



Phonics Focus Pack

Suffix -ed as /d/

-ed

as /d/



ed-mowed-/d/

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lesson plan * posters * activities
worksheets * word lists
decodable passage

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


INCLUDED

Lesson Plan

Phonics Focus: Suffix -ed as /d/ (SS) 

Lesson Objectives:

- Understand and apply rules for suffix -ed as /d/
- Read words with suffix -ed as /d/ using lesson materials
- Spell words with suffix -ed as /d/ using lesson materials
- Read passages with the suffix -ed as /d/ as the focus

Lesson Materials:   


Teacher-Lesson Plan Procedures:


Rules:

- Rule 1 Explain that adding suffix -ed changes the meaning of a word. Suffix -ed can be added to a verb to indicate that it happened in the past.
Example: Jim threw the ball. → happening right now
Jim threw the ball. → already happened (past or happened "now" on a previous page)
Additional Examples: run - ran
sit - sat
hit - hit
- Rule 2 Explain when suffix -ed makes the /d/ sound. Suffix -ed says /d/ when it follows a base word that ends in a voiced sound.
a. Identify the base word in a suffix -ed word.
b. Read the four words from the Suffix -ed as /d/ Rules Poster aloud to student.
c. Have student say the base word for each suffix -ed word.
d. Go "hush-hush!"
student: "base"
teacher: "What sound is the base word that goes the /d/ in sound as /d/?"
student: "d"
teacher: "If the last letter in the base word is a vowel sound, the suffix -ed says /d/."
student: "d"
teacher: "What sound is the suffix -ed makes the /d/ sound? Why?"
student: "d"
NOTE: "d" is the last letter in the base word is a vowel sound, the suffix -ed says /d/.

Fluency Tapping:

- For younger students or those needing additional kinesthetic/tactile reinforcement, use the Finger Tapping Poster to teach the tapping technique for reading and spelling words with suffixes. This should be done prior to the reading and spelling portions of the next session.

Lesson Materials: 

Teacher-Lesson Plan Procedures, cont'd (SS) 

Reading Words:

- Have students practice reading suffix -ed as /d/ words.
 - Using the Decodable Word Lists (with read and nonsense), review how to read words with suffix -ed as /d/ by having students read the base word first and then the entire word.
 - Ex: the word "trapped" should be read: "trapped" - "trapped"
 - Optional: Have students highlight the suffix -ed in each word, underline the base word, and circle the vowel sound of the end of each base word.
- After students become adept at identifying the base word first and then the entire word, they can progress to reading the entire word.
 - Give students additional practice reading suffix -ed as /d/ words using the following resources:
 - Suffix -ed as /d/ Word Cards
 - Words and Sentences Reading Tape

Spelling Words:

- Have students practice spelling suffix -ed as /d/ words.
 - Use the Suffix -ed Rules Poster to review the rules for when the suffix -ed makes the /d/ sound.
 - Use the Suffix -ed Review Worksheets to have students practice identifying the letter(s) in the base words that determine the sound the suffix -ed will make.
 - Circle the suffix -ed words from the Decodable Word List (end words) and have students write the words on paper. Have students circle the last sound in the base word that causes the suffix -ed to say /d/.

Oral Reading:

- Have students apply understanding of suffix -ed words through reading connected texts.
 - Students highlight all words that contain the suffix -ed as /d/ in the passage.
 - Review any sight words with students.
 - Have students read with expression. Re-reading the passage aids fluency. Students complete comprehension worksheet.


Additional Resources:


- Additional practice with suffix -ed as /d/ resources.
 - File in (long- and short-vowel pages for suffix -ed as /d/)
 - Activities
 - Suffix -ed as /d/ puzzles

Worksheets

-ed as /d/

Fill In

Name: _____ 

-ed as... /d/ 

Directions	Ex: played	Rule	when it follows a base word that ends with a <u>voiced</u> sound
1. Underline the suffix -ed in each word.		Suffix -ed says /d/	
2. Write the letter from the base word in the box that makes the suffix -ed to say /d/.			
filled	<input type="checkbox"/>	yelled	<input type="checkbox"/>
planned	<input type="checkbox"/>	spelled	<input type="checkbox"/>
hummed	<input type="checkbox"/>	buzzed	<input type="checkbox"/>
smelled	<input type="checkbox"/>	pulled	<input type="checkbox"/>
begged	<input type="checkbox"/>	webbed	<input type="checkbox"/>
_____ed	<input type="checkbox"/>	fanned	<input type="checkbox"/>
_____ed	<input type="checkbox"/>	lugged	<input type="checkbox"/>

Name: _____ 

-ed as... /d/ 

Directions	Ex: smiled	Rule	when it follows a base word that ends with a <u>voiceless</u> sound
1. Underline the suffix -ed in each word.		Suffix -ed says /t/	
2. Write the letter from the base word in the box that makes the suffix -ed to say /t/.			
rained	<input type="checkbox"/>	shamed	<input type="checkbox"/>
filed	<input type="checkbox"/>	fined	<input type="checkbox"/>
moaned	<input type="checkbox"/>	roamed	<input type="checkbox"/>
waved	<input type="checkbox"/>	wheeled	<input type="checkbox"/>
chimed	<input type="checkbox"/>	ruled	<input type="checkbox"/>
cleaned	<input type="checkbox"/>	glazed	<input type="checkbox"/>
raved	<input type="checkbox"/>	raised	<input type="checkbox"/>

Name: _____ 

Fill-in 


Directions:


- Color the vowel sound of the end of each base word that causes the suffix -ed to make the /d/ sound.
- Choose the correct word from below to complete the sentence.

Rule: Suffix -ed says /d/ base word that ends with a voiced sound

grilled hummed yelled
planned webbed hugged

- Dad _____ hot dogs for dinner.
- My grandma _____ me and my sister when came over.
- Mom _____ her favorite song as she cleaned.
- Catch that ball _____ the pitcher.
- Our family _____ our summer vacation at the dinner table.
- A duck's _____ feet help it to move in the water.

Name: _____ 

Fill-in 

Directions:

- Color the vowel sound of the end of each base word that causes the suffix -ed to make the /t/.
- Choose the correct word from below to complete the sentence.

Rule: Suffix -ed says /t/ base word that ends with a voiceless sound

piled loaned healed

- The judge _____ in favor of the defendant in the case.
- We _____ the dirty clothes in a heap on the floor.
- I _____ my book out to my friend and I hope I get it back soon.
- It just _____ so we cannot cut grass until later.
- Now that my broken leg is _____, I can play soccer again.
- My sister _____ me for the broken vase on the kitchen floor.

Answer Key

Answer Key

short-vowel words	long-vowel words
filled	played
planned	hummed
hummed	smelled
smelled	begged
begged	_____ed
_____ed	_____ed
_____ed	_____ed
_____ed	_____ed
_____ed	_____ed
_____ed	_____ed



short- and long-vowel words

short- and long-vowel words

INCLUDED

Posters

Color

Suffix -ed as /d/

Suffix Rules

Suffix -ed says /d/ when it follows a word with a voiced sound

waved pulled

smiled played

Color

-ed

as /d/

ed-mowed-/d/

Color

Finger Tapping

Reading

Step 1: Teacher points out base word before then student taps out words in the base word

Step 2: Student reads the base word

Step 3: Teacher adds suffix -ed and blank consonant the /d/ if it is a short vowel word and asks student what letter the blank the represents? (C) Student reads the entire word (base word + suffix)

Step 3: Teacher adds suffix -ed and blank consonant the /d/ if it is a short vowel word and asks student what letter the blank the represents? (C) Student reads the entire word (base word + suffix)

Spelling

"fan" - "fanned"

Step 3: Student has cut the sounds in the base word; then taps out the corresponding letters in the base word. Student adds and letter the

Step 3: Student adds additional blank consonant the that represents the "d" that was doubled (if it is a short vowel word) and the suffix -ed and then drags finger across entire word while reading the whole word (base word + suffix)

Activities

Puzzle

short-voiced words

-ed as /d/

scrubbed

smelled

wagged

Puzzle

long-voiced words

-ed as /d/

sneezed

glazed

smiled

Suffix -ed
as /d/
puzzle

Puzzle

short-voiced words

-ed as /d/

scrubbed

smelled

wagged

Puzzle

long-voiced words

-ed as /d/

sneezed

glazed

smiled

Color

Black and White



INCLUDED

Word Lists & Word Cards

5.6 Real Words

starred tamed raved canned

toned spilled hummed pegged

yelled cloned offered craved

billed waved shamed planed

Flexible

5.6 Real Words

begged rubbed named scrubbed craved

tanned waved cloned whined shamed

billed hummed canned raved smelled

Nonsense Words

chamed zamed briled siled regged

sugged genned claved trinned pubbed

ziled hiled plimmed yagged shemmed

Sentences

1. Sam hummed a sad tune.
2. I waved to Dad from the deck.
3. Steve scrubbed the sink until it shone.
4. Jon whined at nap time.

Aligned

5.6 Nonsense Words

clegged foned chamed shemmed

jamed grelled soned glabbed

plogged glamed regged zorved

clarred woled traved villed

Flexible



Decodable Passage & Comprehension Worksheet

5.6 Flexible

Circus Acrobat

Rose hummed as she climbed the steps to the top of the tent. She moved across the slim path to the bar tied to two wires. She rubbed her hands in the chalk bag and grabbed the bar. The crowd cheered and yelled below. She was afraid but she was also brave. Tom, the big tamed cat roared down below. The smell of candy and pop corn filled her nose. Rose smiled and swung off the edge with the bar, filled with pride. She did a twist as she grabbed the next bar and sailed through the air. Rose grinned as she put on a show for the crowd.

Sight words that contain suffix -ed as /d/

Sight words: across, afraid, also, down, through

Color a star each time you read

1 2 3

5.6

Name: _____

What was Rose's job in the circus?

What smells filled the air at the circus?

What animal roared below as Rose performed?

1. Underline the base word
2. Color the final voiced sound in the base word red.
3. Color the suffix -ed as /d/ blue.

played peeled begged
filled smiled grinned

Illustrate your favorite sentence from the story

Answer Key

5.6 Flexible

Circus Acrobat

Rose hummed as she climbed the steps to the top of the tent. She moved across the slim path to the bar tied to two wires. She rubbed her hands in the chalk bag and grabbed the bar. The crowd cheered and yelled below. She was afraid but she was also brave. Tom, the big tamed cat roared down below. The smell of candy and pop corn filled her nose. Rose smiled and swung off the edge with the bar, filled with pride. She did a twist as she grabbed the next bar and sailed through the air. Rose grinned as she put on a show for the crowd.

Highlight words that contain suffix -ed as /d/

Sight words: across, afraid, also, down, through

Color a star each time you read as /d/ blue.

1 2 3

the circus?

at the circus?

corn
/ tiger / lion

low as Rose performed?

nd
d sound in the base word red as /d/ blue.

alled begged
amed grinned

Illustrate your favorite sentence from the story




Lesson Plan

LAYOUT

includes objectives and lesson materials and Common Core standards for K5-3rd grade

instructions for reading and spelling suffix -ed as /d/ words




Phonics Focus: Suffix -ed as /d/ (5.6) 

Lesson Objectives:

- Understand and apply rules for suffix -ed as /d/
- Read words with suffix -ed as /d/ using lesson materials
- Spell words with suffix -ed as /d/ using lesson materials
- Read passages with the suffix -ed as /d/ as the focus

Common Core Standards	
K-5	RF.KV
Grade 1	RF.1.7, RF.1.8
Grade 2	RF.2.3, RF.2.4
Grade 3	RF.3.3, RF.3.4, RF.3.5C

Lesson Materials

-  Phonogram Poster
-  Rules Poster
-  Finger Tapping Poster

Teacher Lesson Plan Procedures

Rules

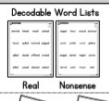

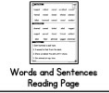

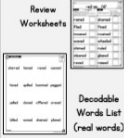

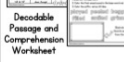


- (Rule 1) Explain that adding suffix -ed changes the meaning of a word. Suffix -ed can be added to verbs to indicate that it happened in the past.
 - Example: Tom mows the lawn. → happening right now
 - Tom mowed the lawn. → already happened (point out keyword "mowed" on phonogram poster)
 - Additional Examples: rain - rained, fill - filled, hug - hugged
- (Rule 2) Explain when suffix -ed makes the /d/ sound. Suffix -ed says /d/ when it follows a base word that ends in a voiced sound.
 - Identify the base word in the suffix -ed word.
 - Read the four words from the Suffix -ed as /d/ Rules Poster aloud to student.
 - Have student say the base word for each suffix -ed word.
 - Ex: teacher: "waved" student: "wave"
 - Identify the last sound in the base word that gives the -ed its sound as /d/.
 - Have students identify the sound before the suffix -ed.
 - Ex: teacher: "pulled" student: "pull" teacher: "Which sound in "pull" makes the -ed suffix say the /d/ sound? Why?" student: "r; if the last letter in the base word is a voiced sound, the suffix -ed says /d/."


NOTE: a "voiced sound" is made when the vocal cords vibrate to produce consonant sounds. The following consonants are "voiced sounds": b, d, g, j, l, m, n, ng, r, s, sh, th, v, w, y, z.

Finger Tapping

- For younger students or those needing additional kinesthetic-tactile reinforcement, use the Finger Tapping Poster to teach the tapping technique for reading and spelling words with suffixes. This should be done prior to the reading and spelling portions of this lesson.

Lesson Materials

-  Decodable Word Lists
-  Real Nonsense Word Cards
-  Words and Sentences Reading Page
-  Rules Poster
-  Review Worksheets
-  Decodable Words List (real words)
-  Decodable Passage and Comprehension Worksheet
-  Fill-in Worksheets
-  Puzzles

Lesson Plan Procedures, cont'd (5.6) 

Reading Words

- Have students practice reading suffix -ed as /d/ words.
 - Use the Decodable Word Lists (both real and nonsense), review how to read words with suffix -ed as /d/ by having students read the base word first and then the entire word.
 - Ex: the word "emelled" should be read "...emell" - "emelled"
 - Optional: Have students highlight the suffix -ed in each word, underline the base word, and circle the voiced sound at the end of each base word.
 - After students become adept at identifying the base word first and then the entire word, they can progress to reading the entire word.
 - Give students additional practice reading suffix -ed as /d/ words using the following resources:
 - Suffix -ed as /d/ Word Cards
 - Words and Sentences Reading Page

Spelling Words

- Have students practice spelling suffix -ed as /d/ words.
 - Use the Suffix -ed Rules Poster to review the rules for when the suffix -ed makes the /d/ sound.
 - Use the Suffix -ed Review Worksheets to have students practice identifying the letter(s) in the base words that determine the sound the suffix -ed will make.
 - Dictate suffix -ed words from the Decodable Word List (real words) and have students write the words on paper. Have students circle the last sound in the base word that causes the suffix -ed to say /d/.

Oral Reading

- Have students apply understanding of suffix -ed words through reading connected texts.
 - Students highlight words that contain the suffix -ed as /d/ in the passage.
 - Review any sight words with students.
 - Have students read with expression. Re-reading the passage aids fluency.
 - Students complete comprehension worksheet.

Additional Resources

- Additional practice with suffix -ed as /d/ resources.
 - Worksheets:
 - Fill-in (long- and short-vowel) words for suffix -ed as /d/
 - Activities:
 - Suffix -ed as /d/ puzzles

description of suffix -ed as /d/ rules and finger tapping procedures

instructions for oral reading and ideas for additional reinforcement or homework



decodable

FLEXIBLE real & nonsense words

LAYOUT

scope and sequence sub-step where word list's focused phonogram/skill is found

banner indicates REAL or NONSENSE word list

5.6 Real Words

starred tamed raved canned

toned spilled hummed pegged

yelled cloned offered

billed waved shamed

Flexible



image of phonogram/skill card that corresponds with word list

(cards available for purchase in The Multisensory Classroom TPT store)

5.6 Nonsense Words

clegged foned chamed shemmed

jamed grelled soned glabbed

plogged glamed regged zorved

clarred woled traved villed

Flexible

also includes NONSENSE word list for each phonogram/skill

real & nonsense word lists are flexible for students who may be stronger readers and can decode words with phonograms not yet covered in the scope and sequence




decodable

ALIGNED real words,
nonsense words, & sentences

LAYOUT

scope and
sequence
sub-step where
word list's
focused
phonogram/skill
is found

REAL or
NONSENSE
words or
SENTENCES
banner

5.6 Real Words 

begged	rubbed	named	scrubbed	craved
tanned	waved	cloned	whined	shamed
billed	hummed	canned	raved	smelled

Nonsense Words

chamed	zamed	briled	siled	regged
sugged	genned	claved	trinned	pubbed
ziled	hiled	plimmed	yagged	shemmed

Sentences Sight words: the, from

1. Sam hummed a sad tune.
2. I waved to Dad from the deck.
3. Steve scrubbed the sink until it shone.
4. Jon whined at nap time.


Aligned 

image of the
passage's
focused
phonogram/skill
card

sentence sight
words

words and sentences that are completely aligned with and only contain phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence* (which is OG-based)



decodable passage

LAYOUT


decodable passages are **flexible** for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence

scope and
sequence
sub-step where
the passage's
focused
phonogram/skill
is found

identify words
containing focus
phonogram/skill

5.6 Flexible

Circus Acrobat



Rose hummed as she climbed the steps to the top of the tent. She moved across the slim path to the bar tied to two wires. She rubbed her hands in the chalk bag and grabbed the bar. The crowd cheered and yelled below. She was afraid, but she was also brave. Tom, the big tamed cat, roared down below. The smell of candy and popcorn filled her nose. Rose smiled and swung off the edge with the bar, filled with pride. She did a twist as she grabbed the next bar and sailed through the air. Rose grinned as she put on a show for the crowd.

Highlight words that contain suffix -ed as /d/	Sight words: <i>across, afraid, also, down, through</i>	Color a star each time you read
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1 2 3 

image of the
passage's
focused
phonogram/skill
card

re-read to
increase
fluency

common sight words for this level



comprehension worksheet

LAYOUT

short-answer
questions to
assess
comprehension
of text

56

Name: _____

What was Rose's job in the circus?

What smells filled the air at the circus?

What animal roared below as Rose performed?

1. Underline the base word.
2. Color the final voiced sound in the base word red.
3. Color the suffix -ed as /d/ blue.

played peeled begged
filled smiled grinned

Illustrate your
favorite sentence
from the story

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image of the
passage's
focused
phonogram/skill
card

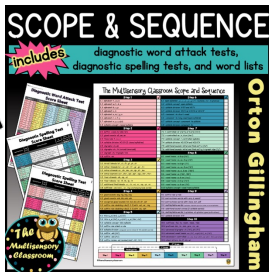
sentence
illustration to
visualize the text

phonics review
of focused
phonogram/skill



COORDINATING RESOURCES

Suffix -ed as /d/ is taught in step 5.6 in *The Multisensory Classroom Scope and Sequence*



Cards for all phonograms included in *The Multisensory Classroom Scope and Sequence* can be purchased here



The Multisensory Classroom Scope and Sequence

Step 1	Step 6
1.1 alphabet: t, i, s, n	6.1 open syllables: _a, _e, _i, _o, _u, _y (/I/-1 syllable, /E/- 2 syllables)
1.2 alphabet: w, h, d, e	6.2 syllable concept: open syllable
1.3 alphabet: b, u, p, s as /z/ (final sound of 2-3 letter words)	6.3 syllable division: V/CV and VC/V
1.4 alphabet: c, g, o	6.4 syllable division: VC/CV as V/CCV or VCC/V
1.5 alphabet: a, m, l, k	6.5 consonant -le: short vowel
1.6 alphabet: r, v, f, j	6.6 consonant -le: long vowel (open syllable)
1.7 alphabet: x, y, z, q(u)	6.7 syllable concept/division: consonant -le syllable
1.8 syllable concept: closed syllable	
Step 2	Step 7
2.1 suffix: -s (as /s/ and /z/)	7.1 r-controlled: an (/a/)
2.2 glued sounds: all, am, an	7.2 r-controlled: en (/e/)
2.3 floss rule: f, l, s, z	7.3 r-controlled: in (/i/)
2.4 syllable division: VC/CV (2 closed syllables)	7.4 r-controlled: on (/o/)
2.5 digraphs: ck, wh	7.5 additional sounds: initial and final soft c (/s/)
2.6 digraphs: sh, th (voiced/unvoiced)	7.7 additional sounds: initial and final soft g: trigraph: dge (/j/)
2.7 digraph: ch; trigraph: tch	
2.8 suffix: -es	
Step 3	Step 8
3.1 initial l blends: bl-, cl-, fl-, gl-, pl-, sl-	8.1 vowel teams: ai & ay (/a/)
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-	8.2 vowel teams: ae, ee, & ey (/e/)
3.3 initial s blends: sc-, sk-, sm-, sn-, sp-, st-, sw-	8.3 vowel teams: ie & igh (/i/)
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-	8.4 vowel teams: oa, oe, & ow (/o/)
3.5 final s blends: -sk, -sp, -st	8.5 vowel teams: ue, ui, & ew (/oo/)
3.6 final l blends: -ld, -lf, -lk, -lp, -lt	8.6 vowel teams: oo (/oo/ /oo/)
3.7 additional final blends: -ct, -ft, -nd, -nt, -mp, -pt, -xt	8.7 vowel teams: ou & ow (/ou/)
3.8 suffixes: -ed (/ed/), -er, -ing (unchanging base words)	8.8 vowel teams: oi & oy (/oi/)
	8.9 vowel teams: ou & ow (/o/)
	8.10 syllable concept: vowel-team syllable
Step 4	Step 9
4.1 glued sounds: ang, ing, ong, ung	9.1 suffix rule: -y rule
4.2 glued sounds: ank, ink, onk, unk	9.2 contractions: words with are, is, would
4.3 exception glued sounds: ild, ind, old, oll, olt, ost	9.3 contractions: words with have, not, will
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	9.4 multisyllable words: 3 syllables - all syllable types (no schwa, accented syllables)
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	9.5 additional sound: schwa (2-syllable words)
Step 5	Step 10
5.1 VCe: a_e (/a/), e_e (/e/), i_e (/i/)	9.6 multisyllable words: 3 syllables - all syllable types (with schwa)
5.2 VCe: o_e (/o/), u_e (/oo/ /oo/); s as /z/ between 2 vowels	9.7 syllable division: V/V
5.3 syllable concept: VCe syllable	
5.4 suffix rule: silent e rule	
5.5 syllable division: compound words (closed & VCe syllable words)	
5.6 suffix: -ed (as /d/)	
5.7 suffix: -er (-er)	
5.8 suffix review: -ed review (/ed/, /d/, /t/)	
	10.1 suffixes: -ful, -ly, -ment, -ness, -tion
	10.2 prefixes: dis-, in-, mis-, pre-, re-, un-
	10.3 advanced digraphs: ch (/k/), ph (/f/)
	10.4 advanced vowel teams: ea (/e/), igh (/i/), ie (/i/)
	10.5 advanced r-controlled: ar, or, & ur (/ar/, /or/, /ur/), ur (/ear/), /er/, /er/ (near)
	10.6 silent letters: kn, lf, mb, wr

Sold Separately

