

# SORTS 45-46

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## Inflectional Endings for Plural and Past Tense

### NOTES FOR THE TEACHER

Although issues of changing the base word to accommodate plural and past tense endings are more suitably addressed in the next stage of word knowledge, the syllables and affixes stage, it is important for students in the late within word pattern stage to acquire a conceptual understanding of the plural endings *s* and *es*, and of the past tense *ed*, as meaning units that can be added to base words to indicate number or tense. Students in the late within word pattern stage may still spell these inflectional endings phonetically, as in BEACHIS for *beaches*, or JUMPT for *jumped*. Although students may use these grammatical forms correctly in their speech, they are not aware of them as orthographic meaning units or morphemes in print. Since late within word pattern spellers are reading and writing many words with inflectional endings, it is fitting that they learn the conventional spelling of the two most frequently occurring inflectional endings, plurals and past tense. Changes to the base word to accommodate these endings, such as consonant doubling, dropping the final *e*, or changing the *y* to *i* will not be addressed here. These more complicated conventions are addressed in the next *WTW* book on sorts for spellers in the syllables and affixes stage.

The letter *s* or *es* is added to a base word to indicate “more than one.” For example, if you eat one *chip*, you will eat two *chips*. If you make one *wish*, it will be for three *wishes*. The inflectional endings *s* and *es* are stable and are always spelled the same way regardless of pronunciation. Students need to be shown how this works. Most of the 25 words presented in sort 45 have been presented in earlier sorts in this supplement in the singular form. As a result, it will be easy for students to find and underline the base word in these inflected forms. After identifying the base word, students sort by word endings (*s* or *es*) to discover the spelling trends in the base word that indicate *s* or *es*.

The easiest way to build a conceptual understanding of *ed* as an invariant orthographic unit that tells us that something has already happened in the past is to have students categorize words with *ed* endings by their ending sounds. Having students sort words with various *ed* sounds leads them to the realization that no matter how we pronounce it, we primarily use *ed* to indicate that an event has happened in the past. In sort 46, students sort words ending in *ed* by sound, then they circle the part that tells that the event already occurred in the past. Again, most of the words in sort 46 have been introduced in previous sorts without the inflection. The point of sort 46 is to introduce students to the invariance of the past tense morpheme *ed*, regardless of how it sounds. Follow the Standard Weekly Routines suggested for previous sorts.

## SORT 45 PLURAL ENDINGS S AND ES

Begin by passing out the student sorts and asking them to underline the base word in each rectangle before they even cut them up. If the term *base word* has not come up before, you will need to lay some conceptual groundwork. After students have underlined the base word, discuss what is left over—the *s* or *es*. Tell your students that adding an *s* or *es* to a base word tells us there is more than one. You may need to elaborate on this point by comparing one inch to two inches; one girl to two girls, and so on. Remind your students that they have sorted most of these words in the singular form in an earlier sort.

Once your students have underlined the base word and they understand that the *s* or *es* added to the end of the base word indicates more than one, ask them to sort their word cards by their plural endings—*s* or *es*. This sort should result in two columns that look like this:

+ s	+ es
eyes	inches
plants	stitches
pieces	boxes
places	taxes
pages	bushes
girls	dishes
months	wishes
houses	classes
badges	glasses
	dresses
	lunches
	flashes
	roaches
	leeches
	bosses
	riches

Ask your students: *How do you know when to add s and when to add es?* After taking on a few hypotheses for discussion, have your students sort the *+es* group by the final letter(s) of the base word, then ask that question again. Is there a reoccurring pattern in the base word of the *+es* group? They should notice that all of the base words end in *sh*, *ch*, *s*, or *x*. If students volunteer the final letter *h* instead of *sh* or *ch*, direct their attention to the word *month* in the *+s* column, then ask them to revise the hypothesis.

**Demonstrate, sort, check, reflect, and extend** as usual by following the standard weekly routines previously described.

## SORT 46 THREE SOUNDS OF THE PAST TENSE ED

If your students have been in the within word pattern spelling group throughout this book and they have worked with you using the previous sorts, they may recognize just about every one of these words because they have seen them before without the *ed* ending. Tell your students that they are studying these words again because they have all been changed to the past tense by adding an *ed* to the end. It is important that you spend some time discussing the concept of past versus present tense by using some of the words in this sort in contrasting sentences with and without the *ed*. For example, you might play Yesterday and Today, with the words in this sort. To play Yesterday and Today, choose a word from the sort, take off the *ed*, and then use the base word in a sentence using the present tense for *today*. With the word *started*, for example, you could

take off the *ed* and generate the sentence, "Today I *start* my yoga class." Next, put the *ed* back on and say, "Yesterday, I *started* my yoga class."

As soon as your students understand the difference between past and present tense, have them categorize their *ed* words by their ending sounds.

## Demonstrate, Sort, Check, and Reflect

Display the headers /d/, /id/, and /t/ and tell your students that the letters in the middle of the slash marks indicate the final sound in these words: Some words end in a /d/ sound; in others, the *ed* forms a second syllable and the second syllable sounds like /id/. Some words end in a /t/ sound.

Hold up the word *picked* and pronounce it, giving special emphasis to the last sound. Demonstrate how you would put the word *picked* under the /t/ to match its final sound. Next, hold up the word *prayed* and pronounce it, emphasizing the final sound. Model how you would place the word *prayed* under the /d/ since you hear a /d/ sound at the end of the word. Finally, hold up the word *waited* and pronounce it with special emphasis on the second syllable, /id/. Demonstrate how you would categorize the word *waited* under the /id/. Continue on in this manner, gradually involving your students in the decision-making, sorting process.

After your demonstration, pass out the student sort sheets and make sure everyone can read each word. After your students cut up their word cards, ask them to sort the words under the three sounds of *ed*: /d/, /id/, and /t/. Their sorts should end up like this:

/d/	/id/	/t/
prayed	waited	picked
rained	loaded	jumped
snowed	needed	walked
screamed	melted	bumped
turned	started	missed
mailed	twisted	passed
cleaned	handed	dressed
yelled	dusted	asked

## Extend

After your students have sorted their past tense *ed* words by ending sounds, have them circle the part of each word that tells it already happened in the past. They should all circle the *ed*. Help your students reflect on this sort by calling on students to summarize what they learned. Hopefully, they all will learn that the past tense morpheme *ed* is always spelled *ed* no matter how it sounds.

Extend this sort further by having your students go on a word hunt for other words ending in *ed*. Ask them to add their words to their word study notebooks in the proper columns. *Good Hunting, Blue Sky* (by Peggy Parish) is chock-full of *ed* words!

## SPELL CHECK 11

### BASE WORD + INFLECTION: PLURAL AND PAST TENSE ENDINGS

The assessment for plural and past tense endings is conducted in a cloze sentence format. Students read a sentence that contains an underlined word and then complete the sentence by filling in the blank with the proper inflection.

The Spell Check for plurals requires students to change the underlined word from the singular to the plural form by adding an *s* or *es*. Students write the inflected word in the blank provided.

The Spell Check for past tense requires students to change the underlined word from the present tense to the past tense by adding *ed*. Students write the inflected form of the word in the blank provided.

Tell students to read each sentence carefully and look for the underlined word. Tell them to complete each sentence by changing the underlined word to the plural form or past tense and writing it on the blank provided. Each answer is worth one point. There are 10 plurals and 10 past tense items. The sentences and answers may be found below:

### Plural Check (Based on Sort 45)

1. I have one plant but she has two (*plants*).
2. My brother's class has two gym (*classes*) on Fridays.
3. Each new month gets us closer to the (*months*) ahead.
4. She needed a new dress but she shouldn't have bought five new (*dresses*)!
5. The treasure hunt took them from place to place until they had been to all of the (*places*) they could possibly go.
6. I cannot see you as clearly with one eye shut as I can with both (*eyes*) open.
7. We moved from house to house until we had lived in five different (*houses*).
8. He grew inch by inch until he had grown three (*inches*).
9. One box was red and another box was blue, but all of the (*boxes*) had ribbons.
10. He hid behind one bush then ran to the (*bushes*) on the other side of the lawn.

### Past Tense Check (Based on Sort 46)

1. Her teacher told her to ask nicely so she (*asked*) as nicely as she could.
2. It might rain again today. Last night it (*rained*) two inches.
3. I hope it will snow tonight. Last year it (*snowed*) on Valentine's Day.
4. The snow will melt when the sun comes out. Last time it (*melted*) before noon.
5. He can jump higher than anyone on the team. He (*jumped*) seven feet at the last meet.
6. She can really yell loudly. She (*yelled*) so much at the game that she lost her voice.
7. The girls won't start in the race this week. Last week they (*started*) before the gun went off.
8. The workers pick apples all fall. Last fall they (*picked*) 2,000 barrels of apples.
9. They load the apples onto trucks. Last year they (*loaded*) 500 trucks.
10. Mrs. Smith walks everyday. Last week she (*walked*) 10 miles.

SORT 45 Plural Endings s and es

+s	+es	dishes
eyes	inches	stitches
boxes	bushes	places
pages	wishes	classes
glasses	riches	dressses
girls	taxes	houses
bosses	roaches	flashes
leeches	months	badges
pieces	plants	lunches

**SORT 46 Three Sounds of the Past Tense -ed**

<b>/d/</b>	<b>/id/</b>	<b>/t/</b>
<b>prayed</b>	<b>waited</b>	<b>picked</b>
<b>jumped</b>	<b>loaded</b>	<b>rained</b>
<b>needed</b>	<b>snowed</b>	<b>walked</b>
<b>screamed</b>	<b>melted</b>	<b>bumped</b>
<b>turned</b>	<b>missed</b>	<b>started</b>
<b>passed</b>	<b>mailed</b>	<b>twisted</b>
<b>cleaned</b>	<b>handed</b>	<b>dressed</b>
<b>dusted</b>	<b>yelled</b>	<b>asked</b>

*Words Their Way: Word Sorts for Within Word Pattern Spellers* © 2004 by Prentice-Hall, Inc.

**Spell Check 11 Part I: Plurals**    Name \_\_\_\_\_  
(Based on Sort 45)

*Read each sentence carefully and look for the underlined word. Complete each sentence by changing the underlined word to the **plural form**. Write the **plural form** of the word in the blank provided.*

1. I have one plant but she has two \_\_\_\_\_.
2. My brother's class has two gym \_\_\_\_\_ on Fridays.
3. Each new month gets us closer to the \_\_\_\_\_ ahead.
4. She needed a new dress but she shouldn't have bought five new \_\_\_\_\_!
5. The treasure hunt took them from place to place until they had been to all of the \_\_\_\_\_ they could possibly go.
6. I cannot see you as clearly with one eye shut as I can with both \_\_\_\_\_ open.
7. We moved from house to house until we had lived in five different \_\_\_\_\_.
8. He grew inch by inch until he had grown three \_\_\_\_\_.
9. One box was red and another box was blue, but all of the \_\_\_\_\_ had ribbons.
10. He hid behind one bush then ran to the \_\_\_\_\_ on the other side of the lawn.

Spell Check 11 Part II: Past Tense Name \_\_\_\_\_  
(Based on Sort 46)

Read each sentence carefully and look for the underlined word. Complete each sentence by changing the underlined word to the **past tense**. Write the **past tense** of the word in the blank provided.

1. Her teacher told her to ask nicely so she \_\_\_\_\_ as nicely as she could.
2. It might rain again today. Last night it \_\_\_\_\_ two inches.
3. I hope it will snow tonight. Last year it \_\_\_\_\_ on Valentine's Day.
4. The snow will melt when the sun comes out. Last time it \_\_\_\_\_ before noon.
5. He can jump higher than anyone on the team. He \_\_\_\_\_ seven feet at the last meet.
6. She can really yell loudly. She \_\_\_\_\_ so much at the game that she lost her voice.
7. The girls won't start in the race this week. Last week they \_\_\_\_\_ before the gun went off.
8. The workers pick apples all fall. Last fall they \_\_\_\_\_ 2,000 barrels of apples.
9. They load the apples onto trucks. Last year they \_\_\_\_\_ 500 trucks.
10. Mrs. Smith walks everyday. Last week she \_\_\_\_\_ 10 miles.