

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

GRADE / CLASS: \_\_\_\_\_

SCORE: \_\_\_\_\_

LESSON 40: A RULE FOR SPELLING (THE 1-1-1 DOUBLING RULE)

Monosyllabic Short Vowels & Final Consonant Doubling Before Vowel Suffixes (-ing, -ed, -y)

PAGES 25–26

☆ PHONICS & SPELLING RULES TO REMEMBER: THE 1-1-1 DOUBLING RULE

1. **The 1-1-1 Principle:** In a word of 1 syllable with 1 short vowel followed by 1 final consonant, double the final consonant before adding a suffix starting with a vowel (-ing, -ed, -y).
2. **Why Double?** Consonant doubling keeps the preceding vowel short and closed (*run·ning* / ˈrʌn.ɪŋ/). Without doubling, \**runing* would sound like long u (/ruː/ or /juː/).

- **Formula:** Base (1 Short Vowel + 1 Consonant) + Vowel Suffix → Double Final Letter
- *run* + -ing → *run ning* | *plan* + -ing → *plan ning*
  - *rag* + -ed → *rag ged* | *rub* + -ed → *rub bed*
  - *sun* + -y → *sun ny* | *fun* + -y → *fun ny*

EXERCISE 1 Write these words neatly from dictation. Observe how the final consonant doubles before vowel suffixes:

| GROUP 1 • SHORT U & I  | BASE → SUFFIX | GROUP 2 • SHORT A, U & I | BASE → SUFFIX | GROUP 3 • SHORT U & E  | BASE → SUFFIX |
|------------------------|---------------|--------------------------|---------------|------------------------|---------------|
| run → running          |               | rag → ragged             |               | sun → sunny            |               |
| plan → planning        |               | bat → (add -ed below)    |               | fun → (add -y below)   |               |
| sit → (add -ing below) |               | rub → rubbed             |               | let → (add -ing below) |               |
| put → (add -ing below) |               | sin → (add -ed below)    |               | set → (add -ing below) |               |

EXERCISE 2 Answer the following questions about consonant doubling in the study words:

1. How many n's in *run*? In *running*?

In *run*: \_\_\_\_\_ In *running*: \_\_\_\_\_

2. How many n's in *sun*? In *sunny*?

In *sun*: \_\_\_\_\_ In *sunny*: \_\_\_\_\_

3. What is added to *plan* to make *planning*?

4. What is added to *rub* to make *rubbed*?

5. What is added to *fun* to make *funny*?

EXERCISE 3 & 4 Word Building with Vowel Suffixes (-ing and -ed): Apply the 1-1-1 Doubling Rule:

2. ADD -ING TO SIT, PUT, LET, AND SET:

sit + -ing = \_\_\_\_\_

put + -ing = \_\_\_\_\_

let + -ing = \_\_\_\_\_

set + -ing = \_\_\_\_\_

3. ADD -ED TO BAT AND SIN:

bat + -ed = \_\_\_\_\_

sin + -ed = \_\_\_\_\_

fun + -y = \_\_\_\_\_

sun + -y = \_\_\_\_\_

LESSON 40: TEACHER ANSWER KEY & GUIDED STUDY

Orthographic Principles, Morphological Doubling, and Suffixation Master Key

PAGES 25–26 • ANSWER KEY

**LINGUISTIC FOUNDATION • THE 1-1-1 DOUBLING RULE (CONSONANT GEMINATION):**  
In English orthography, a single consonant letter following a single vowel letter often signals an open syllable or a long vowel in derived forms (e.g., *hope* → *hoping*, *plane* → *planing*). To preserve the **short vowel sound** (/ʌ/, /æ/, /ɪ/, /e/, /ə/) of a monosyllabic base, the final consonant is doubled before a vowel suffix (**-ing**, **-ed**, **-y**, **-er**, **-est**). This creates a closed syllable in the stem: *run* *ning* /ˈrʌn.ɪŋ/, *plan* *ning* /ˈplæn.ɪŋ/, *rag* *ged* /ˈræɡ.ɪd/, *rub* *bed* /ˈrʌbd/, *sun* *ny* /ˈsʌn.i/.

| Base Word | Phonetic (IPA)   | 1-1-1 Conditions Check               | Suffix Added        | Derived Word & Pronunciation                   |
|-----------|------------------|--------------------------------------|---------------------|------------------------------------------------|
| run       | /rʌn/ (short u)  | 1 syl, 1 vowel (u), 1 final cons (n) | -ing (vowel suffix) | <b>running</b> /ˈrʌn.ɪŋ/ (double n)            |
| plan      | /plæn/ (short a) | 1 syl, 1 vowel (a), 1 final cons (n) | -ing (vowel suffix) | <b>planning</b> /ˈplæn.ɪŋ/ (double n)          |
| sit       | /sɪt/ (short i)  | 1 syl, 1 vowel (i), 1 final cons (t) | -ing (vowel suffix) | <b>sitting</b> /ˈsɪt.ɪŋ/ (double t)            |
| put       | /pʊt/ (short u)  | 1 syl, 1 vowel (u), 1 final cons (t) | -ing (vowel suffix) | <b>putting</b> /ˈpʊt.ɪŋ/ (double t)            |
| rag       | /ræɡ/ (short a)  | 1 syl, 1 vowel (a), 1 final cons (g) | -ed (vowel suffix)  | <b>ragged</b> /ˈræɡ.ɪd/ (adj: double g, /-ɪd/) |
| bat       | /bæt/ (short a)  | 1 syl, 1 vowel (a), 1 final cons (t) | -ed (vowel suffix)  | <b>batted</b> /ˈbæt.ɪd/ (double t, /-ɪd/)      |
| rub       | /rʌb/ (short u)  | 1 syl, 1 vowel (u), 1 final cons (b) | -ed (vowel suffix)  | <b>rubbed</b> /ˈrʌbd/ (double b, /-d/)         |
| sin       | /sɪn/ (short i)  | 1 syl, 1 vowel (i), 1 final cons (n) | -ed (vowel suffix)  | <b>sinned</b> /ˈsɪnd/ (double n, /-d/)         |
| sun       | /sʌn/ (short u)  | 1 syl, 1 vowel (u), 1 final cons (n) | -y (vowel suffix)   | <b>sunny</b> /ˈsʌn.i/ (double n)               |
| fun       | /fʌn/ (short u)  | 1 syl, 1 vowel (u), 1 final cons (n) | -y (vowel suffix)   | <b>funny</b> /ˈfʌn.i/ (double n)               |
| let       | /let/ (short e)  | 1 syl, 1 vowel (e), 1 final cons (t) | -ing (vowel suffix) | <b>letting</b> /ˈlet.ɪŋ/ (double t)            |
| set       | /set/ (short e)  | 1 syl, 1 vowel (e), 1 final cons (t) | -ing (vowel suffix) | <b>setting</b> /ˈset.ɪŋ/ (double t)            |

MASTER ANSWER KEY FOR EXERCISES 2, 3, & 4 (PAGES 25–26)

EXERCISE 2: GUIDED QUESTIONS

- 1. How many n's in run? In running?  
→ In *run*: **one (1)** • In *running*: **two (2 / nn)**.
- 2. How many n's in sun? In sunny?  
→ In *sun*: **one (1)** • In *sunny*: **two (2 / nn)**.
- 3. What is added to plan to make planning?  
→ An extra **n** and **-ing** (or **-ning**).
- 4. What is added to rub to make rubbed?  
→ An extra **b** and **-ed** (or **-bed**).
- 5. What is added to fun to make funny?  
→ An extra **n** and **-y** (or **-ny**).

EXERCISE 3 & 4: WORD DERIVATIONS

- Item 2 (Add -ing):
  - sit* + -ing = **sitting** /ˈsɪt.ɪŋ/
  - put* + -ing = **putting** /ˈpʊt.ɪŋ/
  - let* + -ing = **letting** /ˈlet.ɪŋ/
  - set* + -ing = **setting** /ˈset.ɪŋ/
- Item 3 (Add -ed & -y):
  - bat* + -ed = **batted** /ˈbæt.ɪd/
  - sin* + -ed = **sinned** /ˈsɪnd/
  - fun* + -y = **funny** /ˈfʌn.i/
  - sun* + -y = **sunny** /ˈsʌn.i/

**TEACHER WARNINGS & COMMON STUDENT PITFALLS:**  
1. **Under-doubling:** Students often omit the doubled consonant (*\*runing, planed, siting*), confusing monosyllabic CVC words with CVCe words (*hoping* vs. *hopping*).  
2. **Over-doubling:** Watch for students attempting to double words with two vowels (*\*meetf-ing*) or two ending consonants (*\*jumpp-ing*). Remind them of the strict **1-1-1 formula**.  
3. **Irregular past-tense vs. Adjective:** Note that *ragged* in Wheeler's text is pronounced /ˈræɡ.ɪd/ (two distinct syllables) as an adjective, whereas *rubbed* is monosyllabic /ˈrʌbd/.

| Assessment Criterion          | Exemplary Performance (4)                                                                                   | Needs Reinforcement (1-2)                                                                  |
|-------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1-1-1 Rule Recognition        | Accurately explains the 1 syllable, 1 vowel, 1 consonant conditions and why doubling is necessary.          | Confuses vowel suffixes with consonant suffixes; fails to recognize short vowel necessity. |
| Word Building (-ing, -ed, -y) | Correctly forms <i>sitting, putting, letting, setting, batted, sinned, funny, sunny</i> with 100% accuracy. | Drops the doubled consonant ( <i>*siting, puting</i> ) or misspells the root base.         |
| Dictation & Penmanship        | Writes all 12 base words and derived forms neatly on baseline with proper ascender/descender balance.       | Messy handwriting, letter reversals (b/d in <i>bat, rub, rubbed</i> ), or missing letters. |

Wheeler's Elementary Speller • Lesson 40 Teacher Key & Guide

Instructional Standards • RF.2.3 • L.2.2.d

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