<u>Next Steps #6: "-ed" Endings</u>

<u>Agenda for Today's Training:</u>

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

2. Clinical observations for full lesson

3. Debrief observations.

4. Tutor models –ed Endings for Word Study

<u>Note:</u> 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.

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

    – 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!

Working in Word Study: -ed endings

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.

<u>Sequence</u>

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.

<u>Prep:</u> 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.

<u>Procedures to Introduce –ed Endings:</u>

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. **SORT**. Place *test* and *tested* across from each other as anchors.

test ….		tested ….

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

test ….		tested ….

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| 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 saying, **"Please spell the baseword. Spell the suffix."**

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

6. When matches are complete, ask student 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, student should read the baseword alone, and then the entire baseword/suffix (e.g., hunt, hunted). To finish, ask student to read all 5 words in the same fashion.

Re-do steps 1-6 above until student 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 reads entire baseword/suffix.

Note: There is **<u>no</u>** random check for single-sound -ed endings.

<u>Evaluating Mastery:</u>

When student seems firm (i.e., is both accurate and fluent) **for that ending sound**, conduct a WORD STUDY ✓ using only baseword/suffix words. Student reads **<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.

<u>Introductory Lesson for Comparison of All 3 –ed Ending Sounds</u>

After 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 student does not need them to sort successfully; then take them away.

Procedures to Teach Each –ed Ending to Mastery:

1. **SORT**. Hand 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?"** Student sorts cards one at a time and points while reading down the entire column.

3. Continue to ask student to read the baseword and then SORT into 3 columns. Remember: *Student 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. **<u>MEMORY</u>**. When the student finds a match, ask, **"Why does it match?"** Student responds (e.g., e-d says /t/).

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

10. **<u>SAY IT – MATCH IT – CHECK IT.</u>** Pass 1 card to student. Student should read the baseword alone, and then the entire baseword/suffix (e.g., hunt, hunted). 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 student 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, student reads entire baseword/suffix.

<u>Evaluating Mastery:</u>

When 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.