

STUDENT NAME: _____

DATE: _____

GRADE / CLASS: _____

SCORE: _____

LESSON 41: A RULE FOR SPELLING (CONSONANT DOUBLING)

Monosyllabic Base Words & Suffixation with -er, -ed, and -ing

PAGE 26

☆ PHONICS & SPELLING RULES TO REMEMBER: THE DOUBLING RULE

The Classical Rule (Wheeler's Standard):
"In a word of one syllable, and words accented on the last syllable, a final consonant after a single vowel is doubled before a suffix beginning with a vowel."
Why? Doubling keeps the preceding vowel short and closed (dip·per /ˈdɪp.ər/, not *di·per /ˈdaɪ.pər/).

• 1-1-1 Doubling Formula:
1 Short Vowel + 1 Final Consonant + Vowel Suffix → Double Consonant

• -er (Agent/Tool): dip → dip·per | drum → drum·mer
• -ed (Past Action): dip → dipped | trot → trot·ted
• -ing (Ongoing): dip → dip·ping | blot → blot·ting

EXERCISE 1 1. Add -er, -ed, and -ing to each of the following words, as shown in the first line:

BASE WORD	ADD -ER (AGENT / INSTRUMENT)	ADD -ED (PAST TENSE)	ADD -ING (PRESENT PARTICIPLE)
dip (model)	dipper	dipped	dipping
trot	_____	_____	_____
drum	_____	_____	_____
blot	_____	_____	_____
pat	_____	_____	_____
bat	_____	_____	_____
tin	_____	_____	_____

EXERCISE 2 2. Write the words from dictation. Listen to the teacher or audio and write each sentence neatly:

DICTATION SENTENCE 1
Target Words: tin, dipper, dipped

DICTATION SENTENCE 2
Target Words: drummer, drummed, trotted

DICTATION SENTENCE 3
Target Words: blotting, blotter

DICTATION SENTENCE 4
Target Words: batter, batting, patting

Wheeler's Elementary Speller • Lesson 41: A Rule for Spelling

RF.2.3 • RF.3.3 • L.2.2.d

Student Worksheet • Page 1 of 1

LESSON 41: TEACHER ANSWER KEY & GUIDED STUDY

Orthographic Principles, Morphological Derivations, and Allophonic Variations of -ed

PAGE 26 • ANSWER KEY

LINGUISTIC FOUNDATION • MORPHO-PHONOLOGY OF THE DOUBLING RULE:
Wheeler's classical rule states: "In a word of one syllable, and words accented on the last syllable, a final consonant after a single vowel is doubled before a suffix beginning with a vowel."
1. **Orthographic Syllable Boundaries:** Doubling ensures the first syllable remains closed (CVC), preventing vowel lengthening (e.g., *dip per* /'dɪp.ər/ vs. **di per* /'daɪ.pər/; *blot ter* /'blɒt.ər/ vs. **blo ter* /'blou.tər/).
2. **Suffix Classes:** Suffix **-er** serves as an agent noun (*drummer, batter*) or instrument (*dipper, blotter*); **-ed** forms the past tense; **-ing** forms the present participle/gerund.

Base Word	Phonetic (IPA)	Add -er (Noun / Agent)	Add -ed (Past Tense & Allomorph)	Add -ing (Participle / Gerund)
dip	/dɪp/ (short i)	dipper /'dɪp.ər/ (ladle/tool)	dipped /'dɪpt/ (voiceless stop /-t/)	dipping /'dɪp.ɪŋ/ (double p)
trot	/troʊt/ (short o)	trotter /'troʊt.ər/ (horse/gait)	trotted /'troʊtɪd/ (alveolar stop /-ɪd/)	trotting /'troʊt.ɪŋ/ (double t)
drum	/drʌm/ (short u)	drummer /'drʌm.ər/ (agent: player)	drummed /'drʌmd/ (voiced nasal /-d/)	drumming /'drʌm.ɪŋ/ (double m)
blot	/blɒt/ (short o)	blotter /'blɒt.ər/ (pad/absorber)	blotted /'blɒtɪd/ (alveolar stop /-ɪd/)	blotting /'blɒt.ɪŋ/ (double t)
pat	/pæʊt/ (short a)	patter /'pæʊt.ər/ (frequentative sound)	patted /'pæʊtɪd/ (alveolar stop /-ɪd/)	patting /'pæʊt.ɪŋ/ (double t)
batter	/bæʊt/ (short a)	batter /'bæʊt.ər/ (agent: player)	batted /'bæʊtɪd/ (alveolar stop /-ɪd/)	batting /'bæʊt.ɪŋ/ (double t)
tin	/tɪn/ (short i)	tinner /'tɪn.ər/ (tinsmith)	tinned /'tɪnd/ (voiced nasal /-d/)	tinning /'tɪn.ɪŋ/ (double n)

MASTER PHONOLOGY & DICTATION KEY (PAGE 26)

- 1. THREE ALLOMORPHS OF PAST TENSE -ED:**

 - /-t/ (Voiceless):** After /p/ → *dipped* /'dɪpt/.
 - /-ɪd/ (Syllabic):** After /t/ → *trotted*, *blotted*, *patted*, *batted* (adds an entire extra syllable).
 - /-d/ (Voiced):** After /m, n/ → *drummed* /'drʌmd/, *tinned* /'tɪnd/.
- 2. DICTATION SENTENCES KEY:**

 - The little tin dipper dipped into the cool spring.
 - The drummer drummed as the horses trotted by.
 - He was blotting the wet ink with a clean blotter.
 - The batter stood batting and patting the ball.

- TEACHER WARNINGS & COMMON STUDENT PITFALLS:**
- Under-doubling (*trotting, blotting):** Students frequently forget to double final consonants when adding *-ing* or *-ed*. Emphasize checking the base word: 1 vowel + 1 consonant = **MUST DOUBLE**.
 - Pronunciation of -ed:** Point out that *dipped* is 1 syllable (/dɪpt/), while *trotted*, *blotted*, *patted*, *batted* become 2 syllables (/ɪd/) because English requires a vowel between two alveolar stops.
 - Agent vs. Tool Meanings of -er:** Contrast human agent (*drummer*, *batter*) with instrumental/material tools (*dipper*, *blotter*, *tinner*).

Assessment Criterion	Exemplary Performance (4)	Needs Reinforcement (1-2)
Consonant Doubling Accuracy	Accurately forms all 18 derived words (<i>trotter</i> , <i>drummer</i> , <i>blotter</i> , <i>patter</i> , <i>batter</i> , <i>tinner</i> , etc.) with zero spelling errors.	Drops doubled consonants (* <i>troter</i> , <i>drumer</i> , <i>bloting</i>) or doubles root vowels.
Morphological Awareness	Distinguishes clearly between <i>-er</i> (noun), <i>-ed</i> (past action), and <i>-ing</i> (ongoing participle).	Cannot explain why consonants double; confuses vowel suffixes with consonant endings.
Dictation & Auditory Discrimination	Transcribes all 4 dictation sentences accurately, spelling both base words and inflected forms correctly.	Struggles with past tense <i>-ed</i> spelling (* <i>dɪpt</i> , <i>blotid</i>) or misses punctuation and capitalization.