



### Daily and Supporting Learning Targets

- Opening A: I can identify the sound of “-ed” when adding it to the end of a CVC, VVC, VCC, and CVCe base word. (RF.2.3, L.2.2)
  - I can decode words with common suffixes.
  - I can identify common spelling patterns for adding affixes to words.
- Work Time A: I can read and spell CVC, VCC, VCC, and CVCe words with suffix “-ed.” (RF.2.3, L.2.2)
  - I can decode words with common suffixes.
  - I can identify common spelling patterns for adding affixes to words.

### Ongoing Assessment

- Observe students during Opening A. Determine whether they can explain the three sounds “-ed” makes when added to CVC, VCC, VCC, and CVCe words.
- Observe students during Work Time A. Determine whether they are able to spell CVC, VCC, VVC, and CVCe words correctly when adding the “-ed” suffix.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

### Agenda

1. **Opening (3–5 minutes)**
  - A. Word Workout: Word Stars
2. **Work Time (10 minutes)**
  - A. Word Workout: Exercise Practice
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction and Rotations (40–45 minutes)**

### Teaching Notes

#### In advance:

- Enlarge Word Stars for /t/, /d/, and /id/.
- Copy and cut apart Word Lists for student use.
- Copy Word Stars for student use.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- exercise, identify, modify, workout (L)

## Materials

- ✓ Enlarged Word Stars for /t/, /d/, and /id/ ( for display)
- ✓ Word List (one set per pair)
- ✓ Word Stars (one set per partnership)

## Opening

### A. Word Workout: Word Stars

- (Suggested transition song, sung to the tune of “The Muffin Man”):
  - “Do you know the words we’ll write, the words we’ll write, the words we’ll write?  
Do you know the words we’ll write in our stars today?”*
- Begin Word Workout: Word Stars instructional practice:
  1. Teacher says: “We have been working on adding the suffix ‘-ed’ to many types of words.”
  2. Teacher asks:
    - “Who can tell me the types of words we’ve been working with?” (syllables that end in magic “e,” syllables with a vowel team, closed syllables with one ending consonant and closed syllables with two ending consonants)*
  3. Teacher says: “Right! Today you are going to practice an exercise you already know from your Word Workout called Word Stars. Today, though, we will modify the exercise as we work with the three different sounds ‘-ed’ makes. You will work with a partner to practice reading and spelling words with ‘-ed’ endings that sound like /t/, /d/, and /id/ to complete a Word Star. I’ll show you with these /id/ Word Stars.”
  4. Teacher displays an **enlarged Word Star for /id/** on the board.
  5. Teacher says: “These Word Stars have the ‘-ed’ endings that sound like /id/ in the centers. Only words that make the /id/ sound when you add ‘-ed’ go in these words. You will take turns reading words that may or may not follow this rule. If it is a word that follows the rule, you will add it to one of the Word Stars with the ending. For example, if the word is ‘add,’ first I need to check if it makes the /id/ sound when ‘-ed’ is added to the end.”
  6. Teacher asks:
    - “Does ‘added’ make the /id/ sound?” (Yes. The base word ends in the double consonant “dd.”)*
  7. Teacher writes “added” on one of the lines of the /id/ Word Star (see Supporting Materials).
  8. Teacher displays a /t/ Word Star on the board.
  9. Teacher says: “These Word Stars have the ‘-ed’ endings that sound like /t/ in the centers. Only words that make the /t/ sound when you add ‘-ed’ go in these words. You will take turns reading words that may or may not follow this rule. If it is a word that follows the rule, you will add it to one of the Word Stars with the ending. For example, if the word is ‘cook,’ first I need to check if it makes the /t/ sound when ‘-ed’ is added to the end.”
  10. Teacher asks:
    - “Does ‘cooked’ make the /t/ sound?” (Yes. The base word ends in “k.”)*

11. Teacher writes “cooked” on one of the lines of the /t/ Word Star (see Supporting Materials).
12. Teacher displays a /d/ Word Star on the board.
13. Teacher says: “These Word Stars have the ‘-ed’ endings that sound like /d/ in the centers. Only words that make the /d/ sound when you add ‘-ed’ go in these words. You will take turns reading words that may or may not follow this rule. If it is a word that follows the rule, you will add it to one of the Word Stars with the ending. For example, if the word is ‘sail,’ first I need to check if it makes the /d/ sound when ‘-ed’ is added to the end.”
14. Teacher asks:  
*“Does ‘sailed’ make the /d/ sound?” (Yes. It ends in the single consonant “l.”)*
15. Teacher writes “sailed” on one of the lines of the /d/ Word Star (see Supporting Materials).
16. Teacher says: “Right! You and your partner will each have a Word List. You will take turns reading and writing the words. Your partner will read a word, and you will decide if the ‘-ed’ suffix makes a /id/, /d/, or /t/ sound and write it on the correct star. Your goal is to get all Word Stars completely filled. When you are finished with all the words, you will take turns reading the words on each Word Star.”

### Meeting Students' Needs

- Consider providing support as students make connections between spelling patterns and syllable types with sentence frames. Example:
  - “I notice when ‘-ed’ is added to a closed syllable with a double consonant, all I need to do is add ‘-ed.’”
- Students may be unfamiliar with the word “modify,” so consider providing a definition and example for this unfamiliar word.

## Work Time

### A. Word Workout: Exercise Practice

- (Suggested transition song, sung to the tune of “The Muffin Man”):  
*“Do you know the words we’ll write, the words we’ll write, the words we’ll write?  
 Do you know the words we’ll write on our stars today?”*
- Begin Word Workout: Exercise Practice instructional practice:
  1. Teacher says: “Now you will practice with a partner. You and your partner will each have a Word List. You will take turns reading and writing the words. Your partner will read a word, and you will decide if it goes in the /id/, /d/, or /t/ star. If it does, then you choose which star to write it on. You will write the words on the lines of the Word Star just as I did with ‘sailed,’ ‘cooked,’ and ‘added.’ Your goal is to get all Word Stars completely filled. When you are finished with all the words, you will take turns reading the words on each Word Star.”
  2. Teacher distributes **Word Lists** and **Word Stars** to partners and observes as students practice the exercise.

### Meeting Students' Needs

- For students who may quickly complete the exercise practice, consider inviting them to create descriptive oral sentences that contain the words from their Word Stars.

## Closing and Assessment

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### A. Reflecting on Learning

- Emphasize that successful learners take responsibility for their learning by setting goals for themselves. Invite students to reflect on something concrete they can work on during whole group or differentiated small group instruction time. This might be based on their assessment goal-setting conferences, on feedback during differentiated small group work, or on their own self-identified needs. Example:
  - “My goal is to think about the syllable type of the base word when I add the ‘-ed’ ending. I am going to work toward that goal in small group time.”

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - “My goal is to \_\_\_\_.”
  - “When I work toward my goal during small group time, I will \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

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*Suggested Plan: Teacher works with students in the Partial Alphabetic and Full Alphabetic groups. If possible, teacher should also meet with the Consolidated Alphabetic group at least once per week.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work Guidance document for more details (see K–2 Skills Resource Manual).*

### Partial Alphabetic:

- Students complete exit ticket:
  - Students cut Segment the Syllables Word Cards into syllables.
  - Students glue divided syllables onto Segment the Syllables recording sheet.
  - Follow up with exit tickets. Analyze words that were more challenging and discuss why. Ask students to identify the syllable types.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.
- Check in with Accountable Independent Reading.
- Additional Supporting Materials:
  - Segment the Syllables Word Cards (one set)
  - Segment the Syllables recording sheet (one per student)

### **Full Alphabetic:**

- Students complete exit ticket:
  - Students complete Syllable Slice (see Supporting Materials).
  - Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to words that have an “-ed” ending, and holding text-based comprehension conversations.
- Check in with Accountable Independent Reading.
- Additional Suggested Activities:
  - Parting Words
  - Word Way
- Additional Supporting Materials:
  - Syllable Slice (one per student)

### **Consolidated Alphabetic:**

- Students complete exit ticket:
  - Students complete Syllable Slice (see Supporting Materials).
  - Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Check in with Accountable Independent Reading.
- Consider inviting students to write an article for the *Sunnyside Gazette*, using as many words that have the three sounds of the “-ed” ending.
- Additional Supporting Materials:
  - Syllable Slice (one per student)