



# GK-68

Intervention Activities Guide (IAG)  
Blackline Masters



Graphophonemic Knowledge | Consonant Doubling and Inflectional Endings: Consonant Doubling

## GK-68 Adding Endings: -ed, -ing, -ful and -less

Blackline Master available  
www.tpri.org

Students spell words where the consonant is doubled.

**MATERIALS:** Word list, chart paper, paper, pencils/markers

- 1 Make a list of words to spell and a chart with the rule:  
**If a one-syllable word ends in a consonant, the consonant is doubled when adding an inflectional ending (e.g., -ed, -ing). The consonant is not doubled if the suffix begins with a consonant (e.g., -ful, -less).**
- 2 Teach and review the rule.
- 3 Provide examples of words that fit the rule and allow students to practice.
- 4 Call out words as students spell them.
- 5 Students practice writing words following the rule. Encourage them to reflect on the rule before spelling a word.
- 6 Provide corrective feedback as students work.

### EXAMPLE:

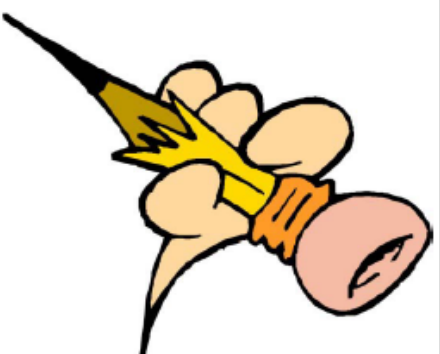
Adding -ed		Adding -ing		Adding -ful		Adding -less	
hug	hugged	hug	hugging	rest	restful	rest	restless
stop	stopped	stop	stopping	cheer	cheerful	cheer	cheerless
trim	trimmed	trim	trimming	care	careful	care	careless
pop	popped	pop	popping	pain	painful	pain	painless
tap	tapped	tap	tapping	truth	truthful	truth	truthless
pin	pinned	pin	pinning	help	helpful	help	helpless
hop	hopped	hop	hopping	joy	joyful	joy	joyless

Non-Examples		
play	played	playing
walk	walked	walking
rest	rested	resting



**PREPARATION OF MATERIALS:** Print the poster on page 2. You may wish to enlarge it and mount it on colored tag board.

# Adding Endings: -ed, -ing, -ful, and -less



✓ If a one-syllable word ends in a consonant, the consonant **is doubled** when adding an inflectional ending  
(e.g., -ed, -ing)

✓ The consonant **is not doubled** if the suffix begins with a consonant  
(e.g., -ful, -less)