

Lesson 13

Inflectional Endings

STUDENT OBJECTIVES

- Understand that an inflectional ending is added to a verb or noun to tell when or how many.
- Recognize and use the inflectional endings *-ed*, *-ing*, *-es*, and *-s*.

Additional Practice

give + s = gives (*present*)
 wash + es = washes (*present*)
 ask + ed = asked (*past*)
 talk + ing = talking (*present*)

Inflectional Endings Tip

Some words change their spellings when endings are added.

- When a word ends in silent *e*, drop the *e* before adding an ending that begins with a vowel.
- Add *-es* to words that end in *ch*, *sh*, *ss*, *x*, or *z*.

Skill: Word Ending



Introduced in Stage B Teacher's Edition, p. 216
 Introduced in FLEX Teacher's Edition, p. 224
 Introduced in FLEX II Teacher's Edition, p. 132

Teach/Model

Explain Inflectional Endings Explain to students that endings at the end of a verb help the reader tell whether the verb's action happens in the past, present, or future. Write the following sentences on the board, underlining the verbs with endings. Read the sentences with the students.

1. My sister was singing a beautiful song.
2. She played piano this morning.
3. Lisa walks through the gate.
4. She latches it closed behind her.

THINK ALOUD *I see the ending -ing at the end of the verb singing in sentence 1. The ending -ing shows action in the past because singing is with the helping verb was. So I know that the action in the sentence takes place in the past. I look at sentence 2 and the verb played. I see the ending -ed at the end of the verb. I know that when -ed is added to a verb it means an action has taken place in the past. Therefore sentence 2 is about something that has happened in the past.*

Call on students to follow your modeling and discuss sentences 3 and 4. Point out that *-es* and not *-s* is added to *latch* because it ends in *ch*.

Point out that when the ending *-s* or *-es* is added to a noun, it makes the noun plural. (Examples: *rooms*, *hands*, *boxes*, *lunches*)

Guided Practice/Apply

Use Inflectional Endings Write the following sentences on the board. Have volunteers read a sentence, circle the ending in each underlined word, and then state when the action takes place.

1. Hector is studying for a math test.
2. He started his work late last night.
3. Jan misses the school bus and walks to school.
4. My best friend will be visiting me next summer.
5. Sue cries every time she sees a sad movie.

Then have the students identify the base word in each underlined verb. (*study*, *start*, *miss*, *walk*, *visit*, and *cry*) Have a volunteer explain how the word *cries* was formed from *cry*.

To reinforce the skill, distribute **Practice, page 297**.

Resource Links

1 RDI Book 1: p. 296

SAM Keyword: Inflectional

