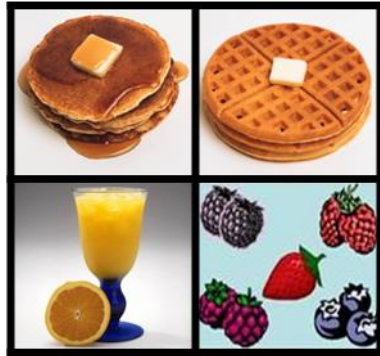


# My Breakfast Reading

## Menu



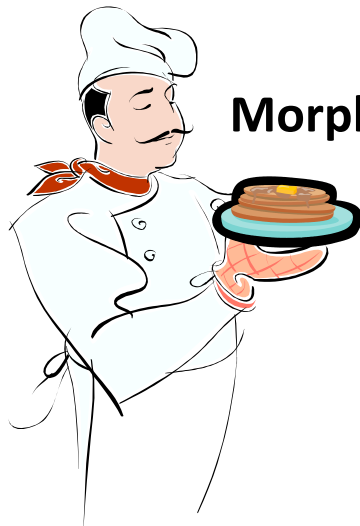
Single Syllable  
Words



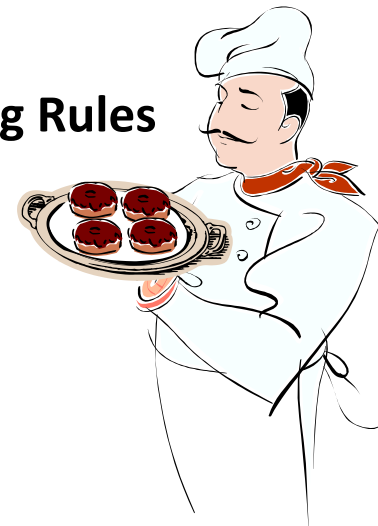
Spelling and Vocabulary



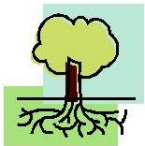
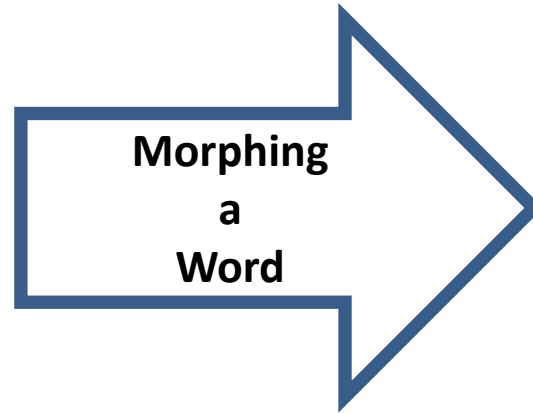
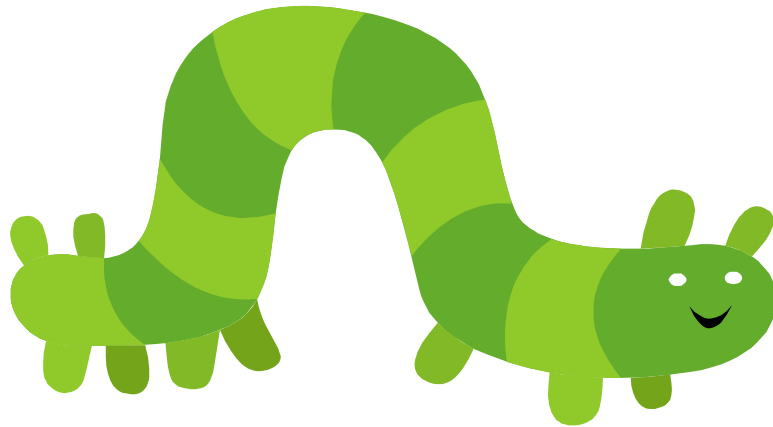
Multiple Syllable  
Words



**Today's Special**  
**Morphing - Inflectional Endings- Spelling Rules**  
**Desk Aid - Instructional Aid**



# Inflectional Morphing - Word Endings Spelling Rules



Root Word

2+



Plural or Action

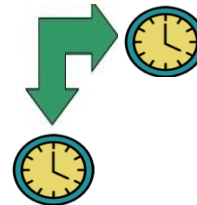
+ s + es + z



Thing

Person or Thing

+ er + or



Now or in the future

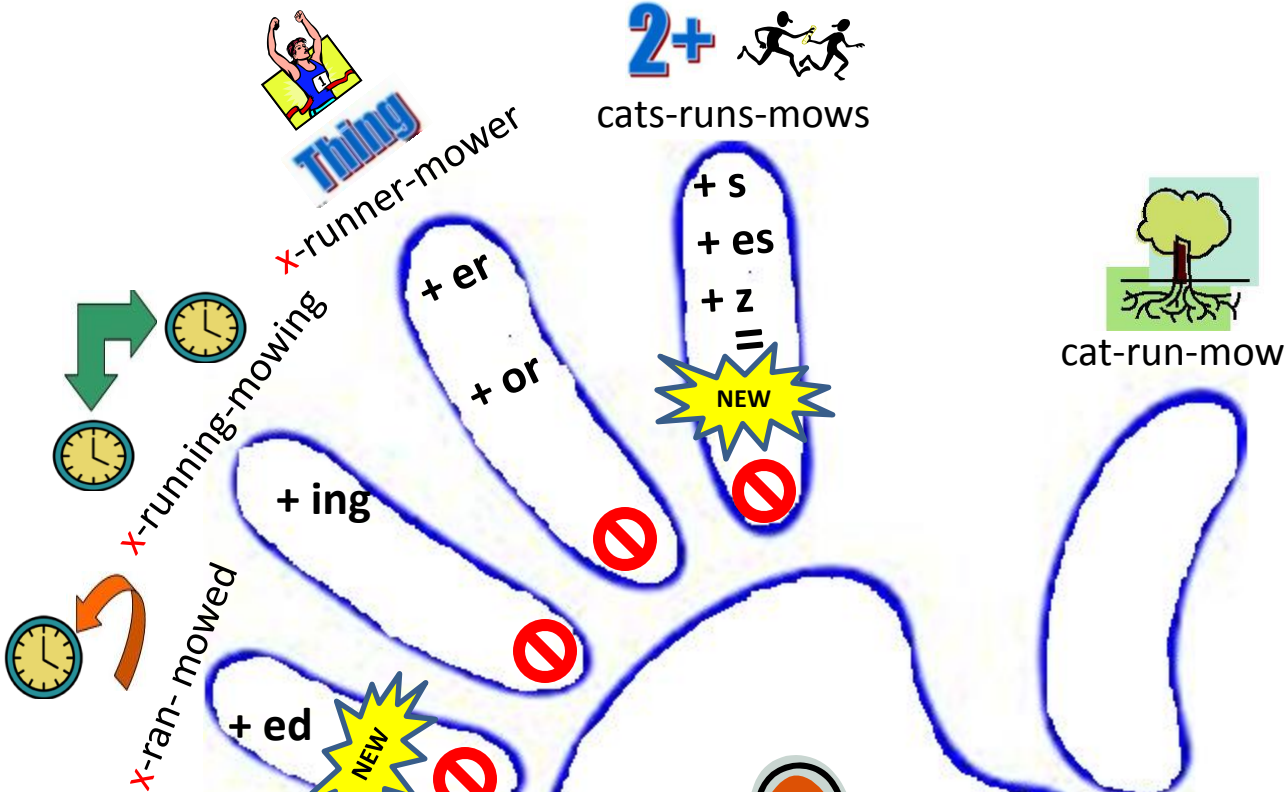
+ ing



In the past

+ ed



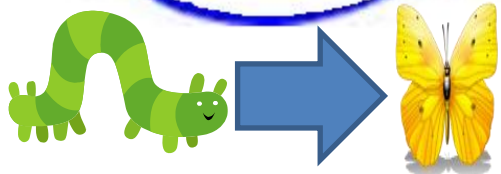


**Sounds for ed:**

toasted /ed/  new syllable

grilled /d/  voiced

baked /t/  unvoiced



**Four Types of Vocabulary**

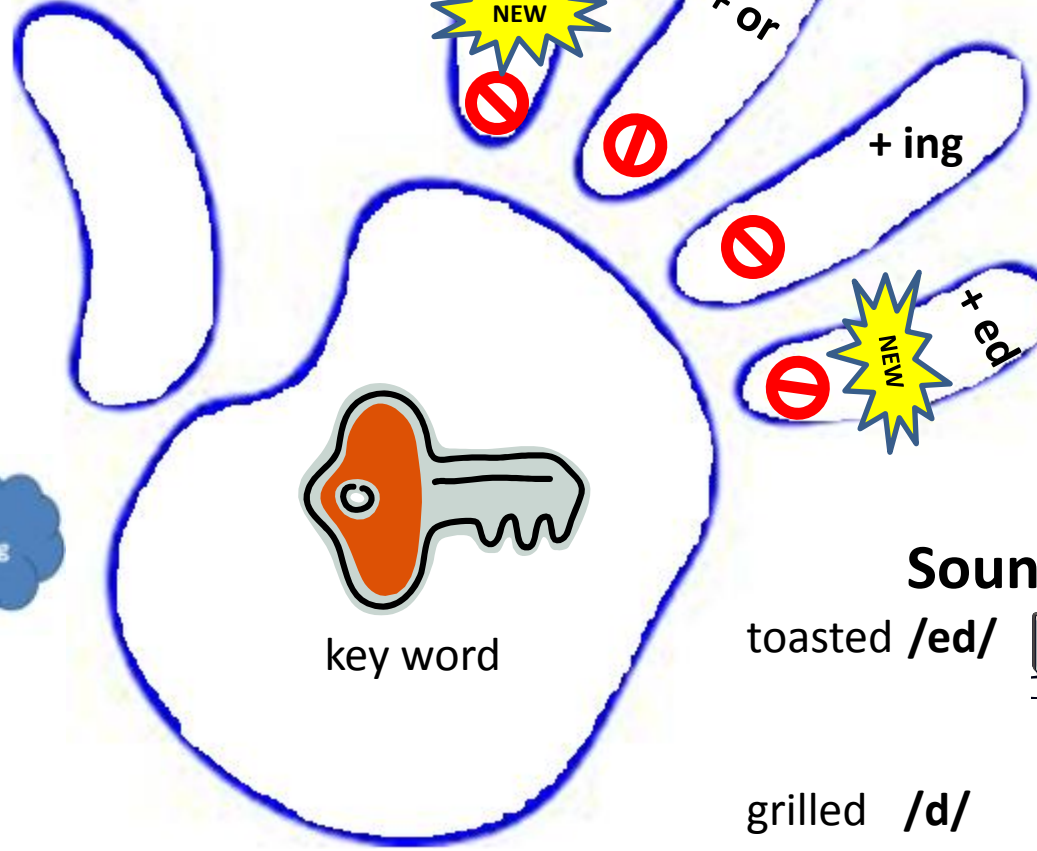


2+ 

cats-runs-mows



cat-run-mow



+ s  
+ es  
+ z  
=  
NEW

+ er  
+ or

+ ing

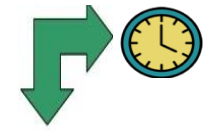
+ ed  
NEW



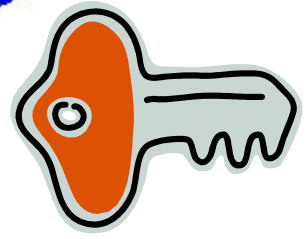
x-runner-mower

x-running-mowing

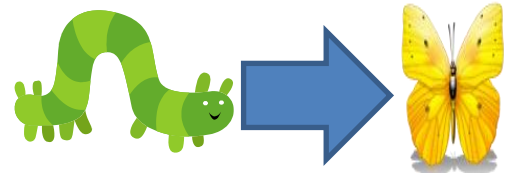
x-ran-mowed



### Four Types of Vocabulary




key word



### Sounds for ed:

toasted /ed/  new syllable

grilled /d/  voiced

baked /t/  unvoiced

# Steps for using the morphing spelling rule matrix and writing sheet.

1. Say and write the root word (single or multi-syllable words).
2. Look at the **last letter** of the word. Does it end with a vowel or a consonant?
3. If it ends with a **vowel**, use the four columns under **Vowel Ending**:
  1. Choose the correct vowel ending column based on the word's ending.
  2. Use the intersection of the rule column and the morphing type column and write the morphed word.
4. If it ends with a **consonant**, use one of the three columns under **Consonant Ending**:
  1. If the word ending matches the Hissing column, use the intersection of the rule column and the morphing type column and write the morphed word.
  2. Otherwise, identify the length of the rime.  
Find the first vowel. Underline it and the rest of the word. Count the letters that are underlined. Choose the rime length column.
  3. Use the intersection of the rule column and the morphing type column and write the morphed word.

In order for the student to morph a root word, the resulting words must be in their listening or speaking vocabulary. You may need to prompt:

I **run** to school. She xxx (**runs**) to school.

I like to **run** to school. I am xxx (**running**) to school.

















I **run** fast. I am a fast xxx (**runner**.)

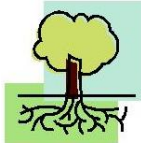
I **run** to school every day. Yesterday I xxx (**ran**) to school.



**Four Types  
of  
Vocabulary**



|   |  <b>Vowel Ending</b>                                  |  |   |  |  <b>Consonant Ending</b>  |  |  |
|---|--|--|---|--|--|--|--|
| <br><b>Root Word</b>  | Final e  | y only   | o only  | 2 Vowels<br>ay ey oy uy<br>aw ew ow oo   | Ending Hisses<br>s ss x z zz<br>ch sh th   | Rime Length<br>2   | Rime Length<br>3 - 4 - 5   |
| <b>Plural 2+</b><br><br><b>Action</b><br><br>runs chases  | Drop e<br>+ es<br><br><br>lice flue                 | Change y to i<br>+ es  | +es<br><b>Multisyllable</b><br>+s   | +s   | +es<br><b>th</b><br>+ s or + es<br><br><br>brass fish<br>news pants | + s  | + s<br>calf elf half<br>self shelf<br><b>change f to v</b><br>+ es<br><br><b>deer sheep</b>  |
| <br><b>Person</b><br>runner actor<br><br><br><b>Thing</b><br>mower roller | Drop e<br>+ er<br><br>+ or   | Change y to i<br>+ er<br><br>+ or  | + er  | + er<br><br>+ or   | + er   | 2X consonant<br>+ er + or<br><b>Multisyllable</b><br>Accented 2X + er<br>Not Accented + er         | + er<br><br>+ or   |
| <br><b>Future</b><br><br><b>Now</b>  | Drop e<br>+ ing  | + ing  | + ing   | + ing  | + ing  | 2X consonant<br>+ ing<br><br><b>Multisyllable</b><br>Accented 2X + ing<br>Not Accented + ing       | + ing  |
| <br><b>Done or in the past</b>  | Drop e<br>+ ed<br><br><br><b>NEW</b><br>be = been | Change y to i<br>+ ed<br><br><br><b>NEW</b><br>fly = flew | +ed<br><br><br><b>NEW</b><br>do = did<br>go = went | + ed<br><br><br><b>NEW</b><br>pay = paid | + ed<br><br><br><b>NEW</b><br>loss = lost                         | 2X consonant<br>+ ed<br><b>Multisyllable</b><br>Accented 2X + ed<br>Not Accented + ed<br>run = ran | + ed<br><br><br><b>NEW</b><br>lead = led<br>meet = met<br>bring brought |



**Root Word**  
**bike doll mow**  
**play rain run**

**Plural**

He has two **bikes**.  
 She likes to play with **dolls**.

**2+**

**(s / es)**

**Action**



She **runs** fast.  
 He **mows** the grass on Saturday.



**Person**

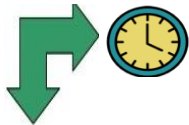
The **runner** in the blue shirt is the **winner**.

**(er / or)**

**Thing**

**Thing**

I will **mow** the grass with the lawn **mower**.



**Future**

Let's go **biking** tomorrow.  
 It will be **raining** in one hour.

**(ing)**



**Now**

She is **running** fast.  
 He is **mowing** the grass.



**Past**

She **played** with her dolls.

It **rained** yesterday.

**(ed) or**  
**(New Word)**



**Done**

After school, he **ran** to my house.

