

Book Title	Splash and Stretch
Materials	White board, markers or syllable boards
Phonics Patterns	-ed endings

Before Reading

Phonemic Awareness:

- Adding

Adding: Say, *plant*, add /əd/, the word is *planted*.

Say, *car*, add /d/ at the end, the word is *card*.

Say, *nod*, add /əd/, the word is *nodded*.

Say, *stuff*, add /t/, the word is *stuffed*.

Pre-Reading activities

We have been reading and writing words that have -ed endings. We can add -ed at the end of a base word to show something happened in the past.

- Remember the ending -ed can be tricky. -ed can stand for 3 different sounds: /d/, /t/, /əd/
- We always use the letters -ed, but the sound it stands for will be different depending on the word we add it to.
- We will read words with the -ed ending. Let's think about what we already know to help us read the word accurately.

I DO:

When we add the -ed ending to a base word that ends in a **t** or a **d**, ed stands for the /əd/ sound. This adds a syllable to the word.

- We just practiced that through the air. We added the sounds /əd/ to the end of the word *plant*. /plant - ed/, *planted*. The letters ed stand for the sound /əd/ at the end of the word.
- Write the word *plant* on a white board. The word *plant* is one syllable.
- Write ed at the end of the word.
 - If I need to say I *planted* something in the past, I add -ed to the end of the word.
- Watch me read this word: /plant - ed/, *planted*. Two syllables. The base word *plant* ends in a *t*, so I know -ed is going to stand for two sounds, adding a new syllable, /əd/.
- I *planted* a garden last summer.

If a base word does not end in a t or d, the -ed ending will stand for the sound /t/ or /d/. This does not add a syllable. The sound is a consonant sound only, and syllables need vowel sounds.

- How do we know when -ed stands for /t/ or /d/? We listen for the last sound in the word again. If it is voiced, -ed stands for /d/. Put your hand on your throat and say these sounds: /d/, /n/, /z/. These are examples of voiced sounds. We can feel our voice box working.
- If the base word ends in an unvoiced sound, -ed stands for /t/. Put your hand on your throat again and say these sounds: /t/, /k/, /p/. Did you feel your voice box? No, it was off. When our voice box is off, -ed stands for the /t/ sound.
- Write the word kiss on a whiteboard. Watch me. The word is kiss. /s/ is the last sound. /s/ is an unvoiced sound. If I want to make this in the past, I kissed my mom goodbye; I add -ed. kissed. What sound does -ed stand for? /t/. The last sound in kiss is unvoiced /s/, so -ed stands for /t/.

WE DO:

Let's try some together. We will use our blending lines to read words with and without the -ed ending. Let's use what we know to read the words with the correct -ed sound.

- Put your finger on the first word in the 2nd row. Let's underline the base word (ask).
- What sound does the base word end with? (/k/)
- Put your hand on your throat. Is /k/ voiced or unvoiced? (unvoiced)
- What sound will -ed stand for? /t/.
- Let's touch the sounds and read the word, remember -ed is representing the sound /t/. /ă - s - k - t/, asked.
How many syllables in the word asked? (1) One syllable, there is only one vowel sound.
- I asked to go to the bathroom. Asked. Think of something you have asked for or have asked to do in the past. Turn to your partner and use the word asked in a sentence.

Let's try another one. Touch the next word in the 2nd row.

- What sound does the base word end with? (t, /t/).
- When a base word ends with a d, /d/ or t, /t/, What sound does -ed ending stands for? (/əd/)
- /əd/ adds a new syllable. When I look at this base word, I see two vowel sounds, so I know the base word will be two syllables. I also know ed is adding a syllable. This word will have three syllables.
- Let's underline our vowels, including ed and loop our syllables to read the word.
- /in - spect - əd/, inspected. To inspect means to look or examine something closely. I inspected the car before I bought it.
- What are some other things you might want to inspect?

YOU DO:

Now it is your turn. You will read words with and without the ending -ed. Start at the beginning and touch and say each sound to read the word.

- When you are reading the second row, remember to think about what you know about the -ed ending.
- After you have blended the sounds together, go back to the beginning and read each word again. Try to read the words the fast way, without touching and saying each sound. This is reading with fluency. We still look at and read each sound, but we blend the sounds quickly.
- Then, read the sentences. Once you are done, continue to read the words and sentences fluently until everyone in our group is done.

ask	inspect	scan	chuckle	nod	sniff
asked	inspected	scanned	chuckled	nodded	sniffed
The people chuckled and clapped at the joke.					
After he inspected the house, he nodded.					

Vocabulary/Story Words: Define, Example, Connection

Have students turn to page 5 and point to the word *scanned*.

- In our story today, we will see the word *scanned*. When we scan something we look at all of the parts of it to find what we are looking for.
- For example, if I couldn't find my marker, I would scan the classroom to see where I left it. Can you scan the classroom with me? (Model looking around the classroom, as students join in.)

Another word we will see in the story is *inspected*.

- You just read that word in a sentence on our blending lines! 'After he inspected the house, he nodded.' To inspect means to look at something very closely.
- When you buy a house, you first have someone come inspect it to make sure there is nothing wrong with it.
- Turn to page 8. On this page, the character is inspecting the map. She is looking closely trying to find something.
- Have you ever inspected something? (Students turn and share)

Preview the Story: Brief overview, predictions/wonderings

The title of our story today is "Splash and Stretch". Splash and Stretch are two dogs that are looking

for something fun to do. They find a map hidden in a log and go on an adventure to find the treasure.

- Look at the cover and the first few pages. What is the setting of the story? (the forest/woods)
- Can you think of some places the dogs may need to go to find the treasure?
- Do you think they will find it? If so, what will the treasure be? (Students turn and share)
- Let's read to find out!

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

- Echo read Choral read Partner read Independent read

More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- Dictation
 - Words
 - Sentences
- Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.
- Written Summary: Have students summarize the story using transition words such as first, next, then, last.
- Other

Add notes here...

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