

Lesson Plan

AUDIENCE

This lesson is for readers who can identify all letters of the alphabet and can read words with up to 2 syllables, including 1 open syllable.

MATERIALS

- ping pong balls- approximately 20, at least 1 per student
- permanent marker- black or other dark color, 1 for teacher
- small basket or container- 1 labeled “ed”, 1 labeled “d” and 1 labeled “t” for basketball-like game with ping-pong balls
- -ed Spellings Chart PG. 8
- Ways to Say -ed Rules PG. 9

OBJECTIVE

Students will identify and distinguish between the three sounds of /ed/ as a past tense suffix.

STANDARD

CCSS.ELA-LITERACY.RF.5.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

CASEL SEL Framework

Social Awareness - Demonstrating empathy and compassion

Self-Awareness - Having a growth mindset

Self-Management - Reflecting on one’s role to promote personal, family, and community well-being

PREP

- Write the following words, one on each ping pong ball with a permanent marker:
 - talked, wished, winked, defended, twisted, thrilled, brushed, jumped, blinked, drilled, responded, insisted, distracted, smelled, belonged, stamped, thanked, called, expected (If more words are needed, you may add other words with the suffix “ed” but do not add any where the final consonant of the base word changes, such as planned or spotted).
- Place the 3 baskets approximately 2 feet from each other on the floor in an area where there is space for students to stand and “shoot the ball” into a basket. If there is not ample space, place the baskets on desks and allow one student at a time to stand in front of them to shoot the ball.
- Have these words written or projected onto the board: plant, walk, respect, belong, fill, depend, detach

CONNECTION

Briefly share a time when you noticed either a student, a sports team, or fans show support to someone who was trying something challenging. Ask students to think of a time when they had someone cheer them on or when they witnessed someone cheer someone else on. Inform the group that inspired you to create a game for today's lesson. As they work hard to learn the skills for today's lesson, you'd like them to also be a source of support for everyone else in the group and remember that feeling of what it's like to have someone supporting you.

MINI-LESSON

Point to the words you have written on the board: *plant, walk, respect, belong, fill, depend, detach*. Ask for a volunteer(s) to read them aloud.

NOTE

- Remind students to break up any syllables in multisyllabic words according to any syllabication rules they have previously learned.
- Provide support to the student as necessary as they decode the words.

SEL

SEL SUPPORT:

Students at this age who are still learning decoding skills may be hesitant to read aloud as they may have not had positive experiences doing so in front of their peers. Be sure to provide ample positive reinforcement for doing so. Focus students' attention on having a growth mindset, where sustained practice is emphasized as the key to becoming better at any skill. Also, be prepared to coach the other students to be respectful of the reader as they decode the words. Sometimes, older students who struggle in a certain academic area will be quick to point out errors that another is making in order to feel better about themselves. It is important to establish firm expectations in the group that everyone will be respectful of the student who is taking the risk during the lesson. Encourage students to take on the role of a "cheer squad", "coach", or "fan" and to provide positive support to each other.



ELL SUPPORT:

You may need to review the meanings of the target words (and the other words later in the lesson) with English Language Learners. If possible, do this prior to the lesson or inquire about integrating them into any direct ELL instruction the student may receive prior to the lesson.

Ask, “Can anyone figure out what all these words have in common? I’m not talking about the way they are spelled this time. I’m focusing on their meaning or how we use them.” Guide students to the answers below if they are unsure.

- the words are verbs
- the words are action words
- the words are things that you do

Explain that when you use a verb to talk about the present, right now, you can usually use the words just as they are on the board. For example: “I plant the flowers” or “I walk to the store.” But sometimes you want to talk about the past, or what already happened.

Ask students: Can I say ‘Yesterday I walk to the store?’

Pause for a moment and see if a student can come up with the solution of adding the suffix -ed to the end of a word. If not, guide students to that conclusion by prompting them: “Today I walk to the store, but if I did it yesterday, I _____ to the store. You have to keep the same verb but change it somehow.”

Explain that you add the suffix -ed to the end of most verbs in English to change them to past tense.” As you say this, add -ed to a few words on the board or ask volunteers to help you add -ed.

NOTE

- Add the -ed right next to the word, with no hyphen. For example, the word “walk” would now become “walked.”

Say, “Ok, now let’s read these words again.” Start to read the words on the board aloud yourself. Make some errors on purpose, such as reading “walked” as “walk-ed.” Make it seem as though you are surprised by how that sounds like it doesn’t make sense and that you are trying to figure it out. Say, “Hmm...I know the past tense of “walk” is “walkt” (pronounce it like that), but why don’t I say it “walk-ed” (pronounce it as 2 syllables) if I do say “plant-ed?”

Allow time for student answers. Say, “Let’s talk about this. Let’s look at this list and read each word together with its -ed suffix on it.” Go through the list of words. Then say, “Now which words did we say with an -ed sound at the end? Is there a pattern in which letters make one ending sound?” Allow time for the answers of: depend, plant and respect.

Say, “Yes, that’s right! ‘Depend’ and ‘respect’ both get that extra -ed sound. I’m going to look at the way they are spelled. What are the last letters of those two words?” Allow time for the answer of “d and t.”

Say, “Believe it or not, there are actually 3 different ways to read the -ed suffix in a word. Today we are going to practice them so that when you come to a word with the -ed suffix, you will have some tools to help you decode that word.”

Point to “depend”, “plant” and “respect” on the board. Circle the d and t at the end of the base words as you say: “Any base word ending in d or t will get that /id/ sound at the end of it for the suffix -ed. If you notice, it’s not like we say “respect-ed” (emphasize the sound -ed and make it sound like the name Ed). We pronounce it more like “respect-id.” Allow students time to practice saying respected and depended correctly.

GUIDED PRACTICE

Say, “Now we are going to work on categorizing the rest of these words. The two remaining sounds we have left for the suffix -ed are /t/ or /d/ at the end of it. We are going to use this chart as we figure it out. Hold up the -ed Spellings Chart.

Say, “I notice that many words with -ed have the t sound. I also notice that words that end in LL, such as fill or spill, tend to have -ed as the d sound. I am going to pass out the chart, but wait until you hear all of the directions before you start.” Pass out a chart to each student. Say, “Now we will work with partners to complete this chart. You may find a partner now.”

Now say, “Let’s put these words into categories.” Recreate a chart similar to the one below with 3 columns on the board: one labeled id, one d and one t. Ask for volunteers to come up to the board, read it aloud, and put it in its proper category. Reiterate that even though the word “looks like” ed, the sound it makes will either be /id/, /d/ or /t/.

ELL

ELL SUPPORT:

English Language Learners may need to be reminded of what a letter vs a syllable is, depending on their skill level. Take a moment to demonstrate what a syllable is in the word “depend”, breaking it up as: de-pend, and then underlining just the last letter, and reminding students that a syllable is a part of a word we can say with a single breath, while a letter is a single symbol in a word. This may also be a good time to review that a base word is a word without any prefix or suffix, because it will be discussed soon in the lesson.

SEL**SEL SUPPORT:**

Some students may prefer to work alone. Let them know that you know this about them but that for this activity, it is necessary to have a partner to practice aloud. Say, "This time I need you to work with a partner so they can hear you say the words. There may be other activities in the future when you may be able to work alone."

ELL**ELL SUPPORT:**

Allow ELLs to write out the categories at their seat if they wish before going up to the board so that you may check their work. This will give them the confidence to complete the exercise in front of their peers.

SEL**SEL SUPPORT:**

Allow students to come to the board with a partner if they wish for moral support.

SOUNDS LIKE	LOOKS LIKE "ED"
id	planted, respected, depended
d	belonged, filled
t	walked, detached

Review the answers and say, "Great job! We know when -ed says /id/. When is that?" Allow time for the answer of when the base word ends with d or t. Then say, "Great! All other words will have the sound of /d/ or /t/ at the end when using -ed, The steps to reading a word like this would be:

STEPS FOR READING A WORD WITH -ED

- 1) Read the base word (the word with no suffix)
- 2) Try the base word with both a d and t sound at the end. One may sound more natural.
- 3) If you are still unsure, check this Ways to Say -ed Chart.

INDEPENDENT PRACTICE

Say, “Now we are ready to play a game to test out what we’ve learned.” Take out the labeled ping pong balls that you have placed in a container. Hold them up and say, “We are going to play Jumped and Dunked.” We may not do much jumping, but hopefully we will be able to do some dunking.

Now say, “When it is your turn, you are going to take a ping pong ball and read it aloud. Then tell us which sound the -ed makes: /id/, /d/ or /t/. When we all agree that you have read it correctly, you will try to shoot your ball in the correct basket. Everyone else, keep in mind that we’re here to cheer each other on. If someone makes a mistake, you can offer a hint at which letter they should look at for support or suggest they try again. You can also refer to the chart.” Direct students to where they should line up.

Have students take turns picking a ball, reading it aloud, and shooting it.

ELL

ELL SUPPORT:

Students may need to know the definition of “dunk” as it pertains to basketball. You may want to ask for a volunteer to explain the definition and act it out, if possible. Say, “We won’t actually be dunking in this game, but it is a fun basketball expression and lets us use our -ed ending in the title!” You may also need to review the meaning of “shoot” in terms of basketball.

SEL

SEL SUPPORT:

Some students may be very hesitant to participate in a sports-like activity due to any number of personal challenges or poor self-perception. Be mindful of this. Allow them extra attempts, or allow everyone extra attempts so that they are not singled out. Depending on the student, you may allow them to stand closer to the baskets as well. Remind the others that everyone is different in this class, and everyone gets what they need. Sometimes that means that different people participate in different ways.

When you are done, have 3 volunteers reread the balls. Close the lesson by asking students to repeat the 3 sounds of -ed and the rule for when to pronounce it /id/. Say, “Awesome job, everyone! Now you can use this skill as you read!”

ASSESSMENT

- Observe which students are able to sort the words into the correct columns in the 3-column chart.
- Carefully listen to which students are able to pronounce each past tense word with the correct -ed sound.
- Offer additional practice sessions for students who struggle with the -ed sounds. Students can create their own “cheat sheet” where they list which base letters make the -ed ending sound like -id, -t, or -d.
- Play “Jumped and Dunked” multiple times and observe students’ progress.

-ed SPELLINGS CHART

NAME: _____

DIRECTIONS: Place the words into the correct categories.

SOUNDS LIKE	LOOKS LIKE "ED"
id	
d	
t	

WAYS TO SAY -ed RULES

If the word ends with
the letters **d** or **t**,

say -ed as
“id”

If the word ends with
the letters **l**, **n**, **r**, **b**,
g, **m**, **z**, **s**, or **v**,

say -ed as
“d”

If the word ends with
the letters **p**, **k**, **f**, **gh**,
sh, **ch**, **ss**, **c**, or **x**,

say -ed as
“t”