

# End with "ed"

The rules for using "ed" word endings are outrageous! Why does "ed" have to make three different sounds: /t/, /d/ or /id/? CRAZY! It's amazing any of us can keep it straight. How can we expect children to master this skill? The "phonics" rules are so complicated that most of us don't even know what they are. So how do we figure it out? This answer is really quite simple; listen for what makes sense. Even young children can do this once you demonstrate the concept.

Here are the specific steps to teach this lesson.

1. Post the large "ed" ending title on a board. Below it, make three columns; label with t, d, and id.
2. Ask the children if they have ever seen words that end with the letters "ed." Hold up the words "liked," "called" and "waited." Explain that even though the "ed" looks the same in all the words; it can make three different sounds, /t/, /d/ and /id/. As you read each word, be sure to emphasize the last sound and then attach to the correct column. Using a magnetic board makes it easy to add words.
3. The next step is to ask the children, "How do you know which sound to use?" Let them brainstorm. Encourage them to ask themselves "Does it make sense?" If it doesn't, "What do you do?" "Flip the sound and try another."
4. Now, it's their turn to play. Have the words ready by cutting them apart and folding the "ed" back. Hold up a word and read it to the children. Unfold the "ed" and try out the /t/, /d/ and /id/ sound with each word. This is an important step. The children need to hear the "non-examples" too. This focuses their attention on what makes sense. Have children point to their choice and attach the word to the correct column. Repeat with several more words to make sure everyone has the idea.
5. Save a few cards to try this. Hold up another word, have the children "turn and talk" with their partner to make a prediction and point. This will help your ELL students who might not have the needed vocabulary experience quite yet. Good news! I think you'll find the children remain engaged until the words run out. They might even ask for more.

Find a spot in your room to post the "ed" title and the t, d, and id letters underneath. When a student has trouble reading a word with an "ed" ending; point to the title and letters. Encourage the student to flip the sounds until they find the one that makes sense. Also, it might be fun for students to record "ed" ending words on a poster as they find them in their reading.

Open the attachment below to find all the titles and words you will need to play the game. It's quick, easy, fun and effective!