Unit 10, page 72: Words with -ed or -ing

Some students may have difficulty with the spelling and pronunciation of words with -ed or -ing endings.

**Listen**

Say: Let’s listen to some words ending with -ed. The Basic Word scarred ends with -ed. Say scarred, emphasizing the -ed ending. Point out that the -ed ending in scarred is pronounced /d/. Exaggerate the /d/ sound at the end of scarred, and repeat with shuttered. Then explain that some -ed endings are pronounced /t/, as in scrapped. Model the correct pronunciation of the -ed ending in scrapped, exaggerating the /t/ sound at the end of the word.

Say: Now let’s listen to words that end with -ing, or /ɪŋ/. Model the pronunciation of the Basic Words skidding and happening, emphasizing the /ɪŋ/ sound at the end of each word.

**Spell**

**Beginning/Preproduction** Create and distribute word cards for the -ed and -ing endings. Read aloud the Basic Words fitting, admitted, scrapped, equaled, reasoning, tutoring, and favored, and have students hold up a card to identify the ending sound they hear.

**Early Production/Speech Emergent** On the board, write the Basic Words fitting, admitted, scrapped, equaled, reasoning, tutoring, and favored. Have students go to the board, underline the base word, and circle the -ing or -ed ending. Then have students copy the words into their word-study notebooks.

**Intermediate/Advanced** On the board, write the base words skid, forget, limit, admit, prefer, tutor, and honor. Have students write these base words in their word-study notebooks, and then make Basic Words by adding -ed or -ing endings. Ask: Which endings did you add to these words? Ask volunteers to write sentences on the board, using the Basic Words.

**Speak and Read**

Have students repeat after you as you practice the word scarred, emphasizing the ending /d/ sound. Repeat with the /t/ sound in the Basic Word scrapped. Have students contrast the /d/ sound of the -ed ending in scarred with the /t/ sound of the ending in scrapped.

Repeat the procedure above with the words skidding and happening. Remind students to stress the /ɪŋ/ sound at the end of each word.

Write the words shutter and shuttered on the board. Say: We can make the word shuttered by adding -ed to the end of the word shutter.

Write the words scar and scarred on the board. Underline the second r and circle the -ed in the word scarred. Say: We can make scarred by doubling the consonant at the end of the word scar and adding -ed. Have volunteers continue with the words happening and skidding.