

STUDENT NAME: _____

DATE: _____

GRADE / CLASS: _____

SCORE: _____

LESSON 50 • WORD BUILDING • SUFFIXES -ING, -ER, & -Y

Original Page 31 • 4 Suffix Groups

Orthographic Mastery: Applying suffix rules with -ing, -er, and -y: dropping final silent e versus doubling the final consonant.

MORPHOLOGY • 4 PATTERNS

1 Add -ing to each word.

give

have

come

write

blame

strive

2 Add -ing to each word.

get

let

whip

run

pat

put

3 Add -er to each word.

red

wet

big

glad

thin

hot

dim

mad

4 Add -y to each word.

fun

sun

fog

star

mud

Check:

Why do *run* → *running* and *sun* → *sunny* double the **n** ?

Rule:

 RULES TO REMEMBER • LESSON 50

Rule 1 • Drop Silent -e

When a word ends in silent -e, drop the -e before adding a suffix that begins with a vowel (*giving, writing, striving*).

Rule 2 • The 1-1-1 Doubling Rule

A 1-syllable word with 1 short vowel ending in 1 consonant doubles the consonant before a vowel suffix (*run* → *running*, *red* → *redder*).

Rule 3 • Vowel Suffixes -er & -y

The suffix -er compares qualities (*bigger*), while -y makes adjectives of condition (*sunny, foggy, muddy*). Both trigger doubling.

TEACHER INSTRUCTIONAL GUIDE • LESSON 50

Morphology Matrix • Doubling & Drop-e Rules • Decodable Dictation

M Morphological Matrix: Complete analysis of all 25 words across the 4 suffix groups.

GROUP	BASE WORDS	DERIVED WORDS / IPA	RULE MECHANISM	TEACHING & PHONETIC NOTES
Group 1: -ing (Drop silent -e)	give, have, come, write, blame, strive	giving /ˈɡɪvɪŋ/, having /ˈhævɪŋ/, coming /ˈkʌmɪŋ/, writing /ˈraɪtɪŋ/, blaming /ˈbleɪmɪŋ/, striving /ˈstraɪvɪŋ/	Drop final silent -e before vowel suffix -ing	Prevents incorrect forms like *giveing or *writeing. Note write has long i; give/have have short vowels.
Group 2: -ing (Doubling)	get, let, whip, run, pat, put	getting /ˈɡetɪŋ/, letting /ˈletɪŋ/, whipping /ˈwɪpɪŋ/, running /ˈrʌnɪŋ/, patting /ˈpætɪŋ/, putting /ˈpʊtɪŋ/	1-1-1 Rule: CVC doubles final stop/nasal	Doubling preserves the short vowel sound /ɛ, ɪ, ʌ, æ, ʊ/. Single letter would signal a long vowel (*wiping).
Group 3: -er (Doubling)	red, big, thin, dim, wet, glad, hot, mad	redder /ˈredər/, bigger /ˈbɪɡər/, thinner /ˈθɪnər/, dimmer /ˈdɪmər/, wetter /ˈwetər/, gladder /ˈglædər/, hotter /ˈhɒtər/, madder /ˈmædər/	1-1-1 Rule before comparative vowel suffix -er	Short vowel adjectives doubling: *glad* has CCVC base; still 1 vowel followed by 1 consonant.
Group 4: -y (Doubling)	fun, sun, fog, star, mud	funny /ˈfʌni/, sunny /ˈsʌni/, foggy /ˈfɒɡi/, starry /ˈstɑːri/, muddy /ˈmʌdi/	1-1-1 Rule before vowel suffix -y (/i/)	star has r-controlled vowel; doubled rr preserves /ɑːr/ in derived adjective.

K Master Answer Key: All 25 derived words and quick check rule.

- Ex 1 (Drop e + ing): giving having coming writing blaming striving
- Ex 2 (Double + ing): getting letting whipping running patting putting
- Ex 3 (Double + er): redder bigger thinner dimmer wetter gladder hotter madder
- Ex 4 (Double + y): funny sunny foggy starry muddy

Check Question Solution: To keep the short vowel sound /ʌ/ (or 1-1-1 rule: 1 syllable, 1 short vowel, 1 final consonant).

D Decodable Dictation Sentences: Read each sentence clearly, highlighting suffix additions.

- Sentence 1 (running, getting, sunny)

“The boys were running and getting hot on the sunny hill.”
- Sentence 2 (writing, having, funny)

“She was writing a letter and having a funny time.”
- Sentence 3 (redder, bigger)

“The redder apple was bigger than the thin green one.”
- Sentence 4 (muddy, starry)

“After the muddy rain, we saw a clear starry sky.”