

# Word Study Lesson Plan Template

## Suffix –ing

Erin Delger

**Grade:** 1

**Standard:** 1.L.2 Within the context of authentic English writing and speaking... Introduce: a. Capitalize dates and names of people. b. Use commas in dates and to separate single words in a series. c. Capitalize holidays, product names, and geographic names. d. Use commas in greetings and closings of letters. e. Use an apostrophe to form contractions and frequently occurring possessives. f. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). g. Capitalize important words in titles. h. Form and use possessives. i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). j. Use punctuation to separate items in a series. Practice: k. Use end punctuation for sentences. l. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. m. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. n. Use conventional spelling for high-frequency and other studied words. o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) Display proficiency in: p. Recognize and name end punctuation.

**Subject:** Language Arts

**Materials:**

**Day 1**

- King Ing anchor chart
- Pointers
- -ing laminated cards
- Letter magnets
- Magnetic boards
- A bin for supplies to go in after the activity.
- Index Cards
- Exit slip questions presentation

**Day 2**

- CVC + C + -ing puzzle pieces
- Zip lock bags
- CVC and –ing Word List
- Whiteboards
- EXPO Markers
- Whiteboard erasers
- Action cards

**Day 3**

- -ing and ‘e’ anchor chart
- 1 personal whiteboard (for me to use)
- E Hiding from –ING anchor chart
- Zip lock bags
- Legos
  - Enough for each student.
  - Each bag will have:
    - 1 block with –ing.
    - 3 individual blocks that have an ‘a’ on one, a ‘k’ on one, and, an ‘e’ on one.
    - Include these consonants as individual blocks as well: m, b, w, r, t,
- Word list with the words make, bake, wake, rake, and take on it
- “I’m Done, Now What?” chart
- Electronic timer

**Day 4**

- Power point review slide
- -ie to ‘y’ anchor chart
- Magic wands (popsicle sticks and sticky foam stars)
- Laminated verb sheets
- Stickers with ‘ying’ printed on them

**Technology Needed:**

- Computer
- Active Board

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<ul style="list-style-type: none"> <li>• Index cards</li> <li>• “I’m Done, Now What?” chart</li> <li>• Electronic timer</li> </ul> <p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>• Updated power point review slide</li> <li>• Suffix –ing test</li> <li>• Pencils</li> <li>• Colored pencil</li> <li>• “I’m Done, Now What?” chart</li> <li>• Electronic timer</li> </ul>	
<p><b>Learning Level of the Group:</b> At proficiency</p>	
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Classroom talking procedures               <ul style="list-style-type: none"> <li>○ 0 = no voice</li> <li>○ 1= whisper</li> <li>○ 2= normal talking</li> <li>○ 3= speaking/presenting</li> <li>○ 4= shouting/screaming (only outside)</li> </ul> </li> <li>• Rug area procedures               <ul style="list-style-type: none"> <li>○ Respect personal space</li> <li>○ Sitting up and on bumper</li> <li>○ Facing the speaker</li> </ul> </li> <li>• Table area procedures               <ul style="list-style-type: none"> <li>○ Clean up</li> <li>○ Push in chairs</li> </ul> </li> <li>• Active board procedures               <ul style="list-style-type: none"> <li>○ Be gentle with equipment</li> <li>○ Hand pen to next student</li> </ul> </li> <li>• Small group procedures               <ul style="list-style-type: none"> <li>○ Work together</li> <li>○ Voice level 2</li> <li>○ On task</li> <li>○ Be respectful</li> </ul> </li> <li>• For small group: those who do not work well together will be at different tables.</li> <li>• Transition procedures (Moving around the classroom)               <ul style="list-style-type: none"> <li>○ Walk</li> <li>○ Voice level 0</li> </ul> </li> <li>• For transitions: one minute before it is time to move, I will give them a verbal reminder about the transition. I will have a timer on the active board that allows the students 30 seconds to move from one area to the other. Before I start the timer, I will give them a reminder that they have 30 seconds to move. This will remind the students they have to quickly but safely move onto the next activity.</li> <li>• Large group procedures               <ul style="list-style-type: none"> <li>○ Listen</li> <li>○ No talking when others are</li> <li>○ Raise your hand</li> </ul> </li> <li>• Attention Getters/Chants               <ul style="list-style-type: none"> <li>○ Chant/clap back</li> <li>○ Have your eyes on me</li> <li>○ Voices off</li> <li>○ Be ready to listen</li> </ul> </li> <li>• Exit Slips and Worksheets               <ul style="list-style-type: none"> <li>○ Answer question(s)</li> <li>○ Write your name</li> </ul> </li> </ul> <p>Hand into envelope labeled “Exit Slips”</p>	<p><b>Behavior Expectations</b></p> <ul style="list-style-type: none"> <li>• Class expectation is for all students to participate in the lesson.</li> <li>• As we work as a large group, students are expected to sit quietly and have bodies still.</li> <li>• Students are required to participate.</li> <li>• When we work with materials, students are expect to be respectful. There will be no throwing, breaking, or stomping on the materials.</li> <li>• When we have partner time, they will use an appropriate voice level. A level zero is no talking. A level one is a whisper. A level two is a regular talking voice. A level three is a presenting/speaking voice. A level four is shouting and screaming. They will be required to use a level two when they are talking with their partners.</li> <li>• For transitions, I will use a clapping rhythm that they have to repeat, or some type of chant.</li> <li>• For the exit slips and worksheets, students are expected to work independently and hand their slip into the bin when they are finished.</li> </ul>
<p><b>Day 1</b></p>	

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<p><b>Objective:</b> By the end of this lesson, students will be able to identify that –ing changes verbs to the present tense form by adding –ing to the words on their laminated cards.</p>	
<p><b>45 minutes</b></p>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Create –ing anchor chart.</li> <li>• Create power point with exit slip questions on it.</li> <li>• Create –ing laminated cards for each student.</li> <li>• Set out magnet boards and magnets.</li> <li>• Set out a bin for the supplies to go in after we are done.</li> <li>• Write objective on the board.</li> </ul>
<p><b>3 minutes</b></p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ol style="list-style-type: none"> <li>1. “We are going to move around the room and act out different words that have the suffix –ing. I will say the word and do the action. Then, I want you to do the same. When we move, you must be in a single file line. You must also do the actions with me and the rest of the group. Follow my moves.”             <ol style="list-style-type: none"> <li>a. The students will follow me around the room as we act out different words that have the suffix –ing. Listed below are the different actions that I will use throughout the engagement portion.                 <ol style="list-style-type: none"> <li>i. Marching</li> <li>ii. Flying</li> <li>iii. Crying</li> <li>iv. Raining</li> <li>v. Rocking (like rocking a baby)</li> </ol> </li> </ol> </li> <li>2. Transition: “Hands on top, everybody stop. Good work! Hopefully, we got our willies out. I want you to look up here at the board. I have today’s goal. I can identify that –ing changes a word to present tense. Let’s try to think about this objective as we go through today’s lesson. When I say ‘go’, I want you to quietly walk to the carpet. If you run or talk, you will just keep practicing until you can get it right. Go.”             <ol style="list-style-type: none"> <li>a. Allow time for the students to transition.</li> </ol> </li> </ol>
<p><b>10 minutes</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>1. “I want to introduce to you, King Ing. He is kind of bossy because he likes everything to be done right NOW! If he does not get his way, he will change a word to make it happen right away. He takes some of our favorite works like jump and play, and he adds on his royal –ing suffix. When he does this, it means the word is happening right NOW! He changes the word to present tense. Present tense means that something is going on right this very minute. Let’s look at some of the words King Ing has brought for us today.”             <ol style="list-style-type: none"> <li>a. During this time, I will be going through the anchor chart. The students will be using their own magnet board and letter magnets. During the anchor chart discussion, the students will practice adding the –ing suffix onto the root word that is on their laminated sheet. They will practice this by moving the –ing magnets to the end of the word. This new word is just the original but it now has an –ing suffix attached. The words that I have listed on the anchor chart are:                 <ol style="list-style-type: none"> <li>i. Jumping</li> <li>ii. Walking</li> <li>iii. Talking</li> <li>iv. Marching</li> <li>v. Sleeping</li> <li>vi. Stretching</li> </ol> </li> </ol> </li> <li>2. “It looks like King Ing turned all of these words into the present tense! That means it is happening right now! The word that is written in blue was our old word. Like this one.”             <ol style="list-style-type: none"> <li>a. Point to the word ‘jump’.</li> </ol> </li> <li>3. “Our word was ‘jump’. Find the word ‘jump’ on your –ing laminated card.”             <ol style="list-style-type: none"> <li>a. Allow time for students to find ‘jump’ on their laminated cards.</li> </ol> </li> <li>4. “Now, King Ing has changed it to ‘jumping’. Add on the –ing suffix to make the word ‘jumping’.”             <ol style="list-style-type: none"> <li>a. Allow time for the students to move the letter magnets to form -ing.</li> <li>b. Have them display their laminated cards when they finish.</li> </ol> </li> <li>5. “I like jumping.”</li> </ol>

An example of the King Ing anchor chart.  
I found this idea on:  
<http://adventureswithfirsties.blogspot.com/2012/10/the-king-of-ing.html>



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- a. Model for the students by jumping in place.
6. “Show me that you like jumping.”
  - a. Allow time for students to start jumping in place.
7. “What is going on right now?”
  - a. Allow time for students to reply. They should say, “We are jumping.”
8. “You guys are jumping! It is happening right now. That is what King Ing does he adds the suffix -ing and makes things happen right here and now. Alright, please stop jumping and take a seat.”
  - a. Allow time for the students to stop jumping and retreat to their seat.
9. “Our next word was ‘walk.’ Please find ‘walk’ on your –ing laminated card.”
  - a. Point to the blue word ‘walk.’
  - b. Allow time for the students to find the word.
10. “Then bossy King Ing added his –ing suffix, and made the word ‘walking.’ Please add the –ing suffix to the word ‘walk.’”
  - a. Point to the –ing portion of the word ‘walking.’
  - b. Allow time for the student to use the magnets to add the –ing onto their laminated –ing cards.
11. “You guys now made the word ‘walking’. I am walking to the pencil sharpener.”
  - a. Model this example by walking to the pencil sharpener.
12. As you walk, state, “This is happening right now. I am walking to the pencil sharpener right now. King Ing added on his –ing suffix and that changed it to present tense which means it is happening at this minute. Model walking in place for me.”
  - a. Allow time for students to walk in place.
13. As they are walking, state, “What are you doing right now?”
  - a. Allow time for students to respond.
14. “Adding the –ing suffix made it so our word needs to happen right away. Let’s return to our carpet spot.”
15. “Our next word is ‘talk.’ Find the word ‘talk’ on your laminated card.”
  - a. Point to the word on the anchor chart.
  - b. Allow time for the students to find the word.
16. “What did King Ing do to the word ‘talk’?”
  - a. Allow time for the students to respond. They should respond by saying, “He added –ing, or that he made the word ‘talking.’”
17. “Yes, bossy King Ing made ‘talk’ into ‘talking.’ Move your magnets to add the –ing suffix to the end of the word ‘talk.’”
  - a. Allow time for the students to add the –ing.
18. “Model what talking looks like.”
  - a. Allow time for the students to model what talking looks like.
19. “Is it happening in the past, or right now in the present?”
  - a. Allow time for the students to respond to the prompt.
20. “Yes, it is happening right now! You guys are talking. That is what King Ing does when he adds his –ing suffix. He makes the action happen right now, here in the present. Our next word is ‘march.’ On your magnet board, your laminated sheet has the word ‘march’. Find this word. Now, add the –ing by using your magnets.”
  - a. Allow time for the students to move the magnets to add –ing onto ‘marching’.
21. “What word did you create?”
  - a. Allow time for the students to respond.
22. “King Ing made our word ‘marching.’ This means he wants us marching, right now. Show me what it looks like when you are marching.”
  - a. Allow time for the students to model the marching action.
23. “Adding –ing puts our words into present tense, so it is happening NOW! Our next word is sleep. Add the –ing suffix to the word ‘sleep’.”
  - a. Point to the word ‘sleep’ on the anchor chart.
  - b. Allow time for the students to add the –ing to the word ‘sleeping’.
24. “What word did King Ing make when he added the –ing to ‘sleep’?”
  - a. Allow time for the students to respond. They should respond, “He made the word ‘sleeping’.”
25. “I wish I was sleeping. That means I wish I was sleeping right here and right now. That is what happens when you add the –ing it changes the word to be in the present.”
26. “The last word is ‘stretch’. King Ing came in and told us he wants it to be in the present tense form. Show me, on your magnetic board with your –ing laminated card, how you would change the word ‘stretch’ into its present tense form. When you are finished, turn your magnet board with your laminated card over. No one will be able to see your answer if you turn it over.”
  - a. Allow time for the students to add the –ing.
27. “Alright, everyone flip over their laminated card.”
  - a. Allow time for the students to show their work.
28. **Transition:** “Good work! You would add an –ing to make it present tense. Put all of your supplies in the bin. When you have done this, you must return to your desk.”
  - a. Allow time for the students to transition.
  - b. As the students are transitioning, I will hand them all 1 index card. This will be their exit slip for the day.

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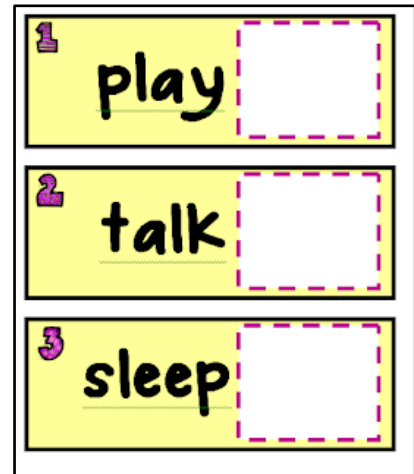
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10 minutes  
(This will  
be the  
same 10  
minutes  
used in the  
explain  
section)

Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

- During the explanation portion, students will also be exploring. They are going to participating in a hands on activity that involves –ing laminated cards and magnet boards. Each student will receive one of these –ing laminated cards. They will also get three magnet letters. These letters will be ‘i’, ‘n’, and ‘g’. Students must place their laminated –ing card onto their magnet board. By doing this, the students will be able to have their magnets stick in the boxes that are located at the end of the verb. As we are going through the anchor chart, I will provide them with several example words. The anchor chart words are listed below:
  - Jumping
  - Walking
  - Talking
  - Marching
  - Sleeping
  - Stretching
- Their laminated index cards look a little different. The root word will be typed in a list format on their card. Following the root word will be a blank box. The students will be prompted to change this root word into its present tense form by adding –ing. They will be required to move the ‘i’, ‘n’, and ‘g’ magnets into the blank space. We will go through one word at a time. This will help the students internalize the information that is being presented at an appropriate pace.



### -ING Laminated Card

This idea and picture was originally from the website linked below:  
<http://petersons-pad.blogspot.com/2011/12/adding-ing-freebie.html>

5 minutes

Review (wrap up and transition to next activity):

- “Today, we tried to meet this goal.”
  - Point to objective.
- “It says, I can identify that –ing changes a word to present tense. We also met King Ing, and we learned that sometimes he can be a little bossy. He likes to change our words by adding the suffix –ing. When he adds the suffix –ing, he changes the word to present tense. That means he wants it to be done right NOW! That seems kind of bossy! Tomorrow we are going to keep talking about King Ing and more ways he is bossy. Now, your job is to check how you were learning today. I put one index card on everybody’s desk. I am going to ask three questions that I need you to answer. I will put the questions on the board. You can read them all by yourself, but I will also read them out loud to you. You must then answer the question the best you can. Since there are three questions, we should number our index card. It should look like this.”
  - Point to the board where there is a 1, 2, 3 listed vertically.
  - Allow time for the students to number their cards.
- “Also, put your name at the top.”
  - Point to the board where there is a name written at the top.
  - Allow time for the students to write their names.
- “Here we go. Question 1: write down what suffix did we talk about today?”
  - Allow time for the students to respond.
- “Question 2: Cry. Now, that does not mean sit here and cry. I want you to change this word to present tense using our suffix from earlier today. In the box that is right after the word cry, I want you to write the suffix. Just to repeat it, I want you to write the suffix that would go in the box that is right after cry. I know you guys do not have a box on your papers, so you can just write the three letters.”
  - Allow time for the students to respond.
- “Question 3: Try. I want you to make this word present tense. What suffix would go in the box to make this word present tense? When you think of it, write down the three letters on your paper.”
  - Allow time for the students to respond.
- “Does anyone need me to repeat the questions or need me to explain it more? If you do, please raise your hand.”
  - Allow time for the students to respond.
- “When you are finished, make sure your name is on it, and you have answered all of the questions. I will dismiss you buy table to hand in your index card. Please hand your index card into the language arts tray. It is the tray with the pencil on it.”

A form titled 'Suffix -ing Review' with a 'Name' field at the top. Below the title are three numbered questions:

1. What suffix did we talk about today?
2. Cry
3. Try

At the bottom of the form, it says 'Suffix –ing Exit Slip Questions'.

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a. Dismiss the students by table.

**Formative Assessment: How will I prove the students are ready to move on?**

The three question exit slip (shown to the right) will help me recognize if the students are ready to move on or if we need to review more. These three questions relate to the –ing suffix that we talked about today, and how the –ing changes the verb to the present tense.

Name \_\_\_\_\_

Suffix -ing Review

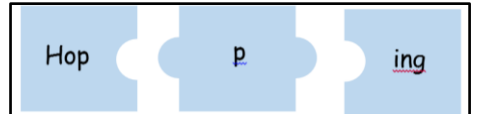
1. What suffix did we talk about today?

2. Cry

3. Try

**Day 2**

**Objective:** By the end of the lesson, students will be able to create the present tense form of CVC words by using puzzle pieces to link together the CVC word, it's extra consonant, and the –ing suffix.



**2 hours**

**Set-up/Prep:**

- Print out the action cards
- Laminate the action cards
- Cut out the action cards
- Make the puzzle pieces
- Print puzzle pieces
- Cut out puzzle pieces
- Laminate puzzle pieces
- Put the puzzle pieces in zip lock bags
- Write objective on the board

**3 minutes**

**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**

1. “We will be playing a quick game to start out today’s lesson. This game is going to use action cards.”
  - a. Show the students the actions cards.
2. “Each action card has a picture the front. This is the action that you will try to perform. All of these actions end in –ing. There is also the action name on the back.”
  - a. Show the students the back side.
3. “As we flip through these cards, I will say the action, and then you have to quickly act it out. For example, if I showed you this picture.”
  - a. Show the picture of the bunny hopping. ‘Hopping’ is our action word that the students must act out.
4. “I would say ‘hopping’. When I say this, you guys would start hopping like your best bunny rabbits.”
  - a. Model a bunny rabbit hop.
  - b. Have them practice their bunny hops.
5. “Let’s practice two more together, and then you will get to go without my help. The next one is ‘swimming’.”
  - a. Show the students the action card.
6. “If the action card is ‘swimming’, then we must act it out.”
  - a. Model swimming in a fake pool.
  - b. Have the students mimic the swimming action.
7. “Remember these are all action words that end in –ing. Our last example as a group is ‘running’. This action card shows a person running. Now, we need to act it out. Let’s go running in place.”
  - a. Model for the students what running in place looks like.
  - b. Have the students mimic the running action.
8. “Now, it is your turn to do it as a group with no action help from me. Remember, stay in your own personal bubble and one spot. These are non-locomotor movements so that means we stay in one spot and do not move from that spot. Thumbs up if you are ready to go.”
  - a. Allow time for students to respond.
9. I will show them several action cards. Each action card ends in –ing. As I quickly flip through the cards, I will read off what the action is. I will then wait for the students to act it out. We will go through these words three times. Each time, I will move a little faster and the students will have to try and keep up. Listed below are the CVC + -ing words that will be on the action cards.
  - a. CVC + -ing words
    - i. Sitting
    - ii. Jogging
    - iii. Running
    - iv. Wagging
    - v. Napping

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	<p>vi. Snapping</p> <p>10. Transition: “Let’s go patting our heads and rubbing our tummies back to our seats. Patting and rubbing both end in –ing! You have 30 seconds to move back to your desk. This does not require a voice. You may begin.”</p>
<p><b>6 minutes for explanation and for the students to do the whiteboard examples.</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"><li>1. “During our action card game, we had to act out words that ended with the suffix –ing. Remember King Ing, he still wants us to turn words into the present tense using –ing. The present tense means it is happening right now. –Ing is cool, he knows what all the favorite toys and clothes are here in the present times. Today, we are going to continue talking about –ing. Our goal for the day is on the board. It says, I can add –ing to CVC words. Sometimes, -ing can be tricky. This happens when we have CVC words. CVC words start with a consonant, have a vowel in the middle, and end with a consonant. What are the vowels?”<ol style="list-style-type: none"><li>a. Allow time for students to respond.</li></ol></li><li>2. “Consonants are all of the other letters. Thumbs up if you think ‘p’ is a consonant. Thumbs down if you think ‘p’ is a vowel.”<ol style="list-style-type: none"><li>a. Allow time for the students to respond.</li></ol></li><li>3. “‘P’ is a consonant. What about ‘t’; is ‘t’ a vowel or a consonant. You guys can say your answer out loud.”<ol style="list-style-type: none"><li>a. Allow time for the students to respond.</li></ol></li><li>4. “Yes, ‘t’ is a consonant. King Ing tries to trick us when we try add –ing to a word that ends in a consonant. Let’s look at ‘pop’ for example.”<ol style="list-style-type: none"><li>a. Write ‘pop’ on the board.</li></ol></li><li>5. “‘Cut’ is a consonant-vowel-consonant word or a CVC word. ‘C’ is the consonant. ‘U’ is the vowel. ‘T’ is the other consonant.”<ol style="list-style-type: none"><li>a. Point to each letter on the board as you say it.</li></ol></li><li>6. “We want to make this word present tense, so we need to add the –ing suffix. Remember, -ing helps make some of our verbs present tense. When a word ends with a consonant, like ‘t’, and we want to add –ing, we need to double the consonant. That means we need two of that end letter. I would double the ‘t’ for ‘cut.’”<ol style="list-style-type: none"><li>a. Demonstrate this by writing another ‘t’ on the board and then add –ing.”</li></ol></li><li>7. “Do you see here that I now have two ‘t’s instead of one?”<ol style="list-style-type: none"><li>a. Underline the two ‘t’s in the word ‘cutting.’ This will help visual learners recognize that there are now two ‘t’s instead of one.</li></ol></li><li>8. “We have two of the end consonant instead of one. Let’s have you practice with me. We will do a few examples together. Will the table manager from each table grab the whiteboards from your end table tub?”<ol style="list-style-type: none"><li>a. Allow time for the students to get organized.</li></ol></li><li>9. “We will not be drawing on the board until I say so. If you choose to doodle, you will have to put your board away and write this on a piece of paper instead. One of our examples it ‘put.’ Does ‘put’ end with a consonant?”<ol style="list-style-type: none"><li>a. Write the word ‘put’ on the board.</li><li>b. Allow time for the students to verbally respond.</li></ol></li><li>10. “It sure does! ‘T’ is a consonant. When we want to add the suffix –ing to make this word present tense, we must have two of the end consonants. On your whiteboards, show me what it would look like if we had two of the end consonants in this word. I only want you to double the end letter. No need to have the rest of the word. Double the last letter of the word ‘cut.’ That means we need two total.”<ol style="list-style-type: none"><li>a. Allow time for the students to write on their whiteboards.</li></ol></li><li>11. “On your whiteboards, you should have just ‘tt.’ Does everyone understand what I want them to do?”<ol style="list-style-type: none"><li>a. Allow time for a response.</li></ol></li><li>12. “The next word is ‘pop.’ King Ing wants us to change it to ‘popping’, but before we add the –ing, we need to make sure we have to of the end consonant.”<ol style="list-style-type: none"><li>a. Underline the ‘p’ so the students realize that it is the end consonant in that word.</li></ol></li><li>13. “Show me what it would look like if we had two of this consonant.”<ol style="list-style-type: none"><li>a. Allow time for the students to write it down.</li></ol></li><li>14. “Yes, we would have to ‘p’s.”<ol style="list-style-type: none"><li>a. I will write ‘pp’ on the board so the students know that is what their answer should look like.</li></ol></li><li>15. “Now, we are going to add a little more to this. Is this word ready to have its –ing suffix?”<ol style="list-style-type: none"><li>a. Point to ‘popp.’</li></ol></li><li>16. “It is ready, because he has double his end consonant, or you could say, he has two of the same consonants at the end. Erase your boards and we will try another one. The next word is ‘dim.’”<ol style="list-style-type: none"><li>a. Write ‘dim’ on the board.</li></ol></li><li>17. “We know that ‘m’ is a consonant, so what do we do if we want to add the –ing suffix?”<ol style="list-style-type: none"><li>a. Allow time for the students to respond.</li></ol></li><li>18. “Yes, we need to have two of our end consonant before we can add –ing. I want you to double its end consonant. That means there needs to be two of the end letter in total.”<ol style="list-style-type: none"><li>a. Underline the ‘m,’ so they understand what is being doubled.</li><li>b. Write ‘dimmm’ on the board.</li></ol></li><li>19. “Are we ready to add our –ing suffix?”<ol style="list-style-type: none"><li>a. Allow them time to respond.</li></ol></li></ol>

## Word Study Lesson Plan Template

### Suffix –ing

Erin Delger

20. “Yes. We are ready to add –ing. Great job!”
  - a. Write ‘dimming’ on the board.
21. “My helpers will hand out a word list, and a bag of puzzle pieces to each student. When you get your bag, slide it to the top of your table. We will not be opening them right away.”
  - a. Allow time for the supplies to be handed out.
22. “For your activity today, we want to add the –ing suffix to the end of each words on your word list. All of these words on your list end with a consonant. That means we would need to double it. This is where your puzzle pieces come into play. First, find the word that is written on your word list. Will someone read that word for us?”
  - a. Point to first word on the list.
  - b. Allow time for a student to read the first word.
23. “‘Hop’. Let’s find our puzzle piece that says ‘hop.’”
  - a. Allow time for a student to find the word.
24. “Now, we need to look in our puzzle bag for a consonant that matches our end consonant in ‘hop.’ What is our end consonant in ‘hop’, class?”
  - a. Allow time for a student to respond.
25. “Yes, the end consonant it ‘p.’ We need to find our puzzle piece that has just this letter on it. Your task is to find the puzzle piece that only has the ‘p’ on it.”
  - a. Allow time for the students to find it.
26. “Do those puzzle pieces match up?”
  - a. Allow students time to respond.
27. “They sure do! Are we ready to add our –ing, now?”
  - a. Allow time for a student to respond.
28. “Yes, we are! Now you need to find the puzzle piece that has the suffix –ing.”
  - a. Allow time for a student to find the –ing puzzle piece.
29. “On your word list, you need to write down what it says on each of your puzzle pieces. For this one we would write ‘hopping.’”
  - a. Write ‘hopping’ on the board.
30. “This is what should go in the space that is next to ‘hop’.”
  - a. Point to the space on the word list.
31. “Let’s do one more. Find the second word that is written on your word list. Will someone read that word for us?”
  - a. Allow time for a student to read the first word.
32. “‘Hum’. Let’s find our puzzle piece that says ‘hum’.”
  - a. Allow time for a student to find the word.
33. “Now, we need to look in our puzzle bag for a consonant that matches our end consonant in ‘hum.’ What is our end consonant in ‘hum’, class?”
  - a. Allow time for a student to respond.
34. “Yes, the end consonant it ‘m’. We need to find our puzzle piece that has just this letter on it. Your task is to find the puzzle piece that only has the ‘m’ on it.”
  - a. Allow time for the students to find it.
35. “Do those puzzle pieces match up?”
  - a. Allow students time to respond.
36. “They do! Can we add our –ing, now?”
  - a. Allow time for a student to respond.
37. “Yes, we can! Now you need to find the puzzle piece that has the suffix –ing.”
  - a. Allow time for a student to find the –ing puzzle piece.
38. “What should you write on your word list now?”
  - a. Allow time for the students to respond.
39. “Yes. You would write ‘humming’ in the blank space next to ‘hum’.”
  - a. Point to the blank space.
  - b. Write ‘humming’ on the board.
40. “There are five more words on your word list. You need to double the consonant of each word and add –ing to all of them. You will use your puzzle pieces to help you out. Do not forget to write the new –ing word in the space next to the old word. If you are confused, look at the two examples we did together. If you still need help, ask a friend. If you still need help after that, come and find me. When you are done, hand in your word list. Make sure your name is on it. Next, put your puzzle pieces back into the bag. Your table manager will pick them all up after everyone is finished. If you finish before your friends, look at our “I’m Done, Now What” chart. Pick one of those activities. You may begin.”
  - a. Allow students approximately seven minutes to complete the assignment. Give the students a two minute and one minute warning. At the one minute, they must be cleaning up.
41. “This is your two minute warning.”
42. “This is your one minute warning. You need to start cleaning up.”
43. Transition into review: “Hands free eyes on me.”



# Word Study Lesson Plan Template

## Suffix -ing

Erin Delger

**7 minutes for puzzle activity**

**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

- During the explanation portion, we will talk about adding -ing to CVC words. To help the students better understand this concept, I will have them write parts of the word on their white boards. This is a hands on activity that will help them stay engaged until the puzzle activity.
- For the puzzle pieces activity, the students will be working on adding the suffix -ing to CVC words. The rule for the day is that they have to double the end consonant before they add the suffix -ing. For example, with the word 'mop' they would have to double the 'p' before they could add -ing (mopping). For the exploration portion of this lesson, the students will work on this rule. They each will have a bag of puzzle pieces. In the bags, they will have the root words that are listed on their word list. Once again, these are the words that will be on the word list:
  - Hop
  - Run
  - Jog
  - Mop
  - Dig
  - Win
- Along with all of these CVC word puzzle pieces, the students will have puzzle pieces that have a 'n,' 'p,' and 'g.' These pieces will help the students remember that they need to double the consonant before they add -ing. There will also be one puzzle piece that has -ing on it. These puzzle pieces will help the students link the idea that if the verb is a CVC word, they need to double the consonant before they add the suffix. The students will have to write down this new present tense word on their word list. By writing down this new form of the word, I will be able to formatively assess them.
- 

CVC and the Suffix -ing  
Word List

Directions: Help King Ing put these CVC words in the present tense. Use your puzzle pieces to help you understand how to add -ing to CVC

Wag	Wagging
Hop	
Run	
Jog	
Mop	
Dig	
Win	

Word List

CVC + C + -ING Puzzle Pieces

**1 minute**

**Review (wrap up and transition to next activity):**

- "Let's see if we completed our goal for the day. I can add -ing to CVC words. Remember, that adding the -ing puts the verbs into present tense. If our word is a CVC word, what do we have to do before we add -ing?"
  - Allow time for the students to answer.
- "Yes, we have to double the end consonant before we add -ing."
- "Tomorrow, we will be talking about -ing even more! We will be learning about adding -ing when the word ends with 'e'. Now, we are going to move to reading time."

**Formative Assessment: How will I prove the students are ready to move on?**

The formative assessment for this assignment is the word list the students use while working on piecing the CVC and -ing puzzles together. This word list has the root CVC word already on it. Next to the root CVC word is a blank space; this is where the students will write the present tense form of the CVC word. I will assess that the students are doubling the consonant before they add the -ing suffix.

CVC and the Suffix -ing  
Word List

Directions: Help King Ing put these CVC words in the present tense. Use your puzzle pieces to help you understand how to add -ing to CVC

Wag	Wagging
Hop	
Run	
Jog	
Mop	
Dig	
Win	

Word List

**Day 3**

**Objective:** By the end of the lesson, students will be able to demonstrate that adding the suffix -ing to a word that ends in 'e' makes the 'e' go away. The students will demonstrate this by using Lego manipulatives to help alter the word.

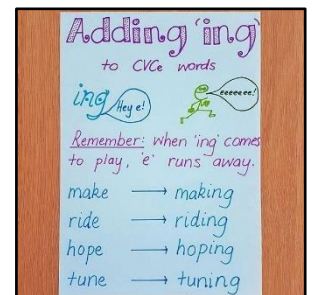
This idea was taken from the website linked below: <http://preschoolpowolpackets.blogspot.com/2016/01/spelling-with-legos.html>

## Word Study Lesson Plan Template

### Suffix –ing

Erin Delger

<p><b>Minutes</b> <b>2 hours</b></p>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Create a list of charades that end in –ing.</li> <li>• Create the –ing and ‘e’ anchor chart.</li> <li>• Write the letters on the Legos.</li> <li>• Divide the Legos up.</li> <li>• Put the correct amount of Legos in each bag.</li> </ul>
<p><b>4 minutes</b></p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ol style="list-style-type: none"> <li>1. “We are going to start today’s lesson by playing charades! Remember, charades is where you act out a word and your friends have to try and guess what you are doing. For our game today, all of the action words will end in –ing. Let’s do two practice examples, and then, I will let four of you act some out.”             <ol style="list-style-type: none"> <li>a. Act out smiling. Point to your smile so the students know what to focus on.</li> <li>b. Allow students to guess.</li> </ol> </li> <li>2. “Yes that charade was smiling. Smiling ends in –ing. Remember that when we add the suffix –ing it puts the word in the present tense. That means it is happening right now. I am smiling.”             <ol style="list-style-type: none"> <li>a. Model smiling again.</li> </ol> </li> <li>3. “Last practice example with me. Here is the charade.”             <ol style="list-style-type: none"> <li>a. Act out flying.</li> <li>b. Allow students to guess.</li> </ol> </li> <li>4. “The charade was flying. Flying ends with the suffix –ing. Does –ing put words in the past or present tense?”             <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>5. “The suffix –ing puts words in the present tense. That means the action is happening right now. You guys will get to play a few rounds, then we will work with –ing some more.”             <ol style="list-style-type: none"> <li>a. Allow time for the students to play. Listed below are the charades the students will be acting out.                 <ol style="list-style-type: none"> <li>i. Charades:                     <ul style="list-style-type: none"> <li>- Kicking</li> <li>- Laughing</li> <li>- Fishing</li> <li>- Swimming</li> </ul> </li> </ol> </li> </ol> </li> </ol> <p>Transition: “If you can hear me clap once. If you can hear me clap twice. If you can hear me clap three times.”</p>
<p><b>6 minutes to review and explain</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>1. “Our goal today is written on the board. It says, I can show how the ‘e’ disappears when I add –ing to a word that ends in ‘e’. Let’s talk about what we did yesterday. Raise your hand if you remember who King Ing is.”             <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>2. “Remember that King Ing is bossy, and he likes to add the suffix –ing to our words. When he adds –ing, the word if put into the present tense. That means it is happening right now. We are going to continue to talk about –ing and it’s friendship with ‘e’ the letter.</li> <li>3. <b>Transition:</b> “Soon, we will be moving to the carpet. When we move, do we run?”             <ol style="list-style-type: none"> <li>a. Allow time to respond.</li> </ol> </li> <li>4. “Do we push others?”             <ol style="list-style-type: none"> <li>a. Allow time to respond.</li> </ol> </li> <li>5. “If you choose to run, you will have to retry walking to the carpet. If you push or hurt others, you will have to sit out for part of our activity. You may walk to the carpet.”             <ol style="list-style-type: none"> <li>a. Allow time for the students to transition to the carpet near the anchor chart.</li> </ol> </li> <li>6. “Today’s anchor chart helps us understand the friendship between the letter ‘e’ and the suffix –ing. Whenever –ing wants to play, the letter ‘e’ runs away. The letter ‘e’, he does not want to play with –ing, so he disappears. Let’s practice a few together. Our first word is ‘make.’ I want to change this word to the present tense, so I need to add –ing because this suffix makes puts words in the present tense.”             <ol style="list-style-type: none"> <li>a. I will write the word ‘make’ on my small personal whiteboard.</li> </ol> </li> <li>7. “I know I need to add –ing, but there is an ‘e’ at the end! If there is an ‘e’ at the end I need to remember this friendship.”             <ol style="list-style-type: none"> <li>a. Point to the anchor chart.</li> </ol> </li> <li>8. “It says if –ing comes to play, ‘e’ runs away. The ‘e’ will disappear.”             <ol style="list-style-type: none"> <li>a. Erase the ‘e’ on the whiteboard to symbolize that it has disappeared.</li> </ol> </li> <li>9. “Now, I can add my –ing suffix to turn the word ‘make’ into its present tense form. The word is now, ‘making.’ Do you see how there is no ‘e’ after the ‘k’?” That is because he ran away! When –ing comes to play, ‘e’ runs away. Let’s try another. The next word is bake. King Ing wants this word to be in its present form. What suffix have we been practicing that will turn this word into its present form?”             <ol style="list-style-type: none"> <li>a. Allow students time to respond. They should respond with: “-ing.”</li> <li>b. While they are responding, write the word ‘bake’ on your personal whiteboard.</li> </ol> </li> <li>10. “Yes, we need to add –ing. Oh no! There is an ‘e’ at the end of bake. That means, we have to remember the –ing and ‘e’ friendship chart.”</li> </ol>



Anchor chart derived from Pinterest which was taken from an Instagram site:  
<https://www.instagram.com/p/BVrgWsLAvWm/?taken-by=thenovelclassroom>

## Word Study Lesson Plan Template

### Suffix –ing

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- a. Point to the anchor chart.
11. “When –ing comes to play, ‘e’ runs away. This means the ‘e’ disappears.”
  - a. Erase the ‘e’ on your whiteboard to symbolize that the ‘e’ has disappeared.
12. “Now that the ‘e’ has run away, we can add our –ing.”
  - a. Add on the –ing to the ‘bak’.
13. “We just took the word bake and changed it to its present form by adding –ing. We will do two more examples, and then you guys can move onto a fun activity. Our next word is ‘wake’.”
  - a. Write ‘wake’ on your whiteboard.
14. “King Ing is getting bossy again and he wants us to turn ‘wake’ into its present form. What suffix have we been talking about that will help us change ‘wake’ into its present form?”
  - a. Allow time for the students to respond.
15. “Yes, we need to add –ing. What letter is at the end of ‘wake’?”
  - a. Allow time for the students to respond.
16. “Yes, the letter ‘e’ is on the end of ‘wake’. This means we have to remember our friendship rule. When the –ing comes to play...”
  - a. Have the students fill in the rest of the phrase along with you.
17. “‘E’ gets scared and he runs away.”
  - a. Erase the ‘e’ on the word ‘wake’ to symbolize it has ran away.
18. “Now, what do I add?”
  - a. Allow time for the students to respond. The correct answer is –ing.
19. “Yes, we can now add our suffix –ing.”
  - a. Write the –ing portion on the board which now creates the word ‘waking.’
20. “Is this word in its present tense form?”
  - a. Allow time for students to respond.
21. “It sure is! Last one and then we get to move on to a super fun activity. Our final practice word is ‘fake.’”
  - a. Write ‘fake’ on the board.
22. “King Ing is telling us to put this word into its present tense form. That means it is happening right now. What suffix are we going to use to make this a present tense word? I will give you a hint, we have been talking about it for a couple of days now.”
  - a. Allow time for the students to respond.
23. “Correct. We add –ing. This word has an ‘e’ on the end, so we have to remember our friendship chart. When –ing...”
  - a. Allow the students to mimic what you are saying.
24. “Can someone show me how to make the ‘e’ disappear?”
  - a. Allow someone to come up and erase the ‘e’ at the end of ‘fake’.
25. “Now that ‘e’ is gone, what do we need to add?”
  - a. Allow time for the students to respond.
26. “Of course! We add –ing. The word ‘fake’ is now in its present form, ‘faking’. You guys are so good at taking away the ‘e’ and adding –ing. Do you think you can do it on your own?”
  - a. Allow time for the students to respond.
27. Transition: “Alright! We will be moving back to our desks. Remember that when we move around the room, we do not run or push. You know your expectations. You may walk back to your desk.”
  - a. All time for the students to get situated.
28. “You will each get a Lego bag that looks like this.”
  - a. Show the students the Lego bag.
29. “You will also get a word list like this.”
  - a. Show the students the word list.
30. “This list has five words on it. Make, bake, wake, rake, and take. King Ing wants you to change all five of these words into present tense words. That means we have to add –ing to the word. This is what we have been practicing today. All of these words end in ‘e’, so we have to remember our friendship rule. When –ing comes to play, ‘e’ runs away. This is when we get to use the Legos! Each bag has 1 –ing Lego.”
  - a. Show the students the –ing Lego.
31. “There is also an ‘m’, ‘r’, ‘t’, ‘w’, ‘b’, ‘a’, ‘k’, and ‘e’ Lego in each bag.”
  - a. Show these Legos.
32. “The classroom helpers will now hand each of you a bag of Legos and a word list. We are not ready to open the Legos, so please leave them shut.”
  - a. Allow time for the students to pass out the Legos.
33. “Our first step is to make the first word on our list. Can someone read the first word on the list?”
  - a. Allow for the student to read the first word, ‘make’.
34. “We will be using our Legos to build this first word on the list. When I say ‘go,’ I want you to spell out the word ‘make’. Everyone should have all of the pieces in their bag. If you do not know how to spell ‘make’, look at your list. If you are confused on how to put the Legos in the correct order, ask a friend. Go ahead, spell ‘make’. When you finish, hold it up.”
  - a. Allow time for students to use their Lego blocks to create the word ‘make’.

## Word Study Lesson Plan Template

### Suffix –ing

Erin Delger

35. “Good work. What happens in our friendship when –ing comes to play? What does ‘e’ do?”
  - a. Allow time for students to respond.
36. “Yes, ‘e’ runs away. If ‘e’ runs away, what should we do with our letter ‘e’ Lego?”
  - a. Allow time for students to respond.
37. “Yes, we pull off the letter ‘e’ Lego and put it to the side. What is our next step now that ‘e’ has run away?”
  - a. Allow time for the student to respond.
38. “Yes, we add the –ing block!”
  - a. Model adding the –ing block. The students should be mimicking what you are doing.
39. “We just turned ‘make’ (point to make on the word list) into ‘making’.’ ‘Making’ is the present tense form. King Ing would be so happy! To finish this step, we need to fill in the blank next to ‘make’.”
  - a. Point to the space next to ‘make.’
40. “This is where we would put the word we just made with Legos.”
  - a. Write the word ‘making’ on the board.
41. “This is what should be in your blank spot next to ‘make’.’ Thumbs up if you have made it to this step.”
  - a. Allow time for students to respond.
42. We will do one more example. Let’s pretend we have the word ‘smile’ and we wanted to add –ing.”
  - a. Write ‘smile’ on the whiteboard.
43. “What would I have to do with the ‘e’ at the end if I wanted to add –ing?”
  - a. Allow time for the students to respond.
44. “Yes, the ‘e’ would run away.”
  - a. Erase the ‘e’ to symbolize that he ran away.
45. “Now, I can add my –ing suffix.”
  - a. Write –ing to make the word ‘smiling.’
46. “If this was on our worksheet, I would write ‘smiling’ in the big box next the old word ‘smile’.”
  - a. Point to the appropriate box on the worksheet. This way, students will understand where to put the answer.
47. “You will have 7 minutes to work on this word list. When you finish, put your Legos in the bag, and hand in your word list.”
  - a. Write this on the board, so the students remember.
48. “If you finish early, look at the “I’m Done, Now What” chart. You can read, write, or work on other assignments. If you have any questions, just ask.”
  - a. Allow 10 minutes for students to work.
49. “This is your two minute warning. If you are done, the Legos need to be put away and the word list needs to be handed in.”
50. “This is your one minute warning. You need to begin cleaning up.”

**Transition into review:** “Hands free, eyes on me.”

**7 minutes to do Lego and word list activity**

**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

1. Students will be working with Legos to help them grasp the relationship between –ing and ‘e’. Each student will have a word list; all the words on this list end in ‘e’. They will also have a bag of Legos. In this bag, students will find one Lego with the –ing suffix written on it. They will also find single Legos that have one letter written on them; these letters include: a, k, e, m, b, r, w, and t. The students go down their word list and look at one word at a time. Once they have read the root word, they must make this word with the Lego pieces that were provided. When they are done connecting the Legos to make their root word, they will have to recall the rule that for adding –ing to a word that ends in ‘e.’ Once they remember the rule, they will have to remove the ‘e’ Lego and set it to the side. This symbolizes that the ending ‘e’ disappears when you want to add –ing. When they have removed the ‘e’, they can then add on the –ing Lego. This hands on activity will help them remember to remove the ending ‘e’ when adding –ing. After they have created the present tense word, they will write it down in the blank space that is to the right of the root word column.

CVCe Word List	
Directions: Use Legos to help you make the CVCe word. Then, remove the 'e' from the lego and add the -ing to make the present tense form of the word. Write down the present tense word in the space provided.	
CVCe Word	Present Tense
Make	
Bake	
Wake	
Take	
Rake	



This idea was taken from the website linked below:  
<http://preschoolpowolpackets.blogspot.com/2016/01/spelling-with-legos.html>

**1 minute**

**Review (wrap up and transition to next activity):**

## Word Study Lesson Plan Template

### Suffix –ing

Erin Delger

	<ol style="list-style-type: none"> <li>1. "Let's review. Which suffix have we been talking about that can change our words into their present tense forms?"             <ol style="list-style-type: none"> <li>a. Allow time for students to respond.</li> </ol> </li> <li>2. "Yes, -ing is our suffix that turns words to their present form. Remember, when –ing comes to play, 'e' runs away. If we have an 'e' on the end, he disappears and then we add on the –ing. Tomorrow, we will be talking about –ing even more. We will talk about what happens when a word ends in –ie and we need to put it into the present tense. Now, we are going to move to reading time. Please walk to the carpet."</li> </ol>
<p><b>Formative Assessment: How will I prove the students are ready to move on?</b>          The word list worksheet that the students fill out will help me assess who understand the rule. This formative assessment will judge which students understand how to add the –ing suffix to a CVCe word.</p>	
<p><b>Day 4</b>  <b>Objective:</b> By the end of the lesson, students will be able to convert words that end in –ie to the present tense by adding 'y' and the –ing suffix. They will convert the words by putting 'ying' stickers on top of the –ie ending.</p>	
<p><b>2 hours</b></p>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Create –ie to 'y' anchor chart.</li> <li>• Create a 'y' wand.</li> <li>• Create a 'ing' wand.</li> <li>• Print off verb sheets.</li> <li>• Laminate 6 verb sheets.             <ul style="list-style-type: none"> <li>○ Tie, Die, Untie, Lie, Cry, Run</li> </ul> </li> <li>• Print off index card words. (Assessment)</li> <li>• Print 'ying' onto star stickers.</li> </ul>
<p><b>2 minutes</b></p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ol style="list-style-type: none"> <li>1. "We are going to continue talking about our suffix –ing. Let's look at our objective. I can change verbs that end with –ie to 'y' and add –ing. When we add –ing to our verbs, we are putting them into present tense form. That means it is happening right now.</li> <li>2. "When we have a CVC verb that ends with a consonant, we need to double the consonant before we add –ing."             <ol style="list-style-type: none"> <li>a. Click through the slide so the 'put' to 'putting' example shows ups.</li> <li>b. Point to 'put' when mentioning a CVC verb.</li> <li>c. Then, point to the two t's when mentioning that the consonant doubles. This will help jog the students' memory.</li> </ol> </li> <li>3. "When we have word that ends with 'e,' we need to drop the 'e' and add –ing. Remember, when –ing comes to play, 'e' runs away."             <ol style="list-style-type: none"> <li>a. Click through the slide so the 'smile' to 'smiling' example shows up.</li> <li>b. Point to 'smile' when you mention a word that ends in 'e.'</li> <li>c. Point to 'smiling' when you talk about dropping the 'e' and adding –ing.</li> </ol> </li> </ol> <div data-bbox="938 911 1523 1243" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Suffix -ing Review</p> <p>CVC + -ing    Put    →    Putting</p> <p>'e' + -ing    Smile    →    Smiling</p> </div>
<p><b>2 minutes to explain –ie turning to 'y'.</b></p> <p><b>2 minutes to go through class examples.</b></p> <p><b>5 minutes for the students to partner work.</b></p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>4. "Today we are going to add one more rule. It is a little tricky because our letters turn into different letters. Do you want to know how they do this?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>5. "King Ing uses this wand to change words that end with –ie. He changes the –ie to a 'y'!"             <ol style="list-style-type: none"> <li>a. Show the students the 'y' wand. This wand has the letter 'y' on it to help us change our –ie words to 'y' before adding our suffix –ing.</li> </ol> </li> <li>6. "He is so bossy, he really wants our verbs to be in the present tense, so they are happening right now. I will show you how the wand works."             <ol style="list-style-type: none"> <li>a. Write the word 'tie' on the board.</li> </ol> </li> <li>7. "Here we have a word that ends with –ie. It says 'tie'. The King wants us to be tying his shoes right now, so he waves his magic wand to change the –ie on 'tie' to a 'y'."             <ol style="list-style-type: none"> <li>a. Wave your wand over the word 'tie' then smack it against the board like it is magnetic.</li> </ol> </li> <li>8. "Now, our word is ready for our present tense suffix. What suffix have we been talking about that puts verbs into the present tense?"             <ol style="list-style-type: none"> <li>a. Allow time for a student or students to respond.</li> </ol> </li> <li>9. "Yes, we are ready to add our suffix –ing to the word."             <ol style="list-style-type: none"> <li>a. Bring up the 'ing' wand and place it after the 'y' wand.</li> </ol> </li> <li>10. "This now says 'tying'."             <ol style="list-style-type: none"> <li>a. Write it on the board, so the students understand what it looks like as a whole.</li> </ol> </li> </ol>

## Word Study Lesson Plan Template

### Suffix –ing

Erin Delger

	<ol style="list-style-type: none"><li>11. "For your activity today, you and a partner will have a booklet full of pictures. There will be one picture and one verb that tells us what is happening in the picture. Each group of two will have a mini 'y' wand a mini 'ing' wand. You will go through each page of the book. If the word ends in 'ie' like this one, the partner with the 'y' wand will cover the –ie up.<ol style="list-style-type: none"><li>a. Show picture of a 'tie' since it ends with –ie.</li></ol></li><li>12. "Then, the other partner will take their 'ing' wand and place it right after the 'y' wand. You guys will take turns going holding both wands. You cannot have both of the wands. Your friend needs one, too. Be careful though, some of these pictures are words that do not end with –ie. If they do not end with –ie, you just skip to the next page. You have 30 seconds to walk and find a partner."<ol style="list-style-type: none"><li>a. Give the students 30 seconds to transition.</li></ol></li><li>13. "Student helpers will pass out one picture booklet to each table, one 'y' wand, and one 'ing' wand."<ol style="list-style-type: none"><li>a. Allow time for students to pass out supplies.</li><li>b. Booklet pictures include: tie, lie, wag, smile, cry, fly, die, lay, and talk.</li></ol></li><li>14. "We already practiced how to change the word 'tie', so let's practice two more in our book, and then I will let you work. The first picture of a person saying a 'lie'. Does 'lie' end with –ie?"<ol style="list-style-type: none"><li>a. Allow time for the students to respond.</li></ol></li><li>15. "Yes it does, so we need to change it. 'Y' wand holders, cover up the –ie."<ol style="list-style-type: none"><li>a. Allow time for all students to follow along and place their wands.</li></ol></li><li>16. "Now, 'ing' wand holders, you will place your wand right after the 'y' wand."<ol style="list-style-type: none"><li>a. Allow time for all students to follow along and place their wands.</li></ol></li><li>17. "You just made the word 'lying'. Turn the page to the next picture."<ol style="list-style-type: none"><li>a. Allow time for students to turn the page.</li></ol></li><li>18. "The next picture is 'wag'. Does it end with –ie?"<ol style="list-style-type: none"><li>a. Allow time for all students to respond.</li></ol></li><li>19. "No. Now we move on."<ol style="list-style-type: none"><li>a. Allow time for students to turn the page.</li></ol></li><li>20. "Our last group example is 'die'. We know it ends with –ie. Now what do we do?"<ol style="list-style-type: none"><li>a. Allow time for students to respond.</li></ol></li><li>21. "Yes, we need to change the –ie to a 'y'. Please move your 'y' wand."<ol style="list-style-type: none"><li>a. Allow time for students to place wand.</li></ol></li><li>22. "We turned –ie to 'y'. Now, what do we do?"<ol style="list-style-type: none"><li>a. Allow time for the students to respond.</li></ol></li><li>23. "We add the –ing suffix right after the 'y' wand."<ol style="list-style-type: none"><li>a. Allow time for the students to place 'ing' wand.</li></ol></li><li>24. "I will let you work with your partner. You have five minutes to work on this. If you get through the book, go through it again to practice. If you mess around with the wands, I will take them away, and you will have to hand write all of your answers."<ol style="list-style-type: none"><li>a. Allow time for the students to work.</li></ol></li><li>25. "This is your two minute warning."</li><li>26. "This is your 30 second warning. Please start putting your booklets up here at the front desk. Bring all of your wands to the front desk, too. When you are done cleaning up, return to your seat."</li></ol>
6 minutes	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>

# Word Study Lesson Plan Template

## Suffix -ing

Erin Delger

1. For the exploration, the students will pair up with one another. There will be 10 groups of two. Each group will get a mini 'y' and 'ing' wand. They will also get a picture book. The students must go through the picture book at least one time. When they move through the book, they must stop at each picture and identify if the action verb ends with -ie. If it does, the students will place their 'y' and 'ing' wand in the correct order to symbolize -ie turns to 'y' before adding the -ing suffix. If the word does not end with -ie, they just skip it and move onto the next. The students should get through the booklet at least one time. If they finish, they must go through it again.



Example of a picture found in their picture booklet.



Star wand idea derived from:  
<https://creativefamilyfun.net/magic-wand-reading-pointers/>

3 minutes to explain

2 minutes to complete exit slip

### Review (wrap up and transition to next activity):

1. Once the students have returned to their seat, have the student helpers hand out the index cards with the six printed words. Another helper can hand out the star stickers with 'ying' printed on them.
2. "Please take out a pencil and write your name at the top of the index card. Do not remove any stickers. Wait for instructions first."
  - a. Allow time for the students to write name and get situated.
3. "You each got one index card with these printed verbs. You also got three stickers that have 'ying' printed on them. You will go through each word and decide if you need to change the end letters to a 'y' and add the suffix -ing. You only have three stickers, and you will use all of them. We want to remember the rule from today. If it ends with -ie, we change it to 'y' and add the -ing. The 'y' and -ing is printed onto your star stickers. Let's do one on the exit slip and then let's make one up. The first one says 'tie'. If we want to make this word present tense, would we use one of our 'y' + -ing stickers?"
  - a. Allow time for the students to respond.
4. "Yes, we would because it ends with -ie. If our verb ends with -ie, we would change it to 'y' and add the -ing suffix. When I say so, take one of your stickers and place it over the -ie in the word 'tie'. This is how you will answer the exit slip. What if we had the word, 'make' on our sheet. Would we use one of the stickers?"
  - a. Allow time for the students to respond.
5. "Why would we not use a sticker?"
  - a. Allow time for the students to respond.
6. "It does not end with -ie so we do not use a sticker. You would just skip over it and move to the next one."
7. "You have two minutes to fill out your slip. Hand it into the language arts tray when you are done."

**Formative Assessment: How will I prove the students are ready to move on?**

## Word Study Lesson Plan Template

### Suffix –ing

Erin Delger

1. For the formative assessment, the students will receive an index card. Each index card will have six verbs printed on it. These verbs include:
  - a. Tie
  - b. Smile
  - c. Die
  - d. Lie
  - e. Take
  - f. Tap
2. They will also receive a sheet with three star stickers that have the letter ‘y’ and the –ing suffix (‘ying’) printed on them. The students will use these stickers to cover up the words that end in –ie. By covering up the words that end in –ie, the student will be demonstrating that they know –ie changes to ‘y’ when you want to add the –ing. These stickers that have ‘ying’ printed on them, help make the word present tense. I will provide the students with three stickers and remind them that they will use all of them. This assessment will help me judge who is understand that words that end with –ie change to ‘y’ before adding the suffix –ing.

1. t
2. smile
3. die
4. lie
5. take
6. tap

#### Day 5

**Objective:** By the end of the lesson, students will be able to demonstrate their knowledge about the suffix –ing by completing a unit test that incorporates the three rules we have talked about throughout this week.

**40 minutes**

**Set-up/Prep:**

- Update review power point from yesterday.
- Create the test.
- Write objective on the board.
- Write previous objectives from this lesson on the board.
- Write supplies list on the board (pencil, eraser, and one colored pencil).

**2 minutes**

**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**

1. “Repeat the last word I say. If I say, ‘we are patting’ you guys would say the last word which is patting. Here we go. We are flying.”
  - a. Have students repeat (flying).
2. “We are crying.”
  - a. Have students repeat (crying).
3. “We are clapping.”
  - a. Have students repeat (clapping).
4. “We are patting.”
  - a. Have students repeat (patting).
5. “We are tying.”
  - a. Have students repeat (tying).
6. “We are going to do it again, this time adding actions. Follow me and do not forget to repeat the last word I say. We are flying.”
  - a. Have students repeat (flying).
  - b. At the same time, students should be doing an action that goes with the word.
7. “We are crying.”
  - a. Have students repeat (crying).
  - b. At the same time, students should be doing an action that goes with the word.
8. “We are clapping.”
  - a. Have students repeat (clapping).
  - b. At the same time, students should be doing an action that goes with the word.
9. “We are patting.”
  - a. Have students repeat (patting).
  - b. At the same time, students should be doing an action that goes with the word.
10. “We are tying.”
  - a. Have students repeat (tying).
  - b. At the same time, students should be doing an action that goes with the word.
11. “This round, we are going to say it and act it out super-fast. Here go.”
  - a. Repeat the prior chants and actions. This time, everything should be fast.
12. “If you can hear me, clap two times and find your desk.”



# Word Study Lesson Plan Template

## Suffix -ing

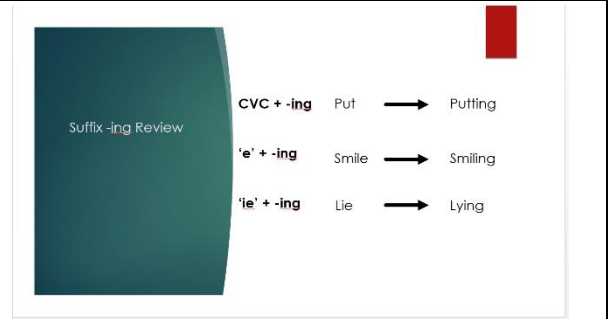
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1.5 minutes  
to review;

3 minutes  
to explain  
the  
worksheet.

Explain: (concepts, procedures, vocabulary, etc.)

1. "Here is today's goal. I can show what I know about the suffix -ing by completing a worksheet."
  - a. Instead of calling it a test, I chose to call it a worksheet. This will help reduce any testing anxiety. This worksheet will have several questions about the four rules we talked about this week.
    - i. Adding the -ing suffix.
    - ii. CVC + -ing suffix
    - iii. Words that end with 'e' + the suffix -ing.
    - iv. Words that end with 'ie' + the suffix -ing.
2. "We are going to quickly review what we have learned about the suffix -ing this week."
  - a. Pull up power point from the previous lesson. This time, the power point has the -ing rule that was taught yesterday.
3. When we add -ing to a verb it puts that word into its present tense form. That means it is happening right now. The present tense form happens, RIGHT NOW. I am walking. What am I doing?"
  - a. Allow the students time to reply.
4. "Yes, I am walking. It is happening right now. Walking has the -ing suffix. What do we do if our word ends with an 'e'?"
  - a. Display the 'make' to 'making' example from the power point.
5. "The 'e' disappears. Now, we can add -ing. Remember, when -ing comes to play, 'e' runs away. What if we have a verb that ends with -ie? What should we do before we add the suffix -ing?"
  - a. Display the 'tie' to 'tying' example from the power point.
6. "We change the -ie to a 'y'. Now, we are ready to add the -ing."
7. "Today, you are going to be completing a worksheet that is about all of the rules that we learned this week. This worksheet will help me see what you know about the suffix -ing. Here are the supplies that you will need for this worksheet."
  - a. The supplies list will be previously written on the board.
8. "You need a pencil, an eraser, and one colored pencil. Please get your supplies out now. When you have them out, place them at the top of your table, so I know you are ready."
  - a. Allow time for the students to retrieve their supplies.
  - b. Have student helpers pass out the worksheet.
9. "You each should have a worksheet. We will ready through the directions as a class and go through the examples. If you have any questions, ask. First, write your name at the top of the page."
  - a. Point to the top of the page, so students know where to put their names.
10. "The first set of directions says, 'Circle the answer.' If we look at number one it says, 'Adding the -ing makes the word: present tense or past tense.' If you think it is present tense that is what you would circle. If you think it is past tense, then you would circle past tense. Any questions?"
  - a. Allow time for questions.
  - b. Point to this example as you go through it.
11. "The next directions say, 'In the box, write the suffix to put the word in the present tense.' If we look at number one, the word is 'fly' and then there is a box right after it. You would right your suffix in this box. Think about the suffix we have been talking about a lot lately. Any questions?"
  - a. Allow time for questions.
  - b. Point to this example as you go through it.
12. "If we flip the paper over, we can find our next set of directions. These directions say, 'these verbs end with 'e'. Change them into the present tense by adding the suffix -ing. Write your answer on the line. Be careful with these ones; they can be very tricky. Let's look at the example that they gave us. The word was 'make', so they had to drop the 'e' before they could add -ing. The new word is 'making'. Do you see that?"
  - a. Point to this example.
13. "Let's look at number one in that section. The word is 'take'. You have to change that word to present tense form. Use the example they did for you to help with these questions. When you have your answer, you will write it on the dotted line. Any questions?"
  - a. Allow time for questions.
  - b. Point to this example as you go through it.



## Word Study Lesson Plan Template

### Suffix -ing

Erin Delger

14. "The last directions say, 'Color in the wand that correctly changes the underlined verb.' This is the section you will be allowed to use your colored pencil. If you use your colored pencil for the whole thing, you will have to redo it. If you did not put a colored pencil on your desk, you cannot search through your desk to find one. You will just have to use your pencil. Let's look at the example they did for us. It says, 'I am tie my shoes.' Does that sound right?"
  - a. Allow time for a response.
15. "No, it does not make sense. Which word is underlined for us in the example one?"
  - a. Allow time for a response.
16. "'Tie' is underlined for us. This is the word that we have to add our -ing suffix to. But be very careful, these are tricky. Remember our rule if the word ends in -ie we need to change it to 'y' before adding -ing. That is why they colored in the first star because they changed the -ie to 'y' before adding the -ing suffix. Let's look at the first one in that section. The sentence says, 'We are not lie.' That sounds silly. We can see that 'lie' is the underlined word in this sentence. That means you guys will need to change the verb 'lie' a little bit before you add -ing. Any questions?"
  - a. Allow time for questions.
  - b. Point to this example as you go through it.
17. "You guys will have about five to seven minutes to finish this worksheet. When you are done, hand it in to the language arts tray and look at your 'I'm Done, Now What' chart for something to do. We are working on our own, so we need a voice level of zero. You may begin."
  - a. Allow time for the students to work.
18. "This is your two minute warning."
19. Transition: "Hands on top, everyone stop."

5-7 minutes to fill out the worksheet

**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

1. During the explore portion, students will be working independently on a suffix -ing worksheet. This is their summative assessment as well. This document is technically a test, but I prefer to call it a worksheet. By taking the test title off, students will be more relaxed about completing the assignment. This way I know they are truly expressing what they know. Fear and anxiety are not clouding their brain like the word 'test' often does. I hope by calling it a worksheet, the summative assessment will be a more accurate representation of what the students know. Listed in this section is the worksheet that will be handing out for the exploration. The worksheet will be double sided, and the print is large enough for the students to read. I kept the questions to a minimum to help keep up the engagement level. This hands on activity will help solidify some of the -ing rules.

### Suffix -ing

Name: \_\_\_\_\_

Directions: **Circle** the answer.


1. Adding the -ing makes the word:
 

Present Tense	Past Tense
2. We are _____ .	
Playing	Playing
3. Today, I am \_\_\_\_\_ .
 

Bakeing	Baking
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Directions: In the **box**, write the suffix to put the word in the present tense.

1. Fly
2. Talk



### Suffix -ing



Directions: These verbs end with 'e'. Change them into the present tense by adding the suffix -ing. Write your answer on the dotted line.

Example: Make → Making



1. Take → .....
2. Smile → .....



Directions: Color in the wand that correctly changes the underlined verb.

Example: I am tie my shoes.

	
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1. We are not lie.
 

	
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2. Our plant is die.
 

	
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3 minutes

Review (wrap up and transition to next activity):

## Word Study Lesson Plan Template

### Suffix –ing

Erin Delger

1. “This week we got to learn a lot about the suffix –ing. I have put all of our goals this week on the board.”
  - a. Point to objectives
2. “I can add the suffix –ing onto words. Thumbs up if you can do that, and thumbs down if we need more help.”
  - a. Allow time for thumb response.
3. “I can add the suffix –ing to CVC words. Thumbs up if you can do that, and thumbs down if we need more help.”
  - a. Allow time for thumb response.
4. “I can add the suffix –ing to verbs that end with ‘e’. Thumbs up if you can do that, and thumbs down if we need more help.”
  - a. Allow time for thumb response.
5. “I can add the suffix –ing to verbs that end with ‘ie’. Thumbs up if you can do that, and thumbs down if we need more help.”
  - a. Allow time for thumb response.
6. “I can show what I know about the suffix -ing by completing a worksheet.” Thumbs up if you can do that, and thumbs down if we need more help.”
  - a. Allow time for thumb response.
7. “You guys worked really hard today! I am excited to see what you know about the suffix –ing. Now, we are going to waddle to the reading carpet because we will be reading *Tacky, the Penguin* by Helen Lester.”

#### Formative Assessment: How will I prove the students are ready to move on?

Not Applicable

#### Summative Assessment: How will I prove the students are ready for the next skill?

The summative assessment for this activity is a unit or skill test. I have decided to give it the title worksheet instead of test. This worksheet will have a general over of the four concepts we talked about this week. These four topics include:

- Adding the –ing suffix to verbs. This is where the students can simply put on the –ing suffix without having to alter the root word. For example, ‘fly’ to ‘flying’.
- Adding the suffix –ing to CVC words. This requires the students to double the last consonant before adding –ing. For example, ‘pop’ to ‘popping’.
- Adding the suffix –ing to words that end with ‘e’. For this, the children have to drop the ‘e’ and add –ing. An example would be ‘make’ to ‘making’.
- Adding the suffix –ing to words that end with ‘ie’. This is where the students have to change the –ie to a ‘y’ before adding –ing. For example, ‘die’ to ‘dying’.

There are few questions on this double sided assessment. The students will be able to quickly fill out the worksheet. By looking at these assessments, I will be able to see which students are struggling with the –ing suffix rules. These questions are tailored to correspond with the four rules we went over. If a person is consecutively getting a particular type of question wrong, I will be able to recognize which rule that follows and be able to help the student.

Alterations to Lesson: For the summative assessment, I will go through every section with the students. I will read them the question and allow time for them to respond. If they finish with the section, they will flip over their paper, so I know that they are ready to move on. I may also do a check in by saying, “show me with your hands how many more minutes you need for this section or question.” This way I would be able to observe if I need to give them more time. If one particular student is taking longer than other, I will re-explain the directions. If that is not helpful or if other students are waiting too long, I will move onto the next section. When the students finish, I will gather the students that fell behind and work one on one with them; this way they are able to have a better understanding and will be more successful on the assessment.