

Lesson Plan for the Suffix '-ed'

Phonics Pattern for Focus: Suffix '-ed'

Teacher Note: When you see a suffix in quotations, for example '-ed', you say the letter names, for example 'e', 'd'. When you see a suffix in slashes, for example /ed/, you read the letter sounds together.

OPEN WITH A LISTENING GAME: morphemic awareness activity to get students identifying morphemes, like the suffix '-ed'.

A morpheme is the smallest unit of meaning in a language; it may be a word or word part and may be a single syllable or more than one syllable. For example, the word *mix* has one syllable and one morpheme. If we add an '-ed' to the end of *mix* (*mix* + '-ed' = *mixed*), the word now has two morphemes.

Teacher says the words below and students identify the base word.

mixed (mix)	splashed (splash)	fizzed (fizz)	shouted (shout)	trimmed (trim)
-----------------------	-----------------------------	-------------------------	---------------------------	--------------------------

WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use any flash cards that students need to review or that have been recently introduced.
 - For flash cards with keyword pictures: Say the letter, keyword, and sound. For example, "t, top, /t/."
 - For flash cards with letters only: Say the sound. For example, "/t/."
- Use any previously taught morpheme flash cards (suffix '-s', '-es', and '-ing').

Sounds/Morphemes to Review:

Suffix '-s'	Suffix '-es'	Suffix '-ing'		
a	e	i	o	u

Materials Needed:

- ☐ suffix '-ed' flash card
- ☐ previously taught suffix flash cards to review (suffix '-s', '-es', and '-ing')
- ☐ phonics flash cards to review
- ☐ pencil and paper for dictation
- ☐ Suffix '-ed': Student Read Sheet with Words, Phrases, and Sentences

Lesson Plan for the Suffix '-ed'

INTRODUCE THE SUFFIX '-ed':

- Say, "Today we are going to learn about a new suffix. Remember, a suffix is added after a base word and changes the meaning of the word."
- Show the students the suffix '-ed' flash card.
- Say, "This is the suffix '-ed' (pronounced 'suffix 'e', 'd'"). The suffix '-ed' is special because it can make three different sounds! The suffix '-ed', says /d/, /t/, and /ɪd/. It makes a word past tense. This means that it has happened already."
- Write the word *fill* on the board.
- Say, "If I add the suffix '-ed' to the end of the base word, what's the new word? [*filled*] Yes, as in, 'Mom filled the tub with warm water.' The word *filled* has the suffix '-ed', and the suffix '-ed' tells us that something already happened. Mom already *filled*, or added water to, the tub. Let's say the word again. [*filled*] What sound is the suffix '-ed' making in this word? [/d/] Yes! In this word, the suffix '-ed' makes the /d/ sound. Even though we hear just the /d/ sound, when I wrote the word *filled*, I didn't just add a 'd.' I added the suffix '-ed' because that's what shows it already happened. A 'd' by itself doesn't tell us that."
- Next, write the word *jump* on the board.
- Say, "If I add the suffix '-ed' to the end of the base word, what is the new word? [*jumped*] Yes, as in 'Bill jumped into the pool.' The word *jumped* has the suffix '-ed' and the suffix '-ed' tells us that it already happened. Bill already *jumped* into the pool. Let's say the word again. [*jumped*] What sound is the suffix '-ed' making in this word? [/t/] Yes, in this word, the suffix '-ed' is making the /t/ sound. After the word *jump*, I didn't just write a 't' because I heard the /t/ sound. A 't' does not mean anything by itself. I have to add the suffix '-ed' because that means that it already happened."
- Finally, write the word *land* on the board.
- Say, "If I add the suffix '-ed' to the end of the base word, what is the new word? [*landed*] Yes, as in 'The plane landed at ten o'clock.' The word *landed* has the suffix '-ed' and the suffix '-ed' tells us that it already happened. The plane already *landed*, or arrived, at ten o'clock. Let's say the word again. [*landed*] What sound is the suffix '-ed' making in this word? [/ɪd/] Yes, in this word, the suffix '-ed' is making the /ɪd/ sound. After the word *land*, I had to add the suffix '-ed' to show that it already happened."
- Now, grab your suffix '-ed' flash card.
- Say, "Watch and listen to what we will say when we see this card. The suffix '-ed' says /d/, /t/, or /ɪd/, and it means already happened."
- Say and have students repeat: "The suffix '-ed' says /d/, /t/, or /ɪd/, and it means already happened."
- Write the following words on the board one at a time: *crash*, *honk*, *twist*, *miss*.
- Add the suffix '-ed' and point out how the ending sound of '-ed' changes in each word. Discuss the meanings. Then have the students read back the words.

Teacher Tip: The language you use should be based on your students' grade level or language comprehension level. For younger students, you could say *already happened*. For older students, you could say *it makes the verb past tense or happened in the past*.

Lesson Plan for the Suffix '-ed'

DICTATION: Connect the sounds and morphemes you hear to their spellings.

Dictating Morphemes

If it is a new morpheme:

1. Spell the morpheme as you write it. Then say the morpheme, its sound(s), and the meaning. For example, "The suffix '-s' can say /s/ or /z/. It makes a noun plural and can help the verb sound right."
2. Students repeat the spelling, the morpheme, its sound(s), and the meaning as they write. They can do this for the new morpheme 3 to 5 times. [The suffix '-s' can say /s/ or /z/. It makes a noun plural and can help the verb sound right.]

If it is a morpheme you are reviewing:

Option 1:

1. Spell the morpheme as you write it. Then say the morpheme, its sound(s), and the meaning. (For example, 're', /rē/, means back or again.)
2. Students repeat the spelling, the morpheme, its sound(s), and the meaning as they write.

Option 2:

1. Display previously taught morphemes.
2. Say, "This prefix/suffix/base word means _____. Which morpheme is it?"
3. Students write the morpheme.
4. Check together and correct or discuss as necessary.

Morphemes to Dictate:

1. Say "Suffix '-ed' says /d/, /t/, or /ɪd/, and it means that it happened already."
2. Students will repeat as they write the suffix '-ed' each time.

-ed	-ed	-ed	-ed
-----	-----	-----	-----

Dictating Words:

1. Say the word and have students repeat it. [mixes]
2. Say, "What is the base word?" [mix]
3. Say, "Write the base word _____ [mix] and then make it _____." [mixes]
(Students should write *mix* and then add the suffix '-es' to make it say *mixes*.)
4. Check together.
5. After all words have been dictated, students read back all of the words that they wrote.

Lesson Plan for the Suffix '-ed'

Words to Dictate:

rushed	stacked	thanked	tossed	blocked	spilled
---------------	----------------	----------------	---------------	----------------	----------------

Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

Teacher Tip: On the first day of introducing a new morpheme, you may want to use the words dictated above in the phrases and sentences. Once students have had practice spelling words with the new morpheme, then you can use different words with that morpheme in the phrases and sentences.

Phrases to Dictate:

stacked the blocks	thanked his mom
tossed the ball	blocked the path

Sentences to Dictate:

The drink spilled from the glass.	Hank thanked his mom for the gift.
Kim stacked the blocks on the rug.	Stan rushed from the shop.

BUILDING VOCABULARY: Select word(s) to focus on meaning and use.

Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when

Lesson Plan for the Suffix '-ed'

words with multiple meanings come up.

stacked

blocked

PRACTICE READING TO BUILD FLUENCY: Have students practice reading words with the new skill alone and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY: Use the Reading Universe read sheets for this portion of the lesson.

Words:

- Show students words using phonics patterns that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page and read each word. If students need to tap the sounds in the base word they can, but they should not need to tap the suffix.
- Students can then reread with a partner.

Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



-ed

ReadingUniverse.org



—es

ReadingUniverse.org

—s

ReadingUniverse.org



-ing

ReadingUniverse.org

Suffix '-ed': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the suffix '-ed'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- suffix '-ed' read sheet for each student
- pencil for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the suffix '-ed' in the single words at the top. After they highlight, they read the base word and then the whole word. For example, first they read the base word *stack*, and then the whole word *stacked*.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

Suffix '-ed': Student Read Sheet with Words, Phrases, and Sentences

Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *stacked*. You can say, "**Stacked is when something that has been put on top of something else. For example, I stacked the boxes in the basement.**"
- Students can turn and talk about something you may have to *stack*.

Teacher Tip: Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name _____ Date _____

Suffix '-ed'

Read the words.

stacked	pressed	spilled	crushed
spelled	stuffed	tricked	stamped
lifted	buzzed	tossed	rented
blocked	blinked	banged	sniffed

Read the phrases.

rented a van	stamped her hand
blocked the path	tossed the ball
crushed it all	blinked and winked

Read the sentences.

The dog sniffed the trash bag.

He tricked his mom.

Fred banged on the drums.

Greg stuffed the pants in the boxes.