

Lesson 9: Going to Town

Getting Started

? Questions to Explore

- What did the pioneers depend on in the city?
- How was the city dependent on the pioneer families?



Facts and Definitions

- We add -ing to an action word (verb) to indicate that the action is happening at the moment.
- We add -ed to an action word (verb) to indicate that the action has already happened.

• Skills

- Analyze characters, including their traits, feelings, relationships, and the changes they experience. (LA)
- Write with more proficient spellings of inflectional endings, including plurals, past tense, and words that drop the final "e" when -ing, -ed, or -able are added. (LA)

✂ Materials

- *Little House in the Big Woods* by Laura Ingalls Wilder
- index cards
- journal

Introduction

Ask your child to think about what it is like to run errands in his community. Then ask him to think about how it might be different to "go to town" for the pioneers. Tell him that today he will read about the Ingalls' family trip into town.

Reading and Questions

Today your child will read the chapter "Going to Town" and then answer the following questions.

1. How does the author describe the woods in the spring?

Birds begin to sing, the grass grows green, and the forest is filled with wild flowers.

2. How were Laura and Mary's pretend games different or similar to yours?

Answers will vary.

3. Why do you think the family got so dressed up to go to town?

It was a special occasion because Laura and Mary had never been to town. They wanted to look their best.

4. Make a list of items the family bought at the store. How is this list different from a list your mom or dad might make to shop at Target or Wal-Mart? Why do you think it was so different back then?

Fabric, tobacco, tea, sugar, galluses (which are like suspenders). Answers will vary.

5. How was Laura different from Mary?

Mary was older than Laura. Mary's hair was a golden color, and Laura's was brown. Mary always kept her dress clean and neat and minded her manners.

Activities

Activity 1: Life in the Woods vs. Life Today

On the page, "Life in the Big Woods vs. Life Today," your child can record one thing that he learned about how life in the woods was different than his own life today.

Activity 2: Adding -ed and -ing

Discuss that spelling words correctly is easier when we know some important spelling rules. Ask your child why a writer would add *-ing* or *-ed* to a word. Review that *-ing* indicates that the action word (verb) is happening at the moment, and *-ed* indicates that the action word (verb) happened in the past. Tell your child that for many verbs, he can just add the *-ed* or *-ing* to the word (example: talk → talked, talk → talking). Now explain that there are special cases where adding *-ed* or *-ing* causes the verb's spelling to change.

NOTE: Use index cards to demonstrate these examples to your child. Write "ed" on the far left margin of one card and "ing" on the far left margin of another. Write each base verb in the center of its own card.

Share these rules for adding *-ed* and *-ing* to a verb:

Verbs that end in "e"

Rule: Remove the final "e" and then add "ed" or "ing"

Write "hope" on an index card. Move the "ed" card over "hope" so that the final "e" is covered and the resulting word spells "hoped." Do the same with the "ing" card.

Write each of the following words on an index card and ask your child to use the cards to show you how to add "ed" and "ing":

- dance [danced, dancing]
- race [raced, racing]
- watch [watched, watching] (Ask your child what to do here. He should notice that there's no final "e" and can just add the endings.)

One-syllable verbs

Rule: If the verb ends with a consonant, a vowel, and then a consonant (CVC), double the last consonant and then add -ed or -ing

Write "hop" on an index card. Point out that even though the word has only 3 letters, the letters have the pattern consonant-vowel-consonant, so it will follow this rule. As an illustration, don't add the extra "p" yet; instead, move the "ed" card over and ask your child to read the resulting word ("hoped"). Point out that we have to add the extra consonant so it's clear how to correctly pronounce the word. Write the extra "p" on the index card and then move the "ed" card back over. Do the same with the "ing" card.

Write each of the following words on an index card and ask your child to use the cards to show you how to add "ed" and "ing":

- clap [clapped, clapping]
- skip [skipped, skipping]

- brush [brushed, brushing] (If your child just automatically tries to double the "h," point out that the pattern here is vowel-consonant-consonant, so no doubling is needed.)

Two-syllable words

Rule: If the stress is on the last syllable, double the final consonant and then add -ed or -ing (If the stress is on the first syllable, there is no spelling change.)

If your child needs a review of syllables, demonstrate using claps while saying a word aloud (1 clap = 1 syllable). Demonstrate stress by explaining that the stressed syllable is the one said in a louder or stronger voice. Give a few examples if needed. Now write "visit" on an index card. Ask your child which syllable is stressed. Slide the "ed" card over and show him that since the first syllable is stressed, there is no spelling change.

Now write "refer" on a card and ask which syllable is stressed. Point out that since the stress is on the second syllable, you need to add another "r." Add the extra "r" and then slide the "ed" card over. Repeat with the "ing" card.

Write each of the following words on an index card and ask your child to use the cards to show you how to add "ed" and "ing":

- open [opened, opening]
- admit [admitted, admitting]
- prefer [preferred, preferring]
- happen [happened, happening]

Continue to review and practice these spelling rules over the next few days. Choose an option for your child to complete.

Spelling Rules for Adding "ed" and "ing"		
Situation	Rule	Example
Verb ends in "e"	Remove final "e" and add "ed" or "ing"	race -> raced, racing
One-syllable verb	If the word ends with a consonant, a vowel, and then a consonant (CVC), double the last consonant and then add "ed" or "ing"	skip -> skipped, skipping
Two-syllable verb	If the stress is on the last syllable, double the final consonant and then add "ed" or "ing"	prefer -> preferred, preferring

Tips for Deciding Which Rule to Use

- Does the verb end in "e"? If so, remove the final "e" and then add "ed" or "ing"
- Does the verb have one syllable? If so, see if the last three letters are consonant, vowel, and consonant (even if the word is only three letters long). If so, you'll need to double the last consonant before adding "ed" or "ing." If the verb doesn't end in that pattern, you can just add "ed" or "ing."
- Does the verb have two syllables? If so, test to see which syllable is stressed (or said more forcefully). Say the word aloud if you're not sure. If the stress is on the first syllable, you can just add "ed" or "ing." If the stress is on the second syllable, double the final consonant before adding "ed" or "ing."

Option 1

For this option, your child will add *-ed* and *-ing* to each verb on the "Adding -ed and -ing" (Option 1) sheet.

Answer Key:

- dance: danced; dancing
- stop: stopped; stopping
- receive: received; receiving
- follow: followed; following
- prosper: prospered; prospering
- start: started; starting
- growl: growled; growling
- snap: snapped; snapping
- pat: patted; patting
- commit: committed; committing

Option 2

For this option, your child will think of an example that fits with each rule listed on the top of the "Adding -ed and -ing" (Option 2) page. Then at the bottom of the page, he can fill in the chart. Please note that this lesson does not include all spelling rules that apply to -ed/-ing endings, that there are exceptions to the rules, and that some verbs are irregular in the past tense (and don't end in "ed"). It is possible that your child will come up with a word that fits one of these situations. If so, explain to him why the word he chose is an exception. Refer to the answer key for Option 1 for the answers to the 4 verbs at the bottom of the page.

Activity 3: Mary and Laura

Ask your child to describe some of the differences between Laura and Mary. Ask him if he is more similar to Mary or Laura and why. Let him describe how Laura feels about Mary and if he has ever felt this way about anyone. Let your child draw a picture of each sister on the "Mary and Laura" page, and then make a list of five adjectives to describe Laura and five adjectives to describe Mary. Remind your child that an adjective is a word that describes a noun. Ask your child to give three examples of adjectives before he begins.

Ask your child to act out what each sister would do in the following situations:

- Eating at a nice restaurant
- Playing at a park
- Doing schoolwork
- Cleaning the bathroom

Wrapping Up

Ask your child which character he feels most similar to and to give examples to support his answer.

Life Application

Let your child research the town of Pepin, Wisconsin. Explain that this is the town that was nearest to Laura's family's home in the Big Woods. The following website provides information on Pepin.



Pepin, Wisconsin

www.beyondthepage.com/link/116/

Take your child to a historic place in your community. Discuss why the place played an important role in history. When you return from your outing, let your child write about his experience at this place and describe why it is an important part of the community's history.

Adding "ed" and "ing"

Spelling Rules for Adding "ed" and "ing"		
Situation	Rule	Example
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One-syllable verb	If the word ends with a consonant, a vowel, and then a consonant (CVC), double the last consonant and then add "ed" or "ing"	skip -> skipped, skipping
Two-syllable verb	If the stress is on the last syllable, double the final consonant and then add "ed" or "ing"	prefer -> preferred, preferring

Tips for Deciding Which Rule to Use

- Does the verb end in "e"? If so, remove the final "e" and then add "ed" or "ing"
- Does the verb have one syllable? If so, see if the last three letters are consonant, vowel, and consonant (even if the word is only three letters long). If so, you'll need to double the last consonant before adding "ed" or "ing." If the verb doesn't end in that pattern, you can just add "ed" or "ing."
- Does the verb have two syllables? If so, test to see which syllable is stressed (or said more forcefully). Say the word aloud if you're not sure. If the stress is on the first syllable, you can just add "ed" or "ing." If the stress is on the second syllable, double the final consonant before adding "ed" or "ing."

Directions: Add an "ed" and "ing" ending to each verb below. Be sure to follow the spelling rules.

<i>tug</i>	<i>tugged</i>	<i>tugging</i>
dance		
stop		
receive		
follow		
prosper		
start		
growl		
snap		
pat		
commit		

Adding "ed" and "ing"

Spelling Rules for Adding "ed" and "ing"		
Situation	Rule	Example
Verb ends in "e"	Remove final "e" and add "ed" or "ing"	race -> raced, racing
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Two-syllable verb	If the stress is on the last syllable, double the final consonant and then add "ed" or "ing"	prefer -> preferred, preferring

Tips for Deciding Which Rule to Use

- Does the verb end in "e"? If so, remove the final "e" and then add "ed" or "ing"
- Does the verb have one syllable? If so, see if the last three letters are consonant, vowel, and consonant (even if the word is only three letters long). If so, you'll need to double the last consonant before adding "ed" or "ing." If the verb doesn't end in that pattern, you can just add "ed" or "ing."
- Does the verb have two syllables? If so, test to see which syllable is stressed (or said more forcefully). Say the word aloud if you're not sure. If the stress is on the first syllable, you can just add "ed" or "ing." If the stress is on the second syllable, double the final consonant before adding "ed" or "ing."

Directions: Record your own example of verbs that follow each of the following rules or patterns.

1. Verb ends in "e" (example: race -> raced, racing) _____
2. Verb has one syllable and ends in consonant, vowel, consonant (example: skip -> skipped, skipping)

3. Verb has one syllable and ends in a different pattern (not consonant, vowel, consonant) (example: watch -> watched, watching) _____
4. Verb has two syllables with the stress on the first syllable (example: visit -> visited, visiting)

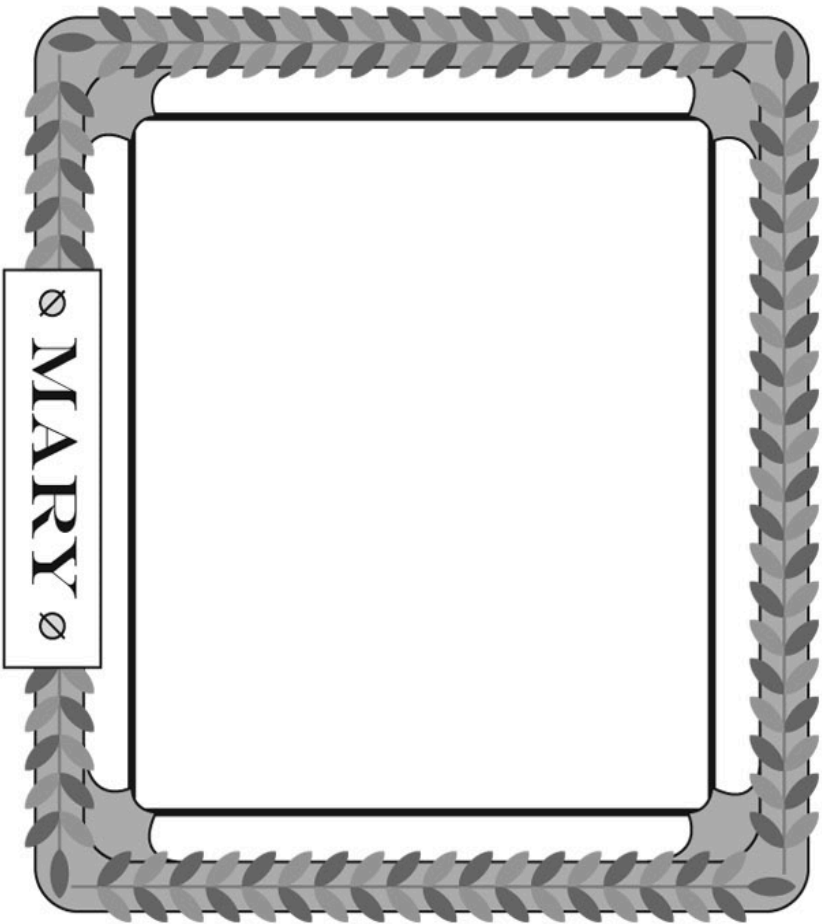
5. Verb has two syllables with the stress on the last syllable (example: admit -> admitted, admitting)

Directions: Add an "ed" and "ing" ending to each verb below. Be sure to follow the spelling rules.

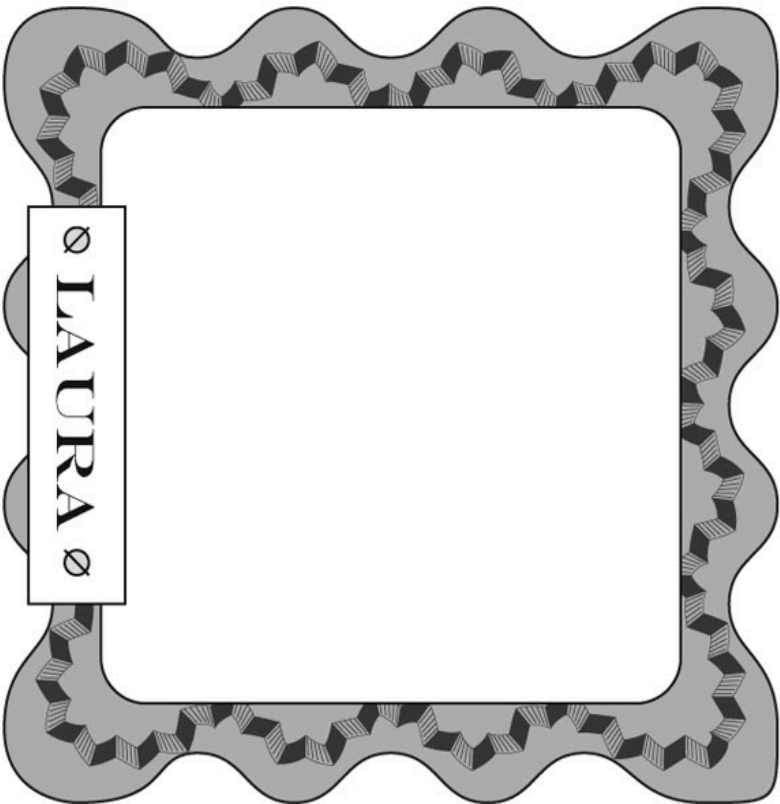
tug	tugged	tugging
dance		
stop		
start		
commit		

Mary and Laura

Directions: Draw a picture of each sister in the frames below. Then make a list of five adjectives to describe each girl.



1. _____
2. _____
3. _____
4. _____
5. _____



1. _____
2. _____
3. _____
4. _____
5. _____