Two-syllable words, -s -ing -ed endings, a recount and a fact page

Language and literacy, grade 1 - by Claude Opus 5.5 - status: written (unreviewed)

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Grade 1 Language and Literacy: Two-Syllable Words, -s -ing -ed Endings, a Recount and a Fact Page

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each | Term: 3

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.
>
> Text-checked by one other agent (DeepSeek-V4-Pro); see Known gaps.

Back to the grade 1 year plan - Term 3
Language and literacy progression

Big idea

Longer words are made of parts. Every beat (syllable) in a word has a vowel sound, so we can read a long word one part at a time, and endings such as -s, -ing and -ed change what a word tells us. Writers put events in order with time words, and a fact page tells a reader true things about one topic.

Outcomes

By the end of the unit, most children can:

1. Count the beats (syllables) in a spoken word, and find the vowel in each part of a printed two-syllable word such as sunset or picnic.
2. Read two-syllable words by splitting them into parts, for example nap + kin = napkin.
3. Read a root word with the endings -s, -ing and -ed (for example pick, picks, picking, picked) and say which one tells about something that already happened.
4. Tell, then write, a short recount of three events in order, using time words (first, next, then, at the end), with an ending and a full stop at the end of each sentence.
5. Make a short fact page that names a topic, gives two or three facts from a source the class shared, and has a closing line.

Prior knowledge

Children should be able to read short words with the letters **s a t i p n m o d g c k e u**, magic e words and ee, ai, oa words (the grade 1 term 2 unit), and the tricky words I, the, is, my, said, was. They should be able to write a sentence with a capital letter and a full stop (term 1).

All the words children are asked to **read** in this unit use only those letters and patterns. Words children **say** or **write** in their own recounts and fact pages can use any letters; invented spelling is expected and accepted.

Lessons

1. Beats in words: clapping syllables; every part has a vowel; sun + set = sunset.
2. Endings -s, -ing and -ed: pick, picks, picking, picked; what already happened.
3. Telling what happened, in order: a Little Hill picture story told with first, next, then, at the end.
4. Writing a recount: three sentences, a partner's question, and one added detail.
5. A fact page, and a private check: facts about ducks from a card the teacher reads aloud; a one-to-one check.

Materials (whole class unless noted)

- Large word cards for each lesson (listed in each lesson), and the same words split into two part cards (for example sun and set) for lesson 1.
- Ending cards **-s**, **-ing** and **-ed**, each on a card of a different colour with a different edge (straight, wavy, notched) so they can be told apart by touch (lesson 2).
- Four time-word cards: first, next, then, at the end (lessons 3 and 4).
- Four large picture cards for "Duck's Picnic" (described in lesson 3); a teacher can draw simple pictures or use the text descriptions.
- One small paper set of the four picture cards per pair (lessons 3 and 4).
- Optional writing frames with the time words or sentence starters already written (lessons 4 and 5).
- The duck fact card (text in lesson 5), one large copy for the board.
- Mini whiteboards and pens, or paper and pencils (one per child), or the child's usual typing or letter-selection tool.
- Writing paper with space for a picture (one sheet per child for lesson 4, one for lesson 5).
- The one-to-one check card (in lesson 5) and a simple record sheet.
- Optional: a counter or block per child for touching beats (lesson 1).
- Optional: braille or large-print copies of the word cards, time-word cards and fact card, made with the child's braille teacher or vision service; tactile versions of the picture cards (for example a felt or card cut-out on each).

⚠ Safety and access

- **No personal recounts are required.** Every recount in this unit is about the shared made-up story "Duck's Picnic". A child may choose to write about a class event everyone shared instead. Children are never asked to write or tell about home, family, weekends, holidays or trips.
- **Writing can be done in the child's own way:** by hand, by typing, by letter selection on an AAC device, or by telling an adult who writes the words down (dictation). Drawing plus a spoken or signed sentence also counts in lessons 3 to 5.
- **Clapping beats** can also be tapping, nodding, stamping, signing a count, or touching a counter for each beat. Deaf and hard of hearing children can feel beats as taps on the table or the back of the hand, and should not be marked "not yet" on outcome 1 because of hearing; use the printed-word part of the outcome and the child's usual communication.
- **No public reading aloud is required.** Sharing with the class is always optional; a child can share with one partner or with the teacher only.

- Braille note: in contracted (UEB grade 2) braille, some endings such as -ing and -ed have their own contraction signs. Agree with the child's braille teacher whether to use contracted or uncontracted braille for this unit.
- No food is used. The picnic is only in the story.

Assessment

- Lessons 1 to 4 each end with a short closing check (whiteboards, cards or pointing), used only to plan the next lesson.
- Lesson 5 ends with a private one-to-one check of about three minutes covering all five outcomes. It is not a test, it is not timed, and results are not shared with the class.
- The lesson 4 recount and lesson 5 fact page are kept as samples. Look for: events in order, at least one time word, a closing sentence, full stops; spelling that shows the sounds (picnik for picnic is a good sign at this stage).

Sources

- Common Core State Standards, Reading: Foundational Skills, Grade 1 (archived copy): RF.1.3.d "Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word."; RF.1.3.e "Decode two-syllable words following basic patterns by breaking the words into syllables."; RF.1.3.f "Read words with inflectional endings." https://web.archive.org/web/20250405094820/https://www.thecorestandards.org/ELA-Literacy/RF/1/
- Common Core State Standards, Language, Grade 1: L.1.4.c "Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)."; L.1.1.e "Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)."; L.1.2.b "Use end punctuation for sentences."; L.1.2.e "Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions."
- Common Core State Standards, Writing, Grade 1: W.1.3 "Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure."; W.1.2 "Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure."; W.1.5 "With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed."; W.1.8 "With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question."
- Wikipedia, "English verbs" (how the -ed ending is pronounced): https://en.wikipedia.org/wiki/English_verbs
- Wikipedia, "Duck" (facts on the lesson 5 fact card): https://en.wikipedia.org/wiki/Duck

The story "Duck's Picnic", the fact card wording and all example word lists were written for this unit (CC0). They are examples, not taken from a source.

Known gaps

- Written 10 November 2026. Text-checked by one other agent (DeepSeek-V4-Pro, 10 November 2026, 0 errors reported; see PEERCHECKS.md); not yet reviewed by a teacher. A text check is not classroom testing.

- **Letters.** As in the term 2 unit, words children read use only the letters known to have been taught in the written kindergarten and grade 1 units. Many common words for these skills (jump, look, rabbit, basket) need letters such as b, f, h, j, l, r, w; a teacher who has taught them can add such words.
- The time words first, next and then use letters not yet taught (f, r, x, h), so they are learned by sight from cards with a small symbol and read with the teacher, not sounded out.
- Endings that change the spelling of the root (hop, hopping, hopped; make, making) are not taught here; every root word used keeps its spelling when an ending is added.
- The three sounds of -ed are taught as a listening idea only; children are not asked to name or sort them.
- The writing samples are not marked against a rubric or level.

Lesson 1: Beats in Words

Unit overview - Next: Lesson 2

Goal

Children count the beats (syllables) in spoken words, see that each part of a printed word has a vowel, and read two-syllable words one part at a time.

Length

About 25 minutes.

Materials

- Large word cards: sunset, picnic, magnet, napkin, kitten, insect, pumpkin, dentist.
- The same words cut into two part cards each (for example sun | set), with the vowel in each part printed a little larger.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print part cards; a counter or block per child for touching a beat.

Steps

✎ Opening (3 min)

Say: "Some words are short, like cat. Some are longer, like picnic. Today we find out how to read longer words one part at a time."

Warm-up: clap the beats (4 min)

Say each spoken word and clap once for each beat, then the children copy: duck (1), goat (1), sunset (2), picnic (2), kitten (2), pumpkin (2). Children may clap, tap, nod, stamp, sign a number or touch a counter for each beat; any of these counts.

✎ Main activity: every part has a vowel (12 min)

1. Put up sun and set as two part cards. Point to the vowel in each: "Sun has **u**. Set has **e**. Each part has a vowel sound." Blend each part, then push the cards together: sun, set, sunset.
2. Do the same with pic | nic, mag | net, nap | kin.
3. Show a whole word card, kitten. Ask: "Where do we split it?" Children point to each vowel first, then the teacher shows the split kit | ten. A useful tip for these words (an example, not a full rule): when two consonants sit between two vowels, split between them.
4. In pairs, children try insect, pumpkin and dentist: find the vowels, split, read each part, read the whole word. Pairs show the split on a whiteboard with a line, or by pointing.

✓ Discussion questions (3 min)

- How many beats does picnic have? How many vowels can you see?
- Why is it easier to read pumpkin in two parts?

✓ Closing check (3 min)

Show napkin and magnet one at a time. Each child shows the number of beats (fingers, a sign, or a count of taps) and reads the word, or points to where it splits. Note who needs more practice splitting.

Vocabulary

beat, syllable, vowel, part, split

Differentiation

- **Support:** work with part cards only, already split; the child reads each part and an adult pushes the cards together.
- **Stretch:** read contest, upset and catnip and split them without help.
- **Non-speaking children:** point to each part as the adult reads it, then point to the whole word when the adult asks "Which word is sunset?"

⚠ Safety

No special safety needs. Stamping for beats is optional and done standing in place.

Lesson 2: Endings -s, -ing and -ed

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal

Children read root words with the endings -s, -ing and -ed, and know that -ed often tells us something already happened.

Length

About 25 minutes.

Materials

- Large root word cards: pick, kick, stamp, mend, dust, test, open.
- Ending cards **-s**, **-ing** and **-ed** (different colours and edges: straight, wavy, notched).
- Large word cards for the closing check: kicks, mending, picked.
- Mini whiteboards and pens or paper and pencils (one per child), or the child's usual tool.
- Optional: braille or large-print root word and ending cards.

Steps

✎ Opening (3 min)

Act it out: pretend to pick a flower from the air. Say: "I **pick**." Keep going: "I am **picking**." Stop: "I **picked** a flower." Ask: "What changed in the word?"

Warm-up: root word plus ending (4 min)

Show pick. Add the **-s** card: picks. Swap to **-ing**: picking. Swap to **-ed**: picked. Say: "Pick is the root word. The ending changes what the word tells us." Children read each one with you, or point to the ending as you read.

✎ Main activity: build and read (12 min)

1. With kick, stamp and mend, the teacher holds up the root word and a child chooses an ending card to add. Everyone reads the new word (kicks, stamping, mended and so on).
2. **Yesterday, today, tomorrow.** Say sentences about Duck, and children show with a thumb pointed back over their shoulder (or point to a "before" side of the room, or sign) when it already happened:
    - "Today Duck picks a seed."
    - "Yesterday Duck picked a seed." (thumb back)
    - "Tomorrow Duck will pick a seed."
3. **Listening note for the teacher.** The -ed ending is said in three ways. After a t or d sound it adds a new beat: mended, dusted, tested. After some other sounds it sounds like /t/: picked, kicked, stamped. Otherwise it sounds like /d/: opened, seemed. (Slashes

here are teaching shorthand, not IPA; these word examples are ours.) Say a few and let children clap the beats: mend (1), mended (2); pick (1), picked (still 1). Children do not need to name or sort the three sounds; the spelling is always -ed.
4. On whiteboards, children write a root word the teacher says (dust, test or open) and add an ending of their choice, then show a partner. Any root-plus-ending they read correctly counts.

✓ Discussion questions (3 min)

- Which ending tells us something already happened?
- Mended has two beats but picked has one. Can you hear the difference?

✓ Closing check (3 min)

Show kicks, mending and picked one at a time. Children read each word (aloud, signed, or by pointing to it when the teacher says it), and then point to the one that "already happened". Note who reads the root but not the ending.

Vocabulary

root word, ending, already happened, yesterday, today, tomorrow

Differentiation

- **Support:** cover the ending with a hand, read the root, then uncover and add the ending sound.
- **Stretch:** read seemed, aimed and tested and say which has two beats.
- **Non-speaking children:** the teacher reads three forms aloud; the child points to the card that matches.

⚠ Safety

Acting out "kick" and "stamp" is done in place, in the air or on the floor, never toward another child.

Lesson 3: Telling What Happened, in Order

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal

Children retell a short made-up story in order, out loud or in their own way, using the time words first, next, then and at the end, and talking about it as something that already happened.

Length

About 25 minutes.

Materials

- Four large picture cards for "Duck's Picnic" (below), drawn simply or shown as the text descriptions.
- Four time-word cards: first, next, then, at the end. These words use letters not yet taught, so each card also has a small symbol (1 dot, 2 dots, 3 dots, a star) and the teacher reads them; children learn them by sight, not by sounding out.
- One small set of the four picture cards per pair (paper copies are fine).
- Optional: tactile picture cards (for example a felt seed on card 1, a stick on card 3), and braille or large-print time-word cards.

The story: "Duck's Picnic" (CC0, written for this unit)

The teacher tells this story; children do not read it. It uses letters not yet taught (for example h, l, w, b), which is fine for listening and retelling.

1. Duck packed seeds and a napkin in a bag.
2. Duck and Goat went down the hill to the pond.
3. The wind blew the napkin into the pond! Goat got it out with a stick.
4. Duck and Goat sat on the wet napkin and ate the seeds. It was a good picnic.

Steps

✎ Opening (3 min)

Say: "When we tell what happened, we tell it in order, so the listener can follow. Today we tell a story about Duck."

Warm-up: what already happened? (4 min)

Tell the story once, showing the cards in order. Then say a few sentences and ask whether they tell what already happened: "Duck packed seeds." (yes) "Duck packs seeds." (now) Children show with a thumb back over the shoulder for "already happened", as in lesson 2.

✎ Main activity: time words (8 min)

1. Put up the four time-word cards above the pictures, in order. Read them together: first, next, then, at the end.
2. Model one retelling: "**First**, Duck packed seeds and a napkin. **Next**, Duck and Goat went to the pond. **Then** the wind blew the napkin into the pond, and Goat got it out. **At the end**, they sat on the wet napkin and ate the seeds."
3. Mix up the picture cards. Children help put them back in order, saying or pointing to the time word for each.

Pairs: tell it your way (4 min)

In pairs, children put their small picture cards in order and take turns telling the story with the time words. A child can tell it by speaking, signing, using an AAC device, or by pointing to each card while their partner or an adult says it. Adding a made-up detail is welcome ("The seeds were pink").

✓ Discussion questions (3 min)

- Which time word goes at the start? Which goes at the end?
- What would be confusing if we told card 4 first?

✓ Closing check (3 min)

Show the four pictures mixed up. Each child (or pair) puts them in order and touches a time word for each, or tells one sentence with a time word. Note who can order the events and who uses time words.

Vocabulary

first, next, then, at the end, in order, recount

Differentiation

- **Support:** use only three cards (1, 3, 4) and three time words (first, then, at the end).
- **Stretch:** add a sentence about how Duck or Goat might have felt, using "might" (for example "Goat might have felt proud").
- **Blind or low-vision children:** use tactile picture cards and braille or large-print time-word cards; order them by touch.

⚠ Safety and care

Children are not asked to tell about their own weekend, home or family. If a child offers a personal story, thank them and return to Duck.

Lesson 4: Writing a Recount

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal

Children write a short recount of "Duck's Picnic" (at least three events in order) with time words, a full stop at the end of each sentence and an ending, then add one detail after a partner's question.

Length

About 25 minutes.

Materials

- The four "Duck's Picnic" picture cards and the four time-word cards from lesson 3, on the board.
- A word bank on the board children can copy from: Duck, Goat, seeds, napkin, pond, stick, picnic, packed.
- Writing paper with space for a picture (one sheet per child), and pencils, or the child's usual typing or letter-selection tool.
- Optional: small sets of picture cards per pair (from lesson 3); braille or large-print word bank.

Steps

✎ Opening (3 min)

Retell the story together once, using the time words. Say: "Today we write it, so someone who wasn't here can read what happened."

Warm-up: a shared sentence (4 min)

Write one sentence together on the board, thinking aloud: "**First**, Duck packed seeds." Point out the capital letter at the start, the comma after the time word (optional at this stage), and the full stop at the end. Ask: "How do we know the sentence has finished?"

✎ Main activity: write it (11 min)

1. Children write the recount: at least three sentences, each starting with a time word, and a last sentence that ends the story (for example "It was a good picnic." or one of their own). They can copy words from the word bank and the time-word cards.
2. Spelling: children write untaught words the way they sound (nakpin, pikmik, wint). That is expected; do not correct spelling during writing.

3. Ways to write: by hand, typing, letter selection, or dictating to an adult who writes the exact words. A child who draws the four events and says or signs one sentence for each has also made a recount.
4. Early finishers draw a picture for the story.

Partner question and one more detail (4 min)

In pairs, one child shares the recount (reads it, signs it, or lets the partner read it). The partner asks one question, using a starter on the board: "What did ___ look like?" or "How did ___ feel?" The writer adds one detail to answer it (a word, a sentence, or a labelled part of the drawing). Then swap. Sharing with the whole class is optional.

✓ Closing check (3 min)

Each child points to (or tells the teacher) one time word, one full stop and the ending in their own recount. Collect the recounts as samples.

Vocabulary

recount, sentence, full stop, detail, ending

Differentiation

- **Support:** a writing frame with the time words already written ("First, ___. Then, ___. At the end, ___.") and the picture cards beside it.
- **Stretch:** write all four events and add a detail to each.
- **Fine-motor or writing difficulties:** dictation, typing or a frame with picture choices; the ideas and order are what is assessed, not handwriting.

⚠ Safety and care

The recount is about the made-up story, or a class event everyone shared if a child chooses it. Children are never asked to write about home, family or weekends. Partner questions are about the story only.

Lesson 5: A Fact Page, and a Private Check

Unit overview - Previous: Lesson 4

Goal

Children make a short fact page about ducks from a card the teacher reads aloud: a title that names the topic, two or three facts, and a closing line. While the class works, the teacher does a short private check with children one at a time.

Length

About 25 minutes (the one-to-one checks continue over the next few days while the class works).

Materials

- The duck fact card (below), one large copy for the board.
- Writing paper with space for a picture (one sheet per child), and pencils, or the child's usual typing or letter-selection tool.
- The check card (below), the four "Duck's Picnic" picture cards and the four time-word cards, each child's lesson 4 recount, and a record sheet with each child's name.
- Optional: braille or large-print copies of the fact card and check card.

The duck fact card (teacher reads it aloud)

Ducks

- A baby duck is called a duckling.
- Ducks that spend a lot of time in water usually have webbed feet.
- Some ducks feed by tipping up in the water, head down and tail up.
- Female mallard ducks say "quack". Most kinds of duck do not quack; they make other calls.

(Facts checked against the Wikipedia article "Duck", listed in the unit's Sources. Wording simplified for this unit.)

Steps

✎ Opening (3 min)

Say: "A recount tells what happened. A fact page tells true things about one topic. A fact page needs a title that says the topic, some facts, and an ending."

Warm-up: listen for facts (4 min)

Read the fact card aloud twice. After the second reading, ask: "Which fact surprised you?" Children answer by speaking, signing, pointing to a line, or showing a thumb on the line the teacher points to.

✎ Main activity: make a fact page (12 min)

1. Model the start on the board: a title (Ducks), one fact in the children's words, and a picture.
2. Children make their own page: the title, two or three facts from the card in their own words, and a closing line (for example "Ducks are good in the water." or "I want to see a duckling."). Invented spelling is fine. The fact card stays on the board to look back at.
3. Ways to write: by hand, typing, letter selection, dictation, or a labelled drawing with a spoken or signed fact for each label.
4. During this time, the teacher starts the private one-to-one checks (below), a few children each lesson.

Sharing (3 min)

Children who want to share read one fact to a partner. Ask the class: "How do we know these facts are true?" (They came from the card, and the card came from a source we can check.)

✓ Closing check (3 min)

Each child points to (or tells) the title, one fact and the closing line on their page.

The private one-to-one check (about 3 minutes per child)

This is not a test. It is not timed, nobody else hears it, and results are not shared with the class. Accept answers by speaking, signing, pointing, AAC or braille.

1. **Beats and vowels (outcome 1).** Say picnic: "How many beats?" Show the printed word sunset: "Point to the vowel in each part."
2. **Two-syllable words (outcome 2).** Read napkin and insect (splitting is fine).
3. **Endings (outcome 3).** Read stamps, stamping, stamped. "Which one already happened?"
4. **Order and time words (outcome 4).** Put three "Duck's Picnic" picture cards in order and touch or say a time word for each. Look together at the lesson 4 recount: is there a time word, a full stop and an ending?
5. **Fact page (outcome 5).** "Tell me one fact from your page. Where did it come from?"

Record "yes", "nearly" or "not yet" for each, with a short note. A deaf or hard of hearing child is not marked "not yet" on the beats part because of hearing; use the printed-word part and taps the child can feel.

Vocabulary

fact, topic, title, source, closing line

Differentiation

- **Support:** a frame ("Ducks ___. Ducks ___.") with picture prompts for each fact.
- **Stretch:** add a question the child still wonders about ducks, and talk with the teacher about where they could find the answer.

- **Blind or low-vision children:** braille or large-print fact card; the teacher can read it again on request.

⚠ Safety

No real animals, feathers or food are used.