

# PREVIEW

## INFLECTED ENDINGS interactive pack

**All About the Base**  
Use the color key to color in the base words by their ending letters.

sleet	fiop	bask	pef	cope
cing	had	zap	load	drive
			bake	sob
			ize	hurt
			o	read

**Double It! with -ING**

Name: ID	DRABET ID	WRITE ID

**Sort & Write It!**  
Write the base words from the word bank into the correct column.

Just + -ing	Double It

**Inflecting Endings Game**  
Roll a die to go to the space. Read the base word. Do you double the final consonant, drop the e or do nothing to the base word when adding the ending?

Start

bang	plan	smile	load
pop			
bite	skate	scream	chat
lock	shrug	sleet	kick
gloat	mess	use	mope
help	train	blend	wrap
skip	like	sag	smell
	hod	yank	blame
			glow

End

**Drop It or Nothing with -ED**

Name: ID	DRABET ID	WRITE ID

ed float bake ed cloud ed  
close ed ed peel

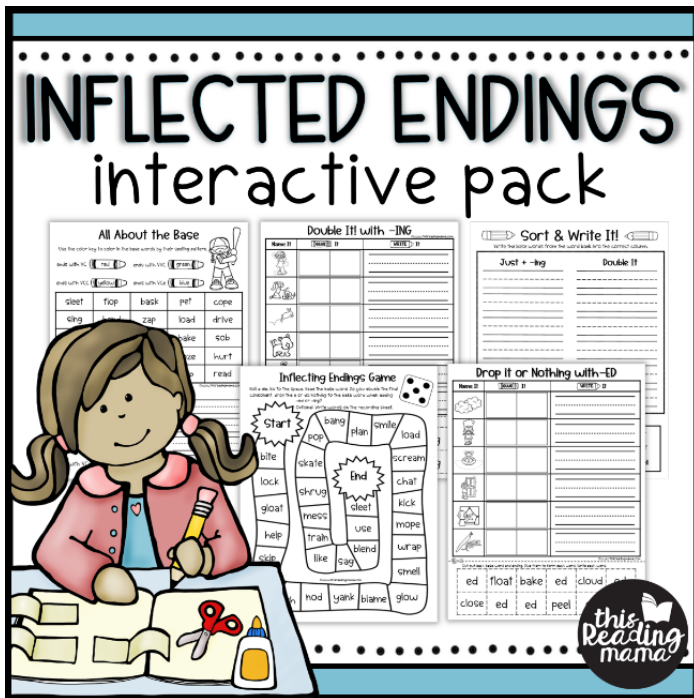
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# INFLECTED ENDINGS

## interactive pack

(for vowel suffixes -ed & -ing)

These interactive pages and games can really help learners solidify their understanding of adding the vowel suffixes -ed and -ing to various kinds of base word patterns.



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# All About the Base

Use the color key to color in the base words by their spelling pattern.

ends with VC 

ends with VVC 

ends with VCC 

ends with VCe 



sleet	flop	bask	pet	hope
sing	bend	zap	load	drive
camp	mute	train	lake	sob
float	grab	mind	doze	hurt
dig	sail	bite	drip	read

Pick two words from each pattern to write below.

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Ends with VC: \_\_\_\_\_  
 -----  
 \_\_\_\_\_

\_\_\_\_\_  
 -----  
 \_\_\_\_\_

Ends with VCC: \_\_\_\_\_  
 -----  
 \_\_\_\_\_

\_\_\_\_\_  
 -----  
 \_\_\_\_\_

Ends with VVC: \_\_\_\_\_  
 -----  
 \_\_\_\_\_

\_\_\_\_\_  
 -----  
 \_\_\_\_\_

Ends with VCe: \_\_\_\_\_  
 -----  
 \_\_\_\_\_

\_\_\_\_\_  
 -----  
 \_\_\_\_\_

# Base Word Chart

When adding a vowel suffix, like -ed or -ing, remember:

## Base Word

## Examples

If the word follows the 1-1-1 rule, you double the last consonant of the base word.

(Remember that final *y* and *w* are often part of a vowel team and are not doubled.)

popped  
wedding  
dragging

If the word ends with two consonants, you do nothing to the base word.

picked  
tasting  
jumped

If the base word ends with silent *e*, you drop the *e* before adding the vowel suffix.









take → taking  
love → loved  
ride → riding

If the word has a vowel team, you do nothing to the base word.

(Remember that final *y* and *w* are often part of a vowel team.)

playing  
showed  
meeting

# Double or Nothing

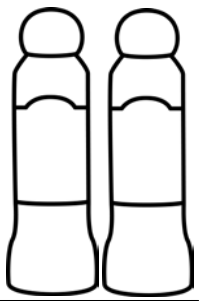
Name It	 <b>GLUE</b> It	 <b>WRITE</b> It
		
		
		
		
		
		

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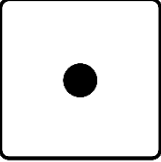
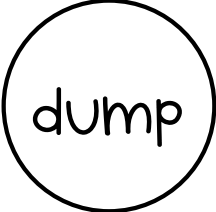
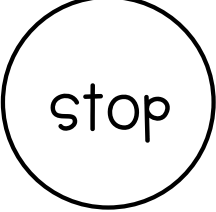

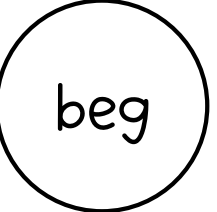
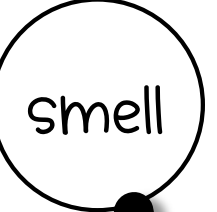
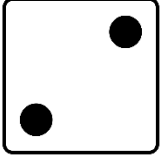
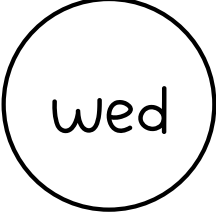
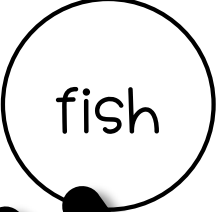
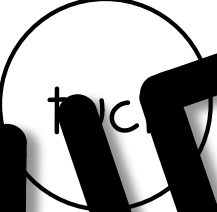




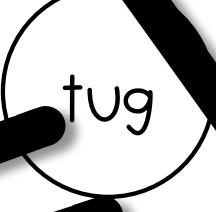


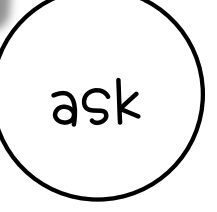


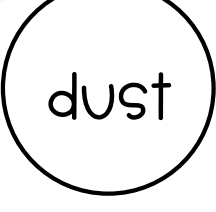
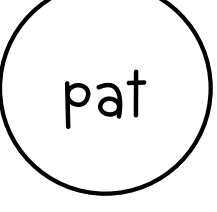
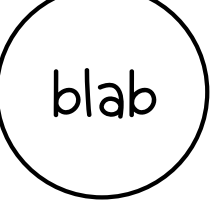
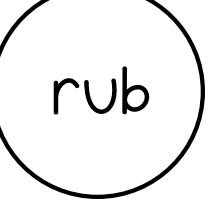
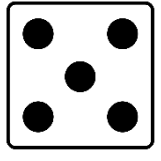

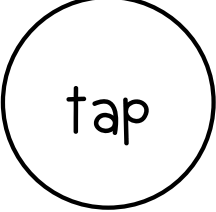
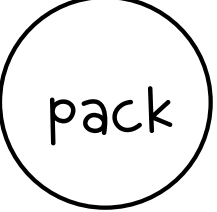
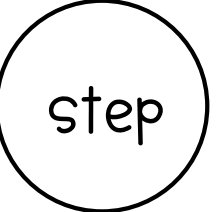
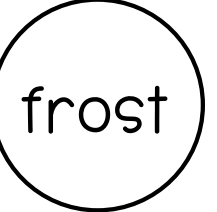
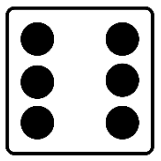
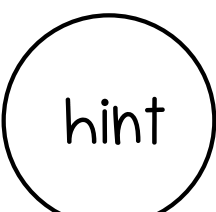
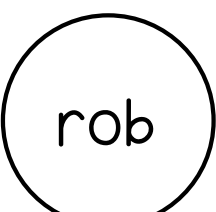
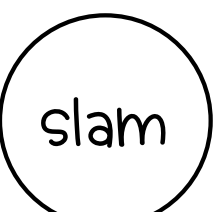

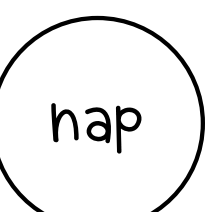
Cut out and glue down each base word and -ed suffix to match the pictures. Remember to double the last consonant when writing the words that follow the 1-1-1 rule.

kiss	grin	ed	sob	melt	ed
ed	ed	peck	chop	ed	ed

# Roll It! Spell It!











Roll a die. Read the word in that row. Do you double the consonant at the end of the base word or do nothing to the base word before adding a vowel suffix like -ing or -ed? Tell how you know. Dot or cover the word.

 + ed					
 + ing					
 + ed					
 + ing					
 + ed					
 + ing					

**PREVIEW**

# Drop It! with -ING

Name It	 <b>GLUE</b> It	 <b>WRITE</b> It
		<hr/> <hr style="border-top: 1px dashed black;"/> <hr/>
		<hr/> <hr style="border-top: 1px dashed black;"/> <hr/>
		<hr/> <hr style="border-top: 1px dashed black;"/> <hr/>
		<hr/> <hr style="border-top: 1px dashed black;"/> <hr/>
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Cut out and glue down each base word and -ing suffix. Drop the e when you write the word.

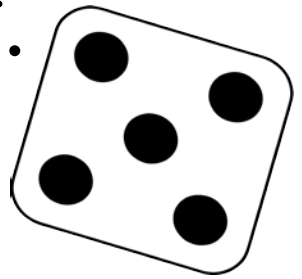
give	close	ing	write	ing	drive
ing	take	ing	ing	make	ing



# It's Nothing. Just Drop it.

Roll a die. Go to the space. Read the base word. Do you drop the final e or do nothing to the base word when adding -ed or -ing?

Optional: Write words on the recording sheet.



Start





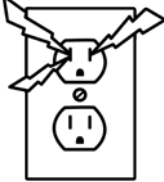



peek	look	rake	wipe	clean
love	note	cool	move	stay
com	smile	End	float	doze
mute	heal	nail	stain	spoil
rain	bake	poke	use	play
chew	coke	cook	close	heat
	cope	like	whine	

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# Adding -ED

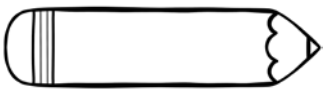
Name It	 It	 It
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		<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>
		<p style="font-size: 48px; font-weight: bold; opacity: 0.5;">PREVIEW</p> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>



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Cut out and glue down each word part. Remember to double or drop the e when needed.

zap	wink	mop	ed	dress	ed
ed	ed	peel	rain	ed	ed



# Add and Spell



Add -ed or -ing to each base word, and then write the entire word on the line. Remember to double or drop the e when needed.

show + ing =

\_\_\_\_\_

like + ed =

\_\_\_\_\_

spot + ed =

\_\_\_\_\_

trust + ing =

\_\_\_\_\_

scream + ed =

\_\_\_\_\_

burn + ing =

\_\_\_\_\_

grate + ing =

\_\_\_\_\_

tip + ed =

\_\_\_\_\_

tape + ed =

\_\_\_\_\_

lift + ing =

\_\_\_\_\_

wrap + ed =

\_\_\_\_\_

chime + ing =

\_\_\_\_\_

**PREVIEW**

# Who's on Base?

Box in the -ed or -ing suffix in each word. Write the base word on the line. Remember to add the e or drop a consonant if needed when writing the base word. The first one is done as an example.

petting ing    pet

muted \_\_\_\_\_

reading \_\_\_\_\_

grabbed \_\_\_\_\_

baked \_\_\_\_\_

fishing \_\_\_\_\_

hopped \_\_\_\_\_

played \_\_\_\_\_

skating \_\_\_\_\_

driving \_\_\_\_\_

spelled \_\_\_\_\_

parked \_\_\_\_\_

ring \_\_\_\_\_

shouted \_\_\_\_\_

bloomed \_\_\_\_\_

melting \_\_\_\_\_

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Read each word. Draw a picture to match or write a sentence using the word in the box.

taping

tapping

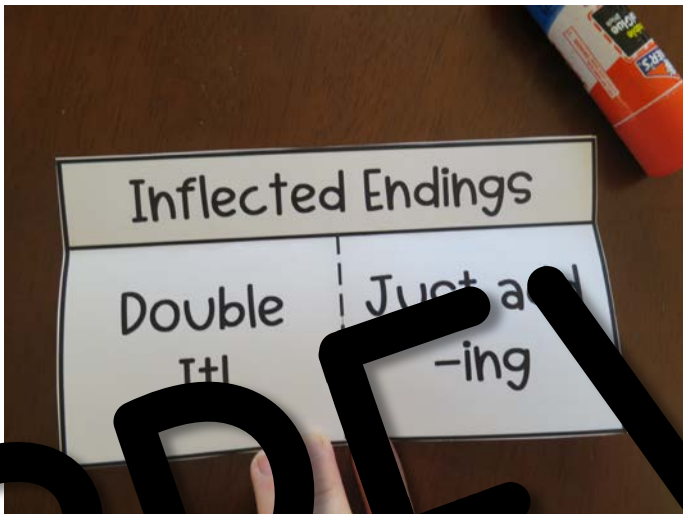
\*On the Back: Why are the two words spelled differently? Think about the base words.

# Inflected Endings

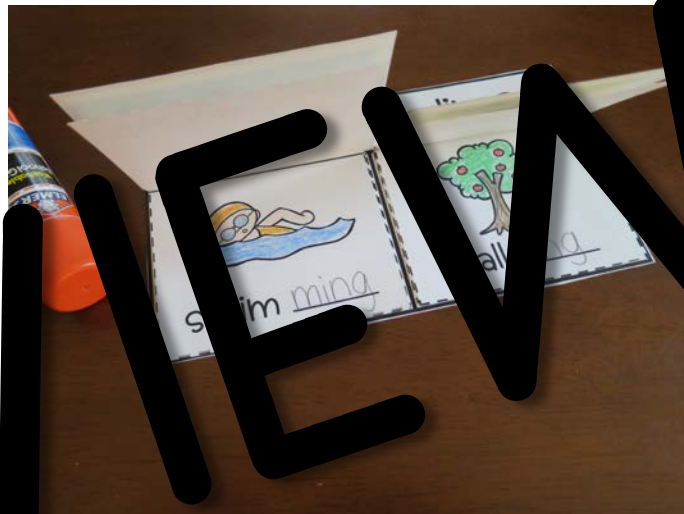
## Interactive Flip Books

Example with Level 2 Flip Books

PREVIEW



front



Middle



Under first flap



Under second flap

## Level 1 Interactive Books:

For level 1, the entire word is included with the base word underlined. Learners cut apart pictures/words and glue them into the correct section to make a flip book. Learners can draw pictures and write more words on the blank pages (p. 51 of this download) for each category when they find them in their reading.

Cut along outside lines.

# Inflected Endings

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e-Drop

Just add

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Cut along dotted line.

Cut along outside lines.

This is the back. Glue the top portion of the picture/word cards here.

e-Drop

Just add -ing