**Lesson Objectives**

**Day 1**

**Students will:**
- Understand that words with a short vowel and one final consonant double the final consonant when adding -ing
- Understand that words with a short vowel and two final consonants do not double the final consonant when adding -ing
- Orally explain the doubling rule for adding -ing

**Materials:**
- Teacher Category Cards
- Teacher Word Cards—work, working, swim, swimming
- BLM 7: Classroom Activity

**Day 2**

**Students will:**
- Explain how to add -ing to VC and VCC pattern words
- Recognize which words use the doubling rule and which words do not
- Sort base words and words with -ing into the correct categories
- Write base word for each -ing spelling word

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—talk, talking, plan, planning, pass, passing

**Day 3**

**Students will:**
- Sort -ing words into those that double and those that do not double the final consonant
- Explain the rules for adding -ing
- Complete the classroom activity

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—work, working, swim, swimming

**Day 4**

**Students will:**
- Recognize the two ways of adding -ing to VC and VCC words
- Write sentences using -ing words
- Correctly spell words with -ing
- Correctly write the dictated sentence using -ing words

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

**Day 5**

**Students will:**
- Correctly spell the -ing words

**Materials:**
- Quick-Check Assessment
Day One

Supporting ELs
Reinforce that words that have -ing endings show that something is happening right now. Show the word card standing and ask students to stand. Say: You are standing. Have students match the word card standing with the word card stand. Write the following sentence frame on the chalkboard: I am ______. Repeat the activity using the word cards laugh, laughing, count, counting, swim, and swimming, having students act out the words and use the sentence frame to describe their actions.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word grinning on the chalkboard. Show how you divide the word into two syllables between the two consonants, n, and n. Explain that when -ing is added to grin, it makes two syllables. Read each syllable and then blend the syllables together: grin/ning: grinning. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Compound Words
Focus Words: paperback, somewhere, download, anyone, bedtime
Write the following sentence on the chalkboard and read it aloud: I lost my paperback somewhere. Ask students which words in the sentence are compound words. Remind them that compound words are two smaller words joined together to make a new word. Ask them to say the two smaller words in each word.
Say the word download and ask students to say and spell the two smaller words. Write the compound word on the chalkboard.
Have students work with a partner to first identify the smaller words in the remaining compound words and then use them in oral sentences. Ask a few students to share their sentences.

Introduce Adding -ing to Words with VC and VCC Patterns
Teacher Word Cards: plan, count, swim, laugh, planning, counting, swimming, laughing

Model
Tell students that they are going to be adding -ing to some words. Say: When -ing is added to a word it means that something is happening right now. If I tell you I’m standing in front of the class, the -ing on standing lets you know that I am standing here right now.
Write the words run and running and stand and standing on the chalkboard. Circle the -ing ending in both words. Point to the letters u and n in run. Say: When I add -ing to words that have a short vowel followed by one consonant, I usually double the final consonant.
Point to the letters n and d in the word stand. Say: In the word stand, the vowel is followed by two consonants, so I don’t have to double the final consonant before adding -ing.

Guide
Place the category cards Doubled and Not Doubled at the top of the pocket chart, and beside them the word cards plan and count. Ask students what they notice about the letters at the end of plan and count. Say: Which word should be placed under Doubled? Which word goes under Not Doubled?
Repeat with the word cards swim and laugh. Ask students to tell you how to add -ing to each word. Place the word cards for planning, counting, swimming, and laughing in the pocket chart to confirm students’ answers.
Apply

Review each word in the pocket chart and ask students to work with a partner to state in their own words the rule for adding -ing to each word. Ask a few students to share their rules, then write them in their word study notebooks.

Spelling Words with -ing Ending

Unit Spelling Words: stopping, working, standing, dropping, grinning, laughing, swimming, learning

Write the words stop and stopping on the chalkboard. Say: When I look at the word stopping, I see that the final consonant p was doubled before the -ing was added. The word stop has one vowel followed by one consonant, so the final consonant was doubled before the ending was added.

Write the words work and working on the chalkboard. Say: When the -ing was added to work there was no change to the word. Work has one vowel followed by two consonants, so the final consonant was not doubled.

Write the word stand on the chalkboard and ask students how to add -ing. Write standing on the chalkboard to confirm students’ answer. Write the remaining words on the chalkboard and ask students to explain how -ing is added to each word. Write the -ing form of each word as students spell it. Have students write each spelling word in their word study notebooks.

Assessment Tip

Note which students have difficulty recognizing which words double the final consonant before adding -ing. Also note if students incorrectly add -ing to words with one vowel and two final consonants. Provide extra practice for learning the doubling rule when adding -ing.

EL Support

Highlight the difference in meaning between the words grinning and laughing by demonstrating each action.

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.
**Day Two**

**EL Support**
Help students understand the meaning of words with **-ing** by performing the present tense action of each word used in the Closed Sort activity.

### Closed Sort

<table>
<thead>
<tr>
<th>Doubled</th>
<th>Not Doubled</th>
</tr>
</thead>
<tbody>
<tr>
<td>plan</td>
<td>passing</td>
</tr>
<tr>
<td>planning</td>
<td>talk</td>
</tr>
</tbody>
</table>

### Pattern Sort

<table>
<thead>
<tr>
<th>Doubled</th>
<th>Not Doubled</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>talk</td>
</tr>
<tr>
<td>stopping</td>
<td>talking</td>
</tr>
<tr>
<td>plan</td>
<td>thank</td>
</tr>
<tr>
<td>planning</td>
<td>thanking</td>
</tr>
<tr>
<td>shut</td>
<td>turn</td>
</tr>
<tr>
<td>shutting</td>
<td>turning</td>
</tr>
<tr>
<td>swim</td>
<td>pass</td>
</tr>
<tr>
<td>swimming</td>
<td>passing</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 Adding -ing to Words with VC and VCC Patterns

Show students the anchor poster and ask volunteers to tell you in their own words the rules for adding **-ing** to VC and VCC pattern words.

Write the words **help** and **clap** on the chalkboard. Have students turn to a neighbor and explain how to add **-ing** to each word and how they know what to do.

#### Closed Sort

**Teacher Word Cards:** talk, talking, plan, planning, pass, passing  
**Teacher Category Cards:** Doubled, Not Doubled

Place the word cards in the pocket chart.

**Think aloud:** When I look at the words **talking** and the base word **talk**, I see that there was no change to the base word when **-ing** was added. This is because talk ends with two consonants. So I can put these two words under the **Not Doubled** category cards.

The word **plan** doubled the final **n** before the **-ing** was added to make the word **planning**. I can put these two words under the **Doubled** category card.

I remember the rule is that when a word has one vowel and one final consonant, the final consonant doubles. If the word has one vowel and two final consonants, no changes are made before adding **-ing**.

Ask students to look at the words **pass** and **passing** and tell which category these words belong under.

#### Pattern Sort

Have students work with a partner. Give each pair of students the two category cards **Doubled** and **Not Doubled** from BLM 2 and the word cards from BLM 3. Have students take turns reading each word and placing it under the correct category card. As students sort each word have them explain to their partner why they sorted the word as they did.

**Spelling.** Remind students of the doubling rule for adding **-ing** to VC and VCC words. Have students write the base word for each spelling word beside the **-ing** form of the word in their word study notebooks.
Buddy Sort

Teacher Word Cards: work, working, swim, swimming

Teacher Category Cards

Place the three category cards in the pocket chart. Hold up the word cards work and working. Ask students to turn to a buddy and say the category the word cards belong in. Repeat with swim and swimming.

Write the words fix and fixing on the chalkboard. Say: The word fix has one vowel and one consonant, so it looks like I should double the final consonant. When I write fixing with a doubled final consonant it just doesn’t look right. Write fixxing and fixing on the chalkboard. I don’t double the final consonant for this word. Fix and fixing are oddball words that don’t follow the rules for adding -ing.

Give each pair of students the word cards from BLMs 4–5 and the category cards Doubled, Not Doubled, and Oddballs. Have students work with their buddy to take turns sorting the cards under the correct heading and explaining their sorting choices to each other as they work.

Applying Meaning: Give students BLM 7. Have them complete the cloze activity, choosing the word with the correct spelling of -ing. Tell students to remember the rules for whether they double the final consonant or not. They can refer to the anchor poster for support.
Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with -\textit{ing} endings.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will be going on a word hunt for words that have an -\textit{ing} ending. Tell them that they will need to read the passage and circle the words that follow the doubling rule for adding -\textit{ing}, and then underline the words that don’t follow the doubling rule. If they find any oddball words, they can put boxes around them.

Model finding and marking an -\textit{ing} word. Have students complete the word hunt on their own. As they find the -\textit{ing} words, have them list the words under the correct category in their word study notebooks.

Have students select several -\textit{ing} words and use them to write their own sentences or a short paragraph.

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: \textit{anytime, daylight, downtown}.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: \textit{stopping, working, standing}.

Dictate the following sentence and have students write it on their papers: Everyone was laughing and grinning while working on the new art project.

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

Spelling Practice

Give pairs of students the 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 the students switch roles.

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Answer Key Reading Passage (BLM 9)

Supporting ELs

Pair ELs with fluent English-speaking buddies. Have buddies work together to find as many examples of -\textit{ing} words as they can in the classroom, in books, magazines, and so on. Have them keep a list of the words they find and then share their lists with the rest of the class.

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with -\textit{ing} endings.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

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1. Day Four

2. Rockville City News

3. New Words

4. Spelling Dictation

5. Spelling Practice

6. Word Study & Vocabulary 1: Unit 2: Adding -\textit{ing} to words with VC and VCC patterns

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Day Five

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 VC and VCC words with -ing endings using the Quick-Check for Unit 2.

Suggestions for Independent Practice

Open Sort. Give pairs of students the word cards from BLMs 3–5. Ask them to think of as many ways as they can to sort the words: for example, movements, alphabetical, words with consonant blends, words with consonant digraphs, and so on.

Guess My Word. Have students work in small groups. One student will select one of the word cards with an -ing word. Have the student pantomime the word as other students try to guess the word. Have the student doing the pantomiming ask another student in the group to spell the word after it has been guessed. Continue until all students in the group have had a chance to act out a word.

Finish the Sentence. Have each student work independently to write two sentences, each sentence leaving a blank for an -ing word. Then have them work with a partner to complete each other’s sentence with the correct -ing word.

Speed Sort. Give pairs of students a set of the category cards and a set of word cards, some with the -ing ending and some words without the -ing ending. Have students time each other to see how fast they can sort the words into the correct category.

Answer Key Unit 2 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>stop, stopping</td>
<td>pass, passing</td>
</tr>
<tr>
<td>plan, planning</td>
<td>talk, talking</td>
</tr>
<tr>
<td>shut, shutting</td>
<td>thank, thanking</td>
</tr>
<tr>
<td>run, running</td>
<td>turn, turning</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. printing
2. grabbing
3. standing
4. plotting
5. graphing
6. guessing

Answer Key BLM 8

1. stopping
2. walking
3. drumming
4. yelling
5. turning
6. planning
Unit 2 Quick-Check: Adding -ing to Words with VC and VCC Patterns

Answer Questions
Directions: Circle the correct spelling of words with -ing.

1. learnning learning
2. mixxing mixing
3. dropping droping
4. pasing passing

Apply
Directions: In the space below, list two words that double the final consonant and two words that don’t double the final consonant when adding -ing.

_________________   _________________   _________________   _________________

Directions: Using the words from the word bank, complete the following sort by writing the words with their correct -ing ending in the appropriate category.

<table>
<thead>
<tr>
<th>Doubled</th>
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Word Bank: thank, start, shut, scratch, pass, plan, learn, swim

Think and Write about Adding -ing to Words with VC and VCC Patterns
Directions: In the space below, explain how understanding how to add -ing to words helps you as a reader, speller, and writer.