Inflected Ending *-ing* 29

Language Objectives

- Decode words with the inflected ending *-ing*.
- Spell words with the inflected ending *-ing*.

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 learn 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 no spelling change to base words.

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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.

flying	climbing
reaching	teaching
yelling	growing
splashing	sending
rowing	cooking
raining	cleaning
going	sweeping
finishing	dusting
mixing	washing
bringing	fixing

ENGLISH LANGUAGE LEARNERS

Speakers of Cantonese, Khmer, and Korean will be familiar with the sound of *-ng* in the inflected ending *-ing*. Other English language learners may need to practice pronouncing words with this ending. Help those children practice saying these *-ing* words: *going, eating, talking*.

show me

Have children look at their Targeted Lessons Student Book, p. 85. Explain that today they will be adding *-ing* at the end of verbs to show that the action is happening now. Today you will be adding *-ing* at the end of words that are verbs. When you do that, it shows that the action is happening now.

Look at the first picture. The word is *fly*. When you add the ending *-ing* to *fly*, you show that the action is happening now. Say the following sentences, emphasizing the words *fly* and *flying*. The bird can *fly*. It is *flying* now. Have children write the letters *ing* on the lines.

Continue the activity with *reach,* asking children to add the ending *-ing* to form *reaching*. Have a volunteer make up a sentence with *reaching* that shows the action is happening now. Continue with *yell, splash, row,* and *rain*. Point out that in all the words they are working with today, there are no spelling changes in the base word when the ending *-ing* is added.

SPELLING PATTERNS

Base word spellings don't change when the ending *-ing* is added to CVCC and CVVC patterns, as well as words that end in ***x***. Some words that end in ***ay***, such as *play* and *stay*, do not change their base word spellings, as well as some words that end in ***ow***, such as *snow* and *show*.

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Inflected Ending *-ing*

show me

Name the picture. Add the ending *-ing* to each word by writing the letters on the lines.

-ing	-ing	-ing
fly i n g	reach i n g	yell i n g
-ing	**-ing**	**-ing**
splash i n g	row i n g	rain i n g

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Have children look at the bottom part of p. 85 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will add the ending *-ing* to each word and write the new word.)

Let's read the first word, *go*. When we add the ending *-ing*, what is the new word? (*going*) Let's write the word *going* on the line. Who can make up a sentence using *going* that shows that the action is happening now? Continue the activity with *finish, mix,* and *bring*.

guide me

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

go + ing = going mix + ing = mixing

finish + ing = finishing bring + ing = bringing

PHONICS AND SPELLING 85

work time

Have children look at their Targeted Lessons Student Book, p. 86. Read the words in the box and have children repeat each one after you. Point out that each base word has the ending *-ing*, which shows the action is happening now. Then read the directions together. Tell children that they will choose a word from the box to complete each sentence and write it on the line.

29 Inflected Ending *-ing*

work time

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

sending cooking teaching climbing growing

1. The cat is climbing up the tree.
2. Dale is teaching her dog to sit.
3. The plants in the red pot are growing fast.
4. Jeff and Sam are sending a card to Gran.
5. The beans are cooking in the pan.

86 PHONICS AND SPELLING

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High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 87. Tell children 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, *are*. This word is *are*. It sounds like the letter *r*. Who can use the word *are* in a sentence? The next word is *them*. We use the word *them* to refer to people or things. If I say, "Pick up the books and put them away," what does *them* mean? Tell children that they will read the words *are* and *them* as they read the story *Cleaning Up*.

Inflected Ending *-ing* 29

guide me

are them

work time

Read the story.

Cleaning Up

The kids are cleaning up. They all have a job to do.

Jan is sweeping the rug,
and Rob is dusting.

Sue is bringing the cups and plates
to Dan.
Dan is washing them.

Dad is fixing lunch.
When the work is done, they will all
eat together.

PHONICS AND SPELLING 87

work time

Decodable Text Have children look at the story *Cleaning Up*. 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*. *(cleaning, sweeping, dusting, bringing, washing, fixing)*

check for understanding

Write the word *cleaning* on the board and underline the ending *-ing*. When you add *-ing* to the base word *clean*, how does the word change? (The word *cleaning* shows that the action is happening now.) Pronounce *cleaning* and have children repeat. Write the word *fixing* on the board, underlining the ending *-ing*. Let's read this word together: *fixing*. What is the base word in *fixing*? (*fix*) What ending has been added? (*-ing*) Who can use the word *fixing* in a sentence? Continue with *sweeping, dusting,* and *washing*.

Now let's spell words with the ending *-ing*. The first word we will spell is *flying*. What is the base word in *flying*? (*fly*) Write it first. What is the ending in *flying*? (*-ing*) Add the ending *-ing* to *fly*. What word do you see? (*flying*) Continue with *reaching, splashing, raining,* and *going*.

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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Inflected Ending -*ing*

show me

Name the picture. Add the ending -*ing* to each word by writing the letters on the lines.

-ing	-ing	-ing
fly __ __ __	reach __ __ __	yell __ __ __
-ing	**-ing**	**-ing**
splash __ __ __	row __ __ __	rain __ __ __

guide me

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

go + ing = _____ mix + ing = _____

finish + ing = _____ bring + ing = _____

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work time

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

sending	cooking	teaching	climbing	growing

1. The cat is _____ up the tree.
2. Dale is _____ her dog to sit.
3. The plants in the red pot are _____ fast.
4. Jeff and Sam are _____ a card to Gran.
5. The beans are _____ in the pan.

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guide me

are **them**

work time

Read the story.

Cleaning Up

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