Lesson Objectives

Day 1

Students will:
• Understand that how inflected endings are added depends on the vowel pattern in the final syllable
• Recognize base words in multi-syllable words
• Recognize vowel patterns and understand how to add inflected endings
• Spell words with inflected endings and indicate how the ending was added

Materials:
• Anchor Chart (BLM 1)
• Category Cards (BLM 2)
• Word Cards (BLM 3)

Day 2

Students will:
• Understand rules and categories for adding inflected endings to multi-syllable words
• Recognize vowel patterns in final syllables
• Recognize base words in multi-syllable words
• Sort words into inflected ending categories

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—surprised, occurred, followed

Day 3

Students will:
• Understand how inflected endings are added to multi-syllable words
• Recognize vowel patterns in final syllables
• Sort words into categories of inflected endings

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 4

Day 4

Students will:
• Recognize words with inflected endings in a reading passage
• Organize words with inflected endings according to spellings
• Correctly spell the spelling words
• Correctly write dictated words

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5

Students will:
• Correctly spell words with inflected endings

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
**Day One**

**Supporting ELs**
Have students work with fluent English speakers. Have them read each spelling word and then write the word and also the base word for each spelling words. Have them sort the base words and the spelling words under *e-Drop*, *Double*, or *No Change* categories.

**Blending Practice**
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word *admitted* on the chalkboard. Show how you divide the word into three syllables between two consonants each time: **ad/mit/ted**. Point out the three closed syllables and remind students that closed syllables usually have short vowel sounds. Read each syllable and then blend the syllables together: **ad/mit/ted: admitted**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

**Review Syllable Juncture in VCCCV and VV Patterns**

**Focus Words:** instant, giant, science, illness, complex

Write the focus words on the chalkboard. Ask students to tell you how to divide the words into syllables. Ask them to identify whether the syllables have the pattern VV, VCC/CV or VC/CCV and where the syllables are divided.

**Introduce Open and Closed Syllables and Inflectional Endings**

**Model**
Write the word *behave* on the chalkboard. **Say:** You have already learned how to add inflected endings to one-syllable words. Now we're going to be adding endings to multi-syllable words. When we do this, we need to look at the vowel pattern in the last syllable to know how to add the endings. The base word is *behave* and ends with a VCe pattern so I know that the final silent e is dropped before adding the ending. Write the word *behaving* under the word *behave*.

Write the word *regret* on the chalkboard. **Say:** The word *regret* has a CVC ending. This means I must double the final consonant before adding the ending. Write the word *regretting* under the word *regret*.

Write the words *vanish, appear, and echo* on the chalkboard. Underline the syllable patterns in each word as you name them. **Say:** The word *vanish* ends with VC, *appear* has a VVC pattern, and *echo* has an open vowel pattern. These three vowel patterns make no change to the word when the inflected ending is added. Write the words *vanishing, appearing, and echoing* under the base words.

**Guide**
Write the base words *excuse, omit,* and *possess* on the chalkboard. Ask students to identify the syllable pattern in the second syllable of *excuse*. (VCe) Ask what happens to the base word when we add -ed. Write the word *excused* next to *excuse*.

Ask students what the syllable pattern in the second syllable of *omit* is and what happens when we add -ed. Write the word *omitted* next to *omit*. Repeat with the word *possessed*.

**Apply**
Write the words *repeat, argue,* and *prefer* on the chalkboard. Have students work with a partner to add -ing to each word. Have volunteers write the words with the endings on the chalkboard.
Spelling Words with Inflectional Endings

Unit Spelling Words: admitting, occurred, arguing, huddled, followed, appeared, existing, repeated

Write all the spelling words in a row on the chalkboard. Say: All of the spelling words have inflected endings of -ed or -ing. The words have different rules for adding these endings.

Look at the words admitting and occurred. Who can tell me what the base words are for these two words? Write admit and occur on the chalkboard. When we add inflectional endings to words that end with a vowel followed by a consonant, we double the consonant before adding the ending.

Look at the words arguing and huddled. Who can tell me what the base words for these words are? Write argue and huddle on the chalkboard. What do we do with the final e in words like this when we add inflectional endings?

Ask students to look at the remaining spelling words one at a time to determine the base word. Then ask them what we do when we add inflectional endings. Make sure that students understand that for these words, there is no change when adding the ending.

Have students write each spelling word in their word study notebooks. Tell them to also indicate which category each word fits into.

Assessment Tip

Observe students to make sure they are able to identify the inflected endings on words and also able to identify the base words. Can students determine the rule that was used when -ed and/or -ing were added to words?

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Providing Support

If students are having trouble visualizing the base word in the multi-syllable words, have them write the base word and then add the inflected ending. If necessary, review the previous lessons for adding inflected endings to one-syllable words.

Category Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>Double</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>behaved</td>
<td>admitting</td>
<td>existing</td>
</tr>
<tr>
<td>amazing</td>
<td>equipping</td>
<td>followed</td>
</tr>
<tr>
<td>tangling</td>
<td>omitted</td>
<td>exclaiming</td>
</tr>
<tr>
<td>surprised</td>
<td>committed</td>
<td>possessed</td>
</tr>
<tr>
<td>rumbling</td>
<td>occurred</td>
<td>echoing</td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Open and Closed Syllables and Inflectional Endings

Display the anchor poster and use it to review the rules for adding inflected endings to multi-syllabic words.

Write the words *amazing, equipping, and exclaiming* on the chalkboard and ask students to tell you what rules apply to each of these words.

Category Sort

**Teacher Word Cards: surprised, occurred, followed**

**Teacher Category Cards**

Place the category cards in a pocket chart. Hold up the word card *surprised* and model how to sort the word.

**Think aloud:** I need to determine the vowel pattern in the final syllable of the base word so I know what I do when I add an inflectional ending. The base word for this word is *surprise*. It ends with a CVe pattern, so I know I have to drop the e before adding the ending. I’ll place this word card in the category e-Drop.

Ask students to help you place the word card *occurred*. Have them first think how the base word ends and then decide what is needed to add the inflectional ending. Repeat with the word card *followed*.

Give pairs of students the word cards from BLM 3 and the category cards from BLM 2. Have them read each word and decide what the base word is and what was done to the base word before the ending was added. Have students sort the words under the correct categories.

Spelling. Have students create a chart in their word study notebooks using the categories in the pocket chart as headings. Have them write each of their spelling words in the correct column. Ask partners to check each other’s spelling. Then have the students write each spelling word two more times.
Teacher-Directed Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards

Place the category cards in a row in the pocket chart. Hold up the word card deciding. Say: The base word for this word is decide. It ends with a silent e. To add the ending, we need to drop the e, so this word goes in the category e-Drop.

Hold up the word card reminding. Ask: What is the base word of reminding? Is there any change in the base word before we add -ing? Where do I place this card?

Continue to hold up cards from the set on BLM 4 one at a time, guiding students as they sort the words.

Buddy Sort

Give pairs of students a set of word cards from BLM 5 and the category cards from BLM 2. Have them work together to sort the words into the correct categories.

Applying Meaning. Give students BLM 7 and have them complete the activity, choosing the correct inflectional ending for each word and spelling it correctly.

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>Double</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>agreed</td>
<td>controlled</td>
<td>appeared</td>
</tr>
<tr>
<td>averaging</td>
<td>forbidding</td>
<td>reminding</td>
</tr>
<tr>
<td>doubled</td>
<td>preferred</td>
<td>repeated</td>
</tr>
<tr>
<td>huddled</td>
<td>submitted</td>
<td>vanished</td>
</tr>
<tr>
<td>improved</td>
<td>transferring</td>
<td></td>
</tr>
<tr>
<td>deciding</td>
<td>referring</td>
<td></td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>Double</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>arguing</td>
<td>admitted</td>
<td>borrowing</td>
</tr>
<tr>
<td>operating</td>
<td>emitted</td>
<td>detoured</td>
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<tr>
<td>rustled</td>
<td>patrolling</td>
<td>explaining</td>
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<tr>
<td>tangled</td>
<td>regretted</td>
<td>mistreated</td>
</tr>
<tr>
<td>huddling</td>
<td>transmitting</td>
<td>prevented</td>
</tr>
<tr>
<td></td>
<td>transmitting</td>
<td>radioing</td>
</tr>
</tbody>
</table>

Assessment Tip

Use the completed BLM 7 to assess whether students need more support in using and/or spelling the correct form of words with inflectional endings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with inflected endings.

Jenny Thompson

Jenny Thompson is a famous American swimmer. She has won twelve Olympic medals for swimming. In a book about her life, First Lane to Victory, Jenny wrote about her early memory of swimming: “I’ve always competed because I just love swimming.”

Jenny was born in Massachusetts in 1973. She and her three big brothers were raised by their mother. Jenny started swimming when she was two and never received a cold. People could not believe it when they saw a baby moving her arms and kicking her feet in a pool. Of course, no one would think of letting a child so little swim alone. Jenny’s mother and brothers stayed right by her.

Jenny started using the same stroke as Massachusetts when she was seven. At age 10, she traveled to a swim club in Dover, New Hampshire. For a while, Jenny and her brothers were doing 45 minutes each way to practice at the Cappy Pool in Dover. Jenny was very young and small for her new team. Finally, the family moved to Dover to make getting to practice easier. After Jenny grew up, the Cappy Pool was renamed in her honor. It is now called the Jenny Thompson Pool.

At the age of 14, Jenny started winning races against swimmers from around the world. Before her first Olympics in 1992, Jenny was named the top swimmer in the world in two events. Many people were hoping she might win five gold medals. Those hopes faded when she swam too slowly to win a spot in some of the final races. Still, Jenny won a silver medal and two gold medals that year. After that, Jenny continued to win college meets and world meets. She went to the Olympics three times and won nine more medals. When Jenny retired from swimming, she became a doctor.

Word Hunt

Give each student a copy of the reading passage on BLM 9. Tell them to read the passage independently and hunt for multi-syllable words that have the inflected endings -ed and -ing. Remind them to think about the base words whose final syllables fit the patterns of VCe, CVC, VVC, VCC, and V/V.

When students have finished their word hunts, have them write the words they found in the chart they made on Day Two in their word study notebooks.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: purchase, trial, hundred.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: admitting, repeated, existing.

Dictate the following sentence and have students write it on their papers: It occurred to me that we should have huddled together before we followed the dark path.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of inflectional endings using the Quick-Check for Unit 14.

Suggestions for Independent Practice

Finish the Word. Have partners work together. Have them each select six words with inflected endings and then write the base words for their secret words. Have them exchange their lists of base words and have the partner write either an -ed or an -ing inflected ending on each base word. Encourage students to explain the rule they used to add each ending.

Card Shuffle. Have pairs of students work together. Give each pair the word cards from BLMs 3–5. Tell students to place the cards facedown. Tell them they will be trying to make a set of three word cards for the three categories; e-Drop, Double, and No Change. Each student will first take five cards and then take turns drawing a card until they have a set of three words for each category. Once they have a set of three cards, they will lay their set faceup and continue to play until the first person has all three sets completed.

Open Sort. Pair students with a partner they haven’t worked with yet in this unit. Tell them to think of as many different ways as they can to sort the words with inflected endings. Have them jot down the different sorts they do so they can share their sorts later with the class.

What’s the Base? Have students work with a partner and each select twenty word cards from BLMs 3–5. Have them take turns showing their word card to their partner and asking their partner to say and spell the base word.
Unit 14 Quick-Check: Open and Closed Syllables and Inflectional Endings

Answer Questions
Directions: Read each word and then draw a line to the category that tells how the inflected ending was added to the word.

1. patrolling
   e-Drop

2. borrowing
   Double

3. deciding
   No Change

4. vanished

Apply
Directions: In the space below, list five words you know that have the inflectional endings -ed or -ing.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>Double</th>
<th>No Change</th>
</tr>
</thead>
</table>

Word Bank
submitted, prevented, improved, rustled, borrowing, exclaiming

Think and Write about Open and Closed Syllables and Inflectional Endings
Directions: In the space below, explain how understanding inflected endings helps you as a reader, speller, and writer.