



Next Steps -ed- Endings

Next Steps 4 Dot Words: “ed” Endings

Note: using 4 dot words requires some prep (i.e., pulling cards, reviewing procedures) that must be done *prior* to conducting the actual lesson.

When the student completes ‘o’ core vowel patterns, you can deviate to “ed” endings if s/he needs work in this area. Then, go back to the Word Study Sequence where you left off.

Sequence

1. /ed/
2. /t/
3. /d/

Introductory Lesson for Individual Ending: use only one ending sound (e.g., /ed/)

Prep: Before lesson, pull 16 cards for sort: 2 columns of 8. Pull pairs of baseword and matching baseword/suffix cards for only one ending (e.g., paint-painted).

Procedures:

Introduction:

1. Place the words **tested**, **looked**, and **rained** in front of student and ask student to read each word. Ask, “What letters do you see at the end of each word?” Use your thumb to target **ed** in each word and explain that it is a suffix. Suffixes change the meaning of words. Use your thumb to target **look** (I look at you now) and **looked** (I looked at you yesterday) as an example.

2. Explain that the suffix “ed” is tricky because it has 3 different sounds. Ask student to pronounce each word again and listen for the sound at the end of the word. Then, use counter-examples: “We don’t say look-ed, we say lookt. We don’t say…” So, we’re going to use these 4 dot words to help you be sure how to say “ed” words correctly.

Working with one ending only:

1. Ask student to SORT words in to 2 columns: words with the “ed” suffix and words without the suffix. Use “where does this go?” prompt. Student reads down the entire column each time s/he places a card. Note: words do not have to “match” yet.
2. When sort is completed, review that “ed” is a suffix. Explain that the front part of the word is called the “baseword.” Pick up all “ed” words, hand them to the student, and ask student to MATCH baseword/suffix to the corresponding baseword. As they match cards up, ask student to read across (e.g., hand-handed).
3. When MATCH is completed, ask student to point and read across for all matches (e.g., hand-handed, count-counted, blast-blasted)
4. Then, work on accuracy and vocabulary by QUESTIONING: Read this word (handed). What is the baseword? (hand) What is the suffix? (ed) What sound is the ‘ed’ making? (/ed/). Cover part of the word and ask: Is this a suffix or a baseword?
5. Dictate 5 SPELLING words. Use primarily baseword/suffix words. Be sure to practice basewords ending in “y” if available.
6. Conduct SAY IT – MATCH IT – CHECK IT. Student should read the baseword alone, and then the entire baseword/suffix. To finish, ask student to read back the entire list in the same fashion.
7. Re-do steps 1-6 above until student seems 85% or so ACCURATE.

8. Then, shift to FLUENCY-DRIVEN activities like Poison Star or Oops for 30 seconds, 2 or 3 times. (No random check!)
9. When conducting fluency activities, student reads entire baseword/suffix.

Evaluating Mastery:

1. When the student seems firm (i.e., is both accurate and fluent) for that ending, conduct a SPEED ✓ for basewords and basewords/suffixes. Student reads entire baseword/suffix. The criteria are 35 or more; no more than 3 errors in 1 minute. SPEED ✓s must be conducted for each ending individually: /ed/, /t/, and /d/.

Comparison Lesson: after student has passed speed ✓s for all 3 endings, do comparison work.

Prep: Pull **tested**, **looked**, and **rained**, plus 3 more baseword/suffixes for each ending (i.e., a total of 12 cards for a 3x4 sort). Have sound symbol cards ready (i.e., /ed/, /t/, /d/).

Procedures:

Introduction:

1. Use **tested**, **looked**, and **rained** as anchors. Hand anchors to child to read & place one at a time in above ↑ order
2. Ask: “What letters are at the end of each word?”
3. Review: Remember--“ed” can make 3 different sounds. Say each of these words again and listen for the 3 different sounds.” Ask student to place sound symbols (e.g., /d/) above appropriate anchor words.

Note: Use sound-symbol anchors until student does not need them to sort successfully; then take them away.

Working with “ed” Comparisons

1. Use **tested**, **looked**, and **rained** as anchors. Ask student to read and then SORT words into 3 columns. Student reads each word before sorting. Place words in separate columns according to sound. Read entire column after placing each word.
2. When sort is completed, do RANDOM ✓.
3. Play MEMORY. When the student finds a match, ask, “Why does it match?” Student responds (e.g., e-d says /t/).
4. Dictate 5 SPELLING words. Be sure to practice basewords ending in “y.” Finish with: “Say It; Match It; Check It.”
5. Once the student is 85% or so ACCURATE with the comparison sort, play FLUENCY-DRIVEN games like Poison Star or Oops for 30 seconds instead of Memory.
6. When conducting fluency activities, student reads entire baseword/suffix.

Evaluating Mastery:

When the student seems firm (i.e., is both accurate and fluent), conduct a SPEED ✓ for just baseword/suffixes for all 3 endings. Randomize a deck that includes at least 13 baseword/suffixes for each ending. Student reads entire baseword/suffix. The criteria are 35 or more; no more than 3 errors in 1 minute.

<p>Baseword + /ed/</p>	<p>test</p>	<p>tested</p>
<p>expect</p>	<p>expected</p>	<p>act</p>
<p>acted</p>	<p>invent</p>	<p>invented</p>
<p>list</p>	<p>listed</p>	<p>fold</p>
<p>folded</p>	<p>add</p>	<p>added</p>

rent	rented	need
needed	trade	traded
end	ended	hunt
hunted	count	counted
melt	melted	land

landed	sort	sorted
fade	faded	want
wanted	skate	skated
float	floated	hand
handed	twist	twisted

Baseword + /d/	rain	rained
obey	obeyed	study
studied	pray	prayed
play	played	yell
yelled	stay	stayed

move	moved	learn
learned	hug	hugged
copy	copied	carry
carried	try	tried
sneeze	sneezed	burn

burned	climb	climbed
cry	cried	live
lived	snow	snowed
worry	worried	smell
smelled	film	filmed

<p>Baseword + /t/</p>	<p>look</p>	<p>looked</p>
<p>camp</p>	<p>camped</p>	<p>jump</p>
<p>jumped</p>	<p>hope</p>	<p>hoped</p>
<p>kick</p>	<p>kicked</p>	<p>lick</p>
<p>licked</p>	<p>help</p>	<p>helped</p>

crash	crashed	trap
trapped	hop	hopped
wish	wished	like
liked	trick	tricked
ask	asked	walk

walked	miss	missed
place	placed	stop
stopped	push	pushed
touch	touched	laugh
laughed	blink	blinked