Lesson Objectives

Day 1
Students will:
• Recognize words with -ed endings that can double, e-drop, or make no change when adding -ed
• Recognize base words in words with -ed endings
• State the rules for adding -ed
• Spell -ed words and their base words

Materials:
• Anchor Poster

Day 2
Students will:
• Explain the rules for adding -ed: double, e-drop, no change
• Sort words into correct categories for adding -ed: double, e-drop, no change
• Spell base words for each -ed word

Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—Double, e-Drop, No Change
• Teacher Word Cards—skated, planned, joined, started

Day 3
Students will:
• Recognize and hear the final sounds in -ed words as /n/, /d/, or /id/.
• Sort words according to the final -ed sound
• Sort words in categories of double, e-drop, no change
• Complete the classroom activity

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—stepped, filled, acted

Day 4
Students will:
• Recognize in the passage the -ing words that follow the double, e-drop, and no change patterns
• Write a short passage using -ing words that demonstrate understanding of the VCe and VVC
• Correctly spell the dictated spelling words
• Correctly spell the dictated sentence

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Correctly spell the -ed words that follow the double, e-drop, and no change rules for adding -ed

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart

Apolo Ohno: Whizzing on Ice

Name __________________________________ Date ____________________________________

Adding -ed to Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Defined/Calculated Ending</th>
<th>Word Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>agreed</td>
<td>planned</td>
<td></td>
</tr>
<tr>
<td>called</td>
<td>played</td>
<td></td>
</tr>
<tr>
<td>dropped</td>
<td>remembered</td>
<td></td>
</tr>
<tr>
<td>filled</td>
<td>skated</td>
<td></td>
</tr>
<tr>
<td>helped</td>
<td>tasted</td>
<td></td>
</tr>
<tr>
<td>knotted</td>
<td>walked</td>
<td></td>
</tr>
<tr>
<td>named</td>
<td>waved</td>
<td></td>
</tr>
<tr>
<td>opened</td>
<td>wished</td>
<td></td>
</tr>
</tbody>
</table>

Pattern Sort

Double e-Drop

No Change

Green

Red

Word Cards (BLM 1)

Category Cards (BLM 2)

Word Cards (BLM 3)

Word Cards (BLM 4)

Word Cards (BLM 5)

Take-Home Activity (BLM 6)

Classroom Activity (BLM 7)

Take-Home Activity (BLM 8)

Reading Passage (BLM 9)

Spelling Dictation (BLM 10)

Spelling Peer Check (BLM 11)
Day One

Supporting ELs
Some students may have difficulty understanding when to use past tense. Reinforce that words that have an -ed ending show that something has already happened. Write hop, hopping, and hopped on the chalkboard. Ask one student to demonstrate hopping. Point to the word hopping. Say: [Student’s name] is hopping.

Tell the student to stop. Point to the word hopped. Say: Now [student’s name] has stopped hopping. The action of hopping has already happened. To show this, we add the -ed ending to the word hop. Show me how you use magnetic letters to demonstrate doubling the final consonant in hop to make hopped.

Continue demonstrating past tense words of words such as surprised and skipped. Help students make each word using magnetic letters or letter cards.

Review Double, e-Drop, and No Change Rules for Adding -ing

Focus Words: tripping, moving, yelling
Write the following words on the chalkboard and read them aloud: tripping, moving, yelling.

Ask students to tell you the base words for each and write them on the chalkboard. Ask students if they remember the rules for adding -ing to these base words. Prompt students if necessary.

Introduce Adding Inflectional Ending -ed

Model
Tell students that they will be adding -ed to base words in this unit. Show them the anchor poster. Say: The rules for adding -ed are similar to how we add -ing to words. When -ed is added to a word, it shows that something has already happened in the past.

Write the base words stop, name, seem, and pass on the chalkboard. As you explain how to add the inflectional ending, write each word on the chalkboard so students can see how the word changes. Say: In the word stop, the final consonant is doubled before adding -ed. A word with one vowel and one consonant doubles the final consonant.

Look at the word name. The final silent e is dropped before we add -ed.

Now look at the words seem and pass. Because there are two vowels in seem and a vowel and two consonants in pass, we don’t change the base word when adding -ed.

Guide
Write the base words step, scare, seem, and ask on the chalkboard. Guide students to tell what they need to do to add -ed to these words. As students tell you, write the -ed forms on the chalkboard.

Apply
Write walked, smiled, dropped, and waited on the chalkboard. Tell students to turn to a neighbor and take turns stating how to add -ed to each word.
Spelling Words with -ed Ending

Unit Spelling Words: skipped, hopped, wished, waited, treated, closed, pleased, surprised

Write the unit spelling words on the chalkboard. Point to each word, read it aloud, and have students repeat the word. Randomly point to words and ask volunteers to use the words in oral sentences.

Point to the words skipped and hopped. Say: I see that both of these words have a double consonant before the -ed ending. These words both have one vowel and one consonant and follow the rule for doubling the final consonant. What other word has two consonants before the -ed ending? (wished)

Look at the word waited. It has two vowels and one consonant before the -ed so nothing was changed before adding the -ed ending. What other spelling in the pocket chart follows the no change rule? (treated)

The word close is the base word for closed. Close has a final silent e, which we drop before adding -ed. What other words follow the e-drop rule when adding -ed? (pleased, surprised)

Have students write each spelling word and the base word for each word in their word study notebooks. As students write each word, point out elements in the words that they need to remember when spelling each word. Students may want to circle or highlight the elements in some way. For example, students need to remember that the letters ai stand for the long a sound in waited; surprise has two syllables, with an r-controlled vowel in the first syllable. Point out that the /z/ sound in surprise is spelled with the letter s.

Blending Practice

Point out that in some words, the -ed ending makes the /t/ sound (stepped), in some words it makes the /d/ sound (pleased), and in some words it forms a syllable (started). Write stepped on the chalkboard. Tell students that if they have trouble reading this word, they could first look for a familiar word within the word: step. Recognizing the -ed ending and that the letter p was doubled when adding the ending will also help them read the word. Have students read the word with you.

Repeat with the word pleased, pointing out the different sound of -ed at the end. Then show them how to divide started between the r and the t, read each syllable, and blend them together.

Assessment Tip

Observe students to see if they understand the rules for adding -ed to words. Do they recognize which words double the final consonant? Do they recognize which words drop the final e? Can they determine which words make no change before adding the -ed ending?

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
Help students use word equations to see the base word and the -ed ending—for example, yell + -ed = yelled, grab + b + -ed = grabbed, score – e + -ed = scored, join + -ed = joined.

Closed Sort

<table>
<thead>
<tr>
<th>Double</th>
<th>e-Drop</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>planned</td>
<td>skated</td>
<td>joined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>started</td>
</tr>
</tbody>
</table>

Pattern Sort

<table>
<thead>
<tr>
<th>Double</th>
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<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>planned</td>
<td>skated</td>
<td>started</td>
</tr>
<tr>
<td>stepped</td>
<td>chased</td>
<td>seemed</td>
</tr>
<tr>
<td>hopped</td>
<td>hoped</td>
<td>acted</td>
</tr>
<tr>
<td>stopped</td>
<td>scored</td>
<td>asked</td>
</tr>
<tr>
<td>skipped</td>
<td>pleased</td>
<td>played</td>
</tr>
<tr>
<td></td>
<td>scared</td>
<td>jumped</td>
</tr>
</tbody>
</table>

Home/School Connection
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Adding Inflectional Ending -ed

Use the anchor poster to help students review the rules for adding -ed to different types of base words. Ask volunteers to state in their own words the rules for adding -ed to words with one vowel and one consonant, words with final silent e, and words with either two vowels and one consonant or one vowel and two final consonants.

Closed Sort

Teacher Word Cards: skated, planned, joined, started
Teacher Category Cards: Double, e-Drop, No Change

Place the category cards in the pocket chart with the word cards in a group off to the side of the category cards.

Think aloud: I know that when -ed is added to a word, it tells me that the word is past tense and that an action has already happened. When I look at these four words, I need to think about the four rules for adding -ed. It helps me to know how to spell the base word. The word skate is the base word for skated. I know that skate has a final silent e. I know the rule says to drop the silent e before the -ed ending.

I know the base word of planned is plan. I know that the rule says to double the final consonant before adding -ed.

The base words for joined and started are join and start. The rule tells me that when there are two vowels before the final consonant, as in the word join, or a vowel before two consonants, as in start, that I do not change the base word.

Ask volunteers to place the word cards in the pocket chart under the correct category card.

Pattern Sort

Have students work with a partner. Give each pair of students the category cards (BLM 2) and the BLM 3 word cards. Tell them to take turns sorting the words into the correct categories. Remind them to spell the base word for each word to help them determine which rule is followed for adding -ed endings.

Spelling. Have students practice writing each spelling word two times in their word study notebooks. Then ask them to write the base word next to each word.
**Sound Sort**

**Teacher Word Cards:** stepped, filled, acted  
**Category Cards:** Sound /t/, Sound /d/, Sound /ed/

Place the category cards in a row in the pocket chart with the word cards in a group to the side. **Say:** The -ed endings have different sounds. Listen for the sound of the -ed ending as I say the word stepped. What sound does the -ed make in stepped? The -ed has a /t/ sound. Point to the category card Sound /t/. So I will move the card for stepped under Sound /t/.

Listen for the ending sound as I say the word filled. What sound does the -ed make in filled? Where should I put the word card for filled? Listen to the -ed ending as I say the word acted. What sounds do you hear at the end of acted? Where should I put the card for acted?

Give pairs of students the word cards from BLM 4 and the sound category cards from BLM 2. Have partners work together to slowly say each word and determine the final -ed sound. Have them sort each word card into the correct sound category.

After students have sorted the cards, have them read the words in each column and listen for the sound of -ed at the end of the words. Ask what they notice about the words that have the /t/ sound at the end. (Many base words end with the letter p.) Ask them what they notice about the words that have the /d/ sound at the end. (Many fit the No Change category.) Ask them what they notice about the words with the /ed/ ending sound. (The -ed ending creates a new syllable.)

**Pattern Sort**

Remind students that yesterday they sorted the word cards according to the spellings of the base words when the -ed ending was added. Give pairs of students the Double, e-Drop, and No Change category cards and the word cards from BLM 5. Ask them to sort the words into the correct categories. Have students re-sort the word cards into the Double, e-Drop, and No Change categories.

**Applying Meaning.** Give students BLM 7 and ask them to match the base words with the correct spelling of words with the -ed ending.

**Oddballs**

Write the words mixed, boxed, fixed and the words chewed and rowed on the chalkboard. Point out the base words and explain that these words do not follow any of the four rules for adding -ed to a base word.

Ask students to watch for words that don’t follow the rules and jot them down in their word study notebooks under the heading **Oddballs**.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with -ed endings.

Apolo Ohno: Whizzing on Ice

Apolo Ohno is a famous short track speed skater. He has won eight Olympic medals in his sport: two gold, two silver, and four bronze.

Apolo was born in Seattle, Washington, in 1982 and was raised by his father, Yuki. While Apolo was growing up, he and his father lived in Seattle. Yuki helped Apolo find ways to keep him busy before and after school. So he spent Apolo up for sports. Apolo loved a soccer team. He also loved roller skating and in-line skating.

Apolo became interested in speed skating at age twelve, when he watched the 1994 Winter Olympics on TV. He found it exciting to see students running around an indoor ice rink.

It took Apolo only two years to become the fastest short track speed skater in the country. He moved away from home to practice with coaches in New York and Colorado. He tried to join the 1998 U.S. Olympic speed skating team. He worked hard, but sometimes he didn’t exercise enough.

At the tryouts for the Olympics, he saw to make the team.

Apolo was very upset. This is when his father stepped in to help. Yuki took Apolo to a cottage outside the city of Seattle, with no TV or telephone. There, Apolo had plenty of time to think about how he would feel if he dropped his sport. One day, sitting alone on a rock in the rain, he decided to keep skating. After that, he worked very hard. He earned a place on the Olympic team in 2002, 2006, and 2010, and won medals and Olympic medals in his sport: two gold, two silver, and four bronze.

Word Hunt

Give students a copy of the reading passage on BLM 9. Tell them they will be going on a word hunt to find words that have -ed endings. Tell them they will be looking for words that double the final consonant, words that drop the final silent e before adding -ed, words with two vowels and one consonant, and words with one vowel and two consonants that make no change to the word before adding -ed.

If necessary, model reading a sentence and underlining the words with the -ed endings. Have students complete the word hunt independently and then make a list of the words in each category in their word study notebooks.

Ask students to reread the passage and list the words where -ed has a /t/ sound, a /d/ sound, and an /ed/ sound.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time. Have students write them on their BLMs: trading, jogging, speaking.

Dictate the following words from this week’s unit, one at a time. Have students write them on the BLM: waited, closed, surprised.

Dictate the following sentence and have students write it on their papers: I was pleased when my friend hopped and skipped across the finish line in first place.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of adding the inflectional ending -ed using the Quick-Check for Unit 5.

Suggestions for Independent Practice

Card Sort. Give pairs of students several word cards from BLMs 3–5. Have them place the word cards facedown. Have students take turns selecting a word card, reading the word and then placing it in a sound /t/ pile, a sound /d/ pile, or a sound /ed/ pile.

Open Sort. Have students work with a partner. Give each pair of students word cards from BLMs 3–5. Tell them to sort the word cards in as many ways as they can. For example, they could sort by ending sound, by the final consonant in the base word, by number of syllables, by long vowel and short vowel sounds. Ask them to share some of their sorts with the rest of the class.

Word Hunt. Have students search through classroom books, magazines, newspapers, and so on to find and list examples of words with -ed endings. Have them list the words they find under the categories Double, e-Drop, and No Change. Encourage them to also find any “oddball” words that don’t fit one of the categories and list those words.

What’s My Sound? Have pairs of students select several word cards from BLMs 3–5. Students should take turns saying one of the words and asking their partner what sound the -ed makes at the end of the word. Remind students to clearly enunciate the ending sound so that their partners can hear the ending sounds.

Oddsballs. Give students the word cards from BLM 4 and challenge them to find words that are oddballs and do not follow one of the four rules for adding -ed to base words. (played, agreed, answered, opened, wished, remembered)
Unit 5 Quick-Check: Adding Inflectional Ending -ed

Answer Questions

Directions: Read each sentence and then circle the rule that was used to spell the underlined word in each sentence.

1. I jumped so high I thought I was six feet off the ground.
   Double e-Drop No Change

2. We all agreed that we should play ball after school.
   Double e-Drop No Change

3. My Dad had planned on taking us camping last weekend.
   Double e-Drop No Change

4. Everyone waited until it was their turn to use the computers.
   Double e-Drop No Change

Apply

Directions: In the space below, list four words you know that show the four kinds of base words to which you can add -ed.

_________________   _________________   _________________   _________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>Double</th>
<th>e-Drop</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Word Bank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>knotted, supposed, treated, stirred, declared, acted</td>
</tr>
</tbody>
</table>

Think and Write about Adding Inflectional Ending -ed

Directions: In the space below, explain how understanding how to add -ed to words to show past tense helps you as a reader, speller, and writer.