

Lesson 19

Spelling Alternatives Review

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read and write words with the following inflectional endings and suffixes: *-ing, -ed* (RF.2.3d)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Words Practice	two rulers or pointers	10
Concept Review	Past Tense -ed	Consonant Code Flip Book; Spelling Cards, 'ed' > /d/ (<i>filled</i>), 'ed' > /t/ (<i>asked</i>); tape; Individual Code Chart; red fine-tipped markers	15
Practice	Sound Search Worksheet	Worksheet 19.1	10
Reading Time	Small Group: "The Milk"	<i>The Cat Bandit</i> ; Anecdotal Reading Record; Worksheet 19.2	25

Advance Preparation

- Write all of the Tricky Words reviewed in previous lessons (*he, she, we, be, me, the, a, was, from, of, to, do, down, how, what, where, why, once, one*) on the board at a level where students will be able to tap them with a ruler or a pointer.

Tricky Words Practice

- Today you will review Tricky Words with a game called “Tap the Word.”
- Divide the class into two groups and have them line up by the board.
- You will call out a Tricky Word. Two students, one from each team, will race to find the word on the board and tap it with their ruler. The first student to find the word and tap it earns a point for their team.

Concept Review**Note to Teacher**

In English, the past tense of a verb is frequently marked by adding the letters ‘ed’ to the end of the root word. The letters ‘ed’ can be pronounced three different ways:

- /e/ /d/ as in *started*
- /d/ as in *filled*
- /t/ as in *asked*

The pronunciation of the past tense marker is determined by the sound preceding it—that is, by the last sound in the root word to which the ‘ed’ ending is added.

After **voiced consonant sounds** (/b/, /g/, /v/, /th/, /z/, /zh/, /j/, /n/, /m/, /ng/, /l/, /r/) and after vowel sounds (all of which are voiced), the past tense marker is pronounced as a voiced /d/ as in *filled*, *hugged*, and *sighed*.

After **voiceless consonant sounds** (/p/, /k/, /f/, /th/, /s/, /sh/, /ch/), the past tense marker is pronounced as a voiceless /t/ as in *asked* or *fished*.

After the **sounds /t/ and /d/**, the past tense marker is pronounced /ed/ as in *started* and *added*. This is the pronunciation you would expect based on the spelling ‘ed’, /e/ /d/, but it is actually a good deal less common than the other pronunciations.

Note it is the **sound** preceding the past tense marker (particularly the voiced or unvoiced nature of the sound) that determines the pronunciation of the past tense marker, **not the spelling**.

Although these guidelines may sound confusing, most students are able to master the pronunciation of past tense endings fairly rapidly, **without learning any pronunciation rules**. This is partly because students have heard many past tense verbs in oral speech. Having heard the word *tagged* in oral speech in sentences like, “I tagged you,” they are less likely to give the printed form of the word a two-syllable pronunciation, i.e., /t/ /a/ /g/ /e/ /d/. Their mouths will also tend to guide them to the correct pronunciation. It is much easier to say *rinsed* with a /t/ at the end than to say it with a /d/ at the

end. The mouth resists the shift from voiceless to voiced that is required to say /r/ /i/ /n/ /s/ /d/.

Because memory of the spoken form provides a starting point for many words and because the mouth tends to resist at least some erroneous pronunciations, most of the students will be able to learn to pronounce the past-tense endings in words like *dropped*, *rinsed*, and *hosed* correctly after the introduction provided here, and some practice.

Past Tense –ed

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance readily available.
- You will write the following chart in three different steps to demonstrate the different pronunciations of ‘ed’.

–ed		
/e/ + /d/	/d/	/t/
acted	filled	asked
rested	hummed	packed

- Write –ed on the top of the board or chart paper.
- Tell students when something happened in the past, we add a two-letter suffix to the verb.
- The letters ‘ed’ are added to the end of a verb. The –ed suffix is called the “past tense marker” or the “past tense ending.”
- Explain that these letters, ‘ed’, are pronounced differently depending on the sounds that come before them:
 - The letters ‘ed’ may be pronounced the expected way: /e/ + /d/. Write the word *acted* on the board in the /e/ + /d/ column. Underline the past tense marker ‘ed’. Read the word *acted* and use it in a sentence.
 - The letters ‘ed’ may be pronounced as /d/. Write the word *filled* on the board in the /d/ column. Underline the past tense marker ‘ed’. Read the word *filled* and use it in a sentence.
 - The letters ‘ed’ may be pronounced as /t/. Write the word *asked* on the board in the /t/ column. Underline the past tense marker ‘ed’. Read the word *asked* and use it in a sentence.
- Tell students when they see the past tense marker ‘ed’ at the end of a verb, they should say one of these three pronunciations.

For additional practice with the past tense –ed, see activities in the Pausing Point Grammar section or in Unit 1 of the *Assessment and Remediation Guide*.

- Usually students will not have trouble figuring out which pronunciation to choose because their mouth will “want” to say one of these. (It is difficult and “sounds wrong” to pronounce /d/ after sounds where /t/ is the regular pronunciation, and vice versa.)
- Write each of the following past tense verbs on the board, use each word in a sentence, and ask students where it should be added on the chart: *rested* (pronunciation 1), *packed* (pronunciation 3), and *hummed* (pronunciation 2).
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book Pages

1. ‘ed’ > /t/ (*asked*) Consonant Code Flip Book on page 3
2. ‘ed’ > /d/ (*filled*) Consonant Code Flip Book on page 4

- Point out and discuss the power bar for each spelling.
- Add the cards to the appropriate places on the Code Flip Book page.
- Distribute the red markers. Have students outline the appropriate card and letter spelling in their Individual Code Charts. The spellings for today can be found on these pages of the Individual Code Chart.

Individual Code Chart

1. ‘ed’ > /t/ (*asked*) Individual Code Chart on page 1
2. ‘ed’ > /d/ (*filled*) Individual Code Chart on page 1

Practice

10 minutes

Sound Search



Worksheet 19.1

- Have students tear out Worksheet 19.1.
- Explain that the word bank printed at the top of the worksheet includes a number of words containing the past tense marker ‘ed’.
- Have students sort the *-ed* words according to which sound or sound combination the past tense marker ‘ed’ stands for, /e/ + /d/ as in *acted*, /d/ as in *filled*, or /t/ as in *asked*.
- After the words have been sorted, read aloud as a class the story at the bottom of the worksheet containing *-ed* words.

Small Group: "The Milk"

Introducing the Story

- Tell students they will reread the story "The Milk" in small groups today.
- Ask them to retell the main events of "The Milk."

Challenging Vocabulary

- Ask students if there were any words they did not understand yesterday when reading "The Milk." Review any vocabulary unfamiliar to them.

Purpose for Reading

- Explain that rereading a story gives students an opportunity to increase their fluency. A fluent reader is not someone who races and speeds when reading; instead, a fluent reader can read with expression and does not have to frequently stop to sound out words.
- Ask students if they remember what types of punctuation can help them read with expression (question marks, exclamation points, and commas). Encourage students to pay attention to all punctuation when reading.

Small Group Reading

- ✪ **Small Group 1:** Have students who need more support when reading form a group. Have students take turns reading the story aloud to you. Ask students to point out new spellings. Check comprehension by completing Worksheet 19.2 together.
- ✪ **Small Group 2:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "The Milk" aloud to one another. When they finish reading the story, have them complete Worksheet 19.2.

Wrap-Up

- Review with all students the sequence of "The Milk." Using temporal words, guide students to recount the events from the story. Your questions will sound like those below:

"What was the **first** thing that happened in 'The Milk'? What happened **next**? **After** that, what happened? What was the **final** thing to happen in the story?"



Chapter 6



Worksheet 19.2

If some pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading

Supplemental Materials:

- Decodable words:

- | | |
|-------------|--------------|
| 1. drenched | 9. dropped |
| 2. mashed | 10. finished |
| 3. scuffed | 11. bumped |
| 4. webbed | 12. fixed |
| 5. tricked | 13. skipped |
| 6. spelled | 14. matched |
| 7. planned | 15. yelled |
| 8. asked | 16. napped |

- Sentences:

- | | |
|--------------------------------|------------------------------------|
| 1. We would if we could. | 7. Tom stretched his legs. |
| 2. What happened? | 8. Would he yell? |
| 3. Dad finished last. | 9. He finished his lunch. |
| 4. She kissed me! | 10. She filled the cup with punch. |
| 5. He was stunned. | 11. The ham smelled rotten. |
| 6. She could not stop sobbing. | 12. Is this spelled wrong? |

- Wiggle Cards:

- | |
|---------------------|
| 1. just stand there |
|---------------------|