

NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 32 • BIRDS • WHAT THEY DO • FORM SENTENCES

Subject-Verb Agreement • Plural Suffixes (-s vs. -es) • Capital Letters & Periods

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GRAMMAR & MECHANICS RULES TO REMEMBER

RULE 1 • SENTENCE MECHANICS

Each sentence must begin with a **capital letter** and end with a **period**: *Wrens build.*

RULE 2 • PLURAL SUFFIX (-S VS. -ES)

Most nouns add **-s** (*wrens, larks*). Nouns ending in **-sh** add **-es**: *thrush → thrushes*.

RULE 3 • SILENT LETTERS

Notice silent consonants: **w** is silent in *wren* (/ren/); **t** is silent in *whistle* (/ˈwɪs.əl/).

1 & 2 Birds • What They Do • Form Sentences: Match bird to action and write complete sentences:

BIRDS (SINGULAR)	WHAT THEY DO
wren	build
lark	soar
thrush	sing
robin	chirp
swan	swim
quail	whistle
pigeon	coo

Oral Practice: Read each bird and its action clearly with a partner.

1. **Wrens build.** (MODEL SENTENCE) ✓ Capital • ✓ Period
2. **Larks** _____ ☐ Capital ☐ Period .
3. **Thrushes** _____ ☐ Capital ☐ Period .
4. **Robins** _____ ☐ Capital ☐ Period .
5. **Swans** _____ ☐ Capital ☐ Period .
6. **Quails** _____ ☐ Capital ☐ Period .
7. **Pigeons** _____ ☐ Capital ☐ Period .

3 Poetry Study & Oral Recitation • James Whitcomb Riley: Read with expression and analyze:

“Hear the chirp of the robin, and the
Whistle of the quail
As he pipes across the meadows
Sweet as any nightingale.”

— JAMES WHITCOMB RILEY

POETRY ANALYSIS QUESTIONS:

1. First bird: _____ Sound: _____
2. Second bird: _____ Sound: _____
3. Third bird mentioned: _____ Rhymes with: _____
- Oral check: Recite this stanza from memory with clear, musical expression.

LESSON 32 • TEACHER ANSWER KEY & LINGUISTIC GUIDE

Plural Inflection Conditioning (-s vs. -es) • Syntax Mechanics • Classroom Script

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KEY

Singular	Plural Subject	Action Verb	Complete Sentence	IPA Transcription	Orthographic & Morpho-Syntactic Rationale
wren	Wrens	build	Wrens build.	/rɛn/ + /bɪld/	Silent w in wren; short e (/ɛ/); plural suffix -s (/z/); build has silent u.
lark	Larks	soar	Larks soar.	/lɑːrk/ + /sɔːr/	r-controlled ar (/ɑːr/) & or-pattern in soar (/ɔːr/); plural -s pronounced /s/ after voiceless /k/.
thrush	Thrushes	sing	Thrushes sing.	/θrʌʃ/ + /sɪŋ/	Sibilant -sh adds -es forming extra syllable (/ˈθrʌʃ.ɪz/); sing has velar nasal /ŋ/.
robin	Robins	chirp	Robins chirp.	/ˈrɒb.ɪn/ + /tʃɜːrp/	Two-syllable trochee; chirp features r-controlled ir (/ɜːr/); plural -s pronounced /z/.
swan	Swans	swim	Swans swim.	/swɒn/ + /swɪm/	Broad a after w (/ɒ/); alliterative initial cluster sw-; plural -s pronounced /z/.
quail	Quails	whistle	Quails whistle.	/kweɪl/ + /ˈwɪs.əl/	Vowel team ai (/eɪ/); whistle has silent t & silent final e; syllabic -le (/əl/).
pigeon	Pigeons	coo	Pigeons coo.	/ˈpɪdʒ.ən/ + /kuː/	Soft g before e (/dʒ/); coo features long vowel digraph oo (/uː/); onomatopoeic verb.

PEDAGOGICAL & LINGUISTIC REFERENCE NOTES:

1. **Phonological Conditioning of Plural -s / -es:** Voiceless final stops take voiceless /s/ (lark → larks /lɑːks/). Voiced consonants and vowels take voiced /z/ (wrens, robins, swans, quails, pigeons). Words ending in coronal sibilants (/ʃ, tʃ, s, z/) require the epenthetic vowel plural **-es** (/ɪz/) to prevent consonant clash: thrush → thrushes (/ˈθrʌʃ.ɪz/).

2. **Silent Letter Clusters:** wren preserves Old English initial cluster /wr/ with silent **w**; whistle undergoes medial stop deletion (silent **t**) and final silent **e**.

3. **Literary Background:** James Whitcomb Riley (1849–1916), known as the “Hoosier Poet,” celebrated Midwestern rural fauna and sensory sounds of nature. The stanza features an ABCB rhyme scheme (quail / nightingale) with onomatopoeic action nouns (chirp, whistle).

CLASSROOM DICTATION SCRIPT (10 CONTEXTUAL SENTENCES)

wren: Tiny wrens build their tidy nests in hollow fence posts.

lark: In the crisp morning air, meadow larks soar high above.

thrush: Spotted wood thrushes sing a melodious, flute-like tune.

robin: Early spring robins chirp cheerily upon green lawns.

swan: Graceful white swans swim across the calm blue lake.

quail: Plump brown quails whistle from the grassy thicket.

pigeon: Gray city pigeons coo softly atop the clock tower.

meadow: Wild yellow buttercups flourish across the summer meadow.

nightingale: A lone nightingale sang sweetly in the twilight.

whistle: We could hear the clear, merry whistle of the quail.

DIAGNOSTIC SCORING RUBRIC (50 POINTS)

Target Skill	Criteria for Mastery	Pts
Subject-Verb Matching	Correctly links all 7 birds to their authentic action verbs.	/14
Plural Inflections	Accurately spells 6 plural forms with -s and thrush with -es.	/14
Sentence Mechanics	Begins every sentence with Capital Letter and ends with Period.	/12
Poetry Comprehension	Correctly identifies birds, sounds, and rhymes in Riley's poem.	/10
TOTAL SCORE:		/50

COMMON STUDENT ERRORS:

• Punctuation lapse: Forgetting the terminal period or initial capital.

• Plural spelling error: Writing *thrushs instead of thrushes.

• Silent letter misspellings: Writing *ren for wren or *wistle for whistle.