

Word Study Lesson Plan Template

<p>Grade: 1st 1.L.2</p> <p>i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>Objective: By the end of the unit, the students will be able to demonstrate how properly add the suffix –ing to base words, using four different rules.</p>	<p>Subject: Language Arts</p>
<p>Materials:</p>	<p>Technology Needed: ipad with Kahoot! App, projection board to display kahoot questions</p>
<p>Learning Level of the Group</p> <ul style="list-style-type: none"> at proficiency 	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> Students will be in a group of six at the back table for all of the full group lessons. Students will be called to the back table and are expected to walk back when it's time. Talking partners are the people that are sitting right next to them. When transitioning to an activity students are expected to stay close to the back table and may move when they get their materials. 	<p>Behavior Expectations</p> <ul style="list-style-type: none"> Students are expected to use an Level 1 (quiet inside) voice when they are working with their partner. Students are expected to stay close to the back table when working independently. Students should raise their hand when answering a question to avoid blurting. Students are expected to be attentive throughout lesson.
<p>Day 1:</p> <ul style="list-style-type: none"> Introduce the suffix –ing. Double the consonant, add –ing. <p>Objective: By the end of this lesson, the student will be able to identify words in which they need to double a consonant and add –ing by playing Double Trouble.</p>	
<p>Minute</p> <p>5 10</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> Print, laminate, and cut letters Print, laminate, and cut suffix –ing Get a hula hoop
<p>3</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> “Today we are going to be learning about the suffix –ing. Remember, a suffix is letters that are added onto the end of the word to change it. When a suffix is added to a verb, which is an action word, it changes when in time the verb is happening. When we add –ing to a root word verb, it means the action is happening right now, in the present. We are going to watch a little song video in which they practice adding –ing to root words. I want you to play close attention to which root words you saw in the video.” Play: https://www.youtube.com/watch?v=UjVv0nXPP0c <ul style="list-style-type: none"> This video introduces the –ing sound in a fun, song-like way.
<p>5</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> “Turn and talk to your neighbors about what words were in the video that ended in –ing.” <ul style="list-style-type: none"> Give students time to turn and talk “Attention back on me in 5..4..3..2..1...eyes on me please.” “-ing is a suffix that makes the /-ing/ sound. Let’s practice saying that sound.” <ul style="list-style-type: none"> Have students practice saying that sound a few times “We add –ing to word to make the verb present tense. There are four rules for adding –ing to the end of a root word. This week we are going to go through each of these rules one at a time and we will practice using all of the rules. The first rule that we are going to go through is called: Double the consonant and add –ing. We call it this because it is exactly what we do. If a word has a short vowel sound, this is when we double the last letter and add –ing. An example of this is the word tap. We hear the short /a/ sound. So tap in the present would become tapping. I double the p and add -ing. The bird was tapping on the tree branch. Tapping” <ul style="list-style-type: none"> As I would do this, I would be writing these on the board. “Let’s do another one together. Our word is shop. Do we have a short or long vowel sound? Yes, we have a short vowel sound, so we double the consonant and add –ing. Which letter do I add? Yes, a p. So now we have shopping. How would we use the word shopping in a sentence?” <ul style="list-style-type: none"> Allow students to answer with a sentence. Continue practicing if needed. If not, move to explore. Other example words: Hug-hugging, jog-jogging, hop-hopping, etc.
<p>10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>

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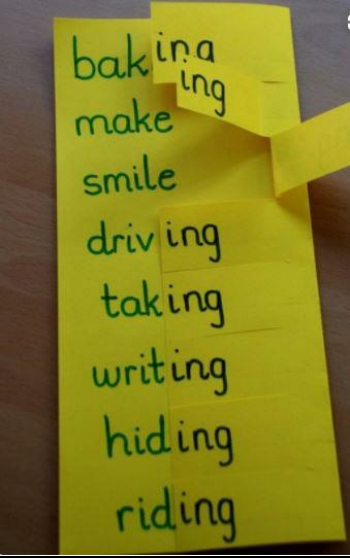
- “We are now going to play a game called double trouble. This is a game where we will practice doubling our consonant and adding –ing. I am going to spread out all of these letters on the table. Then when I say a word, we will take a turn to each find a letter that goes into that word and line up in the order that spells the word. Then, one of you each round will be in charge of deciding if we need to double the consonant, then also grabbing the letter that needs to be doubled. One of you each round will be the –ing person, the person that will add our suffix at the end. Finally, each round we will have a trouble tracker who will put the hula hoop around our double letters.”
 - Students in the small group will now take turns doing each of the parts, practicing doubling the consonant and adding –ing. All of the students will have a part every round because there will only be 5-6 kids in the group.
- Give students the word. Let them figure out how to sound out and spell it. Then have them practice doubling the consonant and adding –ing. Have the students say the word out loud. Then use it in a sentence for them so they can figure out present tense verbs work. Finally, have the trouble tracker circle the double consonant using the hula hoop and putting it around the children who are holding those letters.
- Words to practice: run—running, rip—ripping, dig—digging, grip—gripping, skip—skipping, mop—mopping, blog—blogging, hit—hitting,
- Reflective Questions: How do you know to double the consonant? What do we do to add –ing to that word? Which letter do you double? Why?



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5	<p>Review (wrap up and transition to next activity): “Today we learned our first –ing rule: Double the consonant and add –ing. We learned that we have to double the last consonant when we have a short vowel sound in order to add the –ing sound. Before we are done with this rotation I am going to give you two example words. I want you to use this sticky note as your exit slip. I will give you two root words. You will figure out how to properly add –ing to both words. I need you to circle the double consonant, you are all now trouble trackers. When you are done you may go back to your desk and read a book from your book box. Make sure you put your name at the top. Tomorrow we are going to learn another rule for adding –ing.”</p>
<p>Formative Assessment: How will I prove the students are ready to move on?</p> <ul style="list-style-type: none"> Exit slip: students will be given two words (sit and plug) and they will have to double the consonant and add –ing. The students will circle the double consonant to demonstrate their understanding of this rule. They will do this on a sticky note. I will then document who needs more practice and who understands based on their answers. 	
<p>Day 2</p> <ul style="list-style-type: none"> Review –ing, double consonant add –ing. Introduce drop the e, add –ing. <p>Objectives: By the end of this lesson, students will understand how to drop the e and add –ing by creating a tool using construction paper, markers, and scissors.</p>	
Minute 3	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> Get a word list ready get out scissors, construction paper and markers
3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> “Yesterday we practicing adding –ing by adding a consonant, to make a double consonant and then adding the suffix –ing. Turn and talk to your partner about some of the words we can do this with. What was the rule we learned yesterday?” <ul style="list-style-type: none"> Allow students time to turn and talk. “I need your attention back on me in 3...2...1.. eyes on me please. What was the rule we learned yesterday? What were some of the words we practiced yesterday when we played Double Trouble?”
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> “Today we are going to practice adding the suffix –ing, but we are going to learn a new rule. It is called: Drop the E and add –ing. Whenever we have a word that ends with an e, we simply get rid of the e to add –ing. Remember we add ing to make the verb present tense, meaning that it is happening now. So when we want to make our verb present by adding –ing but our word ends in e, we do not double any letters, we simply drop the e and add –ing.” “An example of this would me the word bake. The mom is baking cupcakes for her daughter’s birthday. We need to change bake to baking. All we do is drop the e and add –ing.” <ul style="list-style-type: none"> While explaining, write the word bake on the board. Then when you drop the e, erase it. Then write up the –ing to make the word baking. “Let’s practice one together, help me out with this one. We are going to do the root word create. The boy is creating a masterpiece. What do I need to do now? Yes, I need to drop the e and add –ing” <ul style="list-style-type: none"> Demonstrate on the board. While you do this, have the students practice on individual white boards as well. Practice a few more words with them together as a group.
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Students will now create a tool to help them with some of the words. As I talk and explain what we are doing, I will demonstrate how to do it as well.

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		<ul style="list-style-type: none"> • “ We will be making this tool to help in with dropping the e and adding –ing. The first thing I need you to do is fold the last third of your paper inward and make a crease. Now, unfold it and we are going to write these words on the paper. Try to make sure your e is underneath where the fold will be. Here are the words. • Create, bake, hide, ride, take, etc. • Now, fold over the fold and write the suffix –ing in line with each of the words. • Finally, cut each one separately. “ • Now we can look at this to help us with this rule.
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “Before we move onto our next activity let’s review what we learned today. We learned to drop the e and add –ing. On this paper, I have three words that we did not practice today, but all follow the rule we learned. Please follow the directions and give it back to me before you move to the next rotation. Also, please remember to put your name on it.” 	
<p>Formative Assessment: How will I prove the students are ready to move on?</p> <ul style="list-style-type: none"> • Students will fill out a quick, simple check in which there are three words that we have not practiced and they will fill it out at the end of the lesson. This is at the bottom of the document. 		
<p>Day 3</p> <ul style="list-style-type: none"> • Review previous rules • Introduce, change the ie to y and add ing. <p>Objective: By the end of this lesson, students will be able to determine and demonstrate when to drop the –ie and add the suffix –ing to words by highlighting the words in a word search and then writing their findings.</p>		
Minute 2	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Print out activity page for students https://www.education.com/download/worksheet/129512/verbs-that-end-with-ing.pdf • Get out whiteboards and markers • Get out highlighters. 	
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “The last couple of days, we have been practicing different rules for adding the suffix –ing to the end of verbs. So far we have learned two different rules. Let’s see if our brains can remember them. Turn and talk to your neighbor about what the rules we have learned so far” <ul style="list-style-type: none"> ○ Allow students to talk to their neighbor about what they have learned so far. • “What were the rules that we have covered? Yes, we have learned that we need to drop the e and add –ing and we have also learned that when there is a soft vowel sound followed by a consonant that we have to double the final consonant and add –ing. What are some of the words we learned that follow these rules? <ul style="list-style-type: none"> ○ Have students answer and talk about what rules those words follow and why. 	
8	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Today we are going to learn a new rule. This rule is different than both of the rules we have learned before and there really are not a lot of root words that go with this rule. But some word follow it so we do have to learn it! This rule is called the IE to Y rule. When a word ends in ie, we change the ie to y and then add –ing. There are not a lot of verbs that end in ie, but for those that do, when we are changing them to the present tense, we need to change the ie to a y then add –ing. Let me show you one example. This is the word vie and I want to change it to vying. I am going to erase the ie, then I am going to add a y. Finally, I can add –ing to make it vying. <ul style="list-style-type: none"> ○ Demonstrate on the board as explaining. • “Now we are going to do a couple of examples together. Our word is lie. Everybody write the word lie on their whiteboard. We want to change it to lying. How do we do this? We erase our ie, change it to a y then we add –ing. Everybody do that please. Now I want you to practice this without my help. The word is going to be die. Change this verb into present tense by adding the suffix –ing.” <ul style="list-style-type: none"> ○ Give students time to do this, check their work as they complete it. ○ Go through it as a group when finished. 	

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- If students need more practice, continue with more words, if not, move onto explore.

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

Change **ie to **y** Before Adding **ing****


If the verb ends in an ie change the ie to y. Then add ing to show the action is happening now.

die _____

lie _____

tie _____

vie _____



I	T	A	V	Y	I	N	G
F	R	T	Y	I	N	G	R
I	D	K	X	R	S	H	E
G	Y	L	H	M	E	R	W
N	I	N	A	Y	G	E	J
T	N	G	D	Z	W	T	U
R	G	A	R	Q	R	R	N
B	A	L	Y	I	N	G	G

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- “Now to get some more practice with this, we are going to look at our list of ie words, for each word, write the present tense verb using the suffix –ing. Once you have finished doing that for each of the words, you can check your work by finding and highlighting the word in the word search. If you cannot find your word in the word search, you might need to go back and check the word you wrote to see if you possibly made a mistake.”
- How do you know what rule to follow with this word? What are some other words that we might want to add –ing to that end in ie? What does that word mean? How does the meaning of the word change when you add the –ing?

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

- “When you have finished checking your work by highlighting in the worksheet, please put in a stack right here, after making sure that your name is on it. Then we are going to review what we have learned so far this week.”
 - Go through each of the rules and have students come up with other words that follow those rules.

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

- Students will be handing in the activity, this is how I will prove that the students understand this rule and that they are ready to move onto the next rule.

Day 4

- Review previous rules
- Go through words that do not have any changes, simply add –ing

Objective: By the end of this lesson, students will be able to demonstrate that some words do not need any changes, they can simply add –ing by playing a roll a word game.

Minute Set-up/Prep:

- 5**
- make and print off roll a word sheet
 - laminate it
 - get out two dice per group of two
 - give each child a piece of blank notebook paper.

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

- “All through this week, we have been learning the different rules for adding the suffix –ing to the end of the word. What rules have we learned so far?”
 - As students state rules, ask for examples of root words that follow that specific rule. Write the examples on the board so students can visually see them.
- “After all of our hard work this week, I have some good news, we only have one rule left! The best news is that it is the easiest rule to remember! Get your brains thinking about what this rule could be.”

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

- “You guys have been working so hard this week that I am confident that this rule will be easy to learn. Here is the rule: Write the root word and add –ing. All you have to do is write the –ing, you do not have to take off or add anything, you simply add –ing and you are done. Turn and talk with your partner about some words that you think might follow this rule.”
 - Allow students time to respond.
- “back to me in 5..4..3..2..1...okay, attention back here. What words did you think might fall into this rule?”
 - Talk about some of the words
- “The words that fall into this category are any words that do not follow the other rules we learned. So if the word does not have a short vowel sound consonant ending, does not end in e, does not end in ie, then that means it follows this last rule.”

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	<p>Let's practice some examples before we move on to today's activity. First, watch me! My word is work. I want work to become working. The doctor is working at the hospital. All I have to do is write my root work, then I add -ing and I am done. Thumbs up if what I just did makes sense to you."</p> <ul style="list-style-type: none"> ○ If I get all thumbs up we will move on to practicing together. If not, I will do another example. ● "Now we are going to practice a couple together. You may take the cover off of your marker. Our first word is think. We want to change it to thinking. The boy was thinking about the answer to the math question. What is our first step? Yes, we write the root work think. Now what is the next step? Yes, we simply add -ing. Now what do we do? YES! We are done! Great job. Let's practice a couple more." <ul style="list-style-type: none"> ○ Practice words until it seems like the students have a pretty good understanding of the concept. ● "Now we are going to play a game called roll a word. I have a list of root words that all you have to do is add -ing. They each have their own number assigned to them. You will roll a dice to get your number. Once you have the number, you write the root word assigned to that number than you add -ing. You will be writing these on your piece of paper. You and your partner will take turns rolling, but you will both write every word. When time is up and we are done rolling words, I will be collecting the papers so I can make sure that you understand our last rule!"
10	<p>Explore: (independent, concrete practice/application with relevant learning task –connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● "You will be partners with your talking partner. The roll a word sheet is going to stay in the middle and the dice needs to stay on the table. Make sure you are writing every word, I want you all to have a lot of practice with this, we all want to be experts!" ● Pass out the individual papers. "Write you name at the top please" ● Pass out the roll a word paper. Pass out the dice ● "Make sure that when you are rolling a word, you are writing it down on the paper every time. Write the number of the word and the word, with the -ing added.
4	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● "Time is up. Please put the dice back in this container and stack up your sheets. Before we move onto our next activity I have a couple of questions for you. Were there any words that seemed tricky? Which words were more challenging for you?" <ul style="list-style-type: none"> ○ Discuss challenging words and how they fall into the rule that we just learned. Talk about how to make it easier for the students.
<p>Formative Assessment: How will I prove the students are ready to move on?</p> <ul style="list-style-type: none"> ● Students will be handing in their papers that they wrote the actual words on so I can check if they are understanding the rule. I will also be monitoring when they are writing their words on the whiteboard. 	
<p>Day 5</p> <ul style="list-style-type: none"> ● Review all the rules and practice examples ● Summative Assessment <p>Objective: By the end of this lesson, students will be able to determine which -ing rule to use with words common in their vocabulary by playing King of -ing board game.</p>	
Minute 10	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● Print board game and laminate (one per two students) ● Get out game pieces (probably some kind of manipulative, one color for each student.) ● Get out magnetic letters ● Print final assessment ● Get out anchor chart paper ● Dice
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● "We made it through all of our -ing rules yesterday. Before we review and practice our rules to see how much we learned, let's first recall what all of the rules are and put them up on this anchor chart that we can post in our classroom. Turn and talk with your partner about what our four rules are. See if you can remember all four." <ul style="list-style-type: none"> ○ Allow students to discuss the rules ● "Attention back on me in 5..4..3..2..1.. eyes on me please. Raise your hand if you remember a rule and you would like to share it so we can add it to our anchor chart." <ul style="list-style-type: none"> ○ Add each rule to the anchor chart as a review, include an example word that students come up with for each rule.

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3	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Now that we have done such a great job learning and practicing all of our rules and I know that you all know them all. We are going to play a little review game before I see what you all know about the suffix –ing. This game is called the King of –ing board game. I will explain how it works. When it is your turn, you will have to figure out what rule to use and add the suffix –ing to the root word that is on the board. If you and your partner agree that you did it right, then you get to roll your dice and move your game piece that many spaces. Then it is the next persons turn and they will do the same thing. Everybody will be starting on the same word, start! When it is your turn, spell start using your magnet letters on the board. Does anyone have any questions before we begin? Thumbs up if you know what we are doing. <ul style="list-style-type: none"> ○ If I get thumbs up from all of the students, pass out materials.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Give students time to play the game. (Game is below) Spend a couple minutes with each group and document how each student is doing using a checklist with each of the rules to make sure each students knows what they are doing. Provide help if necessary. <ul style="list-style-type: none"> • “When you are finished with your game and both friends make it to the finish box, come back to the kidney table and fill out this checkpoint so I make sure I did a good job teaching you. This means that you have to do it on your own, I cannot help you and your friends cannot help you. The checkpoint is on my chair at the kidney table, grab it and a pencil, write your name on it, try your very best on it then flip it over and put it in the blue basket on the table.”
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Students and groups will finish at their own pace. As the finish, they can put their paper in their basket and transition to read to self at their desks.
<p>Formative Assessment: How will I prove the students are ready to move on?</p> <ul style="list-style-type: none"> • Checklist while students are working in the group to make sure they understand all of the rules for adding the suffix –ing.(below) 	
<p>Summative Assessment: How will I prove the students are ready for the next skill?</p> <ul style="list-style-type: none"> • Students will be filling out a standard checkpoint at the end where all of the rules are used. (below) This will show me that they are ready to move onto the next skill and will also provide documentation for me to have about the standards I have covered. 	

Name: _____

Drop e and add -ing!

Directions: Please change these words to the present tense by adding the suffix -ing.

move

hike

practice

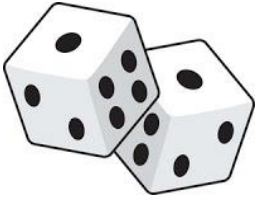
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STUDENT -ING CHECKLIST

+ IF CHILD CAN CORRECTLY DO EACH SKILL

○ IF CHILD CANNOT CORRECTLY DO EACH SKILL

	Double Consonant add -ing	Drop the e add -ing	Changing ie to y and add -ing	Just add -ing
Student Name 1				
Student Name 2				
Student Name 3				
Student Name 4				
Student Name 5				
Student Name 6				



Roll a Word & add -ing



Directions: Roll a number. Find the root word that corresponds with the number you roll. Write the root word and add -ing. Then your partner takes a turn rolling. Keep taking turns until time is over.

11	think		34	click
12	draw		35	hatch
13	learn		36	link
14	pass		41	stomp
15	text		42	chew
16	search		43	eat
21	find		44	fish
22	kick		45	hunt
23	pack		46	swish
24	quack		51	squish
25	watch		52	miss
26	match		53	work
31	lack		54	trick
32	drink		55	track
33	latch		56	clink
61	start		64	listen
62	speed		65	look
63	hear		66	smell

Start

laugh

trip

yell

hunt

drink

jog

eat

hike

run

teach

shake

swim

bake

pack

King of -ing Board Game

roll

Finish



play

bat

clean

bike

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Checkpoint: 1.L.2i Using the suffix -ing

Name: _____

Directions: Rewrite the following root words after adding the suffix -ing.

1. Jump _____
2. Run _____
3. Lie _____
4. Make _____
5. Skip _____

Directions: Take the -ing of the following words, changing them back to the root words.

1. Hopping _____
2. Spelling _____
3. Hiking _____
4. Dying _____
5. Starting _____

Directions: Combine the following root word with the suffix.

1. Drive + ing =
2. Tie + ing =
3. Jog + ing =
4. Think + ing =

Directions: Circle the correct answer.

When adding -ing to the verb, it becomes *present* or *past tense*.