

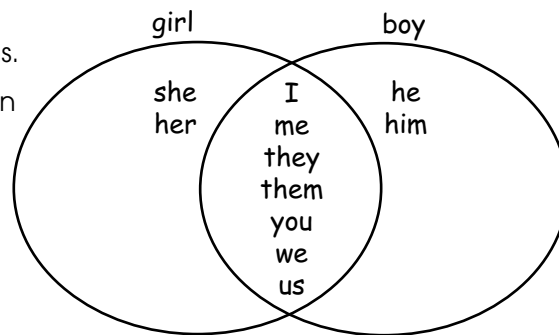
# she

**she #54** (Introduced in Level 2, Spelling Sourcebook® Series)

Write, read, and spell *she*. Have students brainstorm more pronouns (e.g., he, her, him, I, me, you, us, we, they, them, it). Ask students to explain why pronouns are used in speaking and writing.

Have students use a Venn diagram to sort the pronouns.

Which pronoun does not fit in the Venn diagram? (it)



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# boy

**boy #205** (Introduced in Unit 7, Level 3, Spelling Sourcebook® Series)

Write, read, and spell *boy*, *lady*, *baby*, and *monkey*. Have students write the plurals and explain in writing the rules that apply (consonant-y, change the y to i and add es; vowel-y, just add s). For three minutes have students brainstorm words that illustrate these two principles for making words plural.



Challenge students to rediscover and write the six most common rules for making nouns plural, providing word examples for each:

- For most words, just add s (e.g., boy/boys).
- For words that end in consonant-y, change y to i and add es (e.g., lady/ladies).
- For words that end in s, sh, ch, x, and z, add es (e.g., box/boxes).
- For some words that end in f/fe, change the f/fe to v and add es (e.g., half/halves).
- Some words are plural with no change (e.g., deer).
- Some words have a new base word (e.g., child/children).

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