Lesson Objectives

Day 1

**Students will:**
- Understand the rules for when to double, e-drop, or make no changes to words that have an -ing ending
- Recognize base words in -ing words
- Spell words with -ing and their base words

**Materials:**
- Teacher Category Cards
- Teacher Word Cards—shopping, moving, thanking, speaking, groaning, smelling, tugging

Day 2

**Students will:**
- Explain the rules for adding -ing
- Recognize the base words
- Understand when to double, e-drop, or make no change to the words
- Sort words into the correct categories

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—standing, shopping, skating

Day 3

**Students will:**
- Understand rules for adding -ing for each of the categories: Double, e-Drop, and No Change
- Sort words into their correct categories
- Complete the classroom activity

**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—standing, shopping, skating

Day 4

**Students will:**
- Recognize -ing words in reading passage
- Write their own passage using all four rules for adding -ing
- Correctly spell the spelling words
- Correctly write the dictated sentence

**Materials:**
- Anchor Chart
- 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

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### Reading Passage (BLM 9)

**Spelling Dictation (BLM 10)**

**Spelling Peer Check (BLM 11)**

**Materials:**
- Word Study Notebooks
- Pocket Chart

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### Additional Materials:

- Word Study Notebooks
- Pocket Chart
Day One

Supporting ELs
Pair ELs with fluent English speakers to practice reading and spelling the spelling words for this unit. Encourage the student pairs to illustrate each spelling word to reinforce each word’s meaning.

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 base word and the -ing ending. Explain that when -ing is added to a word it makes a new syllable. Read each syllable and then blend the syllables together: speaking: speaking. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Adding -ing to Words with VCe and VVC Patterns

Focus Words: taking, chasing, breaking, timing
Write the following sentence on the chalkboard and read it aloud: I got into trouble for chasing my dog in the house and breaking a vase.
Say: What words did you hear that have an -ing ending? Underline chasing and breaking. What rule was used to add -ing to chasing? To breaking?
Write the words taking and timing on the chalkboard. Have students tell a partner the rule for adding -ing for each word.

Introduce Double, e-Drop, and No Change

Model
Review the rules from Units 2 and 3 for adding -ing to words. As you model the following, write each word on the chalkboard as you use it to model the rule.
Say: We have learned that a word with one vowel and one consonant doubles the final consonant before adding -ing. The word plan doubles the final consonant to make planning.
We’ve also learned that a word with a vowel, one consonant, and a final silent e drops the silent e before adding -ing. The word use has a silent e, so the e is dropped to make using.
With two types of words we make no change when adding -ing. The word smell has a vowel and two consonants. The -ing is added without any changes to make smelling. The word cook has two vowels and a consonant. The -ing is just added to cook to make cooking.

Guide
Teacher Word Cards: shopping, moving, thanking, speaking, groaning, smelling, tugging
Teacher Category Cards: Double, e-Drop, No Change
Place the category cards in a row in a pocket chart. Hold up the word card for shopping. Say: Look at the word shopping. What is the base word? What is the rule for adding -ing to shopping? Which category card does shopping fit under?
Repeat with the remaining word cards, asking students to identify the base word, say the rule, and tell which category the word belongs in.
Apply

Add the word cards **groaning, smelling, staring,** and **tugging** to the side of the category cards in the pocket chart. Have students work with a partner and tell each other the category for each word and the rule for adding **-ing.** Have them write these four **-ing** words and the rules for adding **-ing** in their word study notebooks.

Spelling Words with **-ing**

**Unit Spelling Words:** thanking, groaning, feeling, watching, getting, jogging, using, trading

Write the base word for each of the spelling words on the chalkboard. **Say:** When I look at these base words it helps me to determine which rule to use for adding **-ing.** When **-ing** is added to a word that has a vowel and two consonants, like the word **thank,** there is no change. There is also no change to a word with two vowels and a final consonant, like **groan?** Which other words on the chalkboard follow this rule? Tell me how to spell **thanking? Feeling? Watching?** Write each word under its base word as students spell the words orally.

Look at the base words **get** and **jog.** What do we have to do before adding **-ing** to these two words? Tell me how to spell **getting** and **jogging** and I’ll write them on the chalkboard.

Now look at the base words **use** and **trade.** What rule is used to add **-ing** to these types of base words? Tell me how to spell **using** and **trading** and I’ll write them on the chalkboard.

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

Assessment Tip

Monitor students to make sure that they understand and use the four rules for adding **-ing** to words. Do students recognize the base words in each **-ing** word? Are they able to identify which rule is used for adding **-ing?** Provide extra support for those students who are having trouble categorizing the **-ing** 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.
Day Two

Providing Support
Help students recognize the base words by writing word equations for several words that follow each of the rules for adding -ing: for example, wrap + p + -ing = wrapping, whine – e + -ing = whining, thank + -ing = thanking, brief + -ing = briefing.

Pattern Sort

<table>
<thead>
<tr>
<th>Double</th>
<th>e-Drop</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>wrapping</td>
<td>whining</td>
<td>thanking</td>
</tr>
<tr>
<td>getting</td>
<td>skating</td>
<td>briefing</td>
</tr>
<tr>
<td>hopping</td>
<td>baking</td>
<td>groaning</td>
</tr>
<tr>
<td>grabbing</td>
<td>staring</td>
<td>smelling</td>
</tr>
<tr>
<td></td>
<td>cooking</td>
<td>speaking</td>
</tr>
<tr>
<td></td>
<td>watching</td>
<td>yelling</td>
</tr>
</tbody>
</table>

Review Double, e-Drop, and No Change

Use the anchor poster to review the rules for adding -ing to different types of base words.

Teacher-Directed Sort

Teacher Word Cards: standing, shopping, skating
Teacher Category Cards: Double, e-Drop, No Change

Place the category cards in a row in a pocket chart.

Hold up the word card standing. Say: The base word for standing is stand. Stand has a vowel followed by two consonants. The rule for adding -ing to vowel, consonant, consonant words is that the base doesn’t change.

Place the word card standing in the pocket chart under No Change. Then hold up the word card for shopping. Ask: What is the base word for shopping? What rule do we use when we add -ing to shop? Which category card do I use?

Place the word card shopping under the category card Double in the pocket chart.

Finally, show students the word card for skating. Ask: What is the base word for skating? What letter does skate end with? What category does this word go under?

Place the word card skating under the category card e-Drop in the pocket chart.

Pattern Sort

Give pairs of students the category cards from BLM 2 and the words cards from BLM 3. Tell them to take turns sorting the words into the correct categories and explain why they sorted them as they did.

Spelling. Have students practice writing each spelling word two times in their word study notebooks. Then ask them to write the base word next to each word.

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.
Day Three

Speed Sort

**Teacher Word Cards:** tripping, raking, resting, floating  
**Teacher Category Cards:** Double, e-Drop, No Change

Place the category cards in the pocket chart. Ask volunteers to think of an example word for each of the categories.

Tell students that you are going to hold up word cards. You want them to read the word and tell where to sort it as quickly as they can. Begin with the word card for **tripping**, and continue with each of the cards.

Give pairs of students the word cards from BLMs 4–5 and the category cards from BLM 2. Tell them they are to take turns with their partner to see how fast they can sort their cards under the correct categories.

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

<table>
<thead>
<tr>
<th>Double</th>
<th>e-Drop</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>jogging</td>
<td>moving</td>
<td>cheering</td>
</tr>
<tr>
<td>plotting</td>
<td>raking</td>
<td>climbing</td>
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<td>quitting</td>
<td>tasting</td>
<td>quacking</td>
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<td>shopping</td>
<td>using</td>
<td>scouting</td>
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<tr>
<td>tripping</td>
<td>waving</td>
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<td>blurring</td>
<td>hiking</td>
<td>tracking</td>
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<td>grinning</td>
<td>wasting</td>
<td>feeling</td>
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<td>humming</td>
<td>trading</td>
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<td>knotting</td>
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<td>standing</td>
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<td></td>
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<td>wrecking</td>
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</table>

**Assessment Tip**

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

**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.
**Day Four**

### 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 -ing endings.

#### How to Make Nachos

If you like cooking, then you might enjoy making nachos. Here is an easy and fun way to do it! These simple nachos are made from chips, beans, and cheese.

**You will need:**
- A bag of corn chips, which are also called “tortilla chips”
- Cooked pinto beans (from a can or homemade)
- Grated cheddar or jack cheese
- A plate that can go in a microwave oven
- Oven mitts to hold the plate when it is hot
- A small spoon

First, cover the plate with corn chips. Using the spoon, spread the beans on top of each chip. Put a little cheese on top of the beans. Cook the nachos in the microwave oven for one minute. While they are cooking, do a little cleaning up! Or use this time to make extra toppings by chopping up tomatoes, avocados, or hot peppers. Some people also like sour cream or black olives on top.

After a minute, check to see if your nachos are ready. Use the oven mitts when you touch the plate, because it may be hot. They are ready for eating when the cheese is melted.

Here is a special note about the beans. You can use canned beans, or you can prepare the beans yourself. Wash a pound of dried, brown, pinto beans. Then boil them in 12 cups of water for several hours. Plan to spend time stirring the beans while they cook. When they are done, the beans will be very soft. Mashing them with a fork will be easy.

Finally, it will be time to eat. Just watch the smiling faces of your friends and family while they are digging into your tasty nachos!

#### Word Hunt

Tell students they will be going on a word hunt to find words that show the various patterns for adding **-ing** to words. Give each student a copy of the reading passage on BLM 9. Review the anchor poster with students. Remind students they will be looking for words that double the final consonant, words that drop the final silent e, and words that have no spelling change when **-ing** is added.

Have students write the category headings **Double**, **e-Drop**, and **No Change** in their word study notebooks.

Model reading a sentence with an example word and sorting the word into the correct category. Tell students that as they find each **-ing** word, they should circle it and then write the word under the correct category in their word study notebooks.

Have students select four words from each category and use those words to write their own passage. Ask a few students 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: **arriving, smiling, joining**.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: **watching, jogging, using, feeling**.

Dictate the following sentence and have students write it on their papers: **While watching the runners, we were thinking about getting our own jogging shoes on.**

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 words with -ing endings using the Quick-Check for Unit 4.

Suggestions for Independent Practice

Guess My Category. Have pairs of students work together. Have them take turns selecting a word from the words cards and then saying the word out loud. The other student repeats the word and tells the -ing category the word fits in.

Play a Card. Have students work with a partner. Use the word cards from BLMs 3–5. Each student should select eight word cards. The rest of the cards will be placed facedown between the two students. Students try to make groups of three words that fit the same category for adding -ing. Before play begins, students check their hand to see if they can make any groups of three cards. If they can, they place them faceup in front of them. Students will take turns asking their partner for one of their word cards that fits one of the categories for adding -ing. If the partner doesn’t have the card, the student must draw from the center pile. The goal is to be the first to get rid of the cards in the hand.

Word Equations. Have students write their own word equations for at least ten words that end in -ing, for example, take – e + -ing = taking.

Category Sort. Have students select several word cards and then see how fast they can sort them into the correct category.
**Unit 4 Quick-Check:**
**Review Double, e-Drop, and No Change**

### Answer Questions
**Directions:** Draw a line from each word on the left to the rule that was used for adding -ing.

- smelling **Double**
- hiking **e-Drop**
- speaking **No Change**
- blurring **No Change**

### Apply
**Directions:** In the space below, list one word that uses the double consonant rule, one word that uses the e-drop rule, and two words that use the no change rule for adding -ing endings.

_________________   _______________   _______________   _______________

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

<table>
<thead>
<tr>
<th>Double</th>
<th>e-Drop</th>
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</tr>
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</table>

**Word Bank**
standing, briefing, staring, using, humming, floating, tugging, climbing

### Think and Write about Double, e-Drop, and No Change Rules for Adding -ing
**Directions:** In the space below, explain how understanding the rules for adding -ing helps you as a reader, speller, and writer.

_____________________________________________________________________________