

## Table of contents

This book **repeats specific phrases** to help the reader **anchor** the **rules** within his mind. Deeply embedding these phrases can provide your student the tools to add suffixes to ever-more-challenging vocabulary for the rest of his life.

This book is designed to help a range of reading abilities; use the pieces of each lesson that serve your student. Freely tell your student unknown words; he will learn them more quickly if you keep the fluidity going.

Research reported in 2010 indicates many benefits are gained for the student when he writes the lessons. Actually forming letters and words on paper with a pencil helps strengthen learning within the long-term memory. The blank pages in this book are provided for practice.

We will add **ed**, then **ing** to smooth the transition into words that end in **e**.

**List of the 25 most frequently used verbs; terms and rules** .....pages 3 & 4

**Standard Rule:** hook on to most words .....p.5-35

**Words end with: two consonants, find; or two vowels then one consonant, wait; or w, x, draw, fix; or multi-syllable words when the stress is NOT on last syllable, listen**

**When words end with E Rule:** When a word ends with **e**, I **keep e** for **ed, er, est**, and suffixes which **start** with a **consonant**; I **trade e** for **ing** and **able** p.36-66

Long **e** sound at the end of a word is **made by y** .....p.37& 40  
Adding **suffixes** to words that **end with y** is not instructed within  
this book in order to focus upon the present set of rules.

**ce** and **ge** word sets use **able: traceable, changeable (likable)** .....p.55 - 64

**Long Vowel Rule** (vowel-consonant-vowel) .....p.67 - 71

**e** and **i** and **a** reach back around **one consonant** to **poke the other vowel**, causing the **other vowel** to say its **name**. When a vowel says its **name**, it is called **long**.

**Identifying short and long vowels:** tap / tape.....p.76 - 82

Preparatory to doubling the final consonant with a short vowel word: tap / tapping.

**Protecting Short Vowels Rule:** When a one tap word ends with one vowel and one consonant, I must **double** the last letter to protect the short vowel..p.83 - 121

Syllable practice .....p.85 - 87

More than one syllable: double the last letter with stress on last tap.....p.122 -127

Assessment of mastery.....p.128-130; also p.131-132, answers on p.133

## Terms and rules for adding endings

**root word:** the base word to which endings can be added: see, sees, seeing

**vowel:** the letters of the alphabet with very flexible sounds: A, E, I, O, U, and Y

**consonant:** remaining letters of the alphabet; their sounds are constant and relatively unchanging: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Z

**syllable:** a spoken unit of sound: house, 1 spoken unit; turtle, 2 spoken units

**suffix:** an ending added to a word to adjust the word's basic meaning: **ed** can be added to **walk** (the root word) to show that **walk** happened in a past time.

The most common suffixes: s ly ful fully less ment ness  
ed ing able er est al ary ance iance ence ience y

### There are only four cases of root words

1) **crash** and **rain**: word ends with 2 consonants; *or* w or x; *or* 2 vowels then one consonant (1<sup>st</sup> vowel is usually long: "two vowels go walking, the 1<sup>st</sup> vowel does the talking"). **Rule:** hook *any* suffix to the root word: crashed, crashing, crashes; rained, rainy, raining, rains. Accompanying **rule:** When a word ends with an **s-like** sound, stick in e to separate the 2 sounds of s. The **s-like** sounds are **s, ss, sh, ch, x, and z**.

2) **excite** / **trace**: root word ends with **e**. **Rule:** keep **e** for **ed, er, est**, and suffixes starting with a consonant: **excited, excites, excitement** / **traced, tracer, traces**, **retracement**; but **trade one vowel for another vowel** with **exciting, excitable**.

Trading one vowel for another vowel is a critical rule to remember. Note:

**ce, ci, cy; ge, gi, gy** are special teams which cannot trade to **ca** and **ga**: **trace** and **change** hook on suffixes starting with **a, o, or u**: **traceable, changeable**.

3) **stop** / **admit**: **Rule:** When a **one tap** word (**one syllable**) ends with **one vowel** and **one consonant**, double the last letter before adding a suffix starting with a vowel: **stopped, stopping, stoppable, stops**; **admitting, admitted, admittedly, admittance, admits**. Multi-syllable: **double** with stress on last tap: **admit**, yes; **hammer**, no.

4) **stay** and **carry**: **Rule:** hook on *any* suffix to vowel + y. With consonant + y, hook on **ing** but all other suffixes require changing **y** to **i**; **s** is always **es**.

**Y rules are practiced in a separate book to reduce confusion.**

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My name is

\_\_\_\_\_

I can write the alphabet:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My cat is **looking** out the window at two dogs. The dogs are **jumping** up and down and **barking** at my cat.

🐱 Do you see 3 words that end with **ing**?    yes    no

Write the 3 **ing** words: 1) \_\_\_\_\_,

2) \_\_\_\_\_,    3) \_\_\_\_\_

🐱 🐱 Can you **add ing** to:

ask \_\_\_\_\_,    push \_\_\_\_\_,    tell \_\_\_\_\_

🐱 🐱 🐱 Does **ing** make a word look longer?    yes    no

Circle **ing**: seeing    keeping    sleeping    looking    going    helping

Instructor: When reading the sentence below the cat picture, tell the student to put his pencil under the 1<sup>st</sup> word - **My**. Ask the student to **look through** the whole sentence putting **a dot** under each word he knows. Ask him to read it to himself; then aloud. Let him try his unknown words.

Use this “look through and dot the words you know” method whenever reading sentences. This will build stronger connections to comprehension. Back of p.4: ask the child to write asking, going.



My name is \_\_\_\_\_

I can write my alphabet: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think the brown dogs just wanted to play with my cat? **yes** **no**

I will look at each word. I can write each word in its proper box.

called

looking

wanted

being

played

taking

having

seemed

finding

asked

getting

worked

calling

looked

saying

used

**Word ends with ed**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_

**Word ends with ing**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

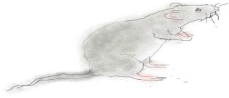
6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_

**Answers ed:** called, played, asked, looked, wanted, seemed, worked, used. **Ing:** finding, calling, looking, taking, having, getting, saying, being.

**Answers:** 1) watching, 2) hunting, 3) cleaning, 4) scampered, 5) wondering, 6) quivering, 7) screamed.



My name is \_\_\_\_\_.

Look: squash → squashed squashing

The mouse thinks it could get squashed if my mother hits it with a broom.  
 Do you think my mother *might* hit the mouse with a broom?

yes no probably I doubt it. I seriously hope not.

☞ Watch me write the word, then hook on **ed** and **ing**:

1) squash	2) squish
(ed) _____	(ed) _____
(ing) _____	(ing) _____

3) bash	4) smash	5) splash
(ed) _____	_____	_____
(ing) _____	_____	_____

6) dash	7) crash	8) wash (a like all)
(ed) _____	_____	_____
(ing) _____	_____	_____

🐾 I can say and listen: squash crash dash splash

🐾🐾 What is the sound I hear at the end? r t like s and z

🐾🐾🐾 Because words that end with an s / z sound **already** have an **s** sound, I must stick in **e** before I can add **s**: squash → squashes

I must stick in **e** to separate the **two** sounds of **s**:

**Say and listen:** crashes crashes **es** dashes dashes **es** splashes splashes **es**

❄️ smash	🕷️ bash	🚲 crash	🚌 bus
smash__ <b>s</b>	bash__ <b>s</b>	crash__ <b>s</b>	bus__ <b>s</b>

★ Do you think this rule makes good sense? yes no

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