

I surft

Adding -ed

He rusht

When teaching spelling, it is important to promote a student's "morphological awareness" as well as their "phonological awareness." Both types of awareness help students "crack the code" and understand the regularities in written language.

Phonological Awareness = The awareness of the **sound structure** of words. It allows students to *sound out* for spelling and *blend sounds* for reading. It also allows students to *perceive and use syllables* and to *perceive rhyme* within words (and to link the rhyming parts to rimes such as -ot, -ight etc...).

Morphological Awareness = The awareness of morphemes within words. Morphemes are units of the word that add meaning. They may be base words or may be little "tack-ons" that have meaning attached. These "tack-ons" are also called affixes (suffixes and prefixes). In this article, we are thinking about the morpheme (suffix) **-ed**.

Without *morphological awareness*, students can become too fixed on sounding-out. The result is students writing "carz" (for "cars"), "jumpt" (for "jumped") or "turnd" (for "turned"). **Note that this is a normal stage in early spelling**. According to AUSVELS (Victorian Curriculum and Assessment Authority), a student should learn how to "recognise and know how to use morphemes..." at Level 1 (Year 1). It is a good place to start with the common and very regular morpheme **-ing** and many students will be using this in their first year of school. **By Year One, it is time to explicitly teach all about -ed...**

The meaning of -ed

All teaching about morphemes should be accompanied by explicit instruction about their *meaning*.
What does the suffix -ed mean?

Most adults will jump straight to the answer that it indicates something happens in the past and this of course is CORRECT! **-ed** is tacked on to a verb to indicate past. We do this when we create **regular past tense verbs**. When teaching, you can mention that some verbs become past tense in a different way. These are called **irregular past tense verbs** and they *don't* use the regular -ed tack-on.

To help our teaching make sense to students, **it is important they understand the concept of a "verb"**. Some like to describe them "action" words but there's not too much action happening with the verbs "believe", "develop" and "exist". Verbs might be better described as "doing words" (but this can be problematic too). Just be sure that **students KNOW what a verb is before you begin your lesson on -ed**. (ALIEN TALK © is a program from Pelican Talk www.pelicantalk.com that explores all components of a sentence in a fun way. A verb is the YELLOW ALIEN's focus word.)

NOTE **-ed** can also be used on the end of adjectives (the BLUE ALIEN's focus words in ALIEN TALK ©) Take for example, the **ripped** dress, the **coloured** door. Be aware of this and be ready to include this in your teaching if it arises!

PART ONE OF THE LESSON

Exploring the meaning...

Write some examples and underline the morphemes. Show and read them aloud. Ask students to listen, think about and discuss how the meaning of the sentence changes... Ensure students know the terms "past, present (now) and future." If necessary, use a timeline or gesture.

She is surfing. She will surf. She surfs. She surfed.

He will like the cake. He likes the cake. He liked the cake. He is liking the cake.

Leo burned the paper. Leo is burning the paper. Leo burns the paper. Leo will burn the paper.

The spelling of -ed

This bit is easy! Find the verb and add on **-ed** but...

The sound of -ed

...you should also discuss that the suffix **-ed** can sound **three different ways** and this leads some students to spell it incorrectly.

- 1) It can sound like a /t/ sound.
- 2) It can sound like a single /d/ sound.
- 3) It can sound like /ed/ (with an unstressed /e/).

PART TWO OF THE LESSON

Discuss how the spelling of -ed can sound three different ways... and how this can lead to spelling problems.

Using the list over the page, read a word aloud and sort it according to whether the -ed sounds like 1) 2) or 3) above.

Next look at the list of homophones on page 3. Underline the word in each pair that is the regular past tense and then put each word in each pair in a sentence (try for one sentence that contains both words).

Eg. I missed the bus because it was hidden by mist.

jumped	joined	tasted
hoped	phoned	visited
sniffed	loved	constructed
camped	poured	supported
kicked	opened	rested
licked	smiled	voted
hopped	cleaned	affected
skipped	listened	lifted
crashed	hugged	shredded
searched	rolled	collected
kissed	scurried	dreaded
watched	saved	pleaded
dressed	rubbed	faded
dropped	rained	nodded
stopped	tried	raided
barked	cried	loaded
brushed	swayed	pasted
rushed	pinned	roasted
locked	crammed	invented
popped	turned	inspected
looked	called	pocketed

Exploring regular past tense (-ed)

Look at the following homophones. Underline the one which is the regular past tense verb then try and write a sentence that contains both words. The first one has been done for you.

mist missed

I missed the bus because it was hidden by the mist.

bold bowled

banned band

road rowed

sawed sword

side sighed

Spelling rules associated with **-ed**

There are a few spelling rules associated with adding on suffixes. You can cover these now in relation to adding **-ed**.

THE 3 BASIC RULES...

Note that students need to have the following knowledge to apply the 3 BASIC RULES:

*Know what a vowel letter is (a,e,i,o,u)

*Know what a consonant letter is.

*Know the vowel digraphs *oy* and *ay* and that each of these makes a long vowel sound.

PART THREE OF THE LESSON : CHOP (e), SWAP (y with an i), DOUBLE (consonant)

Teach the 3 BASIC SPELLING RULES associated with **-ed**. Show LOTS of examples and then provide word lists of verbs to practise the rules.

1. **CHOP (e)** When adding **-ed** to a word that has an **e** on the end, chop that **e** off and add the **-ed** suffix. *This rule is also relevant when adding **-ing**.*
2. **SWAP (y with an i)** When adding **-ed** to a word ending in **y**, change the **y** to **i**. For example, carry, carried. try, tried. *If the **y** is part of a vowel digraph (*oy, ay*), this rule does not apply.* For example, play, **played**. annoy, **annoyed**.
3. **DOUBLE (consonant)** When adding **-ed** to a word that ends in a consonant, there needs to be **two consonants** after a single vowel letter. If there is not one there already, the consonant needs to be doubled. Eg. pat, **patted**. (double the consonant) wish, **wished**. (already has a double consonant) lick **licked** (already has a double consonant) puff **puffed** (already has a double consonant) *This rule is also relevant when adding **-ing**.*

Do the practise sheet over the page.

In **WORDS THEIR WAY**, the words sorts on page 21 of the **GREEN BOOK** (Syllables and Affix spellers) can be used for this too.

THE MORE ADVANCED RULE REFERS TO THE DOUBLE (consonant) RULE ABOVE BUT IS INTRODUCED IN LATER YEARS... Have it up your sleeve in case a student asks you about it! When adding **-ed** you don't double the consonant in a multisyllabic word if the syllable is unstressed. (I have underlined the unstressed syllable in each word).

For example, focus → focused target → targeted BUT refer → referred rebel → rebelled

Add -ed to the following.

Don't forget to CHOP e, SWAP with i and DOUBLE consonant when you need to. Tick the rule that you used. If you didn't use any tick the last box.

lift _____ CHOP SWAP DOUBLE NONE

try _____ CHOP SWAP DOUBLE NONE

like _____ CHOP SWAP DOUBLE NONE

lick _____ CHOP SWAP DOUBLE NONE

slip _____ CHOP SWAP DOUBLE NONE

hurry _____ CHOP SWAP DOUBLE NONE

heat _____ CHOP SWAP DOUBLE NONE

pat _____ CHOP SWAP DOUBLE NONE

kiss _____ CHOP SWAP DOUBLE NONE

Add -ed to the following.

rain _____ CHOP SWAP DOUBLE NONE

cry _____ CHOP SWAP DOUBLE NONE

marry _____ CHOP SWAP DOUBLE NONE

pick _____ CHOP SWAP DOUBLE NONE

love _____ CHOP SWAP DOUBLE NONE

fry _____ CHOP SWAP DOUBLE NONE

part _____ CHOP SWAP DOUBLE NONE

comb _____ CHOP SWAP DOUBLE NONE

rake _____ CHOP SWAP DOUBLE NONE

join _____ CHOP SWAP DOUBLE NONE

head _____ CHOP SWAP DOUBLE NONE

What about...?

After we have finally stopped our students writing “jump~~t~~”, we now see they are writing “smelled” for “smelt” and “spelled” for “spelt.” There are a group of words that DO have the letter t at the end in their past tense. Let’s classify these as irregular past tense verbs, because they are not regular.

Explore them now with students who have mastered the learning from the previous pages...

lose	lost	spell	spelt
leave	left	smell	smelt
keep	kept	feel	felt
sleep	slept	build	built
sweep	swept	bend	bent
weep	wept	spell	spelt

Words using –ed as an adjective

For more advanced learners, you can also explore the use of –ed in adjectives. By presenting sentences like the following, have students identify which words are verbs and which ones are adjectives. Examples:

I will wash my hair because washed hair feels nice.

I hope I don’t rip my dress. I don’t like ripped dresses.

I will report the incident. It will be a reported incident.

Grab the washed cups. I washed all the dishes before.

Tips for reading words ending in –ed

- If you see –ed remember it can be said in three different ways, not just /ed/ (as in fadeded).
- If you are reading a word and it doesn’t sound right, change the vowel sound to the long or short vowel and see if it makes sense. (If you read “liked” with a short /i/ sound, try it with a LONG vowel sound). Remember if there is just a **SINGLE vowel letter** then a **SINGLE consonant** and then–ed, the vowel will be LONG sound (as in voted, piled, dated, fumed).