

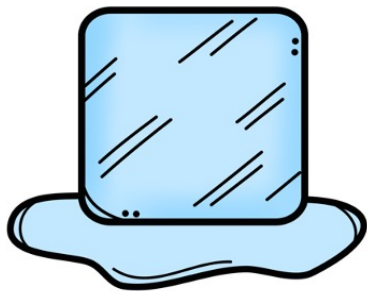


Phonics Focus Pack

Suffix -ed as /ed/

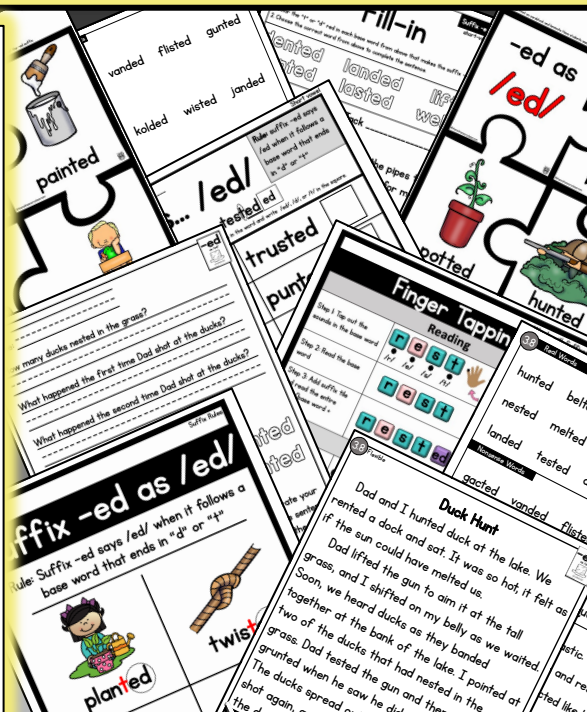
-ed

as /ed/



ed-melted-/ed/

©themultisensoryclassroom



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

O
r
t
o
r
G
i
l
i
n
g
h
a
r
n

INCLUDED

Lesson Plan

Phonics Focus: Suffix -ed as /ed/ (38) -ed

Lesson Objectives:

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

Lesson Materials: Teacher Lesson Plan Procedures

Rules:

- 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: The car **crashed** on the highway right now. The car **crashed** in already happened (past) but happened "crashed" on the highway (past).
 - Additional Examples: land - landed, jump - jumped, visit - visited
- Explain when suffix -ed makes the /ed/ sound. Suffix -ed says /ed/ when the base word has /t/ or /d/ or /t/.
 - Identify the base word in a suffix -ed word.
 - Read the base words from the Suffix -ed as /ed/ Rules Poster aloud to students.
 - Have students say the base word for each suffix -ed word.
 - Ex: teacher "spoke"
- Identify the last sound in the base word that gives the -ed its sound as /ed/.
 - Have students identify the sound before the suffix -ed.
 - Ex: teacher "traded"
 - student: "tray"
 - teacher: Which sound in "tray" makes the -ed suffix say the /ed/ sound? (tray) student: "t" of the last letter in the base word ends with /t/ or /d/ or /t/ the -ed suffix says /ed/.

Fluency Tapping:

- For stronger students who are reading additional nonfiction texts, reinforcement, use the Fluency 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: Teacher Lesson Plan Procedures, cont'd (38) -ed

Reading Words:

- Have students practice reading suffix -ed as /ed/ words.
 - Using the Invisible Word Lady (with consonant and vowel), review how to read words with suffix -ed as /ed/ by having students read the base word first and then the entire word.
 - Ex: The word "traded" should be read: "trade" + "ed" = "traded"
 - Optional: Have students highlight the suffix -ed in each word, underline the base word, and write the "t" or "d" or "t" at the end of each base word.
 - After students become skilled at identifying the base word first and then the entire word, they can progress to reading the entire word.
 - Have students add and practice reading suffix -ed as /ed/ words using the following resources:
 - Suffix -ed as /ed/ Word Cards
 - Words and Sentences Reading Page

Spelling Words:

- Have students practice spelling suffix -ed as /ed/ words.
 - Use the Suffix -ed Rules Poster to review the rules for when the suffix -ed makes the /ed/ sound.
 - Use the Suffix -ed Rules Worksheet to have students practice identifying the suffix -ed in the base words that determine the sound the suffix -ed will make.
 - Include suffix -ed words from the Invisible Word Lady (Word cards) and have students write the words on paper. Have students write the last sound in the base word that makes the suffix -ed its /ed/.

Oral Reading:

- Have students apply understanding of suffix -ed words for rough reading connected texts.
 - Student highlight words that contain the suffix -ed as /ed/ in the passage.
 - Review any sight words with students.
 - Have students read with fluency (re-reading the passage aloud fluently).
 - Students complete rough reading worksheet.

Additional Resources:

- Additional practice with suffix -ed as /ed/ resources:
 - Worksheets
 - Fluency Tapping and short-voiced pages for suffix -ed as /ed/
 - Activities
 - Suffix -ed as /ed/ posters

Worksheets

-ed as /ed/

Name: _____

-ed as... /ed/ Short vowel

Directions: Ex: **traded**

Rule: Suffix -ed says /ed/ when it follows a base word that ends in /t/ or /d/ or /t/.

rented	<input type="checkbox"/>	trusted	<input type="checkbox"/>
added	<input type="checkbox"/>	punted	<input type="checkbox"/>
tended	<input type="checkbox"/>	blended	<input type="checkbox"/>
panted	<input type="checkbox"/>	rested	<input type="checkbox"/>
gifted	<input type="checkbox"/>	printed	<input type="checkbox"/>
stayed	<input type="checkbox"/>	melted	<input type="checkbox"/>
_____	<input type="checkbox"/>	landed	<input type="checkbox"/>

Name: _____

-ed as... /ed/ Long vowel

Directions: Ex: **traded**

Rule: Suffix -ed says /ed/ when it follows a base word that ends in /t/ or /d/ or /t/.

folded	<input type="checkbox"/>	roasted	<input type="checkbox"/>
shouted	<input type="checkbox"/>	voted	<input type="checkbox"/>
greeted	<input type="checkbox"/>	painted	<input type="checkbox"/>
posted	<input type="checkbox"/>	molded	<input type="checkbox"/>
loaded	<input type="checkbox"/>	hosted	<input type="checkbox"/>
hoisted	<input type="checkbox"/>	hounded	<input type="checkbox"/>
traded	<input type="checkbox"/>	pointed	<input type="checkbox"/>

Fill In

Name: _____

Fill-in Short vowel

Directions: Ex: **traded**

Rule: Suffix -ed says /ed/ when it follows a base word that ends in /t/ or /d/ or /t/.

dented landed lifted
 hunted lasted welded

- Dad got mad when Jack _____ the van.
- Rex _____ the pipes together.
- I _____ everywhere for my missing sock.
- The baseball game _____ a lot longer than I wanted!
- The crane _____ the big rock with a rope.
- My box fell off the shelf and _____ with a thud.

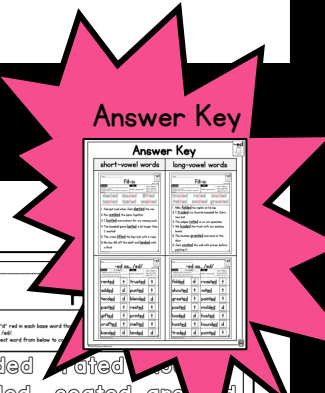
Name: _____

Fill-in Long vowel

Directions: Ex: **traded**

traded folded coated greed

- Mike _____ his napkin on _____.
- I _____ my favorite baseball for Dan's new bat.
- The judges _____ us on our speeches.
- We _____ the truck with our packing boxes.
- The hostess _____ everyone at the door.
- Jack _____ the wall with primer before painting it.



short- and long-vowel words

short- and long-vowel words

INCLUDED

Posters

Color

Suffix -ed as /ed/

Suffix -ed says /ed/ when it follows a base word that ends in "d" or "t"

 planted	 twisted
$7 + 8$ added	 landed

©Therapistsonyourclassroom

Color

-ed

as /ed/

ed-melted-/ed/

©Therapistsonyourclassroom

Color

Finger Tapping

Reading

Step 1: Teacher pulls out base word letter tiles. Student taps out sounds in the base word.

Step 2: Student reads the base word.

Step 3: Teacher adds suffix tile and student reads the entire word (base word + suffix).

Spelling

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

Step 2: Student taps out the sounds in the base word, then taps out the corresponding letters in the base word. Student pulls out letter tiles and reads the base word while touching each tile.

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

Activities

Puzzles

long-voiced words

-ed as /ed/

Painted

Seated

Puzzles

short-voiced words

-ed as /ed/

Blasted

Potted

Hunted

Suffix -ed
as /ed/
puzzle

Puzzles

short-voiced words

-ed as /ed/

Blasted

Potted

Hunted

Puzzles

long-voiced words

-ed as /ed/

Painted

Graded

Seated

Color

Black and White



INCLUDED

Word Lists & Word Cards

3.8 Real Words

posted rested smelted nested

drifted lasted stranded acted

scolded rented squinted hunted

twisted molded banded crested

Flexible

3.8 Real Words

hunted belted lifted crusted crested

nested melted trusted rested banded

landed tested dented acted rented

Nonsense Words

gacted vanded flisted gunted woded

plunted kested wisted janded pinded

trasted mented flunded quefted safted

Sentences

- Dad melted and molded the plastic.
- The bug landed on the branch and rested.
- When Pam scolded Tim, she acted like his mom.
- The raft drifted, and the kids rested.

Aligned

3.8 Nonsense Words

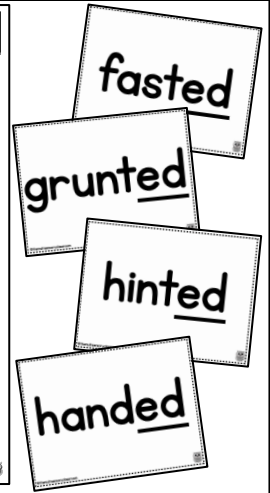
gacted vanded flisted gunted

plunted kolded wisted janded

trolted mented yosted quafted

pripped tranded kicted woded

Flexible



Decodable Passage & Comprehension Worksheet

3.8 Flexible

Duck Hunt

Dad and I hunted duck at the lake. We rented a dock and sat. It was so hot, it felt as if the sun could have melted us.

Dad lifted the gun to aim it at the tall grass, and I shifted on my belly as we waited. Soon, we heard ducks as they banded together at the bank of the lake. I pointed at two of the ducks that had nested in the grass. Dad tested the gun and then shot. I grunted when he saw he did not get the shot. The ducks spread out above the lake. Dad shot again, and I shouted as one landed on the dock.

Highlight words that contain suffix -ed as /ed/	Sight words: heard, saw, again, could, together, they, soon	Color a star each time you read
---	---	---------------------------------

©themfluentclassroom

3.8

Name: _____

How many ducks nested in the grass? _____

What happened the first time Dad shot at the ducks? _____

What happened the second time Dad shot at the ducks? _____

- Underline the base word
- Color the final "t" or "d" in the base word red.
- Color the suffix -ed as /ed/ blue.

panted funded rented
graded rated land

Illustrate your favorite sentence from the story

©themfluentclassroom

Answer Key

Duck Hunt

Dad and I **hunted** duck at the lake. We **rented** a dock and sat. It was so hot, it felt as if the sun could have **melted** us.

Dad **lifted** the gun to aim it at the tall grass, and I **shifted** on my belly as we **waited**. Soon, we heard ducks as they **landed** together at the bank of the lake. I **pointed** at two of the ducks that had **nested** in the grass. Dad **tested** the gun and then shot. I **grunted** when he saw he did not get the shot. The ducks spread out above the lake. Dad shot again, and I **shouted** as one **landed** on the dock.

Highlight words that contain suffix -ed as /ed/

Sight words: heard, saw, again, could, together, they, soon

Color a star each time you read

many ducks nested in the grass?
two ducks

What happened the first time Dad shot at the ducks?
did not get the shot

What happened the second time Dad shot at the ducks?
got one of the ducks

Underline the base word

Color the final "t" or "d" in the base word red

Color the suffix -ed as /ed/ blue

**panted funded rented
graded rated land**

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 /ed/ (38) 

Lesson Objectives:

1. Understand and apply rules for suffix -ed as /ed/
2. Read words with suffix -ed as /ed/ using lesson materials
3. Spell words with suffix -ed as /ed/ using lesson materials
4. Read passages with the suffix -ed as /ed/ as the focus

Common Core Standards	
K-5	RF. K.1
Grade 1	RF. 1.3; RF. 1.4
Grade 2	RF. 2.3; RF. 2.4
Grade 3	RF. 3.3; RF. 3.4; RF. 3.6




Lesson Materials | **Teacher Lesson Plan Procedures**

Rules


1. (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: The ice melts. → happening right now
 The ice melted. → already happened (point out keyword "melted" on phonogram poster)
 Additional Examples: land - landed
 plant - planted
 add - added
2. (Rule 2) Explain when suffix -ed makes the /ed/ sound: *Suffix -ed says /ed/ when it follows a base word that ends in "d", "t", or "s".*
 - a. Identify the base word in the suffix -ed word:
 - Read the four words from the Suffix -ed as /ed/ Rules Poster aloud to students.
 - Have students say the base word for each suffix -ed word.
 - Ex: teacher: "planted"
 student: "plant"
 - b. Identify the last sound in the base word that gives the -ed its sound as /ed/.
 - Have students identify the sound before the suffix -ed.
 - Ex: teacher: "twisted"
 student: "twist"
 teacher: Which sound in "twist" makes the -ed suffix say the /ed/ sound? Why?
 student: "t"; if the last letter in the base word ends with "d" or "t" the suffix -ed say /ed/

Finger Tapping

3. 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.

 Phonogram Poster
 Rules Poster
 Finger Tapping Poster

©themultisensoryclassroom

Lesson Materials | **Teacher Lesson Plan Procedures, cont'd** (38) 

Decodable Word Lists

Reading Words

4. Have students practice reading suffix -ed as /ed/ words.
 - Using the Decodable Word Lists (both nonsense and real), review how to read words with suffix -ed as /ed/ by having students read the base word first and then the entire word.
 - Ex: the word "rested" should be read ... "rest" - "rested"
 - Optional: Have students highlight the suffix -ed in each word, underline the base word, and circle the "d" or "t" 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 /ed/ words using the following resources:
 - Suffix -ed as /ed/ Word Cards
 - Words and Sentences Reading Page

Spelling Words



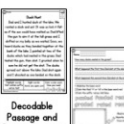

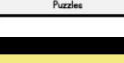

5. Have students practice spelling suffix -ed as /ed/ words.
 - Use the Suffix -ed Rules Poster to review the rules for when the suffix -ed makes the /ed/ sound.
 - Use the Suffix -ed Review Worksheet to have students practice identifying the letter(s) in the base words that determine the sound the suffix -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 /ed/.

Oral Reading

6. Have students apply their understanding of suffix -ed words through reading connected texts.
 - Students highlight all words that contain the suffix -ed as /ed/ 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

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

 Rules Poster
 Review Worksheet
 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

38 Real Words

posted rested smelted nested

drifted lasted stranded acted

scolded rented squinted

twisted molded banded

Flexible



image of phonogram/skill card that corresponds with word list

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

38 Nonsense Words

gacted vanded flisted gunted

plunted kolded wisted janded

trolted mented yosted quafted

prifted tranded kicted wonded

Flexible

also includes NONSENSE word list for each phonogram/skill

real & nonsense word lists that 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

3.8 Real Words

hunted belted lifted crusted crested
nested melted trusted rested banded
landed tested dented acted rented

Nonsense Words

gacted vanded flisted gunted wonded
plunted kested wisted janded pinded
trasted mented flunded quefted safted

Sentences

1. Dad melted and molded the plastic.
2. The bug landed on the branch and rested.
3. When Pam scolded Tim, she acted like his mom.
4. The raft drifted, and the kids rested.

Aligned

Sight words: the, she

©themultisensoryclassroom

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

38 Flexible

Duck Hunt



Dad and I hunted duck at the lake. We rented a dock and sat. It was so hot, it felt as if the sun could have melted us.

Dad lifted the gun to aim it at the tall grass, and I shifted on my belly as we waited. Soon, we heard ducks as they banded together at the bank of the lake. I pointed at two of the ducks that had nested in the grass. Dad tested the gun and then shot. I grunted when he saw he did not get the shot. The ducks spread out above the lake. Dad shot again, and I shouted as one landed on the dock.

Highlight words that contain suffix -ed as /ed/	Sight words: <i>heard, saw, again, could, together, they, soon</i>	Color a star each time you read
---	--	---------------------------------

©themultisensoryclassroom


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

3.8

Name: _____

How many ducks nested in the grass?

What happened the first time Dad shot at the ducks?

What happened the second time Dad shot at the ducks?

1. Underline the base word
2. Color the final "t" or "d" in the base word red.
3. Color the suffix -ed as /ed/ blue.

panted funded rented
graded rated landed

Illustrate your favorite sentence from the story




image of the
passage's
focused
phonogram/skill
card

sentence
illustration to
visualize the text

phonics review
of focused
phonogram/skill



