



GK-73

Intervention Activities Guide (IAG)
Blackline Masters



Graphophonemic Knowledge | Consonant Doubling and Inflectional Endings: Inflectional Endings

GK-73 Making Words Past Tense

Blackline Master available
www.tpri.org

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:

/d/	/t/	/ed/
played	fished	added
piled	walked	wanted
cleaned	wished	needed
fried	helped	landed
raised	liked	waded

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.

/ d /

/ + /

/ ed /