

Name _____

Days with Frog
and Toad

Inflections:
-ed (y to i)

► Read each boldface word. Complete each word by adding *ed*. Remember to change *y* to *i*. Then trace the whole word.



study

1. stud



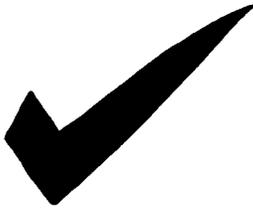
cry

2. cr



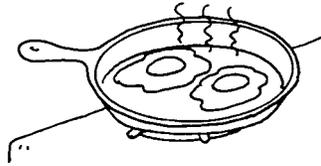
carry

3. carr



check

4. check



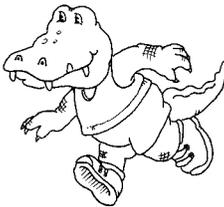
fry

5. fr



call

6. call



hurry

7. hurr



walk

8. walk



jump

9. jump

To the Teacher Read the directions aloud and model completing the first item. When children have completed the page, ask children to trace and cut out a letter *i* using construction paper. As you read through the words in the activity, have them hold up their letter *i* each time they see or hear a word in which the letter *y* was changed to an *i* before adding *-ed*. Remind children that the *-ed* ending tells that an action has already occurred.

► Read the words in the box. Look at the pictures. Write the word that completes each sentence.

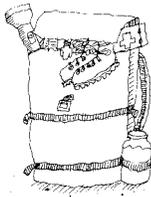
cried hurried replied fried carried studied



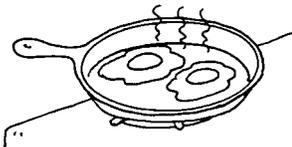
1. I _____ for the test.



2. She _____ to school.



3. I _____ my books in a backpack.



4. I like to eat _____ eggs.



5. The child _____.

Are you going to school?

Yes



6. He asked me a question and I _____.

To the Teacher Read aloud the word list and have the children repeat the words. Then read aloud the directions and model completing the first item. Help the children understand the concept of dropping the y and adding i before -ed by writing *cry*, *hurry*, *reply*, *fry*, *carry*, and *study* on the board. Use the first word to model erasing the y and adding -ied. Ask volunteers to add the inflection to the remaining words.

► Match the word from the box to the picture that shows its meaning. Write the word on the line.

alone cheer meadow spoiled









To the Teacher Read aloud the directions at the top of the page. Direct attention to the pictures. One by one, ask children to talk about what they see in the pictures. Call attention to the words in the middle of the page. Read aloud the words, then have children repeat them after you. Ask children to choose the word that best describes what is happening in the first picture. Have partners complete the page on their own. Finally, write this sentence on the board and have children complete these sentences with the remaining vocabulary words: *I have a good (reason) to be happy. I have a very (fine) life.*

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Syllable Pattern:
Endings

- Read each word. Then add an *-ed* ending to the root word. Write the new word.

Base word

Base word + ending

act

1. _____ acted _____

cover

2. _____

hurry

3. _____

carry

4. _____

need

5. _____

- Read each word. Divide the words into syllables. Write the syllables.

Word List

Divided Words

started

6. _____ start/ed _____

crooked

7. _____

hunted

8. _____

planted

9. _____

To the Teacher Create word strips of several base words taught in the activity and *-ed*, *-ing*, *I am*, *I*, *before*, and *now*. Guide a volunteer to create a sentence using the *I am* strip, a verb, *-ing*, and *now*. Then help the student to change the sentence to a past event. Guide students to work in groups to create their own sentences and read them aloud. Finally, read aloud the activity directions and model completing the first item.

► **Read the paragraph. Then answer the questions.**

Zeke the zebra and Snappy the snail are friends. They both like to go outside. Zeke runs fast. Snappy is slow. Zeke likes carrots. Snappy likes apples. Zeke laughs and talks. Snappy hides. “Snappy is not like me, but we are still friends,” says Zeke.



- 1 What is the same about Zeke and Snappy?
- Zeke is a zebra.
 - Snappy moves slowly.
 - They both talk a lot.
 - They both like being outside.

Tip

Reread the paragraph and look for the word *both*. What does the story say that both Zeke and Snappy like to do?

- 2 What is different about Zeke and Snappy?
- Zeke likes apples and Snappy likes carrots.
 - Snappy likes to play and Zeke likes to hide.
 - Zeke is fast and Snappy is slow.
 - Snappy and Zeke are friends.

Tip

Remember to fill in the whole circle. Be careful to stay inside the circle.

To the Teacher Look around the classroom and compare and contrast some simple items. For example, show two books that are alike; explain that they have different stories. Read aloud the paragraph, emphasizing the words that differentiate Zeke and Snappy. Ask the students to think about those words you emphasized as they answer the questions. Afterward, talk about their answers.

► Read the story. Circle all the words that end with *-ed*. Write the words on the chart.

One day, Inez painted a picture of a . She mailed it to her . A few weeks later, her  came to visit. Inez opened the . She backed away in surprise. Aunt Nina had a ! The  barked and licked Inez's . Inez thanked her aunt. "He's the best !" she remarked.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

To the Teacher Reinforce the concept of forming the past tense with *-ed* with the following activity. Divide children into two groups; one group is "present tense" and one group is "past tense." Distribute the following words on cards to the "present tense" children: *paint, mail, back, open, bark, lick, thank, and remark*. Distribute the following words to the "past tense" children: *painted, mailed, backed, opened, barked, licked, thanked, and remarked*. Invite children to pair up so that the present tense and the past tense of the same word are paired together. Reinforce the difference between the final /t/, /ed/, and final /d/ sounds created when *-ed* is added. Write a *t* at one end of the board and a *d* at the other end. Then ask the "past tense" students to read their words aloud and go stand under the letter sound they hear.