Inflected Ending *-ed* 31

Language Objectives

- Decode words with the inflected ending *-ed*.
- Spell words with the inflected ending *-ed*.

Building Literacy

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

- Children learn 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 no spelling change to base words.

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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.

jumped	helped
played	packed
cooked	smelled
mailed	licked
kicked	rained
mixed	stayed
kissed	moaned
planted	groaned
cleaned	asked
fixed	enjoyed
reached	

ENGLISH LANGUAGE LEARNERS

Languages such as Chinese, Hmong, and Vietnamese do not use inflected endings to form verb tenses. Help children understand that adding *-ed* to a verb indicates that the action happened in the past. Then give them practice in adding the inflected ending *-ed* to a variety of verbs as well as pronouncing the past-tense verbs.

show me

Have children look at their Targeted Lessons Student Book, p. 91. Explain that today they will be adding *-ed* at the end of verbs to show that the action has already happened. Today you will be adding *-ed* at the end of words that are verbs. When you do that, it shows that the action happened in the past.

Look at the first picture. The word is *jump*. When you add the ending *-ed* to *jump*, you show that the action has already happened. Say the following sentences, emphasizing the words *jump* and *jumped*. We *jump* now. We *jumped* five minutes ago. Have children write the letters *ed* on the lines.

Continue the activity with *play,* asking children to add the ending *-ed* to form *played*. Have a volunteer make up a sentence with *played* that shows the action happened in the past. Continue with *cook, mail, kick,* and *mix*. Point out that in all the words they are working with today, there are no spelling changes in the base word when the ending *-ed* is added.

SPELLING PATTERNS

Base word spellings don't change when the ending *-ed* is added in the following cases: words with **CVCC** and **CVVC** patterns, words that end in ***x***, words that end in ***ay,*** such as *play* and *stay,* and words that end in ***ow,*** such as *snow* and *show*.

31 Inflected Ending *-ed*

show me

Name the picture. Add the ending *-ed* to each word by writing the letters on the lines.

-ed	-ed	-ed
jump e d	play e d	cook e d
-ed	-ed	-ed
mail e d	kick e d	mix e d

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Have children look at the bottom part of p. 91 in their Targeted Lessons Student Book. 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 and write the new word.)

Let's read the first word *kiss*. When we add the ending *-ed*, what is the new word? (*kissed*) Let's write the word *kissed* on the line. Who can make up a sentence using *kissed* that shows that the action has already happened?

Continue the activity with *plant, clean,* and *fix*. You may want to point out that the *-ed* ending makes the sound /t/ at the end of *kissed* and *fixed*, /d/ at the end of *cleaned,* and /id/ at the end of *planted*.

guide me

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

kiss + ed = Kissed	clean + ed = cleaned
plant + ed = planted	fix + ed = fixed

91 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 92. 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. 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.

Inflected Ending -ed 31

work time

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

smelled packed helped licked reached

1. I reached for the book on the top shelf.
2. Kate and Pat helped Dad paint the fence.
3. Jon packed his bag for the big trip.
4. The red roses smelled so good!
5. When I got home, my dog licked my face.

PHONICS AND SPELLING 92

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High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 93. 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, *all*. This word is *all*. It begins with the sound /ȯ/, which is neither short nor long. What does the word *all* mean? (everything or the whole amount) The next word is *many*. Who can use the word *many* in a sentence? Tell children that they will read the words *all* and *many* as they read the story *It Rained All Day*.

31 Inflected Ending *-ed*

guide me

all many

work time

Read the story.

It Rained All Day

It rained and rained and did not stop. So we stayed inside all day.
I moaned and groaned.
"What will we do?" I asked.
But Mom and Dad came up with many fun things.
Mom played music and we sang songs.
We played all kinds of games, too.

Then we cooked fish sticks and ate ice cream.
A rainy day can be lots of fun!
We enjoyed it very much.

93 PHONICS AND SPELLING

work time

Decodable Text Have children look at the story *It Rained All Day*. 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*. *(rained, stayed, moaned, groaned, asked, played, cooked, enjoyed)*

check for understanding

Write the word *rained* on the board and underline the ending *-ed*. When you add *-ed* to the base word *rain*, how does the word change? (The word *rained* shows that the action happened in the past.) Pronounce *rained* and have children repeat. Write the word *stayed* on the board, underlining the ending *-ed*. Let's read this word together: *stayed*. What is the base word in *stayed*? (*stay*) What ending has been added? (*-ed*) Who can use the word *stayed* in a sentence? Continue with *moaned, groaned, asked,* and *cooked*.

Now let's spell words with the ending *-ed*. The first word we will spell is *jumped*. What is the base word in *jumped*? (*jump*) Write it first. What is the ending? (*-ed*) Add the ending *-ed* to *jump*. What word do you see? (*jumped*) Continue with *asked, cooked, mailed, fixed,* and *planted*.

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?

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31 Inflected Ending -*ed*

show me

Name the picture. Add the ending -*ed* to each word by writing the letters on the lines.

-ed	-ed	-ed
jump __ __	play __ __	cook __ __
-ed	**-ed**	**-ed**
mail __ __	kick __ __	mix __ __

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guide me

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

kiss + ed = _____	clean + ed = _____
plant + ed = _____	fix + ed = _____

work time

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

smelled	packed	helped	licked	reached

1. I _____ for the book on the top shelf.
2. Kate and Pat _____ Dad paint the fence.
3. Jon _____ his bag for the big trip.
4. The red roses _____ so good!
5. When I got home, my dog _____ my face.

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all **many**

work time

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