

Lesson Plan – Spelling Rules (Doubling Consonants & Suffixes) – Intermediate – 45 minutes

Unit Title	Intermediate Spelling & Writing Accuracy
Lesson Number	1
Lesson Title	Spelling Rules for Adding Suffixes (-ing, -ed, -er, -est)
Level	Intermediate (CEFR B1–B2)
Duration	45 minutes
Lesson Type	Spelling and Writing – Editing for accuracy
Language Focus	Consonant doubling; no doubling; drop final -e; change final -y (y→i) when adding suffixes
Skills	Writing, Reading, Speaking, Listening
Materials / Resources	Whiteboard, projector/slides, rule handout, controlled practice sheet, text-edit task, pens, timer

Learning Outcomes / Competency Links

- Apply core spelling rules when adding suffixes (-ing, -ed, -er, -est), including consonant doubling, final -e deletion, and -y changes.
- Identify the CVC pattern and use consonant doubling accurately (e.g., run→running; stop→stopped).
- Avoid doubling after long vowels/double vowels or when the base ends in two consonants (e.g., look→looking; help→helping).
- Delete final -e before vowel-initial suffixes (e.g., make→making; hope→hoping).
- Change final -y to -i before -ed and -es, but keep y before -ing (e.g., study→studied/studies; studying).
- Edit short texts and justify corrections using basic spelling metalanguage (vowel, consonant, syllable, suffix).

(Competency links: Writing; Reading; Oral Communication – intermediate level)

Lesson Procedure

Stage	Timing	Learning Focus	Teacher Activity	Student Activity	Resources	Assessment
1. Lead-in – Quick spelling check	5 mins	Activating schema; noticing common suffix spelling errors	Quick board race / vote: Which is correct? runing/running; stoped/stopped; makeing/making; studys/studies. Elicit what changed and why.	Choose the correct spelling; discuss reasons in pairs; share rules they already know.	Board/slides; timer	Monitor engagement and prior knowledge; note typical errors.
2. Key terms – Spelling metalanguage	4 mins	Building shared language for talking about spelling rules	Teach/confirm: vowel, consonant, syllable, stress, suffix, double. Mini CCQs: Is 'run' CVC? (yes). Is 'look' CVC? (no).	Respond to CCQs; record key terms and examples.	Board	Oral CCQ responses show understanding.
3. Notice – Model sentences (sound-spelling)	7 mins	Noticing endings and linking pronunciation to spelling changes	Model 6 verbs in short sentences: I am running. He stopped. She is making dinner. We studied yesterday. It's getting colder. He is planning. Ask students to underline endings and classify: double / don't double / drop -e / change -y.	Underline endings; classify examples; check in pairs.	Board/slides	Spot-check classifications; correct misconceptions early.

<p>4. Clarify – Rules + quick oral drill</p>	<p>7 mins</p>	<p>Accuracy: applying rules consistently (and recognising common exceptions)</p>	<p>Build a simple rule chart: <ul style="list-style-type: none"> • Double: 1 syllable + CVC (run→running; stop→stopped) • Don't double: long/double vowel or 2 consonants (look→looking; help→helping) • Drop final -e: make→making; hope→hoping • y→i before -ed/-es: study→studied; studies (but studying) Quick drill: say base + suffix; students say correct spelling.</p>	<p>Participate in drill; ask questions; record rule chart.</p>	<p>Board; rule handout (optional)</p>	<p>Quick spot-check of rule application during drill.</p>
<p>5. Controlled practice – Choose + justify</p>	<p>8 mins</p>	<p>Accuracy: selecting correct spelling and justifying with a rule</p>	<p>Students complete controlled practice: choose the correct spelling and label the rule used. Pair-check, then whole-class feedback. Highlight irregular/exception patterns as needed.</p>	<p>Complete worksheet; compare answers; explain choices using rule language.</p>	<p>Handout: controlled practice; answer key (teacher)</p>	<p>Check accuracy during feedback; note recurring errors for re-teach.</p>

6. Text repair – Editing task (meaningful application)	6 mins	Applying spelling rules in context; editing for writing accuracy	Groups edit a short diary entry with ~10 suffix spelling errors. Require each group to justify at least 2 corrections using the rule language (e.g., “CVC so we double”).	Edit collaboratively; explain corrections; prepare 2 examples to share.	Text-edit sheet; pens/highlighters	Observe group explanations and quality of corrections.
7. Feedback + Exit ticket	3 mins	Consolidation and quick diagnostic of rule control	Board 3 anonymised errors heard and elicit corrections. Exit ticket: students write 2 base+suffix forms and label the rule (e.g., plan→planning (double); make→making (drop -e)).	Self-correct; submit exit ticket.	Board; exit slips (or notebooks)	Collect exit tickets to confirm learning outcome.

Support Strategies (Weaker Learners)

- Provide a simplified rule card with examples (double / don't double / drop -e / y→i).
- Use a vowel/consonant prompt and a short verb bank (run, stop, plan, big, look, help, make, study).
- Allow extra processing time and pair weaker learners with supportive peers during justification tasks.
- Focus feedback on one rule at a time; accept partial explanations if the spelling is correct.

Extension Strategies (Advanced Learners)

- Add the stress rule for some two-syllable verbs (e.g., begin→beginning; prefer→preferred; admit→admitted).

- Explore UK/US variation with -l doubling as awareness only (travelled/traveled), if relevant to learners' contexts.
- Challenge learners to write one original example for each rule and peer-check for accuracy.
- Extend the editing task with a longer text and require written rule labels for each correction.

Assessment Summary

- Formative:
 - Observation of spelling choices during board race, classification, and controlled practice.
 - Quality of rule explanations and accuracy during group text-editing.
- Summative:
 - Exit ticket: 2 correctly spelled base+suffix forms, each labelled with the rule used.
 - Optional homework: write a short paragraph and self-edit, highlighting at least 6 suffix spelling examples.

Worksheet (In-class): Spelling Rules for Suffixes

Choose the correct spelling. Then write the rule (double / don't double / drop -e / y→i / keep y).

1. runing / running: _____
2. stoped / stopped: _____
3. makeing / making: _____
4. hopeing / hoping: _____
5. studys / studies: _____
6. studing / studying: _____
7. biger / bigger: _____
8. looking / lookking: _____

Answer key (teacher):

1 running (double); 2 stopped (double); 3 making (drop -e); 4 hoping (drop -e); 5 studies (y→i); 6 studying (keep y); 7 bigger (double); 8 looking (don't double).

Teacher Reflection

How do you feel the overall lesson went?

Were the students engaged in learning?

Did the students follow instructions? Why?

Did you allow enough time?

What would you change next time?

Did you give effective feedback to students?

What did you learn from this teaching experience?