix *-es* instead of *-s*.
- If a noun ends in a consonant and the letter *y*, change the *y* to an *i* and add the suffix *-es*.
- If a noun ends in a vowel and the letter *y*, add the suffix *-s*.

### Voiced and Unvoiced

**Sounds:** Place your hand on your throat as you say *play* and *stream*. These words end in a voiced sound, so you can feel a vibration as you pronounce the end of each word. *Press* and *wash* end in an unvoiced sound, so you cannot feel a vibration as you say the *s* or *sh* sound.

### Extension

The focus in this lesson is on adding the suffixes *-s* and *-es* to create plural nouns. We also add *-s* or *-es* to form most third-person singular verbs—e.g., she **talks**; he **watches**. When your students are ready, you could use this information as an extension lesson. (Note: Use the plural form of a verb when *they* is used in a singular context.)

### Spelling Conventions

Discuss **leaves** as the plural of *leaf*. Explain this spelling convention: when a noun ends in the letter *f*, change the *f* to a *v* and add *-es*.