

STUDENT NAME: _____ DATE: _____ GRADE / CLASS: _____ SCORE: _____

LESSON 52 • WORD BUILDING: SUFFIXES -ING & -ED

Original Page 32 • Four Suffix Patterns

Orthographic Mastery: Applying the 4 core word-building rules: vowel teams, 1-1-1 doubling, consonant blends, and dropping silent -e.

MORPHOLOGY • 4 PATTERNS

1 Add -ing to each word.

clear _____

steer _____

gain _____

rain _____

2 Add -ed to each word.

trim _____

pin _____

peg _____

tag _____

3 Add -ing and -ed to each word.

BASE	+ -ING	+ -ED
bend	_____	_____
tend	_____	_____
pass	_____	_____
mind	_____	_____

4 Add -ing to each word.

name	_____	note	_____
leave	_____	store	_____
weave	_____	cure	_____
time	_____		

5 Orthographic Discovery: Answer each question.

- a. Why do *clear* and *rain* NOT double the final consonant? _____
- b. Why do *trim* and *tag* double their final consonant before -ed? _____
- c. What letter is dropped when adding -ing to *leave*, *weave*, and *cure*? _____
- d. Why do *bend* and *pass* NOT need an extra consonant before a suffix? _____

RULES TO REMEMBER • LESSON 52

Rule 1 • Vowel Teams

When two vowels come before a final consonant (*clear*, *rain*), keep the base unchanged.

Rule 2 • 1-1-1 Doubling

One syllable, one short vowel, one consonant (*trim*, *pin*): double the final consonant before a vowel suffix.

Rule 3 • Two Consonants

When words end in two consonants (*bend*, *pass*), the vowel is already closed; do not double.

Rule 4 • Drop Silent -e

When a base word ends in silent -e (*name*, *cure*), drop the -e before adding -ing.

TEACHER: Master Key / Orthographic Guide

LEVEL: Grade 2 / Primary Phonics

FOCUS: Word-Building Suffix Rules

STANDARD: Wheeler Page 32

LESSON 52 • TEACHER INSTRUCTIONAL KEY & PEDAGOGICAL MATRIX

Comprehensive Suffix Synthesis

Pedagogical Purpose: Synthesizes the four foundational spelling rules of English suffixation. Students must discriminate between vowel teams, CVC roots, consonant clusters, and silent-e bases.

ORTHOGRAPHIC MATRIX

GROUP & TARGET	BASE WORDS	BUILT WORD KEY	ORTHOGRAPHIC GOVERNING RULE	PHONOLOGICAL REASON
Group 1 (+ -ing)	clear, steer, gain, rain	clearingsteering gainingraining	Vowel Digraph Rule: Two vowel letters precede final consonant. No doubling.	Long vowel or diphthong is already established; extra consonant would distort syllable boundaries.
Group 2 (+ -ed)	trim, pin, peg, tag	trimmedpinned peggedtagged	1-1-1 Doubling Rule: 1 syllable + 1 short vowel + 1 final consonant = double letter.	Consonant doubling closes the initial syllable, protecting the short vowel sound /t/, /e/, /æ/.
Group 3 (+ -ing & -ed)	bend, tend, pass, mind	bending / bended tending / tended passing / passed minding / minded	Consonant Cluster Rule: Words ending in two consonants (-nd, -ss) add suffixes directly.	The short or diphthongal vowel is already closed by two consonants; no further protection is needed.
Group 4 (+ -ing)	name, leave, weave, time, note, store, cure	namingleaving weavingtiming notingstoringcuring	Silent -e Drop Rule: Drop final silent -e before vowel suffixes.	The incoming vowel suffix replaces the function of final -e in maintaining syllable structure.

EXERCISE 5: SOCRATIC DISCOVERY MODEL RESPONSES

a. **clear & rain:** They have two vowels (vowel team *ea*, *ai*) before the final consonant, so the consonant does not double.

b. **trim & tag:** They are one-syllable words with one short vowel and one consonant (1-1-1 rule), so the final letter doubles to protect the short vowel.

c. **leave, weave, cure:** The silent letter **e** must be dropped before adding the vowel suffix *-ing*.

d. **bend & pass:** They already end in two consonants (-*nd*, -*ss*), which already keep the vowel sound closed.

GUIDED ORAL PRACTICE • Socratic Teacher Script

Oral Prompt 1 (Vowel Teams vs. CVC)
"Listen carefully: *pin* becomes *pinned*, but *rain* becomes *raining*. Why does *rain* not have two n's? Because *ai* is a vowel team!"

Oral Prompt 2 (Silent -e Dropping)
"What happens to the silent -e in *name* and *cure* when we add *-ing*? The -e steps aside because -ing begins with a vowel!"

Dictation Sentence 1 (trimming, steering)
"The captain was steering the boat while trimming the sail."

Dictation Sentence 2 (naming, passing)
"She was naming each bird passing over the green field."