

Adding -ing To Words



Objective

Adding the suffix 'ing' to root words



Equipment

- Enrich School Orienteering Map
- Orienteering Control Markers
- Activity Sheets
- Follow-on activity sheets



Preparation

- Teachers can use the prepared Activity Sheets for this activity.
- Alternatively, teachers can select a specific set of control points for this activity and insert the pictures for these control points into the editable Activity Sheet (by cutting and pasting from the marker picture master). They can also specify which letter (either 1st/2nd/3rd/4th) from the control markers that children need to write into their Activity Sheet to show that they have visited the control point to collect the word.
- Teachers may choose to make a selection of control points which are in a specific location of the school site e.g. around the edge of the school field.
- There is also a follow-on Activity Sheet for the second part of this activity.



Other information

- Most root words do not change their spelling when 'ing' is added.
- Root words ending in 'e' drop the 'e' when 'ing' is added
- If the root word has a short vowel before the final letter (e.g. run, sit, shop) the final consonant letter is doubled before adding 'ing'.



Instructions

- Children could do this activity individually or in pairs.
- They look at the picture for the sentence on their Activity Sheet and then run to find the control marker which has this picture.
- When they find the correct marker, they need to write in the first letter (or whatever reference the teacher has indicated on the Activity Sheet) to show that they have visited the marker.
- This enables them to collect the root word in their table.
- When they have collected all the root words in their table, children can proceed to the second part of the activity.
- Using the follow-on Activity Sheet, they must add the suffix 'ing' to each of the root words that they have collected, so that they create a new word.
- They write each of the new words that they have created into one of two columns according to whether the spelling of the root word changes (e.g., amaze – amazing) or stays the same (e.g. try – trying).
- Using the words that they have collected and categorised in this way, children can then carry out a spelling investigation to see if they can identify spelling patterns e.g., removing the e when adding 'ing' to a root word ending in 'e'.
- Children could do this independently, working in pairs or small groups.
- Alternatively, this could be done as a whole class activity, using all the words collected through this activity. This would give the teacher the opportunity to help children identify spelling patterns and to test them against other words. Patterns identified could then be recorded onto a class poster.

