Intervention Activities Guide (IAG)
Blackline Masters

Graphophonemic Knowledge | Consonant Doubling and Inflectional Endings: Inflectional Endings

GK-73 Making Words Past Tense

Students read words and distinguish between the three sounds for -ed.

MATERIALS: Chalkboard/chalk, index cards, markers

1. Write d, t and ed on three separate index cards and give a set to each student.
2. On the board, write -ed. Teach the three sounds -ed can make by saying the following words aloud, with students listening to and discussing the sound at the end of each word:
   - played /d/
   - piled /d/
   - fished /t/
   - walked /t/
   - added /ed/
   - wanted /ed/
3. Teach students that sometimes -ed at the end of a word adds a syllable (e.g., as in wanted or needed) and sometimes it doesn’t (e.g., as in played or walked).
4. Using the example, say the words without students seeing them. Jump from sound to sound to vary what students hear (e.g., begin with a /d/ word, then a /t/ word and then an /ed/ word).
5. Students signal the ending sound by holding up an index card. If incorrect, they listen to the word again.
6. Continue practicing the sounds of -ed at the end of words until students can determine all three sounds when they hear them.

EXAMPLE:

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/ed/</th>
</tr>
</thead>
<tbody>
<tr>
<td>played</td>
<td>fished</td>
<td>added</td>
</tr>
<tr>
<td>piled</td>
<td>walked</td>
<td>wanted</td>
</tr>
<tr>
<td>cleaned</td>
<td>wished</td>
<td>needed</td>
</tr>
<tr>
<td>fried</td>
<td>helped</td>
<td>landed</td>
</tr>
<tr>
<td>raised</td>
<td>liked</td>
<td>waded</td>
</tr>
</tbody>
</table>

EXTENSION: Dictate simple past tense sentences for students to write, concentrating on the sounds and spellings of the past tense verbs.

PREPARATION OF MATERIALS: Print the Student Response Cards on page 2. Cut the cards apart. Follow the directions for the activity.