



1st Grade Packet

Three Sounds of *-ED*

Name: _____

Welcome to the *Reading Horizons Discovery*® Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader.

Guided Practice Activities

These activities need to be completed with the help of a fluent reader.

Homework Pages

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

Building Words Activities

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

Independent Practice Activities

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

Cloze Passages

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that students have learned the necessary skills to read independently.

Building Words Transfer Cards

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

Practice Pages

Instructions at the top may need to be read to the student.

Sort and Spell Activities

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team

For more information, contact your teacher at _____.

Weekly Spelling Homework

Name _____ Date _____

(Form A) Spelling LESSON WEEK 16: Three Sounds of *-ED*

Spelling Skill: The suffix *-ed* is always spelled the same way, but it has three different sounds. Following voiceless letters, the sound of the suffix is /t/. Following voiced letters, the sound of the suffix is /d/. Following *t* or *d*, the sound of *-ed* is /id/.

Example Words	<u>Word Bank</u>			
	Skill Words			Most Common Words
 planted	+plant	+mix	+pick	water
	+end	+fill	+pack	one
	+stop	+lift	+rust	said
	+trim	+film	+hop	some
	+wish	+clap	+pin	about

The plus sign (+) is seen in front of words that can have the suffix *-ed* added to them to make a new word. When practicing spelling words with suffixes, prove the root word first, rewrite the word with the suffix, and then underline the suffix.

Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and prove one skill word from the word bank. Then rewrite the word adding the suffix <i>-ed</i> to make a new word.	2. Spell and prove a word that ends in a sound that would make the <i>-ed</i> suffix say /d/. Then rewrite the word adding the <i>-ed</i> suffix.	3. Spell and prove one skill word from the word bank. Then rewrite the word adding the suffix <i>-ed</i> to make a new word.
4. Write a sentence using at least one MCW from the word bank.	5. Spell and prove two skill words from the word bank. Then rewrite each word adding the suffix <i>-ed</i> to make a new word.	6. Spell and prove a word that ends in a sound that would make the <i>-ed</i> suffix say /t/. Then rewrite the word adding the <i>-ed</i> suffix.
7. Spell and prove one skill word from the word bank. Then rewrite the word adding the suffix <i>-ed</i> to make a new word.	8. Spell and prove a word that ends in a sound that would make the <i>-ed</i> suffix say /id/. Then rewrite the word adding the <i>-ed</i> suffix.	9. Spell and prove one skill word from the word bank. Then rewrite the word adding the suffix <i>-ed</i> to make a new word.

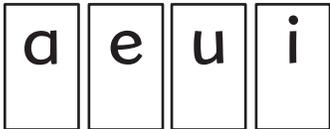
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 16

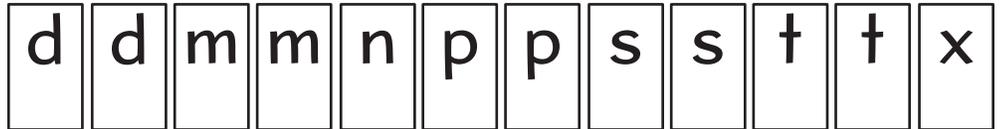
Building Words Review Activity for Spelling Lesson Week 16 Three Sounds of -ED

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 16.

Building Words

Let's practice spelling words that end in *e-d*, using the sound cards.

1. Spell the word **mix**. What is the final sound in *mix*? (/ks/) Is the final sound voiced or voiceless? (voiceless) Add a suffix to *mix* to spell **mixed**. Say the word. What sound does *e-d* make? (/t/) Correct. We *mixed* the pizza dough. When the final sound in the root word is voiceless (except after the sound /t/), the **e-d** suffix will be pronounced /t/.
2. Spell the word **hiss**. What is the final sound in *hiss*? (/s/) Is the final sound voiced or voiceless? (voiceless) Add a suffix to *hiss* to spell **hissed**. Say the word. What sound does *e-d* make? (/t/) Correct. The snake *hissed* at the dog.
3. Spell the word **sipp**. What is the final sound in *sip*? (/p/) Is the final sound voiced or voiceless? (voiceless) Add a suffix to *sip* to spell **sipped**. Say the word. What sound does *e-d* make? (/t/) Correct. She *sipped* water from the cup.
4. Spell the word **map**. What is the final sound in *map*? (/p/) Is the final sound voiced or voiceless? (voiceless) Add a suffix to *map* to spell **mapped**. Say the word. What sound does *e-d* make? (/t/) Correct. We *mapped* the forest area.
5. Now spell the word **hum**. What is the final sound in *hum*? (/m/) Is the final sound voiced or voiceless? (voiced) Add a suffix to *hum* to spell **hummed**. Say the word. What sound does *e-d* make? (/d/) Correct. He *hummed* a tune. When the final sound in the root word is voiced (except after the sound /d/), the *e-d* suffix will be pronounced /d/.
6. Spell the word **pan**. What is the final sound in *pan*? (/n/) Is the final sound voiced or voiceless? (voiced) Add a suffix to *pan* to spell **panned**. Say the word. What sound does *e-d* make? (/d/) Correct. They *panned* for gold in the river.
7. Now spell the word **pat**. What is the final sound in *pat*? (/t/) Add a suffix to *pat* to spell **patted**. Say the word. What sound does *e-d* make? (/id/) Correct. I gently *patted* the dog. When the final sound in the root word is /t/ or /d/, the *e-d* suffix will be pronounced /id/.
8. Spell the word **hand**. What is the final sound in *hand*? (/d/) Add a suffix to *hand* to spell **handed**. Say the word. What sound does *e-d* make? (/id/) Correct. She *handed* me a pen. Remember, when the final sound in the root word is /t/ or /d/, the *e-d* suffix will be pronounced /id/.

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Review Activities Lesson Week 16

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9. Spell the word **sand**. What is the final sound in *sand*? (/d/) Add a suffix to *sand* to spell **sanded**. Say the word. What sound does *e-d* make? (/id/) Correct. We *sanded* the wood boards.

Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time).

Bonus Activity

In one column, have students write words from the lesson in which the *e-d* ending is pronounced /t/. In a second column, have them write words from the lesson in which the *e-d* ending is pronounced /d/. In a third column, have them write words from the lesson in which the *e-d* ending is pronounced /id/.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 16. Check for accuracy and automaticity.

Review Activities Lesson Week 16

Building Words Review Activity for Spelling Lesson Week 16 Three Sounds of -ED

ed

A	E	U	I	D	D	M	M
N	P	P	S	S	T	T	X

u d d s s t t x
a e n i p d m w

Reading Horizons Discovery® Spelling Lesson Week 16
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery® Little Book*
“The Youngest Pirate”

In 1984, a diver _____ an old ship in the water. He _____ a small leg bone out of the ship. It was still _____ with a small sock and a small shoe. In 2006, the bone was _____ in a lab. It was John King’s!

John King was the youngest pirate who ever lived.

He had _____ his life to be a pirate.



Reading Horizons Discovery® Spelling Lesson Week 16
Cloze Passage 1
Three Sounds of -ED

dressed

pulled

risked

spotted

tested

Spelling Lesson Week 16

Building Words Transfer Card 1

Words:

mixed hissed sipped mapped hummed
panned patted handed sanded

Sentence:

She hummed as she sanded the plank.

Name _____

The suffix *-ed* has three sounds. The consonant sound that comes before the *-ed* suffix determines the sound of the suffix.

Lesson 38: Three Sounds of **-ED**

After voiceless consonants (*f, k, p, s, x, ch, sh*), *-ed* says /t/ ⊖: *huffed*, *taxed*, *mashed*.

After voiced consonants (*n, m, b, g, l, v, z*), *-ed* says /d/ ⊕: *fanned*, *smelled*, *loved*.

When the base word ends in the spelling of *t* or *d*, the *-ed* sound is /id/: *planted*, *mended*.

Read the following words. Then write each word in the correct *-ed* sound column. Underline the suffix *-ed* in each word. The first word has been done for you.

bragged	mashed	tended	buzzed
kissed	grabbed	frosted	fished
clapped	fixed	spelled	landed

/t/ ⊖	/d/ ⊕	/id/
	bragged	

Word Bank

asked

bonded

boxed

buzzed

chatted

filled

handed

lifted

munched

planted

plugged

scrubbed

thanked

trimmed

waxed

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Discovery Spelling Lesson 16
Sort and Spell 1

Three Sounds of -ED		
/t/	/d/	/ɪd/

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. I _____ him for helping me.

2. Mom and I _____ on nuts.

3. He _____ the tub.

4. We _____ a bush by the shed.

5. Sam _____ to swim in the pond.

Name _____ Date _____

Using the words in the Word Sort, answer the questions below.

1. Write a word from the word sort that has the /t/
sound of *-ed*? _____

2. What sound does *-ed* make in the words from the
middle column? _____

3. Write a word from the sort where *-ed* has same
sound as *-ed* in *funded*. _____

Reading Horizons Discovery® Spelling Lesson Week 16
Sort and Spell 2

-ED added to Phonetic Skills 1 and 2 Words	
Phonetic Skill 1	Phonetic Skill 2

Word Bank

bragged

chatted

crunched

dropped

ended

filmed

fitted

fizzed

handed

hummed

pinched

rubbed

skimped

stepped

spotted

Page intentionally left blank.

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. The path _____ at the big, red rock.

2. The twig crunched as she _____ on it.

3. She _____ a song.

4. He _____ about winning.

5. Jack _____ me a pen.

Name _____ Date _____

Using the words in the Word Sort, answer the questions below.

1. How many Phonetic Skill 2 words in this sort end with the /d/ sound of *-ed*? _____

2. How many Phonetic Skill 1 words in this sort end with the /t/ sound of *-ed*? _____

3. How many words in this sort end with the /ĭd/ sound of *-ed*. _____