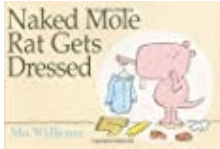


# Foundations for Literacy IV

## FFL 4.2

### The Three Sounds for e-d: /ed/, /d/, & /t/



**Read: *Naked Mole Rat Gets Dressed*, by Mo Willems**

Your students are going to love this book! Note with them that it was written by Mo Willems and invite them to notice, as you read, some telltale signs indicating that this is the same author who wrote the Pigeon books and the Elephant & Piggie books we've enjoyed in other FFL lessons.

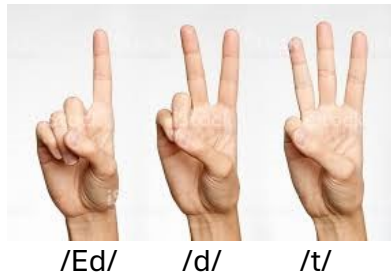
Read the book aloud and share that the author of this story told about events that happened in the past. Ask your students to name some things they have done in the past. When they name some regular past tense verbs, repeat them, landing hard upon the **final sounds /ed/, /d/, and /t/**. Acknowledge the irregular past tense verbs, too. These words do not end with -ed. You may want to begin charting some irregular past tense words for a future lesson (ran, hid, sang, went, etc.). but focus your attention, primarily, on the regular past tense verbs—words featuring the three sounds for e-d.

We absolutely want to identify these words as **regular past tense words**. For this lesson, we are noting that e-d can change present tense verbs to past tense verbs and that the letters e-d can represent three different sounds. At the end of these plans, you'll find a lesson featuring **irregular past tense words**, but don't focus your attention there at this time.

Note: The addition of -ed to words indicates a change in meaning. This is an example of *morphology*. The letters -ed make up a *morpheme*, a unit of a word that conveys meaning, and that -ed conveys past tense—the action happened in the past. In the word *wedded* the first syllable *wed* is a free morpheme (it can stand alone to make a word, that e-d is not a morpheme), and the -ed in the final syllable of *wedded* is a bound morpheme (it must be used with a free morpheme to make a word. It indicates past tense).

Say, "When we make the sound for e, we typically make the short e sound /e/. When we make the sound for d, we typically make the sound /d/. Together, e and d make the sounds /Ed/ as we observe in the word *naked*. But, when e-d is used to make past tense words (Note: Naked is not a past tense word) the e-d morpheme can make some *unexpected* sounds, too, and we often need to be able to *flip to* those unexpected sounds as we read."

Say: **E-d can say /Ed/, /d/, and /t/. The motion for this rule is simply showing one, two, and three fingers as we make each sound.** That's perfect, because the book we've read says there are **three** things we need to know about naked mole rats.



### Sample Words:

/ed/ boated, added, battled, flooded, needed, stated  
/d/ breathed, learned, buzzed, named, hugged, loved  
/t/ peeked, snacked, marched, touched, smashed, kissed

Please note with your students, that the e in *naked* (in the book title) still does magic. It jumps back, over one letter, and it tells the a to say its name. Just like the bossy r lesson where the e still “jumps” and does magic, the e still “jumps” and does magic, here, too.

NOTE: In the literature, **set for variability** is a strategy where readers adjust their word pronunciation, knowing what they know about how words work, to match the meaning of a text. In the Foundations for Literacy lessons, we simply say, “Try flipping to the other/another sound those letters can represent” or we just say “Try Flipping it.”

### Morphology Note

Remember, when action words have an e-d added to them, the e-d that shows the action was done in the past, and we call this *past tense*. **We do not add an e-d to all words to make them past tense, but for most verbs we do simply add an e-d.** (e.g., needed /ed/, hummed /d/, talked /t/)

Some words have an e-d at the ends and the e-d is simply a part of the base word. The e-d does not signify past tense. (e.g. naked, red, need) We can know this for sure because there is no meaningful word remaining when we remove the e-d.

When e-d indicates past tense, there must be a base word to which the e-d was added. We have discussed base words when we taught our students about adding -ing to words, but it’s important to continually remind them about how words work. Morphology, or changing word meanings with the addition or deletion of one or even more than one word part, is an important concept in our quest for helping students to understand the texts they read.

### IMPORTANT TEACHER NOTE:

For children who are raised in homes where English is the primary or only spoken language, words will likely “just sound right” or “just sound wrong” and “flipping the sounds” will be sufficient. For English learners the following information will be helpful:

**E-d can say /Ed/, /d/, or /t/. Is there a way to know which it will be? YES!**

**In words ending with the /d/ or /t/ sound (not just those letters), the sound will be /ed/** when the -ed morpheme is added (e.g., faded, chatted). That makes sense.

When the verb ends with an **unvoiced consonant** (the throat doesn't vibrate when producing the sound as in /p/, /ch/, /ss/), the sound for the -ed morpheme will be the **unvoiced sound /t/** and no new syllable is created (e.g., *slipped*, *touched*, *tossed*).

When the verb ends with a **voiced consonant** (the throat vibrates when producing the sound as in /b/, /m/, /zz/), the sound for the -ed morpheme will be the **voiced sound /d/** new syllable is created (e.g., *rubbed*, *climbed*, *buzzed*).

***The following activity is just like the one you've already done in the -ing lesson. It's a bit trickier though, because the -ed can represent three different sounds.***

### **What to Do About That e, Word Building with -ed**

materials include: student +e-d record sheets, a word builder mat, magic e word cards (as well as a few other words ending with an e), -ed suffix card, small pipe cleaner piece (to make rainbows to demonstrate how the *two vowels together* and *magic e* rule would work when adding -ed to verbs).

Place a magic e word on the word builder mat. Have the students decode a word you've presented such as *share*. Next, tell the students that you want to change the word *share* to *shared* to make the word past tense. Place the -ed suffix next to the word *share*. Tell them that when we have magic e words, adding the -ed is a little tricky. Explain that we already know that **"When we have two vowels together, the first one says its name,"** (usually). So, we're in a bit of a conundrum. We don't want the e in the e-d to tell the final e in the word *share* to say its name. We don't want to make the word say /share-ee-d/. What can we do?"

Say, "When we add the e-d suffix to magic e words (and other words ending with an e), we **cover** the e and let the e in the -ed ending do the magic. Say, "We cannot leave the e and *then* add the e-d because then we'd have two vowels together, and **When we have two vowels together, the first one says its name.**"

Show the students that the e in the e-d can do the magic that makes the a say its name. Simply **slide the e-d card over the e so that the original magic e is covered**. Use the magic e rainbow pipe cleaner piece to show that the e in the e-d ending (that indicates the action was done in the past) is doing the magic now. Have your students record the word *shared* on their record sheets.

Continue presenting magic e words on the word builder mat, and have your students demonstrate what we are to do by having them place the e-d card alongside the base words, so it covers the original e—the magic e's. The students will continue to record each word you build together on their record sheets, showing what's happening with that magic e by making a rainbow from the e to the vowel that's saying its name.

### **To Double or Not to Double, Word Building with -ed**

materials include: student +ed record sheets, a word builder mat, -ed suffix card, short vowel word cards as well as a few other words that do not require a blocker letter when adding endings, a blocker guy, small pipe cleaner pieces (to make rainbows to demonstrate how the *two vowels together* and *magic e* rules work)

Place a short vowel word on the word builder mat. Have the students decode the word you've presented such as *grin*. Next, tell the students that you want to change the word *grin* to *grinned*. Place the -ed suffix card behind *grin*. Ask your students what that word would say. They should say /grind/. Say, "But we don't want it to say /grind/. We want it to say /grinned/."

Share that when adding e-d to words ending with short vowels followed by another consonant (cvc, -cvc) such as *trap* and *stop* and *slip*, **we must add a blocker letter** (double the final consonant) **to keep the e (from the added -ed) from “jumping” and telling the preceding vowel to say its name. We don’t want that short vowel to say its name. We need the vowel to keep its short vowel sound.** Have your students record the word *grinned* on their record sheets.

We already know that when we have double letters, side by side, we only make the sound one time (Think: kiss, hill, fuzz, dribble), so doubling the final consonant adds no sound to the word. It simply **protects the short vowel so it can maintain its short sound.**

Continue placing short vowel words on the word builder mat. Invite your students to help you decide what needs to be done when adding the e-d suffix to short vowel words to show past tense. They must add a blocker guy (to prevent the e from doing magic), and then add the e-d.

When kids your students get a sense for this rule, mix some magic e words with some short vowel words. We want them to be able to navigate these spelling rules, justifying why they’re doing what they’re doing, as they change words by adding the e-d suffix.

Finally, remind your students that when words end with other vowel combinations/rules we know (e.g., o-w, o-r, e-e, a-w) we do not need to double the final letter because there’s no short vowel to protect. For example, in the word *growing*, we don’t need to double the w because there is no short vowel sound to maintain. (Besides, the o is already saying its name.) We simply add the e-d to words such as *foam* and *claw*, too. It’s the same with *saw*. There’s no short vowel in these words so we just add the e-d. (The main exception is with words ending with a-r. We say, **“With a-r, magic e wins.”** (Magic e can also *win* with a-l, but it doesn’t always.)

Some tricky words are words with short vowels that are followed by an x. Recall that x has two sounds, /ks/. Those two sounds (even though it’s only one letter) act as blockers for words such as *boxed*.

Next, mix most of the word cards, even the ones you have not addressed to this point. Place words, one at a time, on the word builder mat. Have the students decide what is to be done to properly spell the presented words when adding an e-d suffix and have them record those words on their record sheets.

#### Examples:

sip	sipped	Add a blocker letter to keep the short i short.
plow	plowed	Just add the e-d. There’s no short vowel to protect.
share	shared	Cover the e and let the e from the e-d ending do the magic.

Soon we’ll learn that single syllable short vowel words ending with the /k/ sound are spelled with c-k. Now we know one of the reasons for that. The k is acting as a blocker letter and the k keeps the c from changing to a soft c, /s/, sound. (pick/picked, stock/stocked, truck/trucked)

The study of how words are formed and analyzing words and word parts such as stems, root words, base words, prefixes, and suffixes is called morphology. We want our kids to recognize the patterns in our language. We want them to understand how words work. Remember that root words, generally, cannot stand alone with meaning (bene, cred, dict, etc.), but base words are actual words that *can* stand alone (trust, jump, call, etc.). The terms root words and base words are often used interchangeably.

### **Decoding Words with e-d**

materials include: large word cards featuring past tense words (with e-d), from the book, *Naked Mole Rat Gets Dressed*, three small sorting containers (small boxes, cups, or paper bags) with sound labels (/ed/, /d/, and /t/), glue

Show your students the e-d sorting containers that you've placed in front of them in this order— /ed/, /d/, and /t/. You can make these containers with your students, or you can assemble them ahead of time.

Share with your students many of the past tense words you read in *Naked Mole Rat Gets Dressed*. As you decode each word with them, have your students identify which sound they hear (/ed/, /d/, or /t/) with the e-d ending. Since these words are too large for the containers, place each word card in front of the appropriate container.

/Ed/  
demanded

/d/  
replied

/t/  
dressed

### **Decoding Words with e-d, Word Card Sort**

materials include: word cards featuring e-d words for student sorting, three labeled containers



Pictured are small treat boxes from a dollar store, but any small, open container could work.

Place the three sorting containers in front of your students and invite them to decode lots of words on the -ed word cards, making the sounds they see, moving from left to right across the words, and then determining into which of the sorting containers they should place their words. Listen as the kids read the words and ensure that they are placing the words in the correct bins. Even if kids must wait for a moment, they must have your approval before placing the words. Perfect practice is required. Talk, as a group, to share what your students are learning. This is not a race.

It's a great help to **decode the word, then use the word in a sentence to determine the true ending sound**. It can be easy to convince ourselves that the word makes a particular sound when decoding however, when we use the words in sentences, the *actual* sound becomes clear. Remember that it's not enough to simply read the word. The magic of this program is that we see the words, we tune into the sounds as we say the words, and then the words become known on sight. It is a slow and deliberate process, but when we do this work, the words become words that are orthographically mapped in our memories. It's likely that we won't need to "work on" fluency much, because we know lots and lots of words and recognize them quickly as a result of the deliberate sound-by-sound work we're doing here.

### **Spinner Fun to Empty the Bins (and further promote orthographic mapping)**

materials include: e-d word cards (still separated in the containers), plastic spinners, printed spinner papers

(You will need to make a small hole in the center of the spinner paper, place the plastic spinner in the hole, and snap the other piece in back to secure the spinner OR you may spin a paperclip around the tip of a pencil placed, tip down, in the center of the printed spinner paper if you don't have spinners.)

You will invite your students to empty the sorting containers they just filled in a really fun way. First, provide each student with a spinner and a printed spinner paper and have them assemble it so the spinner spins well. Have the students take turns spinning the spinner. The spinner will indicate from which bin the students will withdraw a word and then decode it. You will note the much-improved decoding in this activity because it's second time they're dealing with the words and the kids will know the sound the -ed represents before they decode them since they've spun to determine which sound container they'll be drawing from. This further promotes orthographic mapping. Your scholars are beginning to put the pieces together and are better equipped to tackle these challenging words. Also, it's fun when kids empty one bin but cannot seem to spin the needed sound for -ed to get the remaining word cards. (It feels a bit like the game Aggravation.) ☺

### **What to Do About That e, Spelling**

materials include: What to Do About That e spelling practice pages, pencils

Present the students with the What to Do About That e practice pages. Note that all the words in the left column are magic e words or other words with a final e. Ask the students to read the first word, and then direct them to spell the word remembering what we just learned about adding e-d to final e words. Remind your scholars of the rules we know and why we need to cover those e's when adding the e-d's to the ends of these words. Stop after the students have completed about a third of the words on the page. Save the remaining words for reviewing over the next two sessions. Do the second third of the words, first thing next session, and then the final third of the words to begin the following session. In this way we are spiraling the practice to ensure retention and mastery.

### **To Double or Not to Double, Spelling**

materials include: To Double or Not to Double spelling practice pages, pencils

Present the students with the To Double or Not to Double practice pages. Note that all the words in the left column are short vowel words that need blocker letters or they're words that do not need blocker letters. Ask the students to read the first word, and then direct them to spell the word remembering what we just learned about adding e-d to short vowel words and words featuring other rules we know. Remind your scholars why we need to add blocker letters before adding the e-d's to the ends of some of these words (with short vowels in the final syllable) and why we can just add the -ed to others (with other rules we know). Stop after the students have completed about a third of the words on the page. Save the remaining words for reviewing over the next two sessions. Do the second third of the words, first thing next session, and then the final third of the words to begin the following session. In this way we are spiraling the practice to ensure retention and mastery.

### **e-d x 3 Board Game**

materials include: e-d x 3 board game, movers, dice, crayons

Your students will enjoy wrapping up these lessons by playing a board game with words featuring all the sounds for e-d. For an extra challenge, you can have the kids color-code the boxes according to the sounds made by the e-d.

### **Spot the -ed**

materials include: Spot the -ed practice page, pencils

Invite your students to decode the words with -ed (indicating that the action took place in the past). Note together how the word would be spelled if there was no -ed. Your students should recognize what the base word is. They should know when the base word would have a magic e and when there's a blocker letter that's keeping the e (from the -ed) from doing magic.



### **Sweet Treat featuring words with e-d**

materials include: Boston Bakeded Beans, Candy Coateded Peanuts

Invite your readers to decode the name of the candy as well as the description of the candy. Then, they can give them a try! Mm.

### **Dictated Sentence and Decoding Sentence Practice Page**

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read a sentence of your choosing, as many times as needed, as the students record that sentence— using correctly using capital letters (only where required), spaces, and end marks. Of course, you'll also coach them to correctly use the phonics rule you've been teaching this week and in previous weeks.

TIP: With the dictated sentence page in front of your students, on their tables or at their desks, have them flip the paper upside down and fold on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, it'll be easy for your students to flip that fold back up to check their sentence writing with the one on the page. Their sentences will be right side up when they unfold them to check their work.

This self-checking promotes skilled reading and writing. And remember, this work is not to be graded. This is our practice. We want to use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words featuring this new learning as they decode the remaining sentences.