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| **Subject/Grade: 5/6 ELA (Spelling) Lesson Title: Doubling Rule: -ed & -ing Teacher: Kendra Giuliano Date: November 7, 2023** | | |
| **Stage 1: Identify Desired Results** | | |
| **Outcome(s)/Indicator(s):**  None. This lesson teachers the prerequisite learning needed to engage with the texts used in the curriculum, and work towards achieving the ELA outcomes. | | |
| **Key Understandings: (‘I Can’ statements)**   * I can determine if the last consonant needs to be doubled when adding -ed or -ing suffix. | **Essential or Key Questions:**   * When is a consonant doubled when adding -ed or -ing suffix? * Why is the consonant doubled when adding -ed or -ing suffix? | |
| **Students will know…**   * The -ed suffix notes something that has already happened. * The -ing suffix notes something that is currently happening. * -ed can sound like d, t, or id. | **Students will be skilled at:**   * Identifying when the double the ending consonant when adding -ed or -ing. * Identifying which sound the -ed suffix is making (d, t, or id). | |
| **Prerequisite Learning:**  * An understanding on letter sounds. * What a short vowel is. * What a syllable is. * What a consonant is. * What a suffix is. | | |
| **Instructional Strategies:**  Lecture   * activating prior knowledge * explaining the uses of the -ed (past) and -ing (present) suffixes. * explaining the d, t, and id sounds that ed can make and how to identify them.   Demonstration   * demonstrating how students can determine if the sound is voice or unvoiced.   Drill & Practice   * students will practice identifying the -ed sounds with the work boards.   Games   * students will practice identifying if a consonant needs to be doubled using the cootie catchers and white boards. | | |
| **Stage 2: Determine Evidence for Assessing Learning** | | |
| Observe the words the students are writing on their white boards while using the cootie catcher.  ASK   * does the last consonant of this word need to the doubled to add -ed or -ing? * How do you know this? * Is there another way to come to the same conclusion? | | |
| **Stage 3: Build Learning Plan** | | |
| Today we are leaning about the suffixes -ed and -ing.  Do you know what a suffix is? [A suffix is a letter or group of letters that is added to the end of a world to form a new word or change the function of that word]  -ed is a time traveler. When we add the -ed suffix, we are changing the root word to something that happened in the past. Ex. Lifted. I lifted the paper.  When -ing is added to the end of a root word, it means that the action is happening in the present. Ex. I am lifting the paper.  Adding -ed and -ing to root words can be tricky because sometimes we have to double the last consonant in the root word.  What is an example of a consonant?  [A consonant is any letter that isn’t a vowel]    To figure out if we need to double the consonant, we can use the 1-2-3 rule. For this rule to apply, the root word must have 1 syllable, 1 short vowel sound, and 1 ending consonant.  What is a syllable?  [the beat in the word]  What is a short vowel sound?  [it is the sound a vowel makes]  Once we’ve identified that the root word meets these requirements, then we can apply the 1-2-3 rule.   * Start numbering at the short vowel sound, 1. * The next consonant is 2. * If there is a third consonant, that is 3 and we can add -ed or -ing without making any changes. * If there isn’t a third consonant, then we have to double the consonant that is at the end of the root word.   Why do you think we double the consonant?  What would happen to the short vowel sound if we didn’t double the last consonant?  [the e would turn the short vowel into a long vowel sound]  What is a long vowel sound?  [it is the sound of the vowels name]  In order to protect the short vowel, there must be two consonants between it and the -ed or -ing suffix.  I do,  Use “slam” as an example on one of the white boards.   * First determine if the word has 1 syllable, 1 short vowel sound, and 1 ending consonant. * Use the Doubling Rule, start numbering at the short vowel. * M is 2, so that means we need to add another consonant being we add -ed and -ing.   Repeat the process using the word “hunt”  We do  Complete number 1 and 4 of the worksheet with students.  You do  Have students complete the rest of the worksheet.  While the students are working, observe that they are utilizing the spelling strategy they have been given.  ASK  How did you know the last consonant needed/didn’t need to be doubled?  What is the job of the two consonants at the end of that word?  What would happen if you didn’t double the consonant?  Once students are finished with the worksheet, they can cut out and fold their cootie catchers. Students can take turns deciding if the words in the cootie catcher need to have the last consonant doubled in order to add -ed and -ing.  **Learning Closure: Length of Time:** 2 minutes  Students can clean up their work stations, collect their supplies and head back to class. | | **Materials/Resources:**  Doubling Rule worksheets  Cookie Catcher pages  Scissors  White board  Dry erase marker    **Possible Adaptations/**  **Differentiation:**  - Letter blocks or magnets could be utilized to build the words for tactile learners.  - For students who have difficulties writing, they could utilize a laptop or other device to communicate their understanding.      **Management Strategies:**  - Ask questions of various students in order to keep their attention.    **Safety Considerations:**  - None |
| **Extension**  Utilize the -ed sound materials to explore, identify, and sort the different sounds that -ed can make.  Materials   * -ed white board magnets * -ed velcro boards and pieces   Learning Plan   * When the root word ends with a, t, or d sound, -ed makes /id/ * When the root word ends with a voiced sound, other than d, -ed makes /d/ * When the root word ends with an unvoiced sound, other than t, -ed makes /t/   \* Voiced sounds are those that we make with our voice. Students can determine if a sound is voiced or unvoiced by feeling their throat when making the sound. A vibration means it is voice, no vibration means it is unvoiced. | | |
| **Stage 4: Reflection** | | |
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