Next Steps Triads #6: "-ed" Endings

Preparation for Flash Training (if appropriate for site):
- ask site coordinator for computer or manual preference

- liaison provides site coordinator with flash &/or scoresheet masters to produce for NST #7.

- alert site coordinator that each participant will need a flash instrument (I-Pad or manual) for NST #7.

The Goal: to preserve the power of 1-on-1 text & word study intervention in a small group where students are matched on instructional level closely enough to read as much as possible in an accurate and fluent manner.

Agenda for Today's Training:

1. How's it going? Debrief & review NST lesson.

2. Clinical observations for full lesson.

3. Debrief observations.

4. Review text and word study components.

5. Tutor models –ed Endings for Word Study

Note: to improve as a tutor, we recommend that you watch our Next Steps video demonstrations. Go to http://www.uurc.utah.edu/Educators/Resources.php.

2<u>nd</u> Graders Ready to Graduate Must Have:

- completed a,i, and o vowel patterns

- strong, advanced G2-Mid by end of January

- this means 93% acc & at least 70wpm

- in the top or second from top group

These students' strong progress MUST be maintained! Not likely? Continue NST!

For Any NST Student Continuing w/Intervention:

- should have 50+ sessions by year end

- should have 25+ sessions by now

- move students as fast as possible

- student reads as much as possible, BUT

   provide support when needed!

<u>Working in Word Study: -ed endings</u>

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

When students completes 'o' core vowel patterns, you can deviate to <u>-ed endings</u> if they need work in this area. Then, go back to the Word Study Sequence where you left off.

Sequence

1. First, teach **/ed/** to mastery.

2. Next, teach **/t/** to mastery.

3. Last, teach **/d/** to mastery.

4. Then, combine all 3 ending sounds for comparison and teach to mastery.

Prep: Before lesson, pull **test, tested**, **looked**, and **rained.** Also, pull 7 pairs of baseword and matching baseword/suffix cards (e.g., paint-painted). Set these aside.

Procedures to Introduce –ed Endings:

1. Place **tested**, **looked**, and **rained** in front of students and ask students to read each word.
Ask, **"What letters do you see at the end of each word?"** Provide feedback as needed.

2. Use your thumb to frame -**ed** in each word and explain that it is a suffix. Suffixes change the meaning of words.
As an example, use your thumb to frame *look*. Say, **"I look at you now."** then remove your thumb to show *looked* Say, **"I looked at you yesterday."** Repeat w/ *tested* and *rained*.

3. Explain that the suffix -ed is tricky because it has 3 different sounds. Use counter-examples to illustrate: **"We don't say look-ed, we say lookt. We don't say rain-ed…"** Ask student to pronounce each word correctly and listen for the sound at the end of the word.

4. Say, **"So, we're going to practice with these 4 dot words so you know how to say words with –ed correctly."**

5. Put *looked* and *rained* aside; they're not needed until the next section.

Procedures to Teach **Each** "–ed" Ending to Mastery:

1. **<u>SORT</u>**. Place *test* and *tested* across from each other as anchors.

test ….		tested ….

2. Hand students cards in random order and ask **"Where does this go?"** You point with your pencil as students read down the entire column each time a card is placed. *Note: words do not need to match horizontally, yet.*

test ….		tested ….
fold ….		wanted ….

3. When sort is completed, remind students that -ed is a suffix that changes the word's meaning to be in the past.

4. Explain that everything in front of the -ed is called the "baseword." Frame different parts of several words and ask, **"Baseword or suffix?"** Then, point to several words and say, **"Please spell the baseword. Spell the suffix."**

5. **<u>MATCH</u>**. Next, pick up all -ed words. One at a time, hand students a card and ask, **"Where does it go?"** After placing each card across from its baseword, you point with your pencil as students read across by row (e.g., hand-handed, fold-folded).

6. When matches are complete, ask students to point and read across for all matches (e.g., hand-handed, count-counted, blast-blasted). *Do not pick cards up; you're not done, yet!*

7. **<u>QUESTIONING</u>**. Point to several words, saying, **"Read this word** (handed). **What is the baseword?** (hand) **Spell the suffix?** (-ed) **What sound is the 'ed' making?"** (/ed/) Cover part of the word and ask: **"Is this a suffix or a baseword?"**

8. Cover up -ed for several words, and ask, **"What letters do you find at the end of each base word?** ('t' or 'd'). **So, now you know, the only time you use the ending /ed/ is if the base word ends in 't' or 'd.' Any other letter? Just clip your ending sound: kisst, or raind.**

9. **<u>SPELLING</u>**. Dictate 5 baseword/suffix words.

10. **<u>SAY IT – MATCH IT – CHECK IT.</u>** With each word, students should read the baseword alone, and then the entire baseword/suffix (e.g., hunt, hunted). To finish, ask students to read all 5 words in the same fashion.

Re-do steps 1-6 above until students reach 85% or so ACCURACY. Then, shift to FLUENCY-DRIVEN activities like Poison Star or Oops for 30 seconds, 2 or 3 times.

Note: When engaged in fluency activities, students read entire baseword/suffix.

Note: There is no random check for single-sound -ed endings.

<u>Evaluating Mastery:</u>

When each student seems firm (i.e., is both accurate and fluent) **for that ending sound**, conduct a WORD STUDY ✓ using only basewords/suffix words. Students read **<u>only</u>** the entire word (e.g., painted, rested, hunted).

Criteria: 35 or more correct; no more than 3 errors in 1 minute. WORD STUDY ✓s must be conducted for each ending individually: /ed/, /t/, and /d/.

Repeat above sequence for /t/ and /d/ ending sounds.

Note: Be sure to practice basewords ending in "y" if available.

Introductory Lesson for Comparison of All 3 –ed Ending Sounds

After each student has passed WORD STUDY ✓s for each ending sound, combine all 3: */ed/, /t/,* and */d/.*

Prep: Before lesson, pull **tested, looked,** and *rained* and their matching sound-symbol cards: */ed/, /t/, /d/.* Also, pull 4 baseword/suffixes for each ending (i.e., a total of 15 cards for a 3x5 sort).

Procedures to Introduce –ed Endings Comparisons:
1. Use **tested, looked,** and **rained** as anchors. Place **tested** by itself and place **looked** and **rained** right next to each other.

2. Use your thumb to frame "-ed" in each word and say: **"Spell these letters."**

3. Say, **"Remember: "-ed" can make 3 different sounds. Read each word. Now, put each of these cards (i.e., /ed/, /t/ and /d/) above its anchor word."**

/ed/

/t/	/d/

tested ….

looked ….	rained ….

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

<u>Procedures to Teach Each –ed Ending to Mastery:</u>

1. **<u>SORT</u>**. Hand each student a card in which the suffix says, -ed. Say, **"Read the baseword FIRST! If it ends in a 't' or a 'd,' you know the suffix is going to say, /ed/. Then the word goes under 'test-ed.' If it doesn't end in 't' or 'd,' then you know you can't say /ed/ and the word goes under 'looked/rained'."**

2. Continue with remainder of the cards asking, **"Where does this go?"** Students sort cards one at a time, as you point and they read down the entire column.

3. Continue to ask students to read the baseword and then SORT into 3 columns. Remember: ***Students must FIRST read each baseword to know how to read the whole word and THEN sort.*** Read entire column after placing each word.

Note: Be sure to practice basewords ending in "y."

4. **RANDOM ✓.**

5. **MEMORY**. When the student finds a match, ask, **"Why does it match?"** Student responds (e.g., e-d says /t/).

6. **SPELLING**. Dictate 5 baseword/suffix words that end in different sounds.

10. **SAY IT – MATCH IT – CHECK IT.** Pass 1 card to each student. Students should read the baseword alone, and then the entire baseword/suffix (e.g., hunt, hunted). After checking, students pass card to student on his/her right. Continue until all

words are checked. Finally, ask student to read all 5 words in the same fashion (look, looked).

Re-do steps 1-6 above until students reaches 85% or so ACCURACY. Then, shift to FLUENCY-DRIVEN activities like Poison Star or Oops for 30 seconds, 2 or 3 times.

Note: When engaged in fluency activities, students read entire baseword/suffix.

Evaluating Mastery:

When each student seems firm (i.e., is both accurate and fluent), conduct a WORD STUDY ✓ using words that end in different sounds. Student reads **only** the entire word (e.g., painted, rested, hunted).

Criteria: 35 or more correct; no more than 3 errors in 1 minute.