

# Add the suffix "ing" to words.

plant+ing

\_\_\_\_\_



destroy+ing

\_\_\_\_\_



run+ing

\_\_\_\_\_



tie+ing

\_\_\_\_\_



glide+ing

\_\_\_\_\_



buy+ing

\_\_\_\_\_



carry+ing

\_\_\_\_\_



disagree+ing

\_\_\_\_\_



free+ing

\_\_\_\_\_



skate+ing

\_\_\_\_\_

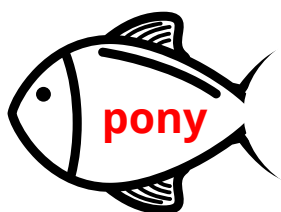
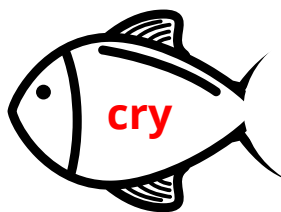


paint+ing

\_\_\_\_\_



Join fish with their tails. Choose the right suffix.



# Dropping the silent final e

Name: .....

Date: .....

Add suffixes to words and write the right spellings.

base word	suffix	final word
name	ing	
game	er	
have	ing	
bake	ed	
make	ing	
shake	ing	
dance	ed	
move	er	
hire	ing	
dive	ing	



# Adding the <-ing> Suffix to Words



Q.1 Does the word end in <y>, <ee>, or two consonants?

Add <-ing>

Go to question no. 2

Q.2 Does the word have a long vowel?

Add <-ing>

Go to question no. 3

Q.3 Does the word have a silent final <e>?

Remove <e>, and add <ing>

Go to question no. 4

Q.4 Does the word end in <ie>?

Replace <ie> with <y>, and add <ing>

Go to question no. 5

Q.5 Does the word end in a (stressed syllable\*) short vowel and a consonant (VC)?

Double the final consonant, and add <ing>

Don't double the final consonant, and add <ing>

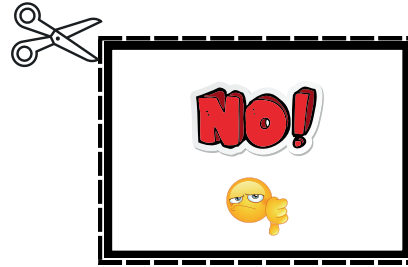
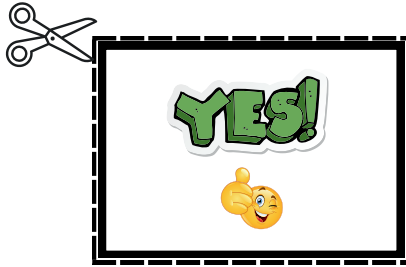
Stressed syllable\*: Hide this phrase if you are teaching younger kids.

Rule for multisyllabic words: Double the final consonant in multisyllabic words if the last syllable is stressed. For instance, *be/gin*>>>*beginning*.

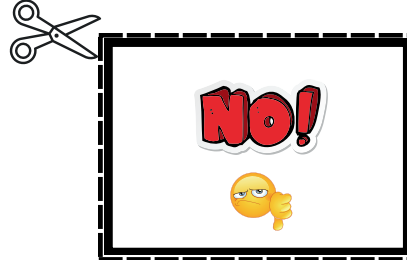
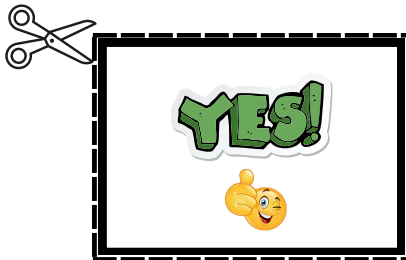
# Adding the <-ing> Suffix to Words



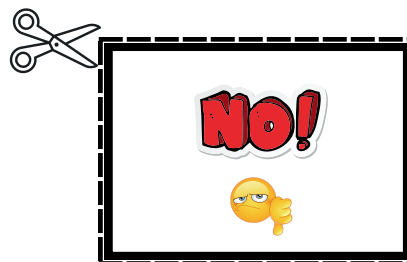
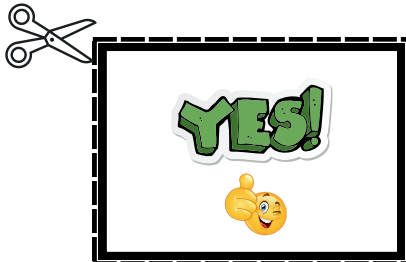
Q.1 Does the word end in <y>, <ee>, or two consonants?



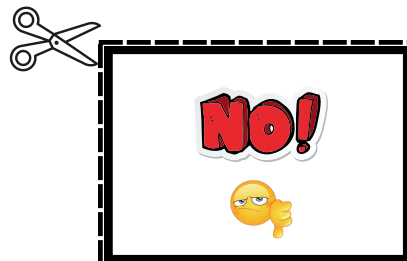
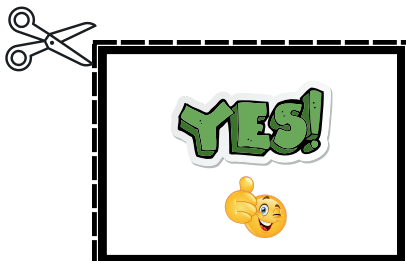
Q.2 Does the word have a long vowel?



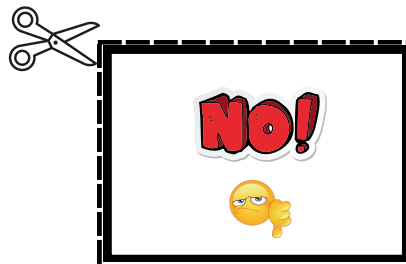
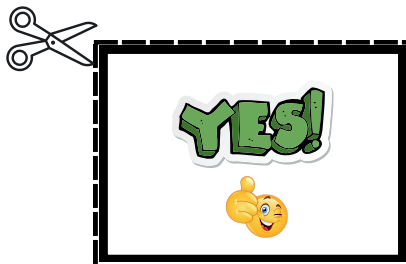
Q.3 Does the word have a silent final <e>?



Q.4 Does the word end in <ie>?



Q.5 Does it end in a (stressed\*) short vowel and a consonant (VC)?



Instructions: Cut these rectangles and paste them over the rectangles on the above page using the given dotted lines.

# Adding the <-ing> Suffix to Words



## List no.1:

1. walk \_\_\_\_\_
2. fold \_\_\_\_\_
3. ball \_\_\_\_\_
4. fly \_\_\_\_\_
5. bake \_\_\_\_\_
6. play \_\_\_\_\_
7. run \_\_\_\_\_
8. jump \_\_\_\_\_
9. get \_\_\_\_\_
10. tell \_\_\_\_\_

## List no.2:

1. talk \_\_\_\_\_
2. break \_\_\_\_\_
3. hold \_\_\_\_\_
4. make \_\_\_\_\_
5. drop \_\_\_\_\_
6. clap \_\_\_\_\_
7. pick \_\_\_\_\_
8. cry \_\_\_\_\_
9. sing \_\_\_\_\_
10. try \_\_\_\_\_

## List no.3:

1. fall \_\_\_\_\_
2. boat \_\_\_\_\_
3. float \_\_\_\_\_
4. hide \_\_\_\_\_
5. stop \_\_\_\_\_
6. flee \_\_\_\_\_
7. hike \_\_\_\_\_
8. dry \_\_\_\_\_
9. lie \_\_\_\_\_
10. agree \_\_\_\_\_

## List no.4:

1. come \_\_\_\_\_
2. hug \_\_\_\_\_
3. slip \_\_\_\_\_
4. fry \_\_\_\_\_
5. fill \_\_\_\_\_
6. sail \_\_\_\_\_
7. rain \_\_\_\_\_
8. die \_\_\_\_\_
9. block \_\_\_\_\_
10. glide \_\_\_\_\_

## List no.5:

1. slide \_\_\_\_\_
2. punch \_\_\_\_\_
3. mop \_\_\_\_\_
4. read \_\_\_\_\_
5. peek \_\_\_\_\_
6. drive \_\_\_\_\_
7. tie \_\_\_\_\_
8. ride \_\_\_\_\_
9. mold \_\_\_\_\_
10. buy \_\_\_\_\_

## List no.6:

1. mark \_\_\_\_\_
2. dive \_\_\_\_\_
3. strike \_\_\_\_\_
4. lie \_\_\_\_\_
5. top \_\_\_\_\_
6. roar \_\_\_\_\_
7. leak \_\_\_\_\_
8. slay \_\_\_\_\_
9. lay \_\_\_\_\_
10. milk \_\_\_\_\_