

LESSON 38

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

*New material: Adding **ed** as an ending*

Explain that the ending **ed** is used to make a verb past tense. Sometimes **ed** sounds like “t” as in “kicked.” Sometimes **ed** sounds like “d” as in “grabbed.” And sometimes **ed** will have its own syllable beat and sound like “tid” or “did” as in “planted” or “landed.” Explain to students that we spell with **ed** when we’re putting something in the past tense, no matter how it sounds.

*Words to read and write in which **ed** makes a “t” or “d” sound without an extra beat:*

jumped banged milked wished passed camped missed asked dressed bossed sulked crossed pumped bumped backed crashed checked pecked whisked rushed packed slinked gasped stacked crunched limped stamped helped

Explain that when a word ends with **t** or **d** our mouths would find it too hard to add a second “t” or “d” sound (try it and see how hard it would be to say “land-d” or “rest-t”) so **ed** will have its own syllable beat and sound like “tid” or “did.”

*Words to read and write where **ed** is pronounced with its own syllable beat:*

landed lifted dusted sanded ended twisted hunted crafted rested printed texted tested handed sifted rusted hinted
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Explain that in short vowel words ending with one consonant, the last consonant before the **ed** is doubled:

**skip/skipped stun/stunned wet/wetted plan/planned
whip/whipped tap/tapped flip/flipped sip/sipped
wet/wetted drip/dripped beg/begged rub/rubbed
pad/padded hum/hummed**

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

push, today¹

Have the student read:

Sal's mom dished out some lunch for us and then Vic spilled his milk.

Fred and Val pushed me into the pond and splashed me.

Today I got up at ten and missed our math quiz.

My dad pulled me up, and we ran to the dock.

My mom dished up a quick lunch, and we left with the dogs for the pond.

Have the student write from your dictation:

¹ **push**: **p** and **sh** are decodable; **u** making the "oo" sound (as in "book") is irregular

today: **t** is decodable; **o** making the "oo" sound (as in "boom") is irregular; **d** is decodable; **ay** making the long "a" sound will be decodable in Lesson 67

I planned to get a hot dog for lunch, and I was tempted to add some chips.

The man tipped his hat as Ms. Liz went by.

We planted plum pits over there.

The mom pushed her tot on the swings. The tot kicked her legs and was glad.

The king looked out over his vast lands.

Val texted Frank to see if he wanted to come over for brunch.

Have the student do a “triple read” of “Tim’s Pig” in [Group 1 \(Short-Syllable Stories\)](#). (Soon, after students have practiced with multisyllable words in Lessons 42 and 43, all the stories in Group 1 will be decodable, and so feel free to check out any of them now with your student, just knowing that you may need to pitch in with decoding the multisyllable words.)

Student View

jumped banged milked wished passed
camped missed asked dressed bossed
sulked crossed pumped bumped
backed crashed checked pecked
whisked rushed packed slinked gasped
stacked crunched limped stamped
helped

landed lifted dusted sanded ended
twisted hunted crafted rested printed
texted tested handed sifted rusted
hinted

skip/skipped stun/stunned wet/wetted
plan/planned whip/whipped tap/tapped
flip/flipped sip/sipped wet/wetted
drip/dripped beg/begged rub/rubbed
pad/padded hum/hummed

Student View

push

today

Sal's mom dished out some lunch for us and then Vic spilled his milk.

Fred and Val pushed me into the pond and splashed me.

Today I got up at ten and missed our math quiz.

My dad pulled me up, and we ran to the dock.

My mom dished up a quick lunch, and we left with the dogs for the pond.