



What You Need to Know

Please note: This is an overview of information, not a complete guide to everything there is to know about this morpheme in English spelling.

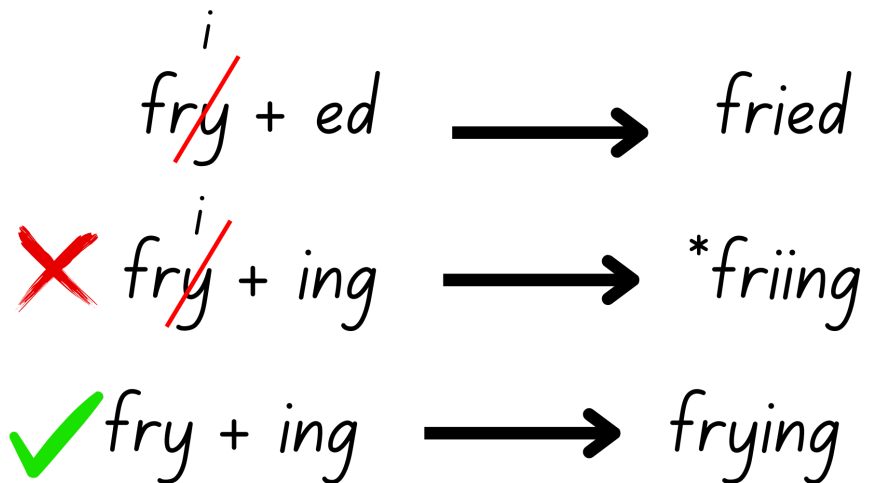
<ing> is a suffix added to verbs to mean their action, result, product, material, etc. (such as *being*, *singing*, or *building*). It is also used to form the present participles of verbs and the adjectives derived from them (such as *appetizing*, *shining*, or *caring*). Students are not required to differentiate between two uses of this suffix.

Suffixing Conventions

As <ing> is a vowel suffix, there are several suffixing conventions that we may encounter when exploring this morpheme with students.

- Base words that end with a single, final, non-syllabic <e> (which sometimes goes by “Magic E” or “Bossy E” or “Silent E”) (think CVCe words) usually experience a change (i.e. replace the <e>) when adding a suffix that starts with a vowel.
- Base words that are a single syllable, contain one short vowel, and end with a single consonant (think CVC words) usually double the final consonant before adding the vowel suffix to maintain the short vowel sound.

- While we would typically toggle the <y> to <i> when adding a vowel suffix, we also want to avoid double <i> when spelling complete, English,



content words. As such, you may discover words that keep the <y> despite it moving to a medial position when adding the suffix.

Introducing the Concept

Let's Read a Book (or Two)

Using a picture book, poem, or selection of text is a great way to introduce any morphology concept to students. Select a picture book that features <ing>. Possible titles include *Wild Symphony* by Dan Brown, *We are Growing* by Laurie Keller, *Yard Sale* by Eve Bunting. After first reading the text for enjoyment, select several of the words featuring <ing> and create word sums together, showing how the morphemes work together to make the word. In other words, ask students 'What is the base of this word?' or 'How is this word built?'. Teachers can extend this conversation to explore other members of the word family before moving on to another example from the text. Students might identify words that include the letters <ing> but they are not acting as a suffix in these examples (such as *thing*, *sing*, or *ring*).

Games and Activities

Write the Word Sum

Students use their individual white boards and markers to write the word sum for the word featuring the suffix <ing> that you have written on the board. Once students have written the sum, they can turn the boards to show you, or you can ask individual students to write their response at the front of the room to share with everyone.

Discuss misconceptions and reinforce spelling conventions of why we spell the plural the way we do.

Memory

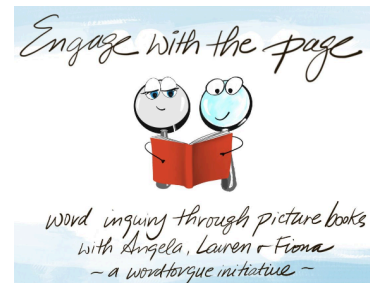
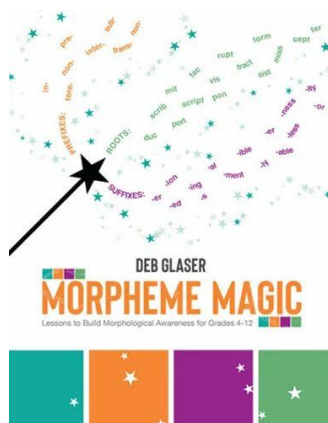
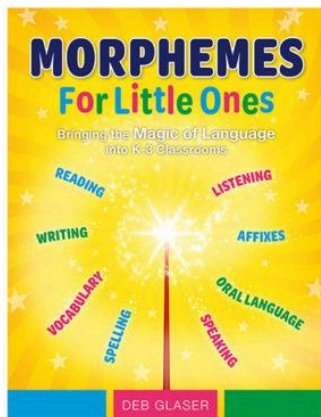
Write words featuring the <ing> suffix on one index card and the word sum on another. Students turn all cards face-down and play memory, matching the word

featuring the <ing> suffix with its corresponding word sum. To keep the pair, students must [read the word sum aloud](#).

Find Your Partner

Write a word with the <ing> suffix on one index card and the base element on another. Mix up the cards and pass them out to the students. Students need to find their partner in the room and then write the word sum that illustrates adding the <ing> to the base. To extend this learning, ask partner groups to brainstorm other words that would be in the word family of the base word.

Resources



[Engage with the Page](#)

References

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For more information, please contact your local consortia office.

