

# Inflected Ending *-ing* with Spelling Changes

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## Language Objectives

- Decode words with the inflected ending *-ing* (with spelling changes).
- Spell words with the inflected ending *-ing* (with spelling changes).

## Building Literacy

The systematic teaching of inflected endings such as *-ing* is an important part of literacy instruction. As children become more comfortable using inflected endings in their speaking and writing, they will be able to articulate and construct more complex thoughts and sentences. In this lesson:

- Children recognize that adding *-ing* to a verb shows that an action is happening now.
- Children recognize, read, and write words with the inflected ending *-ing* with spelling changes to base words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

clapping	flapping
smiling	scraping
petting	shaking
snapping	moving
biting	digging
making	hopping
sharing	running
diving	making
sitting	hiding



### ENGLISH LANGUAGE LEARNERS

Children of various language backgrounds may not hear the difference between *-ing* and *-in*, so they may say *readin* and *sleepin* instead of *reading* and *sleeping*. Help children practice saying words that end with *-ing*: *walk/walking, eat/eating, plan/planning*.



## show me

Have children look at their Targeted Lessons Student Book, p. 88. Remind them that they have already learned that adding *-ing* at the end of a verb shows the action is happening now. In their last lesson, they added *-ing* to words whose spellings did not change. Explain to children that today they will be adding *-ing* to words whose spellings do change. **Today you will be learning that some words change their spellings when the ending *-ing* is added.**

Read the rule and the example in the first box. **The word *clap* has the sound short a followed by a single consonant, *p*. Notice how the consonant *p* is doubled when the *-ing* ending is added. Let's read the word together: *clapping*.**

Then read the rule and the example in the second box. **The word *smile* has the sound long *i* and ends in silent *e*. What happens to the silent *e* when the ending *-ing* is added? (The silent *e* is dropped.) Let's read the word together: *smiling*.**

### SPELLING PATTERNS

When the ending *-ing* is added to **CVC** words, the final consonant is doubled: *tap/tapping*.

When the ending *-ing* is added to **CVCe** words, the final silent *e* is dropped: *hopel/hoping*.

## Inflected Ending *-ing* with Spelling Changes

### show me

Some words change their spellings when the ending *-ing* is added. Look at each box to see how different words can change.

When a word has a short vowel followed by a consonant, you double the consonant when adding the ending *-ing*.

**clap + ing = clapping**

When a word has a long vowel and a silent *e*, you drop the silent *e* when adding the ending *-ing*.

**smile + ing = smiling**

## guide me

Have children look at their Targeted Lessons Student Book, p. 89. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will think about how to change the spelling to add the ending *-ing* to each word. Then they will write the new word.)

Let's read the first word: *pet*. Since *pet* has a short *e* followed by a consonant, how does the spelling change? (The consonant *t* is doubled when the ending *-ing* is added.) Let's write the word *petting* on the line. Who can make up a sentence using *petting* that shows the action is happening now? Continue the activity with *snap*, *bite*, and *make*, pointing out how the spelling of each word changes.

## work time

Point to the first word in the box. The base word is *flap*. The ending is *-ing*. When I come to a word that ends with *-ing*, I look to see if it has a base word and an ending. I read the base word and ending: *flap*, *-ing*. Then I read the two parts together as one word: *flapping*. Read the remaining words in the box and have children repeat each one after you. Remind children that the ending *-ing* shows the action is happening now. Have children identify the base word for each word in the box and tell how the spelling changed when *-ing* was added. Then read the directions together. Explain that children will choose a word from the box to complete each sentence and write it on the line.

### guide me

Add the ending *-ing* to each word and write the new word.

pet + ing = petting    bite + ing = biting  
snap + ing = snapping    make + ing = making

### work time

Say each word in the box. Then write the words to complete the sentences.

flapping    diving    scraping    sharing    sitting

- Dave is sharing his snack with Gail.
- Kate is diving into the swimming pool.
- The boxes are sitting in the truck.
- The flags are flapping in the wind.
- Dad is scraping the old paint off the house.

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 90. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word on the page, *why*. This word is *why*. We use the word *why* when we ask questions. Who can make up a question starting with *why*? The next word is *that*. We use the word *that* when we point something out. Point to a nearby chair. For example, we say *that chair* to point out one chair. Tell children that they will read the words *why* and *that* as they read the story *Look at That Bush*.

## work time

**Decodable Text** Have children look at the story *Look at That Bush*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the ending -ing. (*shaking, moving, digging, hopping, running, making, hiding*)

## check for understanding

Write the word *shaking* on the board and underline the ending -ing. Let's read this word together: *shaking*. What is the base word in *shaking*? (*shake*) Write *shake* on the board beside *shaking*. How did the spelling change? (The silent e was dropped when the ending -ing was added.) Then write the word *hopping* on the board, underlining the ending -ing. Let's read this word together: *hopping*. What is the base word in *hopping*? (*hop*) Write *hop* on the board beside *hopping*. How did the spelling change? (The consonant *p* was doubled.) Continue with *digging, moving, and hiding*.

Now let's spell words with the ending -ing. The first word we will spell is *sitting*. What is the base word in *sitting*? (*sit*) Write it first. The word *sit* has a short *i* followed by a consonant, *t*. How does the spelling change when we add the ending -ing? (The consonant *t* is doubled.) That's right. Double the consonant *t* and add the ending -ing to *sit*. What word do you see? (*sitting*) Continue with *snapping, biting, shopping, and diving*.

## reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

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guide me

why                      that

work time

Read the story.

Look at That Bush

Look at that bush! The branches  
are shaking. Why are they moving?

Is there a dog digging a hole?  
Is there a bird hopping from  
branch to branch?

Maybe some baby foxes are  
running into their den.  
Or maybe the wind is making the  
branches shake.

Oh! It is just my pal Jon. "I was  
hiding from you," he says.

90 PHONICS AND SPELLING

## Inflected Ending *-ing* with Spelling Changes

➞ show me

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**clap + ing = clapping**

When a word has a long vowel and a silent e, you drop the silent e when adding the ending *-ing*.

**smile + ing = smiling**

## ➤ guide me

Add the ending *-ing* to each word and write the new word.

pet + ing = _____	bite + ing = _____
snap + ing = _____	make + ing = _____

## ➤ work time

Say each word in the box. Then write the words to complete the sentences.

flapping	diving	scraping	sharing	sitting
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1. Dave is \_\_\_\_\_ his snack with Gail.
2. Kate is \_\_\_\_\_ into the swimming pool.
3. The boxes are \_\_\_\_\_ in the truck.
4. The flags are \_\_\_\_\_ in the wind.
5. Dad is \_\_\_\_\_ the old paint off the house.

➤ guide me

.....

why

that

➤ work time

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Read the story.

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