**Suffixes Beginning with Vowels and Consonant Doubling**

**RF.2.3d**

Second grade students should learn the doubling rule for simple one consonant words. This rule has exceptions, but knowing the formula for doubling consonants will enable students to correctly spell the words they are most likely to see in this grade level. This is a two-part lesson that allows students to discover the rule for themselves, and gives them practice in using the rule to spell new words.

**Part 1**

First, ask students to read the short text, **My Crazy Day**, with you. After reading together, ask students to circle each word that has a double letter in it.

Direct students to analyze the base words and suffixes in this short story. What do they notice about the base words? What do they notice about the suffixes? Allow students to discuss what they notice, and encourage them to figure out the features of the words and suffixes. Create a rule together that gives them a formula for doubling: if the word has one syllable, and ends in a consonant preceded by a vowel, double the consonant before adding a suffix that begins with a vowel.

**Part II**

Give students the cloze story, **Tom**, and ask them to write the words correctly in the blanks, using the doubling rule.

**Part III**

Ask students to notice words in their reading that follow this doubling rule. Create a “doubling chart.” Students can write words that follow this rule on a sticky note and add to the chart. Review the chart weekly.

**My Crazy Morning**

Today was a crazy morning. I set out to run as I do most every day. I was jogging around the lake, when I slipped on the path. I grabbed at a tree, but nothing was stopping me from hitting the water. Before I knew it, I was swimming in the lake. The water was very cold! Lucky for me, it was the hottest day of the summer! When I was able to climb out of the water, I was the wettest and maddest person in town. I walked back home, soaking wet. What a day!

**Base Words and Suffixes from My Crazy Morning**

Base words:

jog, slip, grab, stop, hit, swim, hot, wet, mad

What do you notice about these base words?

Suffixes:

ing, ed, est

What do you notice about these suffixes?

What rule can we write that will help in spelling these kinds of words?

**Tom**

My cat, Tom, is a brave cat. He is not afraid of anything.

He is not even afraid of the \_\_\_\_\_\_\_\_ dog on our street.

(big + est)

Digbert is a \_\_\_\_\_\_\_\_\_\_\_\_\_ dog that lives next door.

(red + ish)

Digbert is pretty big, and his growl is scary. One day, my cat

was \_\_\_\_\_\_\_\_\_ on the back porch when Digbert ran

(sit + ing)

into our yard and started to bark at Tom. Tom didn’t move.

He yawned at that crazy dog. Tom is the \_\_\_\_\_\_\_\_\_\_ cat

(fat + est)

I have ever seen. Tom does not like to move. He looked at

Digbert for a long time. Digbert just kept barking. Finally,

Tom got up and walked over to the dog. Before I knew

what was happening, Tom was \_\_\_\_\_\_\_\_\_\_ Digbert on

(hit + ing)

the nose with his paw. Digbert \_\_\_\_\_\_\_\_\_\_\_\_ barking

(stop + ed)

and began \_\_\_\_\_\_\_\_\_\_\_ down the street. Poor

(run + ing)

Digbert!