

# Word Skills: Adding -ing

**Language Objectives**  
 Spell the -ing form of verbs correctly. Use -ing words correctly in sentences.

When you write verbs in the present continuous and past continuous tenses, you use the ending *-ing*. Here are some rules to help you add that ending.

- Rule 1:** For words that end in a silent (not pronounced) *-e*, drop the *-e* and add *-ing*.  
 Example: smile → smiling
- Rule 2:** For one-syllable words that end in consonant-vowel-consonant (except *x* and *w*), double the last letter and add *-ing*.  
 Examples: sit → sitting                      run → running
- Rule 3:** For most other words (including words that end in *-y*), add *-ing* with no changes.  
 Examples: rain → raining                      send → sending

**A**

Use these rules to add *-ing* to the following words:

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| 1. shave _____   | 16. hope _____  | 31. save _____  |
| 2. comb _____    | 17. jump _____  | 32. tap _____   |
| 3. make _____    | 18. joke _____  | 33. carry _____ |
| 4. feed _____    | 19. marry _____ | 34. buy _____   |
| 5. do _____      | 20. put _____   | 35. sew _____   |
| 6. empty _____   | 21. say _____   | 36. eat _____   |
| 7. jog _____     | 22. talk _____  | 37. write _____ |
| 8. take _____    | 23. stop _____  | 38. dream _____ |
| 9. vacuum _____  | 24. type _____  | 39. cut _____   |
| 10. go _____     | 25. use _____   | 40. roar _____  |
| 11. sleep _____  | 26. worry _____ | 41. snap _____  |
| 12. wax _____    | 27. look _____  | 42. dig _____   |
| 13. change _____ | 28. bat _____   | 43. bury _____  |
| 14. fry _____    | 29. dance _____ | 44. see _____   |
| 15. get _____    | 30. hurry _____ | 45. skate _____ |

**B**

Now write a sentence in your notebook for each of the *-ing* words you made. If you wish, you may use more than one *-ing* word in a single sentence. For example:

While Dad was \_\_\_\_\_ ing, Lee was \_\_\_\_\_ ing on the telephone, and I was upstairs \_\_\_\_\_ ing.

**SKILL OBJECTIVES:** Constructing gerunds; applying rules for spelling changes. Review the rules for spelling changes with the class. Do several examples together, then assign the page for independent written work. After Part B has been completed, ask each student to read his/her favorite sentence aloud to the class.