Lesson Objectives

Day 1  
Students will:  
• Recognize VCe words and understand that words with final silent e drop the silent e before adding -ing  
• Recognize VVC words and understand that words with two vowels and a final consonant do not change when adding -ing  
• Recognize base words in -ing words  

Materials:  
• Teacher Category Cards  
• Teacher Word Cards—shaking, cleaning, making, reading

Day 2  
Students will:  
• Explain the rules for adding -ing to VCe and VVC words  
• Recognize base words with VCe and VVC patterns  
• Sort words with -ing endings into correct categories  

Materials:  
• Anchor Poster  
• BLM 2: Category Cards  
• BLM 3: Word Cards  
• BLM 6: Take-Home Activity  
• Teacher Category Cards—e-Drop, No Change  
• Teacher Word Cards—feeling, making, cleaning, coming

Day 3  
Students will:  
• Sort -ing words into correct categories  
• Recognize base word in words of more than two syllables  
• Recognize -ing words that do not follow VCe and VVC rules  
• Explain the rules for adding -ing to VCe and VVC words  
• Correctly add -ing to VCe and VVC words  

Materials:  
• BLM 2: Category Cards  
• BLMs 4–5: Word Cards  
• BLM 7: Classroom Activity  
• BLM 8: Take-Home Activity  
• Teacher Category Cards  
• Teacher Word Cards—arriving, breaking, rattling,flavoring

Day 4  
Students will:  
• Recognize in the passage -ing words that follow the e-drop and no change patterns  
• Demonstrate understanding of adding -ing to VCe and VVC words by writing a short passage  
• Correctly spell the dictated spelling words  

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

Day 5  
Students will:  
• Correctly spell the -ing words with VCe and VVC patterns  

Materials:  
• Quick-Check Assessment

Additional Materials:  
• Word Study Notebooks  
• Pocket Chart  
• Magnetic Letters (Day 5)
Day One

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word speaking on the chalkboard. Show how you divide the word into two syllables between the final consonant and -ing to make two syllables. Read each syllable and then blend the syllables together: speak/ing: speaking. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Assessment Tip
Monitor to see which students are able to recognize the VCe and VVC pattern words and understand when to drop the silent e and when to make no changes to the word. Note if students are able to identify the base word in each -ing word. Provide extra support when necessary for dropping the silent e.

Review Adding -ing to Words with VC and VCC Patterns
Focus Words: talking, swimming, planning, matching, fixing, listening
Write the following sentence on the chalkboard and read it aloud: We are talking about going swimming later today.
Ask students to tell you which words in the sentence have -ing endings. Circle the double consonants in swimming and ask them what the rule is for adding -ing to this word. Point to talking and ask why the consonants were not doubled before adding -ing.
Have students work with a partner to tell which rule was used for adding -ing in the remaining words.

Introduce Adding -ing to Words with VCe and VVC Patterns

Model
Teacher Word Cards: shaking, cleaning, making, reading
Teacher Category Cards: e-Drop, No Change
Remind students that adding -ing to a word changes the word to mean that something is happening right now or in the present time.
Write the words bake and baking on the chalkboard and circle the ake in bake. Say: When a word has a vowel, consonant, and final silent e, the silent e is dropped before adding -ing.
Write the words hear and hearing on the chalkboard and circle the ear in hear. Say: When a word has two vowels followed by a consonant, no change is made to the word.

Guide
Place word cards for shaking and cleaning and the category cards e-Drop and No Change in the pocket chart. Ask students what they notice about the two words.
Reinforce that both words have -ing endings. Ask which word has two vowels followed by a consonant before -ing and in which category you should place this word.
Ask which word has a vowel followed by one consonant before -ing. Write the word shake on the chalkboard and point out the final e. Ask which category the word shaking fits under.
Apply

Add word cards **making** and **reading** to the pocket chart. Have students work with a partner and tell each other the rules for adding **-ing** to these words and in which category each belongs. Ask a few students to share their rules. Have them write their rules in their word study notebooks.

Spelling Words with **-ing** Ending

**Unit Spelling Words:** speaking, writing, escaping, dreaming, arriving, joining, reading, smiling

Write the word **speaking** on the chalkboard. Say: *When I look at the word speaking, I see two vowels together followed by a consonant and the **-ing** ending. The base word for speaking is **speak**.* Spell **speak** out loud as you write it on the chalkboard. *The two vowels and consonant help me know that no change is made before adding **-ing**.*

Write the word **writing** on the chalkboard. Say: *I see one vowel and one consonant before the **-ing**. The base word for writing is **write**.* Write the word **write** on the chalkboard. *The word **write** has a silent **e** which I need to drop before adding **-ing**.*

Write the words **escaping** and **dreaming** on the chalkboard. Ask students to think of the base word for each word and then tell you which rule was used for adding **-ing**. Write each base word next to the **-ing** forms of the word.

Reinforce using syllables to help spell the words. Divide **escaping** into syllables and point out the closed syllable **es**, reminding students that closed syllables have a vowel followed by a consonant.

Write the remaining spelling words on the chalkboard and ask students to explain how **-ing** was added to each word. Write the base words on the chalkboard for students to confirm.

Have students write each spelling word and the base word for each word in their word study notebooks.

Supporting ELs

Reinforce that **-ing** words show that something is happening right now. Show the word card **writing**. Ask students to pantomime the act of writing. To reinforce dropping the final **e**, use magnetic letters to first spell the base word **write**. Then model taking away the letter **e** and adding **-ing**.

Repeat with the word **reading**, having students pantomime the word and then model the spelling with magnetic letters.

Show the remaining spelling word cards one at a time. Have students act out each word and then help you make each word and base word using magnetic letters.

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

Providing Support
Help students recognize the VCe and VVC patterns and the base words. Write two or three of the VCe words on the chalkboard and model crossing out the silent e and then writing the new word with -ing. Write two or three VVC pattern words on the chalkboard. Model circling the two vowels and final consonant and adding the -ing.

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>making</td>
<td>feeling</td>
</tr>
<tr>
<td>coming</td>
<td>cleaning</td>
</tr>
</tbody>
</table>

Pattern Sort

<table>
<thead>
<tr>
<th>e-Drop</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>making</td>
<td>feeling</td>
</tr>
<tr>
<td>taking</td>
<td>cleaning</td>
</tr>
<tr>
<td>dancing</td>
<td>speaking</td>
</tr>
<tr>
<td>writing</td>
<td>reading</td>
</tr>
<tr>
<td>living</td>
<td>joining</td>
</tr>
<tr>
<td>shaking</td>
<td>eating</td>
</tr>
<tr>
<td>coming</td>
<td>looking</td>
</tr>
<tr>
<td>timing</td>
<td>shouting</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 the Rules for Adding -ing to VCe and VVC Patterns
Display the anchor poster and ask volunteers to state in their own words the rules for adding -ing to words with VCe and VVC patterns.

Write the words serving and breaking on the chalkboard. Have students turn to a neighbor and state the rule for how -ing was added to each word. Tell students to also spell the base word for each word.

Teacher-Directed Sort

Teacher Word Cards: feeling, making, cleaning, coming
Teacher Category Cards: e-Drop, No Change
Place the category cards in a row in a pocket chart. Hold up the word card feeling.

**Think aloud:** When I look at the word feeling, I know that the base word is feel. I see two vowels and one consonant. I know that nothing was changed before the -ing was added. Feeling goes under the category card **No Change.** Hold up the word card making. I know the base word for making is make and that make has a silent e at the end. I know that the silent e was dropped before -ing was added to create the word making. So making fits under the **e-Drop** category card.

Have students help you sort the word cards cleaning and coming. Ask: What category does cleaning fit under? Think about what the base word is. What category does coming fit under? What is the base word for coming?

Ask volunteers to state the rule for each category.

Pattern Sort

Have students work with a partner. Give each pair of students the category cards on BLM 2 and the word cards on BLM 3. Ask them to take turns sorting the words into the correct categories. Encourage them to spell the base words as they sort the words.

**Spelling.** Have students write e-Drop and No Change next to each other at the top of a page in their word study notebooks. Have them write the spelling words under the correct category.
Partner Sort

Teacher Word Cards: arriving, serving, breaking, rattling, flavoring
Teacher Category Cards

Place the category cards at the top of the pocket chart.

Hold up the word card **arriving**. Say: When I say the word **arriving**, I hear three syllables. I know that the base word is **arrive** and that it has a final silent **e**. Write **arrive** on the chalkboard. When words have more than two syllables, I need to look at the last syllable of the base word to see if it follows the rule for dropping the final **e**, or if it has two vowels and a final consonant.

Hold up the word cards **serving** and **breaking**. Ask students to tell you the category each word belongs in and the reason for their choice.

Hold up the word cards **rattling** and **flavoring**. Say: The base word of **rattling** is **rattle**. It has a vowel followed by three consonants and a silent **e**. So even though there are more consonants, the silent **e** still lets me know that I need to drop the **e** before adding **-ing**.

Hold up the word card **flavoring**. Say: The base word is **flavor**. The second syllable only has one vowel followed by one consonant, but there isn’t a silent **e** at the end of the word. This tells me that **flavoring** is an “oddball” word.

Give partners the word cards from BLMs 4 and 5 and the category cards on BLM 2: **e-Drop**, **No Change**, and **Oddball**. Remind students that some of the words might fit into the oddball category. Have students work with their partners to sort the words under the correct categories and explain the rules they used to sort each word.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correct **-ing** spelling.

Assessment Tip

Use the completed BLM 7 to assess students’ understanding of adding **-ing** to words with **VCe** and **VVC** patterns. Note which students need additional practice recognizing and sorting the words.

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 that drop the final silent e and examples of words with no change when adding -ing.

Ethan’s Letter

Dear Grandma,

I saw you yesterday as we drove down the road this morning. Did you see my parents back? Mom and I just got home, and we had to go to the store, and I also did some math homework. That helped make the time go faster.

I am happy to say thank you for having us last weekend. We had so much fun. I miss you a lot already! I miss seeing the special breakfasts you made us every morning. I miss looking out the window of your apartment at all the activity on your street. I even miss doing all the chores in the hallway with you. Thank you for helping me find the toy hoop we had in there.

I have a feeling it will take a lot of practice to swing that toy hoop around in circles. When you did it, the hoop looked like it was flying in the air. You said you once made the hoop spin for five minutes. I hope I can do that someday.

Right now, my cat, Max, is peeking out from under the bed. I think he’s hiding from that cool weather. I also did some math homework. That helped make the time go faster.

I wish we could have stayed longer, but I know my friend Alan took good care of Max while we were away.

I hope you enjoy our visit as much as we enjoyed our visit to you. Please come visit us soon.

Thank you again. Please come visit us soon.

Love,
Ethan

Home/School Connection

Have students take home BLM 9 to read to a family member and point out the words with -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.

Word Hunt

Give students a copy of the reading passage on BLM 9. Tell them that they will be going on a word hunt to find words that have an -ing ending that either drop the final silent e or have no change to their spelling. Tell them that they are to read the passage and circle the words that follow the e-drop rule and then underline the words that have no spelling change when adding -ing.

If necessary, model reading the passage and finding the first example of a word with an -ing ending. Model whether you would circle the word or underline it, depending on which rule the word follows.

Have students complete the word hunt on their own. Tell them to make a list of the -ing words they find under the correct category in their word study notebooks.

Have students select several of their favorite -ing words and use those to write their own short passage. Ask volunteers to share their passages with the rest of the class.

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: standing, laughing, swimming.

Dictate the following words from this week’s unit, one at a time, having students write them on their BLMs: writing, joining, dreaming.

Dictate the following sentence and have students write it on their papers: The students were all smiling and having a good time while they were reading and speaking the parts in the play.

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 -ing words that follow the e-drop or no change rule using the Quick-Check for Unit 3.

Suggestions for Independent Practice

Word Hunt. Have students work independently. Invite them to search classroom materials to find other examples of words that follow the VCe and VVC pattern when adding -ing. Ask them to list these words in their word study notebooks. Add any new words that students find to a classroom list of -ing words that follow these two rules.

What’s the Base? Ask students to write ten of their favorite words that follow the e-drop rule and ten favorite words that have no change when adding -ing. Then have students write the base word for each of their words. Encourage them to select several of the -ing words and base words and use them to write several sentences or a short paragraph.

Open Sort. Have students work with partners and use the complete set of word cards. Tell them to think of as many ways as they can to sort the words. For example, they can sort by number of syllables, words with long vowel sounds, words with short vowel sounds, their favorite movement words, actions they have done (such as floating or eating), and so on.

Making Words. Have students work with a buddy and take turns using magnetic letters or letter cards to make -ing words. Encourage them to also make the base words for each of the -ing words.
Unit 3 Quick-Check: Adding -ing to Words with VCe and VVC Patterns

Answer Questions
Directions: Circle the correct spelling of the word that completes each sentence.

1. Mom was putting the __________ on the cake.
   icing   icing   iceeing

2. The baby birds were all __________ in the nest at the top of the tree.
   living   liveing   livving

3. We were all __________ for our favorite team to win.
   cheering   chering   cheering

4. The book was so __________ that I couldn’t put it down.
   exciteeing   exciting   excitting

Apply
Directions: In the space below, list three words that drop the final silent e before adding -ing and two words that have no change to the word when adding -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>No Change</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>chasing, coming, cycling, phoning, shouting, tasting, waiting, waving</td>
</tr>
</tbody>
</table>

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

_____________________________________________________________________________