

ED SUFFIX WITH UNCHANGING BASE WORDS

LESSON 12

OBJECTIVE

- Students will read words with the **ed** suffix.
- Students will spell words with the **ed** suffix.

NOTE: This lesson focuses on base words whose spelling does not change when adding the **ed** suffix. Base words whose spelling changes when adding the **ed** suffix (e.g., *plan–planned*, *spy–spied*, *please–pleased*) will be taught in a future lesson.

MATERIALS

- Sticky notes
- Lesson 12 word cards*
- Sentence reading worksheet*
- Word grid template*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

TIPS

- Refer to the Appendix for list of base words that do not change when the **ed** suffix is added.
- For this lesson, choose decodable base words.
- Model and Teach Activity 1 is an oral activity in which students become familiar with the past tense form of high-utility verbs that end with **ed**. This activity can be repeated with additional words throughout the lesson or used as a quick warm-up for other activities.
- The suffix **ed** can be pronounced three ways: /ed/, as in **rented**; /d/, as in **filled**; and /t/, as in **jumped**. Include words with all three pronunciations for students to practice.
- Provide direct feedback to students.

DAILY REVIEW

ADDING AFFIXES TO UNCHANGING BASE WORDS

Write several words with affixes on the board (e.g., *jumping*, *refill*, *careless*, *refresh*, *unlikely*, *thanklessly*) on the board. Review what an affix is and the difference between a prefix and suffix. Read words with affixes. Have students say the base word, affix, and whole word.

Teacher: Let's review what we've learned about affixes. Please read the first word.

Students: *jumping*

Teacher: Rita, what is the base word and affix in *jumping*?

Sandra: *jump, ing*

Teacher: Correct. We've learned that an affix is a word part that is added to the beginning or end of a word. Has the affix been added to the beginning or end of *jumping*?

Sandra: It has been added to the end.

Teacher: An affix added to the end is called a suffix. An affix added to the beginning of a word is a prefix. We'll read the rest of the words on the board. Say each word part and then say the whole word.

*[Point to **refill**.]*

Students: *re, fill, refill*

Teacher: Affixes can change the meaning of a base word. In *refill*, how does the affix change the meaning of the base word?

Marco: A refill on my soda means I can get more soda.

Teacher: Right, it means your cup of soda gets filled again. Let's read the rest of the words.

Continue reading words containing affixes.

OPENING

*[Write **ed** on the board.]*

Teacher: Today, we will learn about a specific affix, the *ed* suffix. The *ed* suffix is added to action words, or verbs. It shows the past tense of the verb. Past tense is when something already happened.

*[Write **play** and **played** on the board and point to each as it is discussed.]*

Teacher: This word is *play*. Sasha likes to play video games after school. Adding the *ed* suffix, we get *played*. Sasha played video games for 1 hour last night. *Played* means that it is in the past. The *ed* suffix is one of the most commonly used suffixes, so learning about it will help you understand more of what you read.

MODEL AND TEACH: ACTIVITY 1

SAYING WORDS WITH THE ED SUFFIX

Use the following sequence to familiarize students with the past tense of words:

1. Tell students the word.
2. Say a sentence, using the present tense of the word.
3. Have students complete a sentence by supplying the past tense of the word.
4. Say the present and past tense of the word.
5. Have students repeat the present and past tense of the word.

Use high-utility words with each type of *ed* pronunciation. The goal is for students to recognize the sound of the past tense of words before seeing the words. Because this activity does not involve decoding, include words that are familiar to your students, even if the words contain syllable types students have not yet learned (e.g., *remind, belong, happen, punish, exercise*).

Teacher: Let's learn how words with the *ed* suffix sound. I will tell you a word and a sentence that uses the word. Then I'll say a sentence with a form of the word missing. You say the missing word when I give you this cue.

[Open your palm.]

Teacher: The first word is *jump*. *I jump on a trampoline. Yesterday, I _____ higher than ever.*

[Gesture.]

Students: *jumped*

Teacher: *Jump, jumped:* Repeat, please.

Students: *jump, jumped*

Teacher: *Spell: My little brother can spell his name. When I was 5, I _____ my name backward.*

[Gesture.]

Students: *spelled*

Teacher: *Spell, spelled:* Repeat, please.

Students: *spell, spelled*

Teacher: *Decide: Sometimes, Joe can't decide what to eat for breakfast. So, last week, Joe _____ to have breakfast tacos every morning.*

[Gesture.]

Students: *decided*

Teacher: *Decide, decided:* Repeat, please.

Students: *decide, decided*

Continue with other words.

ERROR CORRECTION

Tell students who make an error the past tense of the word. Then, have these students complete a sentence with the past tense of the word.

TIPS

- Choose only words whose past tense is formed by adding *ed*. For example, do not use words such as *run (ran)*, *eat (ate)*, or *speak (spoke)*.
- Your past tense sentences do not need to be complex, but they should clearly show that something took place in the past. For example, for the word *plant*, the sentence *Last week I ____ flowers in the garden* is clearer than *I ____ flowers in the garden*.
- Include words with all three pronunciations of *ed*, so students can practice.

MODEL AND TEACH: ACTIVITY 2

READING WORDS WITH THE ED SUFFIX

DECODING

Write *ed* on the board and some words containing all three pronunciations of the *ed* suffix (e.g., *jumped, twisted, spelled, locked, filled, peeked, hunted, tricked, tilted*). Show students how to read the words by identifying the base word then saying its past tense.

Teacher: When you see that a word has an *ed* suffix, identify the base word and then say the past tense of it. In this way, you put the base word and suffix together to form the whole word.

For example, to read this word...

[Point to jumped.]

Teacher: ...first, I notice the *ed* suffix, which tells me that it's a past tense word. I see the base word, *jump*.

[Underline jump.]

Teacher: I say the past tense of *jump*: *jumped*. The whole word is *jumped*. Let's read it together. Read the base word then the whole word.

Students: *jump, jumped*

Teacher: Let's read some more words with the *ed* suffix.

*[Point to **twisted** and underline **twist**.]*

Teacher: What is the base word?

Students: *twist*

Teacher: What is the past tense of *twist*?

Students: *twisted*

Teacher: Great! Now say the base word then the whole word.

Students: *twist, twisted*

*[Point to **filled** and underline **fill**.]*

Teacher: Read the base word and then the whole word.

Students: *fill, filled*

Continue reading the other words.

TIP

Because *ed* has three different pronunciations, do not have students circle the *ed* suffix and identify its sound, as you would with other affixes. This activity provides a foundation for recognizing the sound of *ed* in various words.

MODEL AND TEACH: ACTIVITY 3

**SPELLING WORDS WITH THE ED SUFFIX
ENCODING**

Explain to students that the first step in spelling words in this lesson is listening to determine whether they are past tense. If they are, the suffix is **ed**. Then, have students combine the base word and the **ed** suffix to form the whole word.

Model, using the following steps:

1. Say the word.
2. Determine whether it is a past tense word.
3. Say and spell the base word.
4. Add the suffix.
5. Check your spelling by reading the word you wrote.

Teacher: When spelling a word in this lesson, first, you must determine whether the word is a past tense word. If it is, that's a clue that the suffix is **ed**. Then, spell the base word and add the **ed** suffix.

Listen as I go through the steps to spell **jumped**. Here's the word in a sentence: *Her dog jumped in a huge puddle on the sidewalk.*

First, I determine whether the word is past tense. Yes, **jumped** is the past tense of **jump**. Also, it makes sense in the sentence. Therefore, the suffix must be **ed**.

[Write as you spell the following.]

Teacher: I say and spell the base word: **jump, j-u-m-p**.

I add the suffix to the end of the word and spell it: **e-d**.

Finally, I read the word to check myself: **jumped**. That sounds right.

Now, we'll go through the same steps together to spell another word. The word is **filled**. Here it is in a sentence: *Denise filled the bucket with water.* First, say the word.

Students: *filled*

Teacher: Is *filled* a past tense word?

John: Yes. It's past tense for *fill*.

Teacher: Does the sentence *Denise filled the bucket with water* help you determine whether *filled* is a past tense word?

Marco: Yes, it sounds like it already happened, that she already filled up the bucket.

Teacher: Correct. The next step is to say and spell the base word. Craig?

Craig: *fill, f-i-l-l*

*[Write **fill** on the board.]*

Teacher: Now, I'll add suffix *ed* to the base word.

*[Add **ed** to complete the word **filled**.]*

Teacher: The last step is to check the word by reading it. Everyone, read the word, please.

Students: *filled*

Teacher: The next word is *painted*. Here is the word in a sentence: *The classrooms were cleaned and painted over the summer*. First, say the word.

Students: *painted*

Teacher: Is *painted* past tense?

Students: Yes.

Teacher: So, what is the suffix?

Students: *ed*

Teacher: Rita, say and spell the base word, please.

Rita: *paint, p-a-i-n-t*

*[Write **paint** on the board.]*

Teacher: Sandra, what suffix is added?

Sandra: *ed*

*[Add **ed** to complete **painted**.]*

Teacher: Everyone, read the word, please.

Students: *painted*

Continue dictating words for students to spell.

GUIDED PRACTICE: ACTIVITY 1

HIDDEN STICKY WORDS

DECODING

Before students arrive, write 15 to 20 words on the board, most with the **ed** suffix. Then write each of the words on multiple sticky notes (depending on the number of students in your class) and place five sticky notes on the underside of each student's chair. When students arrive, have them retrieve the sticky notes under their chair and take turns reading their words. Have students go to the board and underline the base of their words. Then, have all the students read the words.

Teacher: Reach under your chair and get the sticky notes placed there. You should each have five sticky notes. You will take turns reading the words that are on your notes by saying the base word then the whole word. Then, you'll find the word on the board and underline the base word. Then, everyone will read the word. When a word has an **ed** suffix, what clue does that give you about the word?

Sandra: It means it happened already.

Teacher: Correct. It's the past tense of the word. Marco, please read your first word. Remember to say the base word and the whole word.

Marco: *rain, rained*

Teacher: Nice job. Find your word on the board and underline the base word.

*[Marco underlines **rain**.]*

Teacher: Say the base word and the whole word, everyone.

Students: *rain, rained*

Teacher: Rita, please read the base and whole word for one of your words.

Rita: *return, /return/ /ed/*

Teacher: Hmm, I'm not sure that sounds right. Listen to these sentences: *I return home every day at 4 p.m. But I missed the bus yesterday, so I _____ home late.* What word is missing, Rita?

Rita: *returned*

Teacher: Great. Now, please say the base word and the whole word again.

Rita: *return, returned*

Teacher: Find *returned* on the board and underline the base word. Everyone say the base word and the whole word.

Students: *return, returned*

ADAPTATIONS

- Scaffold the activity by underlining the base words on the sticky notes.
- Have students use the words in a sentence.

GUIDED PRACTICE: ACTIVITY 2

SENTENCE READING

DECODING

Give students 10 to 15 decodable sentences containing words with suffixes, mostly *ed* suffixes. Have students read the sentences in a whisper voice and underline the base word in the words with a suffix. Then, have students take turns reading the words with suffixes and reading the sentences aloud. Ask questions throughout to assess understanding and keep students engaged.

Teacher: Please read each sentence on the worksheet in a whisper voice. When you see a word with a suffix, underline its base word. Read each sentence carefully because you will read them aloud a little later.

I might ask you to read a bit louder, so I can listen. Please begin.

[Circulate among students and listen to them read.]

Now, we will read aloud. Craig, what word with a suffix did you find in sentence 1?

Craig: *hunted*

Teacher: Craig, what's the base word?

Craig: *hunt*

Teacher: Say the past tense of *hunt*.

Craig: *hunted*

*[Write **hunted** on the board, underlining **hunt**.]*

Teacher: Everyone, say the base word.

Students: *hunt*

Teacher: Say the whole word.

Students: *hunted*

Teacher: Did anyone find any other word with a suffix in number 1? Marco?

Marco: I found *helped*.

Teacher: Marco, what is the base word?

Marco: *help*

Teacher: Say the past tense of *help*.

Marco: *helped*

Teacher: Correct.

*[Write **helped** on the board, underlining **help**.]*

Teacher: Everyone, say the base word.

Students: *help*

Teacher: Say the whole word.

Students: *helped*

Teacher: Everyone, read sentence number 1.

Students: *When the cat hunted, the dark of night helped him.*

Continue identifying words with suffixes and reading sentences.

ADAPTATIONS

- Write the sentences on the board or on an overhead transparency.
- Have students read sentences to a partner.

GUIDED PRACTICE: ACTIVITY 3

WORD GRID

ENCODING

Dictate words to students. Have students write the words on the word grid worksheet, which will be used in a future independent practice activity. Focus on words with the *ed* suffix, but include a few other words that students have learned.

Teacher: I will dictate a word. You will repeat the word and write it in one of the numbered boxes. When the word is past tense, what does that tell you about the suffix?

Sandra: It's *ed*.

Teacher: Good! We are ready to begin. The first word is *ended*. Repeat, please.

Students: *ended*

Teacher: Say the base word.

Students: *end*

Teacher: Write the base word in one of the boxes on your worksheet.

*[Students write **end** on their worksheet.]*

Teacher: Does *ended* have a suffix?

Carlo: Yes, it's *ed* because *ended* means that it already happened.

Teacher: That's right, *ended* is a past tense word. OK, now add the suffix to the base word on your worksheet.

*[Students add **ed** to spell **ended**.]*

Teacher: Excellent spelling, everyone. The next word is *reaching*. Repeat, please.

Students: *reaching*

Teacher: Say the base word.

Students: *reach*

Teacher: Write the base word in one of the boxes on the worksheet.

*[Students write **reach** on their worksheet.]*

Teacher: Does *reaching* have a suffix?

Students: Yes.

Teacher: Is *reaching* a past tense word?

Students: No.

Teacher: Add the suffix to the base word on your worksheet.

*[Students add **ing** to spell **reaching**.]*

Continue dictating words and providing feedback to students.

TIP

It may take more than one session to completely fill in the worksheet.

INDEPENDENT PRACTICE: ACTIVITY 1

CROSSOUT DECODING

This activity uses the word grid worksheet created in the previous guided practice activity.

Place in a bag cards of words that were dictated in the previous guided practice activity and other words that students have learned. Have students circle any three words on their word grid worksheet. Then, have students take turns reading a word card picked randomly from the bag. Have students locate the word on their worksheet and cross it out. The first student to cross out all three of his or her circled words wins.

Teacher: Please circle any three words on your worksheet.

[Wait for students to circle their words.]

Teacher: Next, we will pass around a bag with word cards in it. When the bag gets to you, pick a card out of the bag and read it to the group. Don't show the word, just read it. Everyone will look for that word on their grid and cross it out if they find it. Then pass the bag to the next person, and we will do the same thing. The first person who crosses out all three of his circled words is the winner.

Adapted from Archer, A. (2002). *Phonics for reading, first level* (Teacher's guide). North Billerica, MA: Curriculum Associates.

INDEPENDENT PRACTICE: ACTIVITY 2

READ MY MIND DECODING

Place 15 to 20 word cards faceup in a grid pattern. Choose a word as "it," and have students try to "read your mind" by guessing the word. When students guess, have them say the base word and whole word. If a student guesses correctly, he or she keeps the card. Then, choose another word as "it." If a student guesses incorrectly, turn the card facedown and have the next student take a turn.

Teacher: I chose one card as "it," but I'm not going to tell you which one. You must try to read my mind. When it is your turn, point to the card you think I chose and say the base word and whole word. If you guess correctly, you keep the card. If not, the next

person has a turn. You must be ready to say your word when it is your turn, so read the words silently before it's your turn.

TIPS

- Students must be ready to say their word when it's their turn or the pacing will be too slow. If necessary, establish a time limit of a few seconds.
- Scaffold the activity by underlining the base words.
- Use your judgment as to whether to change the "it" word to extend or shorten a round, give all students a chance to win a round, etc.
- As students win cards, refill the holes in the word grid with new cards.
- To narrow students' choices, tell them the row or column that contains the word.

INDEPENDENT PRACTICE: ACTIVITY 3

SPELLING SORT

ENCODING

Have students divide a piece of notebook paper into two columns and label one column "*ed* Suffix" and the other "No *ed* Suffix." Dictate words and have students write the words under the appropriate column.

Teacher: Please fold your paper in half lengthwise and label the columns "*ed* Suffix" and "No *ed* Suffix." As I dictate words, you will write them in the appropriate column. What is one clue that a word belongs in the "*ed* Suffix" column?

Students: If it is past tense.

Teacher: That is correct. When we're done spelling all the words, we will read them.

Your first word is *smelled*. Repeat, please, and then write the word in the correct column.

Students: *smelled*

*[Students write the word in the **ed** column.]*

Continue dictating words. Read the words when finished.

MONITOR LEARNING

Ensure that students recognize the past tense of a verb when they hear it and that students correctly identify the base of words with the *ed* suffix.

GENERALIZATION

The *ed* suffix occurs more frequently than all suffixes other than *s* and *es*. The ability to understand the past tense meaning of *ed*, as well as to hear, read, and spell it, helps students to comprehend a wide variety of text at school and at home.

LESSON 12 WORD CARDS

<i>aimed</i>	<i>belonged</i>	<i>bumped</i>
<i>acted</i>	<i>asked</i>	<i>bounded</i>

First of 6 pages

SENTENCE READING
ed SUFFIX WITH UNCHANGING BASE WORDS

1. When the cat hunted, the dark of night helped him.
2. Brad should have defrosted the hot dogs last night.
3. The fleet of ships sailed from Spain in 1588.
4. The troops were trained to act quickly.
5. Some men in the army camped out in the snow.
6. The cool drink refreshed the runners.
7. Clouds are formed when air cools to its dew point.
8. Half of the Moon is lighted by sunlight.
9. Farmers planted seeds to grow crops.
10. When his lunch fell in the creek, Gabe fished it out.
11. Jose recalled the time when he took a subway in New York.
12. Each step creaked as she went downstairs.
13. Mr. Jones shouted for help when he saw the cars crash.
14. Meg threw her trash on the ground, and it ended up in the stream.
15. My passport got stamped when I crossed into Mexico.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES
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WORD GRID

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

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