



Unit Focus

Children learn two of the three sounds for suffix **-ed**. They learn that **ed** can say /**ĕd**/ or just /**d**/. (The /**t**/ sound of **ed** and dropping silent **e** before adding **ed** are both covered in Unit 28.) As with suffixes **-s** and **-ing**, teach children to finger tap just the base word and then add the suffix when reading these words. For spelling, they should pronounce the base word, segment it, write the base word, and then add the suffix.

List A		List B		List C	
waited	played	spilled	floated	painted	dreamed
filled	folded	heated	nailed	spelled	melted
climbed	mailed	cleaned	loaded	heated	followed
needed	stayed	called	seemed	stayed	mailed
rested	showed	showed	ended	landed	cleaned
Diagnostic Words					
seemed, heated, spilled, floated		stayed, waited, landed, filled		needed, loaded, ended, played	





Tricky Words

waited mailed filled of

needed stayed climbed friends

rested showed played wash

folded

Story Words

jigsaw windows

yard garden

Picture Code Cards for review	
PCCs or LSCs	ĕ, ĭ, ŭ, y/ĕ/, ai, ay, ea, ed/ed/*, ed/d/*, ee, ew, oa, ow/ō/, ue
* Introduced in this Unit	

Tricky Words: of, wash, friends

Tricky Words for review: work, here, house, put, done

Story Words: jigsaw, windows, garden, yard

Review Words: pretty, baby, easy, glue, chewing, mind, roll, might

New Spelling Sentences:

My friend showed me lots of maps.
Matt loaded all the wash by himself.

Day 1

✓ Materials

- PCCs for Review plus **c, d, f, l, n, o, p, r, s, t, w, ll, -ing**
- Unit 27 *Word Cards*, List A, B, or C on the pocket chart as shown
- Unit 27 *Student List*
- Display the *Word Detectives* sentences at child-level

✓ Independent/Partner

- Write words & sentences, p.18
- Picture Code Letters (*Letters for Picture Coding*)

✓ Homework

- Read the *Student List*, p.18

Phonics concept review



Show the PCC of Yo-yo Man with the **e** sound. Ask a child to tell the story and ask children to think of words with this sound and spelling.

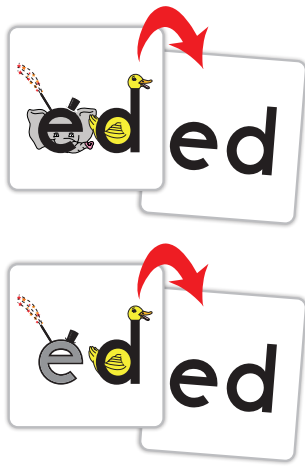
Introduce new concepts



PCCs: ĕ, c, d, f, l, n, p, s, t, w, ai, ay, ea/ĕ/, ed/ed/, ed/d/, -ing★, oa

Words: float, floats, floating, floated, waited, ended, played, cleaned, nailed

- Make the word **float** and have the class finger tap it. *Can you think of someone in Letterland who might like to float in the water?* Children offer ideas. *The one I am thinking about is Walter Walrus. Walruses have a built-in bubble to help them float. Walruses even float when they sleep with their body straight up and down underwater and their noses sticking out of the water.*



Picture Code Cards

- Let's all say, 'Walter Walrus floats when he sleeps.' **"Walter Walrus floats when he sleeps."** Now we have to change this word **float** because we said 'floats.' Remember when we add something on to the end of a word we call it a suffix. So, what did we add to this word? **"s"** Right so **s** is our suffix. We know another suffix. Make **floating**. Who can say sentence about Walter Walrus with this word, **floating**?
- Now, let's say Walter has stopped sleeping and floating. He swims to the shore and crawls out on the beach and says, 'I **floated** for a long time.' Let's see how we can turn our word into **floated**. Add the **-ed** card. Children read the word. (Explain that, said quickly, it can sound more like /ɪd/ than /ɛd/.)
- Separate **float** and **ed**. So **float** is our base word. What does this other part say? **"ed."** And **ed** tells us that someone has already done something. Walter already **floated** and now he has stopped.
- We can see from the sparks that this is another magic ending, but it has no effect on Vowel Men out walking.
- Let's try adding our **ed** suffix to some other words. Make **wait**. Children finger tap it. Say a sentence with **wait**. Add the **ed** and have them read the whole word. Say a sentence with **waited**. Do the same with **end/ended**.
- Make **play**. Have children read the word. When we add **ed** to this one it has a little bit different sound. Place the **ed/d/ PCC** to make **played**. Sometimes Eddy Elephant plays a disappearing game and his sound disappears. All we hear is Dippy Duck's /d/ sound. So we say **played**. 'We played in the water.' Say it with me. **"We played in the water."** So, our word here is ... **"played."**
- Make **clean/cleaned** and **nail/nailed** with the **ed/d/ PCC** for children to read. Say a sentence with each word.

'Live Reading'



PCCs: d, ɛ, l, m, n, r, s, t, ai, ay, ed/ed/, ed/d/, ee, sh, ow

Words: needed, rested, ended, stayed, mailed, showed

- Have children make up a sentence with each word. Note that the **-ed** tells us something has already happened. Have them tell the sound of **-ed** in each word.

Word Detectives



Read the sentences with the children and let them highlight the **ed** suffixes that say /ed/ in one color and those that just say /d/ in another color as shown in the margin. Have them mark the **ed**'s and the Vowel Teams as shown.

- Read the new *Word Cards* in columns on the pocket chart with the class using the Tractors, Trains, Planes and Helicopters activity (see p.16 or 253).

Small Group

Teacher builds words for reading



PCCs: d, ɛ, f, i, l, o, p, r, s, t, w, ai, ay, ed/ed/, ed/d/, ll

Words: spelled, spilled, filled, folded, rested, stayed, waited

- Build each word and have the children read the words by finger tapping (p.229).
- New Tricky Words (p.17). See the chalkboard in the margin. You could explain **f** sounding like **v** in the word **of** as Firefighter Fred holding, instead of his hose, his favorite flowers – a vase of violets.
- Read the *Student List (TG TR)* with children (p.17).

Walter Walrus flō~~at~~^{ed} and
drē~~am~~^d in the cold water.
Noisy Nick nā~~il~~^{ed} boards
and pō~~int~~^{ed} in his trē~~e~~
house.

Tricky Words
of wash
friends

Day 2

✓ Materials

- PCCs for Review plus **ă, c, d, l, m, n, p, t**
- Unit 27 Student List
- Word Cards listed for Special Unit Activity
- Zig Zag Zebra's Zoom game page
- Letterland Word Builders or other letter sets

✓ Independent/Partner

- Read Review Sentences with two partners, p.21
- Write words on Zig Zag Zebra's Zoom page, p.22

✓ Homework

- Look-say-cover-write, p.22



Letterland Word Builder

Quick Dash

PCCs: ě, ı, ů, y/ē/, ai, ay, ea, ed/ed/, ed/d/, ee, ew, oa, ow/ō/, ue



'Live Spelling'



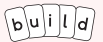
PCCs: ă, c, d, ě, l, m, n, p, t, ai, ea, ed/ed/, ed/d/, oa

Words: painted, nailed, cleaned, landed, loaded, mailed, melted

- Distribute PCCs. Have pairs of children with the **ed/ed/** and **ed/d/** PCCs stand to the audience right.
- When you call out a word, children repeat it. Then ask children to say just the base word.
- They finger tap the base word and decide which Letterlanders are needed.
- After the children with PCCs for the base word are in place, the class decides which **ed** is needed.

Small Group

Children build words



Letters: a, c, d, d, e, e, e, f, h, i, l, l, n, o, p, s, t, w, y

Words: needed, stayed, spilled, heated, landed, showed, called, folded

- Say the word, children repeat it. Then ask them to say the base word.
- They finger tap and build the base word. Finally they add the suffix.
- Review Tricky Words (p.20)
- Read Review Sentences (p.21)

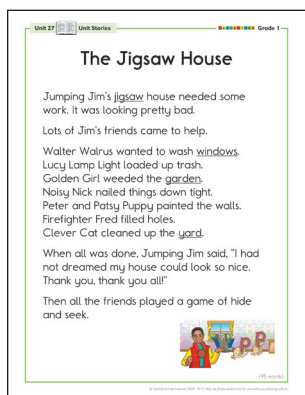
Days 3 to 5

Refer to pages 23–32 of the 5 Day Unit Plan instructions for Days 3 to 5.

Day 3: Unit Story



- **Before reading** 'The Jigsaw House' to the children: **Do you know that someone in Letterland lives in a house that looks like a jigsaw puzzle? Who do you think it might be?**
- **After reading:** See if the children can remember how each Letterlander helped by thinking about their sounds. You might want to use the 'Plan and Play' activity (p.270) with children miming the task of each Letterlander.



Unit 27 Story, TG TR