

Inflected Ending -ed with Spelling Changes

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Language Objectives

- Decode words with the inflected ending -ed (with spelling changes).
- Spell words with the inflected ending -ed (with spelling changes).

Building Literacy

Learning how to use the inflected ending -ed is an essential part of literacy instruction. As children become more comfortable using the inflected form -ed in their speech and writing, they will be able to articulate and construct more complex thoughts and sentences. In this lesson:

- Children recognize that adding -ed to a verb shows that an action happened in the past.
- Children recognize, read, and write words with the inflected ending -ed with spelling changes to base words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

stopped	fried
liked	closed
tried	chopped
jogged	raced
hurried	wagged
saved	petted
ripped	hugged
joked	wanted
studied	smiled
hiked	replied
grinned	



ENGLISH LANGUAGE LEARNERS

English language learners may wonder which pronunciation is correct for a verb ending with -ed. Point out the following patterns:

- -ed sounds like /d/ when added to a verb ending in *b, g, m, n, or w*: *robbed, begged, seemed, rained, snowed*.
- -ed sounds like /id/ when added to a verb ending in *t or d*: *wanted, ended*.
- -ed sounds like /t/ when added to a verb ending in *k, p, or s*: *talked, checked, hopped, passed*.



show me

Have children look at their Targeted Lessons Student Book, p. 94. Remind them that they have already learned that adding -ed at the end of a verb shows that the action happened in the past. In the last lesson, they added -ed to words whose spellings did not change. Explain that today they will be adding -ed to words whose spellings do change. **Today you will be learning that some words change their spellings when the ending -ed is added.**

Read the rule and the example in the first box. **The word *stop* has a short o vowel followed by a single consonant, p. Notice how the consonant p is doubled when the -ed ending is added. Let's read the word together: *stopped*.**

Then read the rule and the example in the second box. **The word *like* has the sound long i and ends in silent e. What happens to the silent e when the ending -ed is added? (The silent e is dropped.) Let's read the word together: *liked*.**

Continue in the same way with the example in the third box. Point out how the y in *try* changes to i before the ending -ed is added. Ask volunteers to make up sentences with the words *stopped*, *liked*, and *tried*.

SPELLING PATTERNS

When the ending -ed is added to **CVC** words, the final consonant is doubled: *tap/tapped*.

When the ending -ed is added to **CVCe** words, the final, silent e is dropped: *hope/hoped*.

When the ending -ed is added to words that end with a consonant and y, the y changes to i: *cry/cried*.

Inflected Ending -ed with
Spelling Changes

show me

Some words change their spellings when the ending -ed is added. Look at each box to see how different words can change.

When a word has a short vowel followed by a single consonant, you double the consonant when adding the ending -ed.

stop + ed = stopped

When a word has a long vowel and a silent e, you drop the silent e when adding the ending -ed.

like + ed = liked

When a word ends with a consonant and y, you change the y to i when adding the ending -ed.

try + ed = tried

guide me

Have children look at their Targeted Lessons Student Book, p. 95. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the ending -ed to each word by changing the spelling, and write the new word.)

Let's read the first word *jog*. Since *jog* has a short o followed by a consonant, how does the spelling change? (The consonant g is doubled when the ending -ed is added.) Let's write the word *jogged* on the line. Who can make up a sentence using *jogged* that shows that the action has already happened?

Continue the activity with *hurry*, *save*, *rip*, *joke*, and *study*, pointing out how the spelling of each word changes. You may also want to point out that the -ed ending makes the sound /t/ at the end of *ripped* and *joked* and makes the sound /d/ at the end of *jogged*, *hurried*, *saved*, and *studied*.

work time

Read the words in the box and have children repeat each one after you. Point out that each base word has the ending -ed to show the action has already happened. Have children identify the base word for each word in the box and tell how the spelling changed when -ed was added. Then read the directions together. Explain that children will choose a word from the box to complete each sentence and write it on the line.

guide me

Add the ending -ed to each word and write the new word.

jog + ed = <u>jogged</u>	rip + ed = <u>ripped</u>
hurry + ed = <u>hurried</u>	joke + ed = <u>joked</u>
save + ed = <u>saved</u>	study + ed = <u>studied</u>

work time

Say each word in the box. Then write the words to complete the sentences.

chopped fried hiked closed grinned

1. Jean and I hiked on the trail for two miles.
2. James grinned when he won the race.
3. Kim had fried fish for lunch.
4. I felt cold, so I closed the window.
5. We chopped some wood to make a fire.

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 96. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *saw*. **This word is *saw*. It has two meanings: the past tense of *see* and a tool for cutting. Who can make up a sentence for each meaning of *saw*? The next word is *around*. What does the word *around* mean?** (in a circle or on all sides of) Tell children that they will read the words *saw* and *around* as they read the story *The Best Buddy*.

work time

Decodable Text Have children look at the story *The Best Buddy*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the ending -ed. (*raced*, *wagged*, *petted*, *hugged*, *stopped*, *wanted*, *smiled*, *replied*)

check for understanding

Write the word *raced* on the board and underline the ending -ed. **Let's read this word together: *raced*. What is the base word in *raced*?** (*race*) Write *race* on the board beside *raced*. **How did the spelling change?** (The silent e was dropped when the ending -ed was added.) Then write the word *wagged* on the board, underlining the ending -ed. **Let's read this word together: *wagged*. What is the base word in *wagged*?** (*wag*) Write *wag* on the board beside *wagged*. **How did the spelling change?** (The consonant g was doubled.) Continue with *hugged*, *smiled*, and *replied*.

Now let's spell words with the ending -ed. The first word we will spell is *stopped*. **What is the base word in *stopped*?** (*stop*) Write it first. The word *stop* has a short o followed by a consonant. How does the spelling change when we add the ending -ed? (The consonant p is doubled.) **That's right. Double the consonant p and add the ending -ed to *stop*. What word do you see?** (*stopped*) Continue with *replied*, *smiled*, *jogged*, *hiked*, and *tried*.

reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

guide me

saw

around

work time

Read the story.

The Best Buddy



Josie raced home to be with Buddy.
Buddy was her new puppy, and he was so cute!
When Buddy saw Josie, he wagged his tail.
Josie petted and hugged him for a while.
Then Mom and Josie took him out.
When Buddy had to stop, Josie stopped.
When Buddy wanted to run around, Josie ran.
Mom smiled at Josie.
"You are very good with him!" she said.
"Thanks, Mom," Josie replied. "Buddy is the best!"

Inflected Ending *-ed* with Spelling Changes

➞ show me

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Some words change their spellings when the ending *-ed* is added. Look at each box to see how different words can change.

When a word has a short vowel followed by a single consonant, you double the consonant when adding the ending *-ed*.

stop + ed = stopped

When a word has a long vowel and a silent *e*, you drop the silent *e* when adding the ending *-ed*.

like + ed = liked

When a word ends with a consonant and *y*, you change the *y* to *i* when adding the ending *-ed*.

try + ed = tried

➤ guide me

Add the ending -ed to each word and write the new word.

jog + ed = _____	rip + ed = _____
hurry + ed = _____	joke + ed = _____
save + ed = _____	study + ed = _____

➤ work time

Say each word in the box. Then write the words to complete the sentences.

chopped	fried	hiked	closed	grinned
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1. Jean and I _____ on the trail for two miles.
2. James _____ when he won the race.
3. Kim had _____ fish for lunch.
4. I felt cold, so I _____ the window.
5. We _____ some wood to make a fire.

➞ guide me

.....

saw

around

➞ work time

.....

Read the story.

The Best Buddy



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