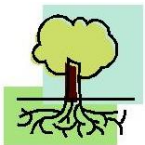
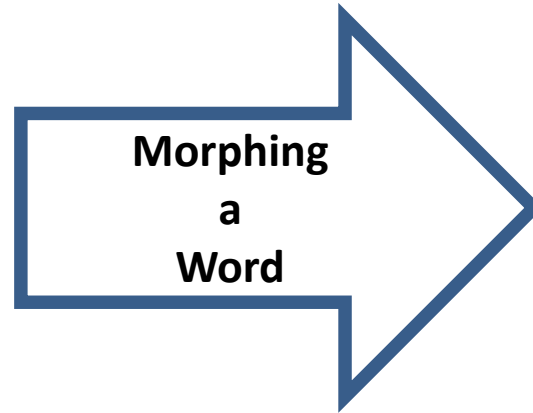
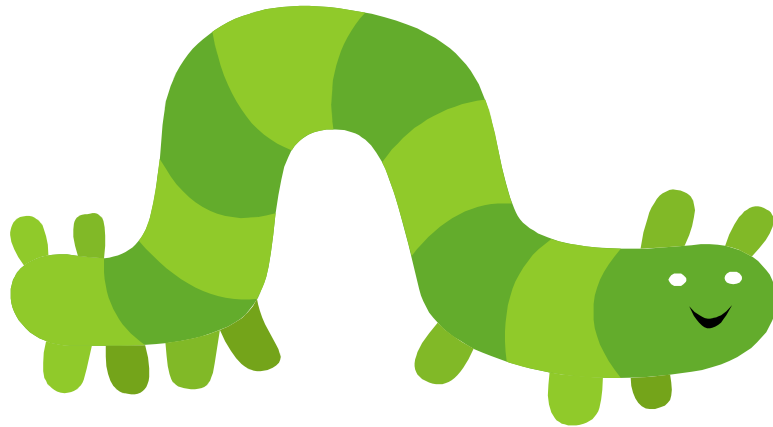


Inflectional Morphing - Word Endings

Spelling Rules



Root Word

2+



Plural or Action

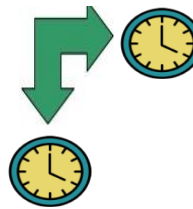
+ s + es + z



Thing

Person or Thing

+ er + or



Now or in the future

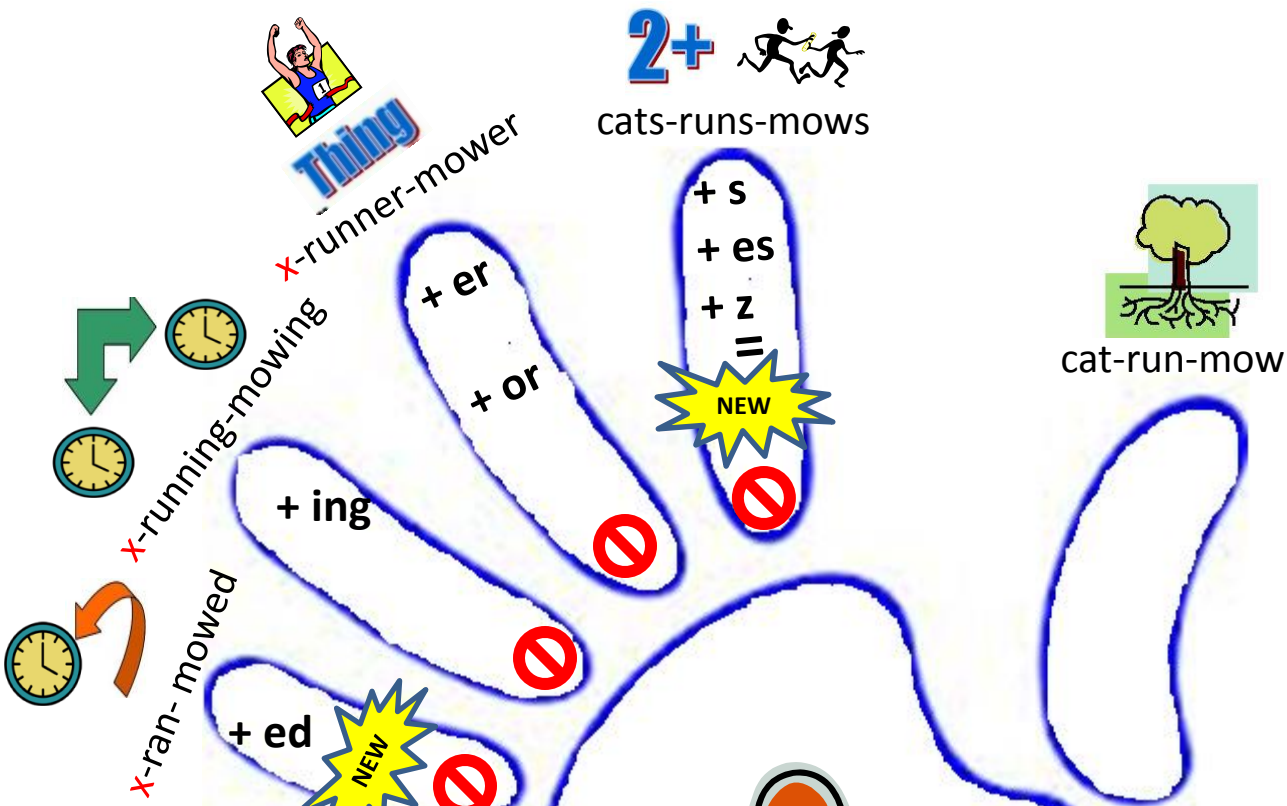
+ ing



In the past

+ ed





Four Types of Vocabulary

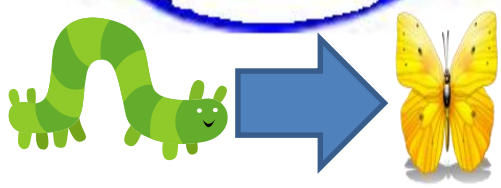


Sounds for ed:

toasted /ed/ new syllable

grilled /d/ voiced

baked /t/ unvoiced



2+ 

cats-runs-mows



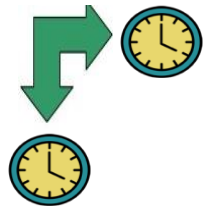
+ s
+ es
+ z
=
NEW

+ er
+ or



x-runner-mower

x-running-mowing



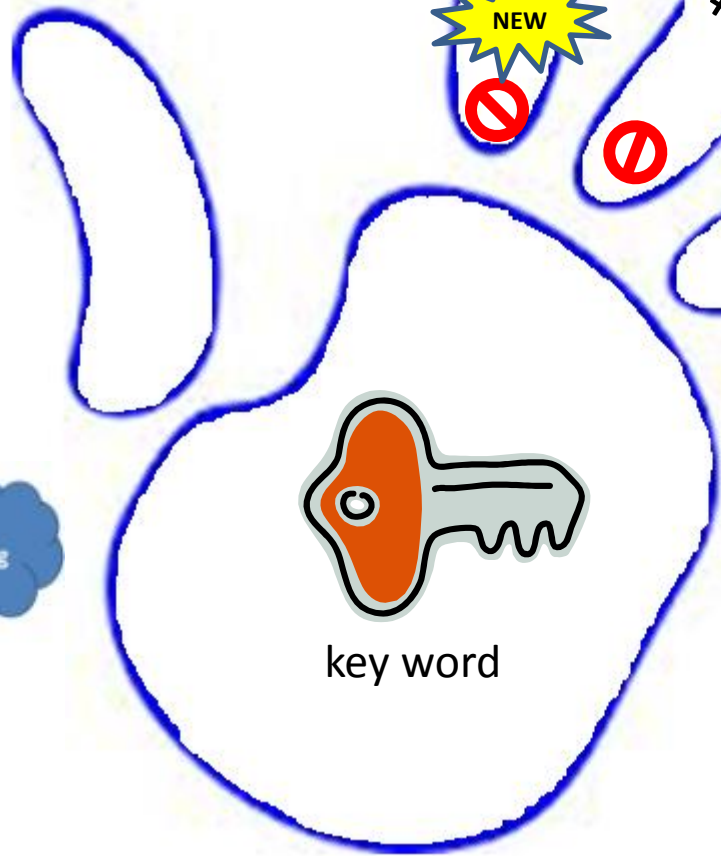
+ ing

x-ran-mowed




NEW
+ ed

Four Types of Vocabulary

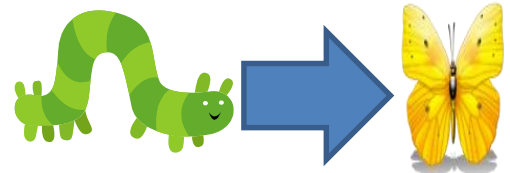


Sounds for ed:

toasted /ed/  new syllable

grilled /d/  voiced

baked /t/  unvoiced



Steps for using the morphing spelling rule matrix and writing sheet.

1. Say and write the root word (single or multi-syllable words).
2. Look at the **last letter** of the word. Does it end with a vowel or a consonant?
3. If it ends with a **vowel**, use the four columns under **Vowel Ending**:
 1. Choose the correct vowel ending column based on the word's ending.
 2. Use the intersection of the rule column and the morphing type column and write the morphed word.
4. If it ends with a **consonant**, use one of the three columns under **Consonant Ending**:
 1. If the word ending matches the Hissing column, use the intersection of the rule column and the morphing type column and write the morphed word.
 2. Otherwise, identify the length of the rime.
Find the first vowel. Underline it and the rest of the word. Count the letters that are underlined. Choose the rime length column.
 3. Use the intersection of the rule column and the morphing type column and write the morphed word.

In order for the student to morph a root word, the resulting words must be in their listening or speaking vocabulary. You may need to prompt:

I **run** to school. She xxx (**runs**) to school.











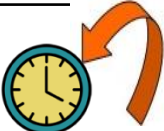






I like to **run** to school. I am xxx (**running**) to school.

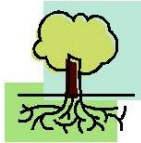
I **run** fast. I am a fast xxx (**runner**.)

I **run** to school every day. Yesterday I xxx (**ran**) to school.



**Four Types
of
Vocabulary**

	 Vowel Ending				 Consonant Ending		
 Root Word	Final e	y only	o only a only	2 Vowels ay ey oy uy aw ew ow oo	Ending Hisses s ss x z zz ch sh th	Rime Length 2	Rime Length 3 - 4 - 5
Plural 2+ Action  runs chases	Drop e + es  lice flue	Change y to i + es	o - go + es a - banana + s Multisyllable + s	+ s	+ es th + s or + es  brass fish news pants	+ s	+ s calf elf half self shelf change f to v + es deer sheep
 Person runner actor  Thing mower roller	Drop e + er + or	Change y to i + er + or	+ er + or	+ er + or	+ er + or	2X consonant + er + or Multisyllable Accented 2X + er Not Accented + er	+ er + or
 Future  Now	Drop e + ing	+ ing	+ ing	+ ing	+ ing	2X consonant + ing Multisyllable Accented 2X + ing Not Accented + ing	+ ing
 Done or in the past	Drop e + ed  NEW be = been	Change y to i + ed  NEW fly = flew	+ ed  NEW do = did go = went	+ ed  NEW pay = paid	+ ed  NEW loss = lost	2X consonant + ed Multisyllable Accented 2X + ed Not Accented + ed run = ran	+ ed  NEW lead = led meet = met bring brought



Root Word
bike doll mow
play rain run

Plural

He has two **bikes**.
 She likes to play with **dolls**.

2+

(s / es)

Action



She **runs** fast.
 He **mows** the grass on Saturday.



Person

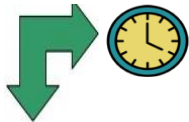
The **runner** in the blue shirt is the **winner**.

(er / or)

Thing

Thing

I will **mow** the grass with the lawn **mower**.



Future

Let's go **biking** tomorrow.
 It will be **raining** in one hour.

(ing)



Now

She is **running** fast.
 He is **mowing** the grass.



Past

She **played** with her dolls.

It **rained** yesterday.

(ed) or
(New Word)



Done

After school, he **ran** to my house.

