

Support for English Learners

Unit 33, page 225: Adding ed

Some children may have difficulty with the spelling and pronunciation of words ending in *ed*.

Listen

Say: *Let's practice adding the ending ed to the end of the word play. If I add ed to play, I have the word played. Say played, emphasizing the /d/.*

Say: *Let's practice listening to words that end in ed. Model the Basic Words fished, wished, needed, stayed, and mailed. Explain that some ed endings are pronounced /d/, as in needed, whereas the ed ending in words such as jumped and wished is pronounced /t/, as in /jumpt/ or /wisht/.*

Speak and Read

Write the Basic Words *fished, wished, needed, stayed, and mailed* on the board. Say each word aloud, emphasizing the final sound in each word. Encourage children to repeat the words after you. Remind children that the *e* in an *ed* ending is not usually pronounced.

Write *rained, jumped, and wished* on the board. Cover the *ed* ending in each word and have children read the word without the *ed*. Then uncover the ending and have them read aloud each word with its *ed* ending.

Spell

Beginning/Preproduction Write the Basic Words *played, rained, jumped, and needed* on the board. Say *played*. Ask: *What sound do you hear at the end of played? What letters should I use to spell that sound?* Repeat with the remaining words.

Early Production/Speech Emergent Give each child word cards for the Basic Words *played, rained, jumped, showed, wished, and needed*. Have children hold up the appropriate card as you say the words. Have children copy the words into their word-study notebooks.

Intermediate/Advanced Use the Basic Words *played, rained, jumped, showed, wished, and needed* in short sentences. Write the sentences on the board. Have partners work together to find the words ending with *ed*. Have children copy the words into their word-study notebooks.

The cat jumped on my bed.