

21.3 All

Exploring Sounds

The Sounds of -ES



Cut out **21.3-1 New Phonogram Tiles and Phonogram Flash Card – page 151**

I will say a word. Write it using the Phonogram Game Tiles.

c o p y

How many syllables in *copy*? *two*

Put a space between the syllables.

c o p y

Why does the syllable divide after the /p/? *The first vowel /ɔ/ is short. Short vowels are closed.*

Slide the syllables back together.

c o p y

Show the Basic Phonogram Flash Card [ed].

What happens if I add this suffix? *It becomes copied. Single-vowel Y changes to I when adding any ending, unless the ending begins with I.*

Next to *copy*, spell *copied* with the Phonogram Game Tiles.

c o p y

c o p i ed

What sound is /ī-ī-ē-y/ saying in *copied*? /ē/

Why? *The single-vowel Y in copy says /ē/, so when it changes to I, the I also says /ē/.*

What sound is the phonogram /ĕd-d-t/ saying in *copied*? /d/

Is /d/ voiced or unvoiced? *voiced*

Why is /ĕd-d-t/ saying its voiced sound? *Because the sound before it, /ē/, is a voiced sound.*

Look at the word *copy*. How would you change this to *copies*? *Single-vowel Y changes to I when adding any ending, unless the ending begins with I. To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES.*

c o p i e s

How many syllables in *copies*? *two*

Put a space between the syllables.

c o p i e s

Spelling Rule 21

To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.

Why does the syllable divide after the /p/? *The first vowel /ɔ/ is short. Short vowels are closed.*

What do you notice about the I and Y in *copies*? *The Y changed to I. The Y said /ē/ and the I says /ē/.*

How many written vowels are in *copies*? *three*

What is the problem with *copies*? *Though the word has two syllables, it has three written vowels.*

Write *-es* on the whiteboard.

-es

What sound is the suffix *-ES* saying in *copies*? */z/*

Is this a voiced or unvoiced sound? *voiced*

Next to *-es* write “may say /z/.”

-es may say /z/

When the suffix *-ES* is added to words, it sometimes acts like a phonogram that says /z/.

Show the Phonogram Flash Card (which was cut out earlier) es.

When *-ES* says /z/, is it a vowel or a consonant? *consonant*

Take two of the ES Phonogram Tiles from **21.3-1 New Phonogram Tiles and Phonogram Flash Card – page 151**. What color are the consonant tiles? *blue*

Outline two of the ES tiles with a blue marker. Then replace the E and the S in *copies* with the ES Phonogram Game Tile which you just made.

c o p i es

Show es.

What other sound does this make? *answers vary*

I will give you a hint.

Write *passes* on the whiteboard.

passes

What sound is it saying in *passes*? */ěz/*

When *-ES* says /ěz/, is it a vowel or a consonant? *It is both. /ě/ is a vowel sound. /z/ is a consonant sound.*

What color are the vowels in the Phonogram Game Tiles? *red*

Take two of the ES Phonogram Tiles from **21.3-1 New Phonogram Tiles and Phonogram Flash Card – page 151**. Outline the /ě/ with red and the /z/ with blue.

Show es.

Teacher Tip

The Suffix *-ES*

During the development of this book, the Logic of English team discovered that *-ES* acts like a phonogram that has two sounds, /ěz-z/. This is very similar to the past tense ending *-ED*, /ěd-d-t/.

This says /ěz-z/. /ěz-z/

Next, write the word *try* using the Phonogram Game Tiles.

t r y

How many syllables in *try*? *one*

Show ed.

What happens if we add this suffix? *It becomes tried. Single-vowel Y changes to I when adding any ending, unless the ending begins with I.*

Next to *try*, spell *tried* with the Phonogram Game Tiles.

t r y

t r i ed

What sound is /ī-ī-ē-y/ saying in *tried*? /ī/

Why? *The single-vowel Y in try says /ī/, so when it changes to I, the I also says /ī/.*

What sound is the phonogram /ěd-d-t/ saying in *tried*? /d/

Is /d/ voiced or unvoiced? *voiced*

Why is /ěd-d-t/ saying its voiced sound? *Because the sound before it, /ī/, is a voiced sound.*

Look at the word *try*. How would you change this to *tries*? *Single-vowel Y changes to I when adding any ending, unless the ending begins with I. To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES.*

t r i e s

How many syllables in *tries*? *one*

What do you notice about the I and Y in *tries*? *The Y changed to I. The Y said /ī/ and the I says /ī/.*

How many written vowels are in *tries*? *two*

What is the problem with *tries*? *Though the word has one syllable, it has two written vowels.*

Why? *The suffix -ES is saying its second sound, /z/. It is acting like a consonant phonogram.*

Replace the E and the S in *tries* with /ěz-z/.

t r i es

The next word is *lily*.

l i l y

How do we make *lily* plural? *Change the Y to I and add -ES.*

l i l i e s

How many syllables in *lilies*? **two**
Put a space between the syllables.

l i l i e s

Why does the syllable divide after the /l/? **The first vowel /i/ is short. Short vowels are closed.**

What do you notice about the l and y in *lilies*? **The Y changed to l. The Y said /ē/ and the l says /ē/.**

How many written vowels are in *lilies*? **three**

What is the problem with *lilies*? **Though the word has two syllables, it has three written vowels.**

Why? **The suffix ES is saying /z/**

Replace the E and the S in *lilies* with /ëz-z/.

l i l i e s

The next word is *sky*. s k y

How do we make *sky* plural? **Change the Y to l and add -ES.**

s k i e s

What do you notice about the l and y in *skies*? **The Y changed to l. The Y said /ī/ and the l says /ī/.**

How many written vowels are in *skies*? **two**

What is the problem with *skies*? **Though the word has one syllable, it has two written vowels.**

Why? **The suffix -ES is saying its second sound, /z/. It is acting like a consonant phonogram.**

Replace the E and the S in *skies* with /ëz-z/.

s k i e s

The next word is *pony*. p o n y

How do we make *pony* plural? **Change the Y to l and add -ES.**

p o n i e s

How many syllables in *ponies*? **two**

Put a space between the syllables.

p o n i e s

Why does the syllable divide after the /ō/? **The vowel is open because it is saying its long sound.**

What do you notice about the l and y in *ponies*? **The Y changed to l. The Y said /ē/ and the l says /ē/.**

How many written vowels are in *ponies*? **three**

Teacher Tip

IED and IES

Words like *ponies*, *lilies*, and *emptied* where the suffixes -ES or -ED are saying a consonant sound, they are best marked as follows.

ponies²

lilies²

emptied²

What is the problem with *ponies*? *Though the word has two syllables, it has three written vowels.*

Why? *The suffix -ES is acting like a consonant phonogram which is saying /z/*

Replace the E and the S in *ponies* with /ěz-z/.

p **o** **n** **i** **es**



21.3-2 Single-Vowel Y Words – page 153 Read the sentences and the words in parentheses. Make the nouns plural and the verbs past tense and add them to the sentences.

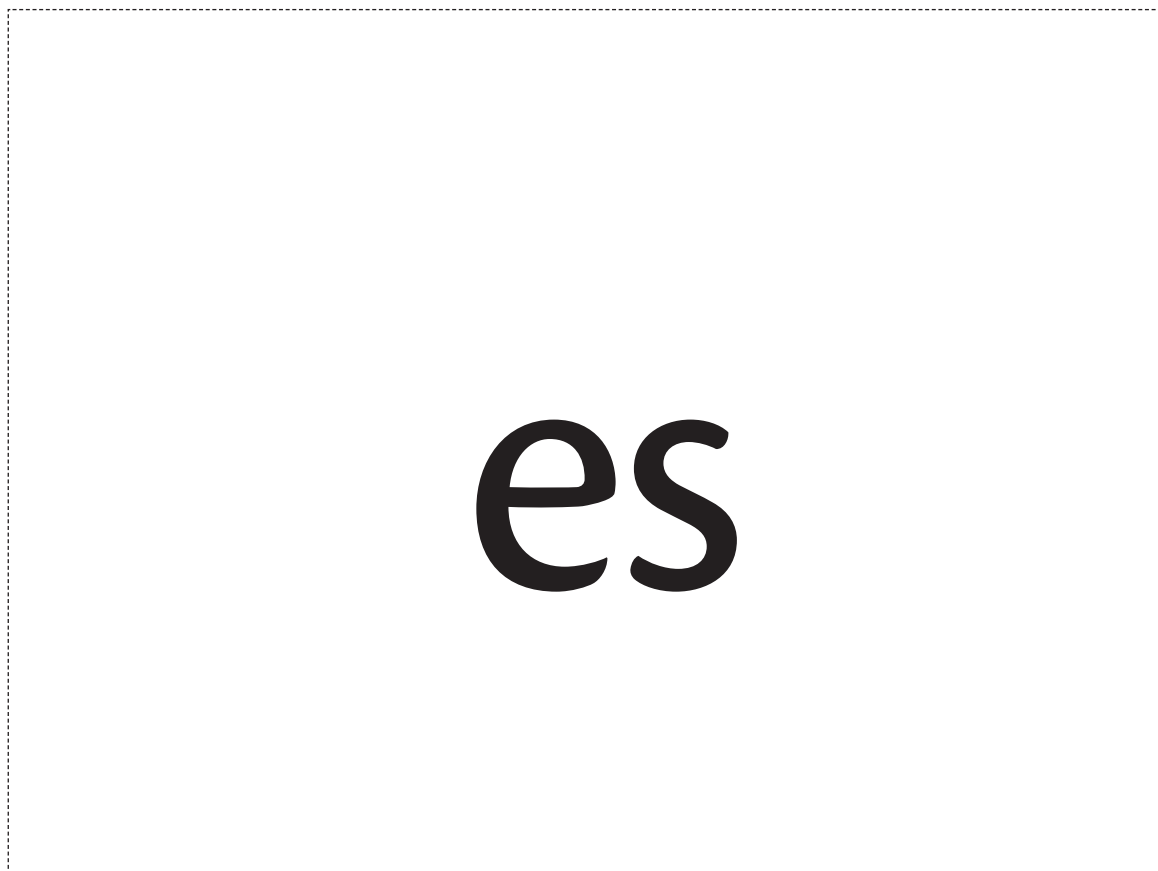


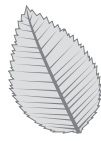
Optional **The Essentials Reader**

Lesson 20: The Milkmaid, the Brothers, and the Lessons They Learned

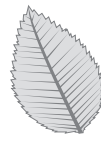
- Complete the Pre-Reading activities on page 61 of the *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 125 of the *Essentials Reader Student Activity Book*. Ask the students to underline multi-letter phonograms and mark where the syllables divide.

21.3-1 New Phonogram Tiles and Phonogram Flash Card

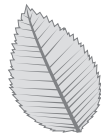




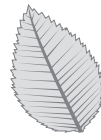
Logic of
English



Logic of
English



Logic of
English



Logic of
English

Basic Phonograms

/ěz-z/

wishes es tries es

21.3-2 Single-Vowel Y Words

Read the sentences and the words in parentheses. Make the nouns plural and the verbs past tense and add them to the sentences.

1. The officer completed his _____ and went home.
(duty)
2. The children love to listen to the teacher tell _____.
(story)
3. Yesterday the class _____ hard for the exam.
(study)
4. The girl _____ when she fell and scraped her knee.
(cry)
5. Sam bought six _____.
(hoody)
6. Ella had three birthday _____ on Friday.
(party)
7. Jack _____ to catch the dog.
(try)
8. Clara _____ the note in her best handwriting.
(copy)