

**Section I-F**  
**CVCC and CCVC with *-ed***  
**Lesson Template**

# CVCC and CCVC with *-ed*

## Sample Lesson

Focus: Alternative Spellings	Teaching	Materials																											
Warm-Up	<p>Write <i>-ed</i> on the top of the board.</p> <p>Draw this chart on the board. You will use it in three different steps to demonstrate the different pronunciations of <i>-ed</i>:</p> <table border="1" data-bbox="261 590 1036 726"> <tr> <td colspan="3"><i>-ed</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td></tr> <tr> <td> </td><td> </td><td> </td></tr> </table>	<i>-ed</i>			1	2	3				board																		
<i>-ed</i>																													
1	2	3																											
Introduction  Teaching	<p>Tell students that when something happened in the past, we add a two-letter suffix to the verb. Ask students where suffixes go on words (the end) and if they know which suffix shows when something happened in the past (<i>-ed</i>).</p> <p>The letters ‘ed’ are added to the end of a verb. The <i>-ed</i> suffix is called the “past-tense marker” or the “past-tense ending.” Underline the marker <i>-ed</i>.</p> <p>Explain that these letters, ‘ed’, are pronounced differently depending on the sounds that come before them:</p> <p>The letters ‘ed’ may be pronounced the expected way: /e/ + /d/. Write the word <i>acted</i> on the board under the first column.</p> <table border="1" data-bbox="261 1129 1036 1266"> <tr> <td colspan="3"><i>-ed</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td></tr> <tr> <td><u>acted</u></td><td> </td><td> </td></tr> </table> <p>Underline the past-tense marker <i>-ed</i> and number this pronunciation 1. Read the word <i>acted</i> and use it in a sentence.</p> <p>The letters ‘ed’ may be pronounced as /d/. Write the word <i>filled</i> on the board under the second column. Underline the past-tense marker <i>-ed</i>. Read the word <i>filled</i> and use it in a sentence.</p> <table border="1" data-bbox="261 1486 1036 1623"> <tr> <td colspan="3"><i>-ed</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td></tr> <tr> <td><u>acted</u></td><td><u>filled</u></td><td> </td></tr> </table> <p>The letters ‘ed’ may be pronounced as /t/. Write the word <i>asked</i> on the board under the third column.</p> <table border="1" data-bbox="261 1717 1036 1854"> <tr> <td colspan="3"><i>-ed</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td></tr> <tr> <td><u>acted</u></td><td><u>filled</u></td><td><u>asked</u></td></tr> </table> <p>Underline the past-tense marker <i>-ed</i>. Read the word <i>asked</i> and use it in a sentence.</p>	<i>-ed</i>			1	2	3	<u>acted</u>			<i>-ed</i>			1	2	3	<u>acted</u>	<u>filled</u>		<i>-ed</i>			1	2	3	<u>acted</u>	<u>filled</u>	<u>asked</u>	
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**Section I-F**  
**CVCC and CCVC with *-ed***  
**Word Lists**

Name: \_\_\_\_\_

### Past-tense verbs with *-ed*

tilted

added

fitted

landed

ended

dented

sanded

handed

mended



Name: \_\_\_\_\_

**Past-tense verbs with *-ed***

filled

planned

robbed

grabbed

rubbed

smelled

spilled

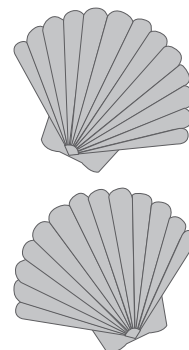
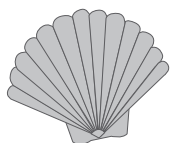
begged

grinned

fanned

banged

yelled



Name: \_\_\_\_\_

**Past-tense verbs with *-ed***

asked

passed

stopped

helped

picked

dropped

dressed

mixed

fixed

missed

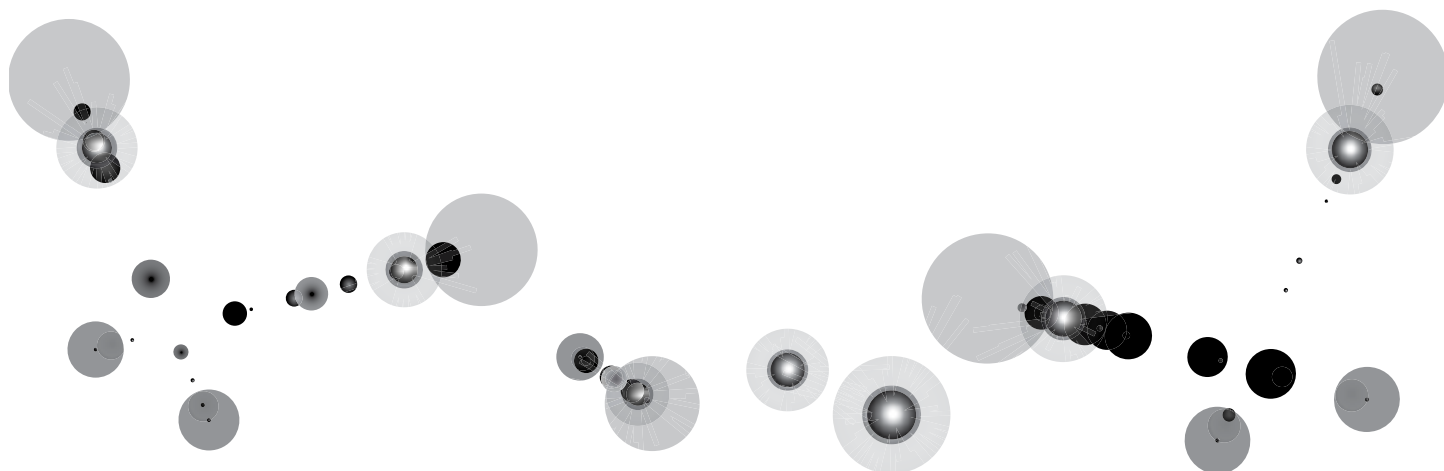
stuffed

shocked

slipped

tripped

dripped



**Section I-F**  
**CVCC and CCVC with *-ed***  
**Worksheets**

Name: \_\_\_\_\_

## Fill in the Blanks

added

spilled

dressed

handed

landed

missed

filled

1. The bird \_\_\_\_\_ on its nest.
2. She \_\_\_\_\_ her glass with milk.
3. He woke up and got \_\_\_\_\_.
4. In math class Jack \_\_\_\_\_ ten plus six.
5. Mom \_\_\_\_\_ Dad his hat.
6. I slept past ten and \_\_\_\_\_ the bus.
7. He hit the cup and \_\_\_\_\_ what was in it.



Name: \_\_\_\_\_

## Fill in the Blanks

dropped

wished

robbed

mended

picked

1. I \_\_\_\_\_ up my pen when it fell.
2. She \_\_\_\_\_ it was not so hot.
3. My hands were wet so the bag \_\_\_\_\_ from my hand.
4. She had a rip in her dress but her mom \_\_\_\_\_ it.
5. The man got her purse when he \_\_\_\_\_ her.

Name: \_\_\_\_\_

Sort the ‘ed’ words based on how the ending is pronounced.

landed	quacked	flapped	spotted
tossed	grabbed	crammed	jogged

/e/ + /d/

acted

landed

/d/

filled

/t/

asked

Name: \_\_\_\_\_

Choose a word from the box for each sentence. You will need to add *-ed* to each word.

like	ask	shrug	slump	limp
yank	plop	pat	yell	

1. “Zip! Zing!” he \_\_\_\_\_. “Take that, T. Rex!”
2. He \_\_\_\_\_ back the drapes.
3. “Ugh!” Mike said. He \_\_\_\_\_ and let his chin drop on his chest.
4. “What if I tell you a bedtime tale?” he \_\_\_\_\_.
5. Mike did not think it would help much. Dad \_\_\_\_\_.
6. “When I was a kid, your gramp would tell me bedtime tales. I \_\_\_\_\_ them.”
7. Mike’s dad sat down on the bed and \_\_\_\_\_ Mike on the back of the neck.
8. Mike \_\_\_\_\_ to his bed and \_\_\_\_\_ down on it.



**Section I-F**  
**CVCC and CCVC with *-ed***  
**Game**

# The Past-Tense Marker *-ed*

## Whole Group or Small Group

- Write the following sentences on the board and have students read them aloud. Point out that the verb *dusts* is in the present tense, while *dusted* is the past tense.

Mom dusts the shelf.

Mom dusted the shelf.

- Underline the ending *-ed* in *dusted*. Point out that *-ed* is read as /e/ /d/, just as one would expect. Explain that *-ed* is the past-tense marker that shows that the action has already happened.
- Write the sentences below on the board and have students read them aloud.

Ben spells the word.

Ben spelled the word.

- Ask students if they see a difference between the two sentences.
- Point out that the verb in the first sentence is in present tense and the verb in the second sentence is in past tense.
- Underline the ending *-ed* in *spelled*, which is pronounced /d/ in this example. Again, point out *-ed* is the past-tense marker that shows that the action has already happened.
- Write the following sentences, including the omission, on the board.

Jen brushes the dog.

Jen \_\_\_\_\_ the dog.

- Tell students that the sentence with the omission is in past tense.
- Ask students to fill in the blank with the verb *brush* in past tense. Have a student come up to the board and write the word in the blank. (*brushed*)
- Point out that in this example, the past tense marker *-ed* is pronounced /t/.
- Repeat with the sentences below.

Pat plants the grass.

Pat \_\_\_\_\_ the grass. (*planted*)

Dad grills two hot dogs.

Dad \_\_\_\_\_ two hot dogs. (*grilled*)

**Section I-G**  
**CVCC and CCVC with *-ed***  
**Assessment**

Name: \_\_\_\_\_

**Read the following words.**

1. handed
2. banged
3. asked
4. tripped
5. tilted
6. rubbed
7. passed
8. grinned
9. mixed
10. smelled
11. wished
12. patted
13. spilled
14. helped
15. ended

\_\_\_\_\_/15 correct

Mastery: 12/15 correct