

Inflectional Endings

Verbs (Action Words)

simple form	-s form -s, -es	present participle -ing	past tense (regular) -ed	past tense (irregular)	past participle
start	start s	start ing	start ed		was started
swell	swell s	swell ing	swell ed		were swollen
mean	mean s	mean ing		meant	has meant
stand	stand s	stand ing		stood	have stood
go	go es	go ing		went	had gone
try	tr i es	tr y ing	tr i ed		
fly	fl i es	fl y ing		flew	was flown
like	lik e s	lik ing	lik ed		
ride	rid e s	rid ing		rode	were ridden
pet	pet s	pet t ing	pet t ed		
get	get s	get t ing		got	has gotten

Adjectives and Adverbs (Describing Words)

positive form	-ly form -ly	comparative (regular) -er	superlative (regular) -est
quiet	quiet ly	quiet er	quiet est
tidy	tid i ly	tid i er	tid i est
nice	nic e ly	nic er	nic est
big	big ly	big g er	big g est

Directions for assembling the "Inflectional Endings" chart: Use white cardstock to print the chart cards. Please note that some of the cards contain color, so colored ink will need to be available. Laminate the sheets, cut out the chart pieces and heading cards, and use wall-safe tape to assemble the chart as illustrated. You can use laminated die cut letters to add the "Inflectional Endings" title and smaller letters of a different color for the headings "Verbs (Action Words)" and "Adjectives and Adverbs (Describing Words)."

As a variation to using wall-safe tape to attach chart pieces that will be removed and reinserted by students (e.g., the inflectional endings, the correct form of a verb or adjective or adverb in the sentences towards the bottom of the chart), you might instead attach StikkiCLIPS beneath the headings and elsewhere as needed to rest the word, letter, and suffix cards on.

Word cards can be taped to the wall and a clip inserted next to each word that inflectional endings will be added to (-s or -es, -ing, -ed, -ly, -er, and -est). For words whose final *y* is changed to *i*, whose final *e* is dropped, and whose final consonant is doubled before adding an ending, you will need two clips beside the taped card that inflectional endings will be added to.

As an example for **changing a final *y* to *i***, the letters *tr* might be taped to the wall and a clip next to it would be used to hold the letter *y* to form the word *try*. A student (or the teacher) would replace the *y* with *i* on the first clip, and the inflectional ending -ed might be inserted on the second clip to spell the word *tried*.

As an example for **dropping a final *e***, a card with the letters *rid* could be taped to the wall and a card with the letter *e* inserted on the clip next to it to spell the word *ride*. When adding the ending -s to the word, the *e* would not be removed, while it would be removed when adding the ending -ing.

As an example for **doubling a final consonant**, the word *pet* could be taped to the wall and an extra *t* inserted on the clip next to it before inserting the -ing (or -ed) endings on the second clip.

Blank cards are also available for teachers to record spelling words that inflectional endings can be added to. After laminating the cards, a permanent sharpie can be used to record the spelling words. Your students' names could even be printed on the blank cards to use in the sentences at the bottom of the chart. Note that there are several ways to erase permanent marker from laminated surfaces. One popular method is by scribbling over the writing with a dry-erase marker and then using a paper towel to remove all the ink.

Mandi	will	start	her	chores	early.	future tense
The	children	start	their	chores	early.	present tense
Kingston	starts	his	chores	early.		present tense
Jessica	is	starting	her	chores	early.	present tense
Yesterday,	Lucas	started	his	chores	early.	past tense
Michael	will	go	to	the	store.	future tense
Michael	goes	to	the	store.		present tense
Michael	is	going	to	the	store.	present tense
Yesterday,	Michael	went	to	the	store.	past tense
Michael	had	gone	to	the	store.	past tense
My	friend	is	quiet.			
She	talks	quietly.				
She	is	quieter	than	most	people.	
She	is	the	quietest	person	I	know.

“Inflectional Endings” chart: The “Inflectional Endings” chart will be used to familiarize students with the different **forms of verbs** (simple form, *-s* form, present participle, regular past tense, irregular past tense, past participle) and the **comparative and superlative forms of regular adjectives and adverbs**. Essentially, students will learn what happens to verbs when the inflectional endings *-s* or *-es*, *-ing*, and *-ed* are added to them and how the endings *-er* and *-est* can be added to the positive form of regular adjectives and adverbs for comparison purposes.

They will learn that when a word ends with a consonant and *y*, you change the final *y* to *i* unless the ending begins with an *i* (fly + *es* = flies, fly + *ing* = flying); that when a word ends with a consonant and a silent *e*, you drop the final *e* before adding an ending that begins with a vowel (store + *ing* = storing, store + *s* = stores); and that when a one-syllable word (or a word that is accented on the last syllable) ends with one vowel followed by one consonant, you double the final consonant before adding an ending that begins with a vowel (shop + *ing* = shopping, for-'get + *ing* = forgetting, shop + *s* = shopps).

In addition, they will discover that the past tense of a verb is not always formed by adding the ending *-ed*. Instead, some verbs are irregular, like the past tense of *go*, which is *went*, or the past participle *gone*. *Gone*, as with other past participles, would be used when it follows an auxiliary verb (helping verb) like *was*, *were*, *has*, *have*, or *had*. As can be seen from the chart illustration, these helping verbs have been colored, including the helping verb *will* which can be used before the simple form of a verb to indicate future tense.

Besides learning about inflectional endings, the chart will also be used to study past, present, and future tense and will be used to help students learn several words from *Bible History for Children and Youth (Text and Study Guide)* that are not classified as sight words and that cannot be easily sounded out.

Note: The top half of the chart will be used for **verbs** (*-s/-es*, *-ing*, and *-ed*), the middle part for **adjectives and adverbs** (*-ly*, *-er*, and *-est*), and the bottom half for forming sentences where different forms of words are used in context.

Instructions for using the “Inflectional Endings” chart:

1. Add inflectional endings to words.
 - **INFLECTIONAL ENDINGS:** Add the inflectional endings *-s* or *-es* and *-ing* to each root word. Add *-ed* to regular verbs. If a verb is irregular, identify the irregular past tense and past participle form. Add the endings *-ly*, *-er*, and *-est* to adjectives and adverbs.
 - **CHANGING A FINAL Y TO I:** Follow the “Changing a final *y* to *i* rule” below for words whose final *y* must be changed to *i* before adding an ending.
Changing a final *y* to *i* rule: When a word ends with a consonant and *y*, you change the final *y* to *i* unless the ending begins with an *i* (*-ing*). (fly + es = flies; fly + ing = flying)
 - **DROPPING A FINAL E:** Follow the “Dropping a final *e* rule” below for words whose final *e* must be dropped before adding an ending that begins with a vowel (*-ing*, *-ed*, *-er*, *-est*).
Dropping a final *e* rule (Dropping Rule): When a word ends with a consonant and a “silent *e*,” drop the final *e* before adding an ending (a suffix) that begins with a vowel (*a*, *e*, *i*, *o*, or *u*). Do not drop the final *e* when the ending begins with a consonant. (store + ing = storing; store + s = stores)
 - **DOUBLING A FINAL CONSONANT:** Follow the “Doubling a final consonant rule” below for words whose final consonant must be doubled before adding an ending that begins with a vowel (*-ing*, *-ed*, *-er*, *-est*).
Doubling a final consonant rule: When a one-syllable word (or a word that is accented on the last syllable) ends with one vowel followed by one consonant, double the final consonant before adding an ending (a suffix) that begins with a vowel (*a*, *e*, *i*, *o*, or *u*). Do not double the final consonant when the ending begins with a consonant. (shop + ing = shopping; for-’get + ing = forgetting; shop + s = shopps)
2. After adding the endings *-ly*, *-er*, and *-est* to adjectives and adverbs, give clues like those listed below and let students identify the form of the word you are referring to:
 - In a quiet manner/way (**quietly**)
 - Is more quiet than her brother (**quieter**)
 - Quieter than all others (**quietest**)
3. Identify the different forms of verbs—simple form, *-s* form, present participle, past tense (regular and irregular), past participle.
4. Identify the different forms of adjectives and adverbs—positive, regular comparatives and superlatives.
5. While looking at the chart, help students to identify the different forms of verbs and of adjectives and adverbs by asking random questions like, “What is the present participle form of *start*?” “What is the superlative form of *quiet*?”
6. Read the sentences and insert the correct form of the verb or adjective or adverb.
7. Identify sentences in the past, present, and future tense.

start

swell

mean

stand

go

quiet

start

start

start

swell

swell

swell

mean

mean

stand

stand

go

go

went

quiet

quiet

quiet

was

started

were

swollen

has

meant

has

stood

had

gone

meant

stood

s	s	s
s	s	s
es	es	es
ing	ing	ing
ing	ing	ing
ed	ed	ed

ly	ly	er
er	est	est

Changing a final y to i

carry: carries, carrying, carried

hurry: hurries, hurrying, hurried

cry: cries, crying, cried

try: tries, trying, tried

fly: flies, flying, flew, flown

tidy: tidily, tidier, tidiest

Dropping a final e

like: likes, liking, liked

move: moves, moving, moved

place: places, placing, placed

skate: skates, skating, skated

ride: rides, riding, rode, ridden

nice: nicely, nicer, nicest

Doubling a final consonant

hug: hugs, hugging, hugged

pet: pets, petting, petted

shop: shops, shopping, shopped

stop: stops, stopping, stopped

begin: begins, beginning, began, begun

get: gets, getting, got, gotten

big: bigly, bigger, biggest

carry

hurry

cry

try

fly

tidy

like

move

place

skate

ride

nice

hug	pet
shop	stop
begin	big
get	

carr

carr

carr

hurr

hurr

hurr

cr

cr

cr

tr

tr

tr

fl

fl

flew

tid

tid

tid

lik

lik

lik

mov

mov

mov

plac

plac

plac

skat

skat

skat

rid

rid

rode

nic

nic

nic

hug

hug

hug

pet

pet

pet

shop

shop

shop

stop

stop

stop

begin

begin

began

get

get

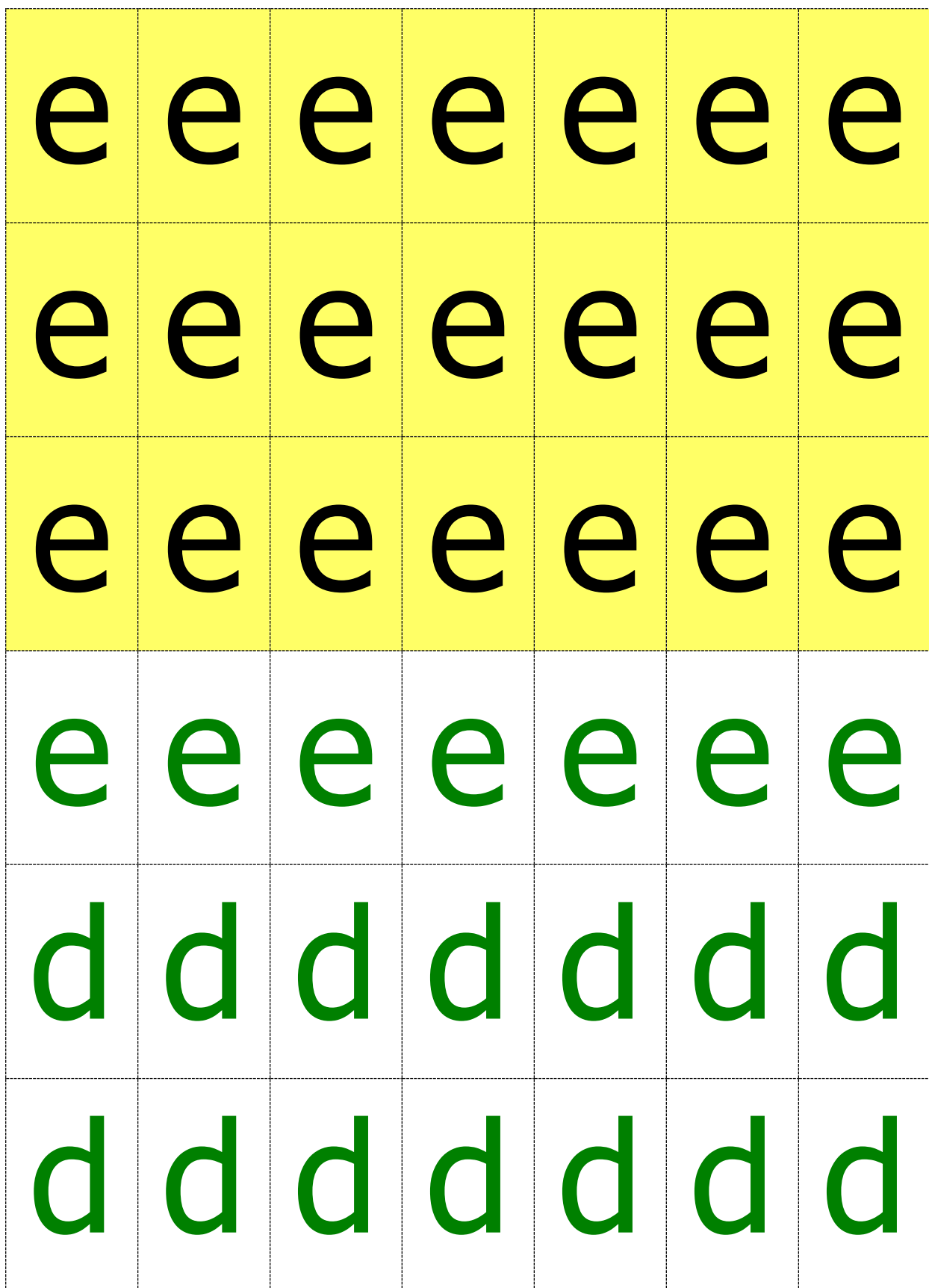
got

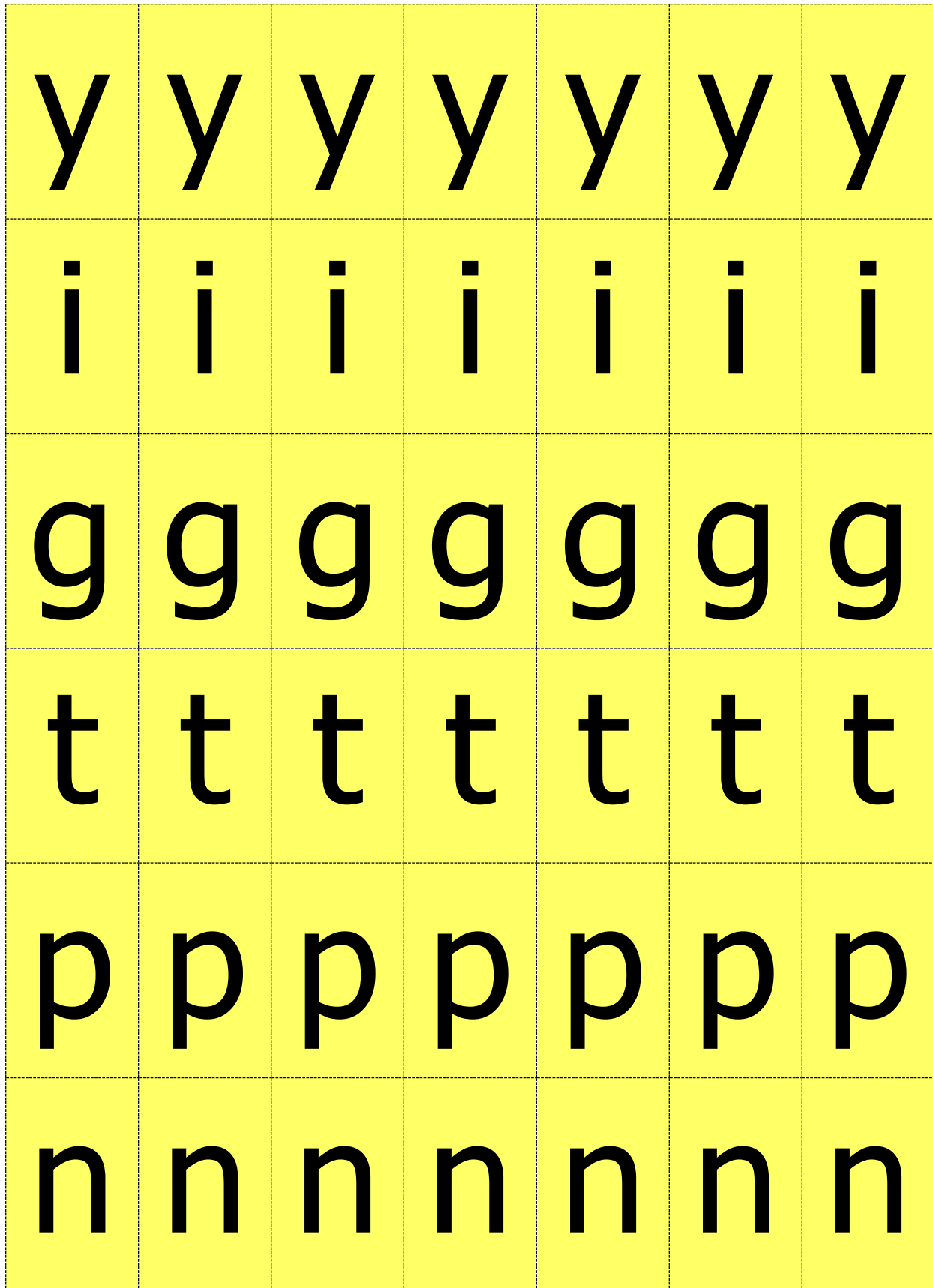
big

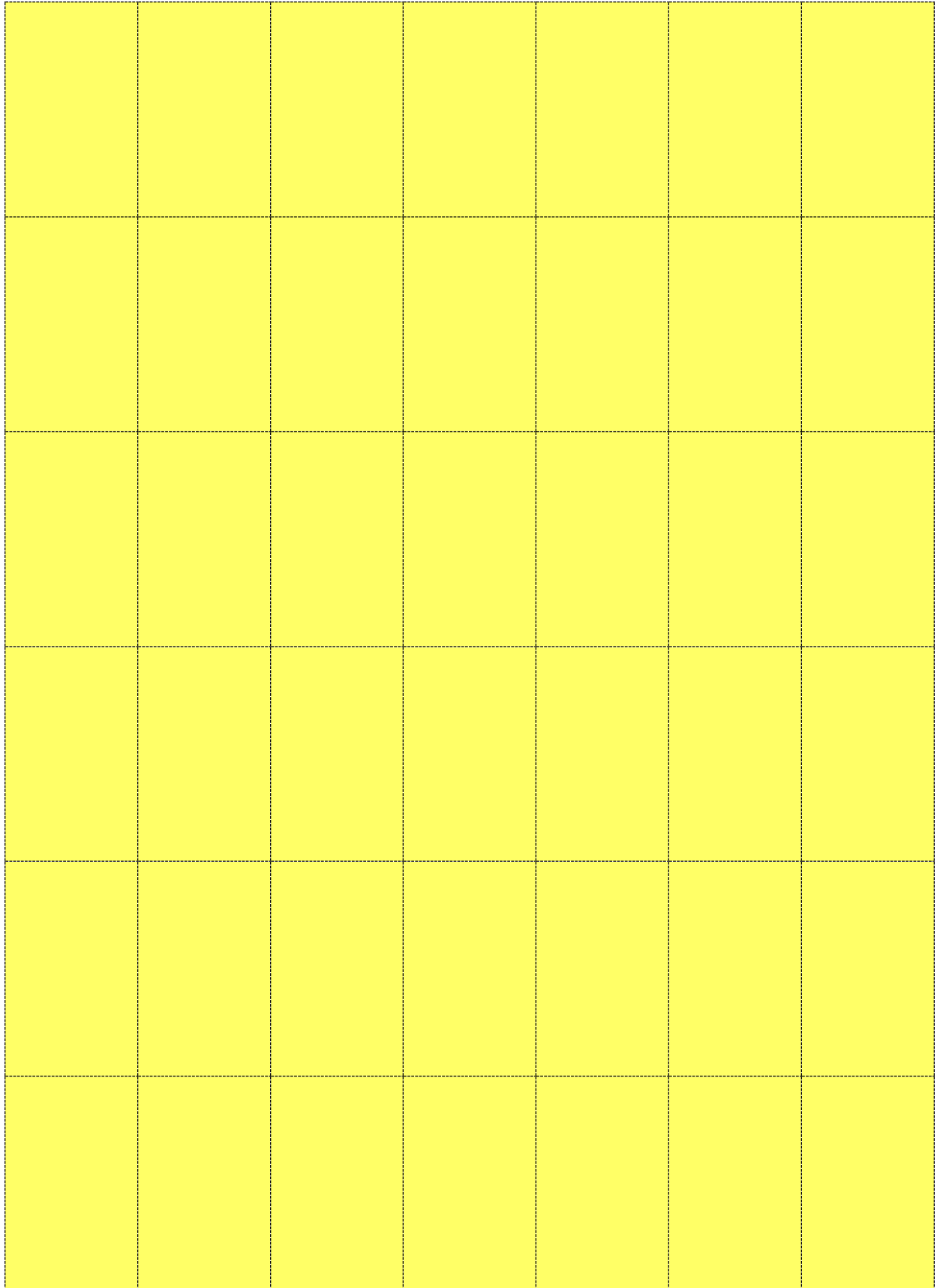
big

big

was	flown
were	ridden
has	begun
have	gotten
had	
was	







s	s	s
s	s	s
s	s	s
s	s	s
es	es	es
es	es	es

ing	ing	ing
ing	ing	ing
ing	ing	ing
ing	ing	ing
ing	ing	ing
ing	ing	ing

ed	ed	ed
ed	ed	ed
ed	ed	ed
ed	ed	ed
ed	ed	ed
ed	ed	ed

ly	ly	ly
ly	ly	ly
er	er	er
er	er	er
est	est	est
est	est	est

Sentences for the Chart

Mandi

will

start

her

chores

early.

The
children
start
their
chores
early.

Kingston

starts

his

chores

early.

Jessica

is

starting

her

chores

early.

Yesterday,

Lucas

started

his

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early.

Michael

will

go

to

the

store.

Michael

goes

to

the

store.

Michael

is

going

to

the

store.

Yesterday,

Michael

went

to

the

store.

Michael

had

gone

to

the

store.

My

friend

is

quiet.

She

talks

quietly.

She

is

quieter

than

most

people.

She

is

the

quietest

person

I

know.

past tense

past tense

past tense

past tense

present tense

present tense

present tense

present tense

present tense

present tense

future tense

future tense

simple
form

-s form

-s, -es

present
participle
-ing

past tense
(regular)
-ed

past tense
(irregular)

past
participle

positive
form

-ly form

-ly

comparative
(regular)
-er

superlative
(regular)
-est

Structural Analysis Whole-Group Activities

INFLECTIONAL ENDINGS, CHANGING A FINAL *Y* to *I*, DROPPING A FINAL *E*, and DOUBLING A FINAL CONSONANT (Note: Prepare word cards to use for “Around the World”/a relay game. Refer to the “Inflectional Endings” chart and the corresponding worksheets in *Teaching Children about Plurals, Inflectional Endings, Prefixes, Suffixes, Compound Words and More* by Habakkuk Educational Materials for word card ideas.)

- **Around the World:** Two students from the class stand together, and the teacher holds up a word card with an inflectional ending, such as *starting*. The first child to verbally read the word would move to the next child in line for a second race, and the game would continue in this manner.
- **Relay Game:** To practice adding inflectional endings themselves, including to words whose final *y* often changes to *i*, whose final *e* is often dropped, and whose final consonant is often doubled, have students line up in teams at the chalkboard tray for a relay game. Students could then be instructed to write, let’s say, *goes* on the board after being shown the word card *go*, *quieter* after being shown the word card *quiet*, *carries* after being shown the word card *carry*, *doubling* after being shown the word card *double*, *bigger* after being shown the word card *big*, and so forth. The first team player to correctly spell the word with the inflectional ending specified by the teacher would have a tally mark recorded under his group’s name. Count the tally marks at the end of the game to determine the winner.

Students might also be instructed to write, for example, words like *whiter*, *whitest*, or *whiten* on the board after being shown the word card *white*. In addition, to familiarize students with the different pronunciations of *ies* and *ied* as in *carries* and *cries* and *carried* and *cried*, the teacher could display words that end with *y* and instruct students to add *-es* or *-ed* to the words. If you want students to focus upon when to add *-es* rather than just *-s* to the *-s* form of verbs, you might only instruct them to record words like *starts* and *goes* during the game.

COMPOUND WORDS

The next two ideas suggest structural analysis activities that involve compound words rather than inflectional endings. Cards for the game could be added to weekly using compounds of spelling words that are provided with the lessons in *Learning Social Studies, Spelling Words, Phonics, and More Simultaneously* and the corresponding science book by Habakkuk Educational Materials.

- **Around the World with Compound Words:** For “Around the World,” print closed compound words (e.g., *farmyard*), open compound words (e.g., *school bus*), and hyphenated compound words (e.g., *half-moon*) individually on cards of two different colors or with ink of two different colors. Two students from the class stand together, and the teacher holds up, let’s say, the compound word *farmyard*. The first child to verbally read the word (or to identify it as *closed*, *open*, or *hyphenated*), would move to the next child in line for a second race, and the game would continue in this manner.

Variation: As a variation, students could be instructed to name a compound word, such as *farmyard*, when the spelling word card *farm* is shown. Another option would be to have students line up in teams at the chalkboard for a relay game. When the teacher shows a word card such as *barn*, the first team player who can use it to record a compound word on the board (e.g., *barnyard*) would have a tally mark recorded under his group’s name. Count the tally marks at the end of the game to determine the winner.

Variation: On long flashcards, print one compound word (one of the root words could be a spelling word) and two words with prefixes, suffixes, or inflectional endings added to the same spelling word, such as *farmyard* | *farms* | *farmer*. Students can race to identify the compound word.

farmyard *farms* *farmer*

- **Compound Words Matching Game:** Print spelling words and words that can be added to them to form compounds individually on cards of two different colors or with ink of two different colors to use for a matching game. Position the spelling word cards on the left side of the chalkboard tray and the words that can be added to them to form compounds on the right side. The blank side of all cards should be facing the children. Divide the students into two or more teams. A team player will choose a card from each set in an attempt to match two root words, such as *farm* and *yard*, to form a compound word, such as *farmyard*. If a match is made, the team removes the cards and holds on to them until the end of the game when the cards are counted to determine the winner.

farm *yard*