

# Support for English Learners

## Unit 31, page 198: Words Ending with *ed* or *ing*

Some children may have difficulty with the spelling and pronunciation of words ending with *ed* or *ing*.

### Listen

Say: *When an ed or ing ending is added to a word that ends with a short vowel and a single consonant, the consonant is usually doubled. Let's add ing to the base word hug. Since hug ends with a short u and the consonant g, we must double the g before adding ing: h-u-g-g-i-n-g, hugging. Continue with clapped and hopping.*

### Speak and Read

Say: *Let's practice adding ing to these base words: hug, clap, and hop. Repeat the procedure for hug given above.*

Write *clap* and *hop* on the board. Say: *The final consonant in each of these base words is doubled before ed or ing is added. Have a volunteer write clapped and hopping on the board.*

Write the Basic Words *missed* and *telling* on the board. Underline the base words *miss* and *tell*. Point out that some words already have double final consonants before an *ed* or *ing* ending is added.

### Spell

**Beginning/Preproduction** Create and distribute word cards for the Basic Words *running*, *telling*, *missed*, *rubbed*, and *batted*. Have children take turns reading the words aloud, emphasizing the short vowel sound and the *ed* or *ing* ending.

**Early Production/Speech Emergent** Create and distribute word cards for the Basic Words *running*, *telling*, *missed*, *rubbed*, and *pulled*. Write a simple sentence on the board for each word. As you read each sentence, cover up the Basic Word, pausing when you get to it. Have children hold up the appropriate word card and read the word aloud.

**Intermediate/Advanced** List the Basic Words *stopped*, *pinned*, *missed*, *running*, *telling*, and *sitting* on the board. Ask volunteers to write the base words on the board next to the Basic Words. Have them spell the Basic Words and the corresponding base words aloud to the group.

