



Phonics Focus Pack

Suffix -ed as /t/

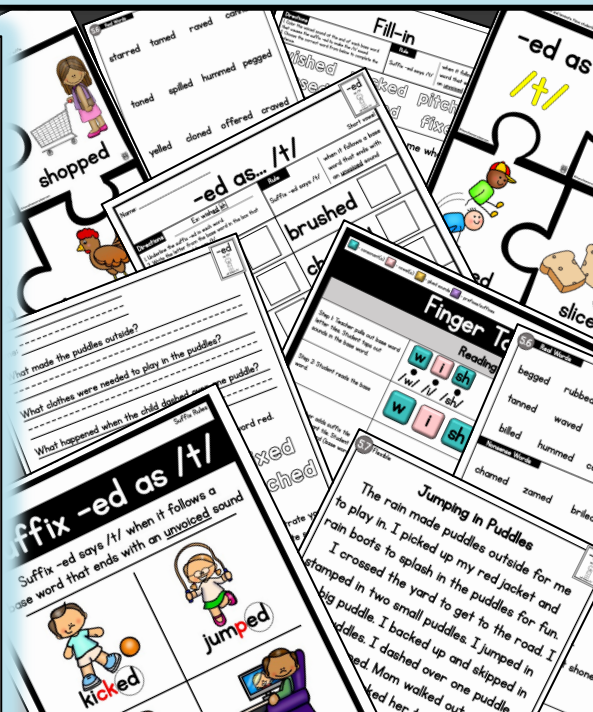
-ed

as /t/



ed-licked-/t/

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

Order from Gill's Learning Resources

INCLUDED

Lesson Plan

Phonics Focus: Suffix -ed as /t/ (S.7) -ed

Lesson Objectives

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

Lesson Materials

Teacher Lesson Plan Procedures

Rules

- Slide 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: John likes his siblings → happening right now
John liked his siblings → already happened (past not happening "liked" as phrasal verb)
Additional Examples: snuck → snuck
piled → piled
lived → lived
- Slide 2) Explain when suffix -ed makes the /t/ sound. Suffix -ed says /t/ when it follows a base word that ends in an unvoiced sound.
 - Identify the base word in an unvoiced word.
 - Read the four words from the Suffix -ed as /t/ Rules Poster aloud to student.
 - Have student say the base word for each suffix -ed word.
 - Ex teacher: "leaped"
 - student: "leap"
 - Identify the last sound in the base word that gives the -ed its sound as /t/.
 - Have students identify the sound before the suffix -ed.
 - Ex teacher: "jumped"
 - student: "jump"
 - teacher: "What sound is jump makes the -ed say the /t/ sound?"
 - student: "j". If the last letter in the base word is an unvoiced sound, the suffix -ed says /t/.

NOTE: An "unvoiced sound" is made when the vocal cords do not vibrate to produce consonant sounds. The following consonants are "unvoiced sounds": p, t, k, s, ch, sh, x.

Phonics Tapping

- For average students or those reading additional knowledge: suffix -ed as /t/ correct use the Phonic Tapping Poster to teach the tapping and reading and spelling words with the suffix -ed as /t/.

Lesson Materials

Teacher Lesson Plan Procedures, cont'd (S.7) -ed

Reading Words

- Have students practice reading suffix -ed as /t/ words.
 - Using the Decodable Word Cards (both red and unvoiced) invite them to read words with suffix -ed as /t/ by having students read the base word first and then the entire word.
 - Ex: The word "leaped" should be read... "leap... leaped"
 - Optional: Have students highlight the suffix -ed in each word, underline the base word, and circle the unvoiced 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 /t/ words using the following resources:
 - Suffix -ed as /t/ Word Cards
 - Words and Sentences Reading Page

Spelling Words

- Have students practice spelling suffix -ed as /t/ words.
 - Use the Suffix -ed Rules Poster to review the rule for when the suffix -ed makes the /t/ 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 (red 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 /t/.

Oral Reading

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

Additional Resources

- Additional practice with suffix -ed as /t/ resources:
 - Worksheets
 - Fill-in (Long and short-vowel words for suffix -ed as /t/)
 - Activities
 - Suffix -ed as /t/ poeas

Worksheets

-ed as /t/

Fill In

Answer Key

Answer Key

Name: _____

-ed as... /t/ (S.7) -ed

Directions Ex: washed [t] **Rule** when it follows a base word that ends with an unvoiced sound

passed	<input type="checkbox"/>	brushed	<input type="checkbox"/>
chopped	<input type="checkbox"/>	checked	<input type="checkbox"/>
asked	<input type="checkbox"/>	walked	<input type="checkbox"/>
talked	<input type="checkbox"/>	stopped	<input type="checkbox"/>
helped	<input type="checkbox"/>	picked	<input type="checkbox"/>
leaped	<input type="checkbox"/>	patched	<input type="checkbox"/>
leaped	<input type="checkbox"/>	dripped	<input type="checkbox"/>

Name: _____

-ed as... /t/ (S.7) -ed

Directions Ex: leaped [t] **Rule** when it follows a base word that ends with an unvoiced sound

leaped	<input type="checkbox"/>	taped	<input type="checkbox"/>
looked	<input type="checkbox"/>	cooked	<input type="checkbox"/>
laced	<input type="checkbox"/>	priced	<input type="checkbox"/>
choked	<input type="checkbox"/>	hoped	<input type="checkbox"/>
gripped	<input type="checkbox"/>	voiced	<input type="checkbox"/>
hooked	<input type="checkbox"/>	poked	<input type="checkbox"/>
reached	<input type="checkbox"/>	raked	<input type="checkbox"/>

Name: _____

Fill-in (S.7) -ed

Directions Ex: wished [t] **Rule** when it follows a base word that ends with an unvoiced sound

wished packed pitched
tossed rushed fixed

- Mom _____ over to me when I fell.
- Jill _____ her bags for camp.
- The baseball player _____ the ball to the batter.
- Jan _____ for a gift.
- The catcher _____ the ball back to the pitcher.
- My dad _____ the water pipe because it broke.

Name: _____

Fill-in (S.7) -ed

Directions Ex: baked [t] **Rule** when it follows a base word that ends with an unvoiced sound

baked chipped
hoped reached hiked

- We _____ all the way to lake a back.
- Jack _____ Jill up the hill.
- Mom _____ down to pick up the crying baby.
- Dad _____ my baseball team last week.
- I had _____ to feel better by now.
- Jen _____ a cake for the party.



short- and long-vowel words

short- and long-vowel words

INCLUDED

Posters

Color

Suffix -ed as /t/

Suffix -ed says /t/ when it follows a base word that ends with an unvoiced sound

Suffix Rules

 kicked	 jumped
 hiked	 watched

BW

Color

-ed

as /t/

ed-licked-/t/

BW

Color

Finger Tapping

Reading

Step 1 Teacher pulls out base word and the base word. Student taps out sounds in the base word.

w	i	sh
---	---	----

Step 2 Student reads the base word.

w	i	sh
---	---	----

wish

Step 3 Teacher adds suffix. He and student pronounce the. Student reads the entire word (base word + suffix).

w	i	sh	ed
---	---	----	----

wished

Spelling

Step 1 Teacher dictates the base word, then the whole word (base word + suffix). Student repeats.

"wish" - "wished"

Step 2 Student taps out the sounds in the base word. Then taps out the corresponding letters in the base word. Student pulls out the letters they will read. He does so while teaching each tile.

w	i	sh
---	---	----

wish

Step 3 Student adds suffix. He and then drags finger across entire word while reading the whole word (base word + suffix).

w	i	sh	ed
---	---	----	----

wished

Activities

Puzzle

short-voiced words

-ed as /t/

 shopped
 jumped
 clucked

Puzzle

long-voiced words

-ed as /t/

 taped
 leaped
 sliced

Suffix -ed
as /t/
puzzle

Puzzle

short-voiced words

-ed as /t/

 shopped
 jumped
 clucked

Puzzle

long-voiced words

-ed as /t/

 taped
 leaped
 sliced

Color

Black and White



INCLUDED

Word Lists & Word Cards

57 Red Words

clucked raced barked crashed

sipped packed coped hushed

hoped paced wiped stacked

clamped stocked kissed pitched

Flexible

57 Red Words

backed hiked dashed hoped waxed

licked flushed roped wished mixed

jumped skipped crashed stamped wiped

Nonsense Words

blaped runched goked lomped jushed

zicked taked pixed possessed tumped

maped sprashed loked chossed shased

Sentences

1. Bob wished for a black dog.

2. Dad hiked to the top and finished the maze.

3. Lin chased the kids inside.

4. Bill flipped a pen onto the desk.

Aligned

57 Nonsense Words

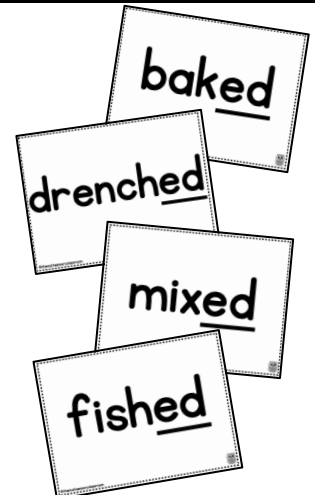
crased shoped jeased swaped

swacked blomped skosed glumped

jiped churked kraced ferked

blumped procked fripped shecked

Flexible



Decodable Passage & Comprehension Worksheet

57 Flexible

Jumping in Puddles

The rain made puddles outside for me to play in. I picked up my red jacket and rain boots to splash in the puddles for fun.

I crossed the yard to get to the road. I stomped in two small puddles. I jumped in one big puddle. I backed up and skipped in all the puddles. I dashed over one puddle so fast, I slipped. Mom walked out and helped me up. I asked her to jump with me, and she did! We crunched branches and chased the wind over the puddles. I hoped it would rain again.

Highlight words that contain the suffix /t/. Sight words: outside, far, two, one, over, again. Color a star each time you read.

Illustrate your favorite sentence from the story.

57

Name: _____

What made the puddles outside? _____

What clothes were needed to play in the puddles? _____

What happened when the child dashed over one puddle? _____

1. Underline the base word.

2. Color the final unvoiced sound in the base word red.

3. Color the suffix -ed as /t/ blue.

fished plucked fixed
taxed hopped patched

Illustrate your favorite sentence from the story.

Answer Key

57 Flexible

Jumping in Puddles

The rain made puddles outside for me to play in. I **picked** up my **red jacket** and rain boots to splash in the puddles for fun.

I **crossed** the yard to get to the road. I **stomped** in two small puddles. I **jumped** in one big puddle. I **backed** up and **skipped** in all the puddles. I **dashed** over one puddle so fast, I **slipped**. Mom **walked** out and **helped** me up. I **asked** her to jump with me, and she **did**! We **crunched** branches and **chased** the wind over the puddles. I **hoped** it would rain again.

1. Underline the base word.

2. Color the final unvoiced sound in the base word red.

3. Color the suffix -ed as /t/ blue.

fished plucked fixed
taxed hopped patched

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 words

Phonics Focus: Suffix -ed as /t/ (5.7) 

Lesson Objectives:

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

Common Core Standards	
K-5	RF. K.1
Grade 1	RF. 1.3, RF. 1.4
Grade 2	RF. 2.30, RF. 2.4
Grade 3	RF. 3.3, RF. 3.4, RF. 3.10

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: John licks his lollipop → happening right now
 John licked his lollipop → already happened (point out keyword "licked" on phonogram poster).
 Additional Examples: crack - cracked
 joke - joked
 bake - baked
- (Rule 2) Explain when suffix -ed makes the /t/ sound: *Suffix -ed says /t/ when it follows a base word that ends in an unvoiced sound.*
 - Identify the base word in a suffix -ed word:
 - Read the four words from the Suffix -ed as /t/ Rules Poster aloud to student.
 - Have student say the base word for each suffix -ed word.
 - Ex: teacher: "kicked" student: "kick"
 - Identify the last sound in the base word that gives the -ed its sound as /t/.
 - Have students identify the sound before the suffix -ed.
 - Ex: teacher: "jumped" student: "jump"
 - teacher: "Which sound in 'jump' makes the -ed suffix say the /t/ sound? Why?" student: "p"; if the last letter in the base word is an unvoiced sound, the suffix -ed says /t/.


NOTE: an "unvoiced sound" is made when the vocal cords do not vibrate to produce consonant sounds. The following consonants are "unvoiced sounds": p, t, k, f, s, th, w

Finger Tapping


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


Phonogram Poster


Rules Poster


Finger Tapping Poster

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Lesson Materials | **Teacher Lesson Plan Procedures, cont'd** (5.7) 

Decodable Word Lists

Reading Words

- Have students practice reading suffix -ed as /t/ words.
 - Use the Decodable Word Lists (both real and nonsense), review how to read words with suffix -ed as /t/ by having students read the base word first and then the entire word.
 - Ex: the word "fished" should be read "... fish" - "fish-ed"
 - 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 /t/ words using the following resources:
 - Suffix -ed as /t/ Word Cards
 - Word and Sentences Reading Page

Spelling Words


- Have students practice spelling suffix -ed as /t/ words.
 - Use the Suffix -ed Rules Poster to review the rules for when the suffix -ed makes the /t/ 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 /t/.

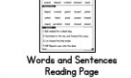
Oral Reading


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


Additional Resources

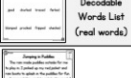
- Additional practice with suffix -ed as /t/ resources:
 - Worksheets:
 - Fill-in (long- and short-vowel pages for suffix -ed as /t/)
 - Activities:
 - Suffix -ed as /t/ puzzles

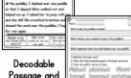

Word Cards



Words and Sentences Reading Page

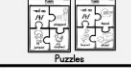

Rules Poster


Review Worksheets


Decodable Word List (real words)


Decodable Passage and Comprehension Worksheet


Fill-in Worksheets


Puzzles

Description of suffix -ed 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

5.7 Real Words

plucked raced barked crashed

sipped packed coped hushed

hoped paced wiped

clamped stocked kissed

Flexible

-ed
ed
ed
ed
ed
ed
ed
ed
ed
ed

image of phonogram/
skill card that
corresponds with
word list

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

5.7 Nonsense Words

crased shoped jeased swapped

swacked blomped skosed glumped

jiped churked kraced ferked

blumped procked fripped shecked

Flexible

-ed
ed
ed
ed
ed
ed
ed
ed
ed
ed

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

5.7 Real Words

-ed
as /v/
ed /d/

backed	hiked	dashed	hoped	waxed
licked	flushed	roped	wished	mixed
jumped	skipped	crashed	stamped	wiped

Nonsense Words

blaped	runched	goked	lomped	jushed
zicked	taked	pixed	posed	tumped
maped	sprashed	loked	chossed	shased

Sentences

Sight words: for, to, the, and

1. Bob wished for a black dog.
2. Dad hiked to the top and finished the maze.
3. Lin chased the kids inside.
4. Bill flipped a pen onto the desk.

Aligned

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image of the
passage's
focused
phonogram/skill
card

sentence sight
words

words sentences 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
passage's
focused
phonogram/skill
is found

identify words
containing focus
phonogram/skill

5.7 Flexible

Jumping in Puddles

The rain made puddles outside for me to play in. I picked up my red jacket and rain boots to splash in the puddles for fun.

I crossed the yard to get to the road. I stomped in two small puddles. I jumped in one big puddle. I backed up and skipped in all the puddles. I dashed over one puddle so fast, I slipped. Mom walked out and helped me up. I asked her to jump with me, and she did! We crunched branches and chased the wind over the puddles. I hoped for rain again.

Highlight words that contain suffix -ed as /t/

Sight words: *outside, for, two, one, over, again*

Color a star each time you read

1 2 3

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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

5.7

Name: _____



image of the
passage's
focused
phonogram/skill
card

What made the puddles outside?

What clothes were needed to play in the puddles?

What happened when the child dashed over one puddle?

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

fished plucked fixed
taxed hopped patched

sentence
illustration to
visualize the text



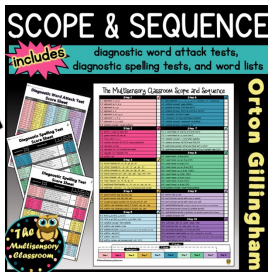
Illustrate your
favorite sentence
from the story

phonics review
of focused
phonogram/skill



COORDINATING RESOURCES

Suffix *-ed* as /t/ is taught in step 5.7 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_ (V/-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/CVCV or VC/CV
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: an /e/
2.3 floss rule: f, l, s, z	7.3 r-controlled: an /i/
2.4 syllable division: VC/CV (2 closed syllables)	7.4 r-controlled: an /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 & ig (/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, -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 (/oo/)
	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 <i>are, is, would</i>
4.3 exception glued sounds: ild, ind, old, oll, olt, ost	9.3 contractions: words with <i>have, not, will</i>
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	9.4 multisyllable words: 3 syllables - 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)
	9.6 multisyllable words: 3 syllables - all syllable types (with schwa)
	9.7 syllable division: V/V
Step 5	Step 10
5.1 VCe: a_e (/a/), e_e (/e/), i_e (/i/)	10.1 suffixes: -ful, -ly, -ment, -ness, -tion
5.2 VCe: o_e (/o/), u_e (/oo/ /ou/); s as /z/ between 2 vowels	10.2 prefixes: dis-, in-, mis-, pre-, re-, un-
5.3 syllable concept: VCe syllable	10.3 advanced digraphs: ch (/k/), ph (/f/)
5.4 suffix rule: silent e rule	10.4 advanced vowel teams: ea (/e/), igh (/a/), ie (/i/)
5.5 syllable division: compound words (closed & VCe syllable words)	10.5 advanced r-controlled: ar, or, & ur (/ar/, /or/, /ur/)
5.6 suffix: -ed (/t/)	10.6 silent letters: kn, lf, mb, wr
5.7 suffix: -ed (/t/)	
5.8 suffix: -ed review (/ed/, /d/, /t/)	

Sold Separately

