

⚡ PREPARE

CONCEPT When a base word has one syllable, has one vowel, and has one consonant at the end, double the final consonant before adding a vowel suffix. This is the Doubling Rule. Learning the Doubling Rule helps students spell words that cannot be spelled exactly as they sound.

VOCABULARY base word, derivative (i.e., new word), consonant, suffix, syllable, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

⚡ INSTRUCT

Display a column of one-syllable base words that have one vowel and one consonant at the end (e.g., *run, sad, star, swim, trot*). Read each one and ask students to identify how the words are alike. (Prompt students as necessary: *Does this base word have one syllable? Does this base word have one vowel? Does this base word end with one consonant?*) Have students synthesize their ideas to describe the set of base words.

Then, display a column of vowel suffixes (*-ing, -ed, -er, -est*). Ask students to identify how the suffixes are alike. (Prompt students as necessary: *Does each suffix begin with a consonant or a vowel?*)

Demonstrate for students how a base word can be combined with a suffix to create a longer word (derivative) that is used in a different way or has a different meaning. Spell each derivative or new word (base word + suffix), calling out individual letters as you do so and emphasizing the doubled consonant (*runner, saddest, starring, swimming, trotted*). Ask students to identify what you needed to add when combining base words and suffixes. Discuss the meaning of the new word (e.g., a runner runs, saddest is the most sad, starring is appearing as a featured star *right now*).

Tell students that these words follow the Doubling Rule.

State the rule: **When a base word has one syllable, has one vowel, and has one consonant at the end, double the final consonant before adding a vowel suffix.**

Refer students to the Anchor Chart. Distribute copies for students to keep or have students record the rule in a notebook.

⚡ PRACTICE

- Give students copies of the Doubling Rule Checklist included with this lesson. Using the Word Lists as a reference (see Lesson page 3), display one-syllable base words and suffixes, one pair at a time. Have students record the word parts and then spell the derivative, or new word, considering the four checkpoints as they decide whether to double the final consonant in each base word.
- Display or distribute copies of the Sample Text included with this lesson. Read the text with the students and have them identify the words that follow the Doubling rule. For each word that students locate, they should underline the original base word and circle the suffix.
- Play a version of concentration with index cards color-coded as base words or suffixes (include multiple copies of each suffix). Students earn a match if they turn over a base word (*stop*) and a suffix (*-ing*) that create a real word (*stopping*). Students then write the real word, applying the Doubling Rule as necessary.

ADAPT

SUPPORT

- Say a variety of words that include suffixes (e.g., *chops, matches, rented, splitting*). Students should repeat these words and then write only the base words.
- Display a one-syllable base word (e.g., *stun*). Then display different suffixes, one at a time. Have students practice combining the base word with each suffix. Students should refer to the four checkpoints as they work through each example.
- Display a vowel suffix (e.g., *-ed*), and distribute index cards with one-syllable base words to students. Have them sort the words into groups: those that would be doubled when the suffix is added (e.g., *pop*) and those that would not be doubled (e.g., *jump*). Students can then write the words.

EXTEND

- Dictate combined base words and suffixes, some that require students to double the final consonant in the base word and some that do not (e.g., *blinking, cramming, slams, trotted, winner*). Have students write each word.
- Challenge students to apply the Doubling Rule when adding suffixes to nonwords. Display a variety of word sums (e.g., *smeg + ing; plend + ed*) for students to complete.

CONNECT

- Have students find examples of words that use the Doubling Rule in content area texts. Share them as a group.

WORD LISTS

These lists build on each other.

LEVEL 3: -ed = /ed/, -ing

1 SYLLABLE

Doubled	<p>bat (batted, batting), blot (blotted, blotting), chat (chatted, chatting), chop (chopping), clip (clipping), dim (dimming), drop (dropping), fit (fitted, fitting), fret (fretted, fretting), grip (gripping), grit (gritted, gritting), jab (jabbing), kid (kidded, kidding), mop (mopping), net (netted, netting), nod (nodded, nodding), pad (padded, padding), pat (patted, patting), pet (petted, petting), plan (planning), plod (plodded, plodding), plot (plotted, plotting), prod (prodded, prodding), quit (quitting), rip (ripping), rub (rubbing), run (running), scrub (scrubbing), ship (shipping), shop (shopping), skid (skidded, skidding), skim (skimming), skip (skipping), sled (sledded, sledding), slim (slimming), slot (slotted, slotting), snap (snapping), spot (spotted, spotting), stop (stopping), strut (strutted, strutting), tan (tanning), trim (trimming), trot (trotted, trotting), wed (wedded, wedding), win (winning)</p>
Not Doubled	<p>band (banded, banding), blend (blended, blending), bond (bonded, bonding), brand (branded, branding), bunt (bunted, bunting), chomp (chomping), craft (crafted, crafting), crest (crested, cresting), dent (dented, denting), draft (drafted, drafting), drift (drifted, drifting), frost (frosted, frosting), fund (funded, funding), grant (granted, granting), grunt (grunted, grunting), hunt (hunted, hunting), lift (lifted, lifting), melt (melted, melting), mend (mended, mending), mist (misted, misting), punt (punted, punting), raft (rafted, rafting), rent (rented, renting), rust (rusted, rusting), script (scripted, scripting), test (tested, testing), tilt (tilted, tilting), tint (tinted, tinting), trend (trended, trending), trust (trusted, trusting), twist (twisted, twisting), vent (vented, venting), vest (vested, vesting), weld (welded, welding), wilt (wilted, wilting)</p>

WORD LISTS

These lists build on each other.

LEVEL 9: Level 3 + -ed = /t/, /d/; vowel-r; -y; -er; -est; -ish; -en

1 SYLLABLE

Doubled	<p>ban (banned, banning), bar (barred, barring), bit (bitten), chop (chopped, chopper, chopping), clip (clipped, clipper, clipping), dim (dimmer, dimmest), drop (dropped, dropper, dropping), fat (fatten, fatter, fattest), fit (fitted, fitter, fittest, fitting), flat (flatten, flatter, flattest, flattish), glad (gladden, gladder, gladdest), grim (grimmer, grimmest), grip (gripped, gripper, gripping), hid (hidden), hot (hotter, hottest), jar (jarred, jarring), mad (madden, madder, maddest), mop (mopped, mopping), quit (quitter, quitting), red (redden, redder, reddest, reddish), rip (ripped, ripping), sad (sadden, sadder, saddest), scar (scarred, scarring), scrub (scrubbed, scrubber, scrubbing), ship (shipped, shipping), slim (slimmed, slimmer, slimmest, slimming), snap (snapped, snapping, snappy), snob (snobbish, snobby), spar (sparred, sparring), star (starred, starring, starry), stir (stirred, stirring), stop (stopped, stopper, stopping), trod (trodden), wet (wetter, wettest), wit (witty)</p>
Not Doubled	<p>burn (burned, burner, burning), crunch (crunched, crunching, crunchy), crush (crushed, crusher, crushing), dark (darken, darker, darkest), dust (dusted, duster, dusting, dusty), firm (firmer, firmest), fish (fished, fishing, fishy), imp (impish), jump (jumped, jumper, jumping, jumpy), march (marched, marching), mulch (mulched, mulching), park (parked, parking), part (parted, parting), pump (pumped, pumping), punchy), rush (rushed, rushing), self (selfish), sharp (sharpen, sharper, sharpest), short (shorten, shorter, shortest), smash (smashed, smashing), spark (sparked, sparking), start (started, starter, starting), thrash (thrashed, thrashing), turn (turned, turning)</p>

ANCHOR CHART

Doubling Rule

When a base word has *one syllable*, has *one vowel*, and has *one consonant at the end*, double the final consonant before adding a vowel suffix.

CHECKPOINTS

- base word
- 1 syllable
 - 1 vowel
 - 1 consonant at the end
 - vowel suffix

saddest

swimming

trotted

runner

DOUBLING RULE CHECKLIST

Use this checklist or create your own.

BASE WORD + SUFFIX	BASE WORD			VOWEL SUFFIX	DERIVATIVE / NEW WORD
	1 SYLLABLE	1 VOWEL	1 CONSONANT		
run + ing	✓	✓	✓	✓	running
sprain + ed	✓		✓	✓	sprained
chomp + ing	✓	✓		✓	chomping
drip + s	✓	✓	✓		drips
star + ed	✓	✓	✓	✓	starred

SAMPLE TEXT

CONCEPT 3

The Party

By the time the party began, my mother and I had put in a long day. There had been a lot of planning and shopping for this party. We spent the morning scrubbing, mopping, dusting, and setting out dishes. We were getting everything ready for friends and family. But once all the people were here, Mom and I were glad we had done all that work. Gramps and Grandmom were grinning as everyone kidded them about their big day. There was a lot of hugging from the family. Everyone got to look at photos of them at their wedding long ago. Gramps gave a speech about his luck at meeting Grandmom and his "50 years of wedded bliss." Grandmom nodded and patted his hand.

Then Grandmom said what she always says when people come together: "Let's stop gabbing and eat!"