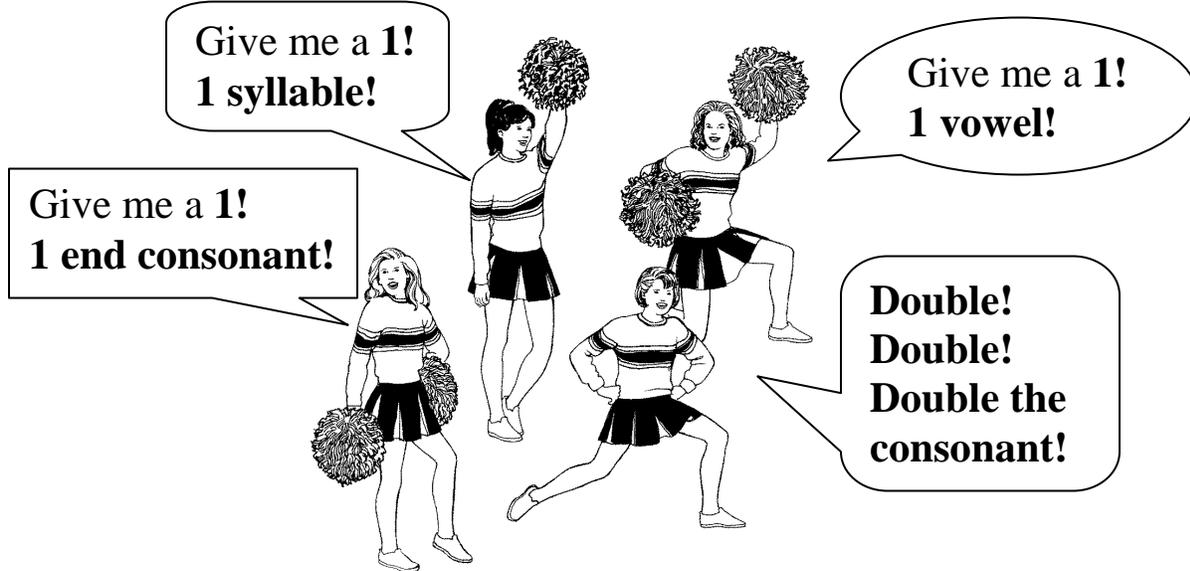


Grade 2 Sample Discovery Lesson

Unit 10: Add “ed” “ing” to short vowel words

Name _____ Date _____



Base Word + Suffix = Word
stop + ed = stopped
pick + ed = picked
miss + ed = missed

Base Word + Suffix = Word
sit + ing = sitting
sing + ing = singing
sell + ing = selling

• How are *stop*, *sit*, *pick*, *sing*, *miss*, and *sell* the same? _____

• How are *stop* and *sit* different from *pick*, *sing*, *miss*, and *sell*? _____

• Look at *stopped*. How is *stopped* different from *stop + ed*? _____

• Look at *sitting*. How is *sitting* different from *sit + ing*? _____

• Do the suffixes “ed” and “ing” begin with a vowel or a consonant?

- Look at *pick, sing, miss, and sell*. How are they alike? _____
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- Look at *picked, singing, missed* and *selling*.
- Is *picked* the same or different than *pick + ed*? _____
- Is *singing* the same or different than *sing + ing*? _____
- Is *missed* the same or different than *miss + ed*? _____
- Is *selling* the same or different than *sell+ ing*? _____
- What did we do to add “ed” and “ing” to *miss* and *sell*? _____

Complete the sentences.

We double the consonant when a word has _____ vowel, _____ consonant at the end, _____ syllable and the suffix or ending begins with a _____.

We just add the suffix or ending when a short vowel word has _____ consonants after the vowel.

Ask these questions before adding a suffix to a word.

- Does the word have 1 syllable?
- Does the word have 1 vowel?
- Does the word have 1 consonant at the end?
- Does the suffix or ending begin with a vowel?

If the answer to each question is yes, double the final consonant when the suffix begins with a vowel.



1-1-1 Rule: 1 syllable, 1 vowel, and 1 consonant at the end of the word= double the final consonant if the suffix begins with a vowel. These suffixes are “ed,” “er,” “est,” and “ing.” Example: *sitting*
“V,” “W,” “X,” and “Y,” are **never** doubled. Example: *mixed, mixing*

Write the following words with the suffix.

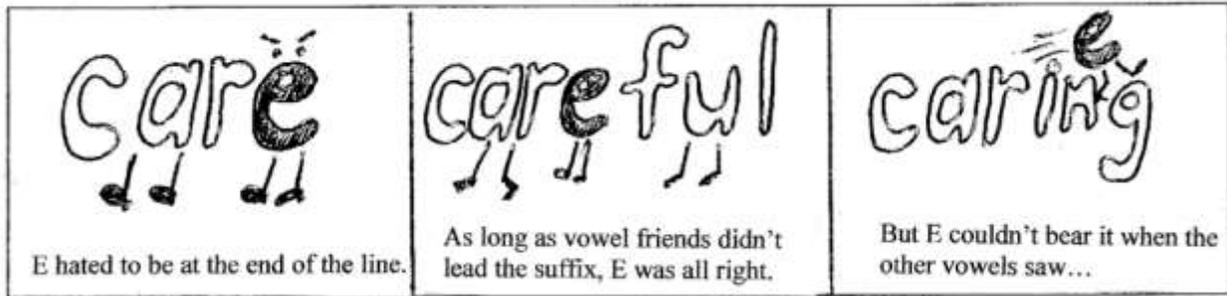
stop + ed _____

hop + ing _____

Grade 4 Sample Discovery Lesson

Unit 3: The Silent (But Powerful) “E”

Name _____



What happens when we want to add a suffix to a word that ends in silent “e?”

pile + ed = piled	mule + ish = mulish	dive + ing = diving	broke + en = broken
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What happens if we add a suffix that begins with a consonant to a word that ends in silent “e?”

wire + less = wireless	huge + ly = hugely	care + ful = careful
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ALERT!!!Sometimes the purpose of the “e” is not to keep the vowel long, but to keep the last consonant sound “soft,” like a /j/ or /s/.

change + able = changeable	notice + able = noticeable
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- When a word ends in silent e, where should we focus as we add a suffix?

- What decision do we have to make? _____

- What is the rule? _____

Exceptions: (These are not included in the practice exercises.)

Words that end in a vowel + “e” do different things.

tie + ing = tying (to avoid “ii”)

canoe + ing = canoeing (to avoid the “oi” sound)

Odd exceptions include awe + ful = awful,

nine + th = ninth

whole + ly = wholly .



An interesting exception! loveable or lovable? Either is correct!