

Word Endings

-s -ed -ing

ADD IT • SORT IT • WRITE IT



36 pages • 8 page types • 30 words



One complete kit for -s, -ed and -ing: add the ending, sort by it, choose it from the time word in a sentence and write it — on primary handwriting lines, with room to work.

THREE STEPS

- 1 **Look at the Helper together**
Page 6 is the one student page with the rule on it: **Every day** goes with -s, **Yesterday** goes with -ed, and **Right now** with is goes with -ing. Read the three cards aloud with the child, then try the -ed sound strip at the bottom.
- 2 **Pick a page and a set**
Eight kinds of student page, easiest to hardest. The chart below says which page for which child. The words come in three sets of six (A, B, C), so a child never meets the same word twice on one kind of page.
- 3 **Check it, record it, send it home**
The answer keys are pages 26 and 27 (Add the Ending is checked against the word key, page 5). Date each word on the tracker (page 28), roll the group up on page 29, and send the home page (31). A filled example is on page 32.

WHICH PAGE, WHEN

WHEN...	USE...
Meeting -s, -ed and -ing for the first time	Helper, page 6 · Add the Ending, pages 7, 8, 9
Can add an ending, needs to sort by it	Sort by Ending (cut and glue), pages 10, 11, 12
Reading the sentence for the time word	Choose the Ending, pages 13, 14, 15 · Picture Sentences, pages 16, 17
Ready to write the whole word	Write the Word, pages 18, 19, 20
Ready for words that change (bake, hop)	Ready for More, pages 21, 22, 23 · the rules, page 25
Ready to write sentences of their own	My Sentences, page 24
Writing a progress note or a note home	Team note, page 30 · phrase bank, page 33

Everything inside (36 pages)

- **19 student pages** in 8 page types: Endings Helper, Add the Ending, Sort by Ending, Choose the Ending, Picture Sentences, Write the Word, Ready for More, and My Sentences
- **18 base words** (54 written forms) and **12 more** that change spelling (36 forms)
- **54 printed practice sentences, 18 cut-and-glue words, 6 drawn pictures**
- **1 word key, 1 rules page, 2 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 binder cover, 6 divider tabs** and a spine label

What makes it different

Every sentence gives the child a time word to read, so choosing -s, -ed or -ing is a reading job, not a guess. The first set of words only ever adds the ending; words that drop the e or double a letter wait in a separate Ready for More set (pages 21, 22, 23) and are explained on page 25.



My name: _____

Date _____



 Find the time word. Pick the ending.

-s



Every day
one person or thing

Every day Ben
jumps.



-ed



Yesterday
it already happened

Yesterday Ben
jumped.



-ing



Right now
with is or am

Right now Ben is
jumping.



-ed can sound like t, d or ed. It is
always spelled ed.

jumped

played

paint ed



My name: _____

Date _____



Write the new word. Add the ending.

1

jump

+ s

jump

+ ed

jump

+ ing

jump

2

look

+ s

look

+ ed

look

+ ing

look

3

paint

+ s

paint

+ ed

paint

+ ing

paint

4

call

+ s

call

+ ed

call

+ ing

call

5

rest

+ s

rest

+ ed

rest

+ ing

rest

6

pack

+ s

pack

+ ed

pack

+ ing

pack





My name: _____

Date _____



Cut out the words. Glue each one under its ending.

-s**-ed****-ing**

Cut on the dashed lines.

jumping**rests****painted****looks****calling****packed**



My name: _____ Date _____



☐ Read the sentence. Circle the word that fits.

1 Right now Ana is _____ a picture.

paints

painting

painted

2 Every day Ben _____ over the log.

jumped

jumping

jumps

3 Yesterday Leo _____ under a big tree.

rested

rests

resting

4 Right now Ivy is _____ a bag.

packed

packs

packing

5 Every day Zoe _____ Grandma.

calls

called

calling

6 Yesterday Mia _____ at the moon.

looking

looked

looks





My name: _____

Date _____



☐ Look at the picture. Circle the word that fits.

1



Right now Omar is _____ the bar.

lifted

lifting

lifts

2



Yesterday Ana _____ a picture.

painted

painting

paints

3



Every day the snowman _____ in the sun.

melts

melted

melting

4



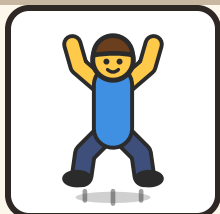
Yesterday Max _____ the ball.

kicking

kicks

kicked

5



Right now Ben is _____ up and down.

jumped

jumps

jumping

6



Every day Sam _____ to the park.

walked

walks

walking





My name: _____

Date _____



Read the sentence. Write the word.

- 1 Yesterday Ben _____ over the log.

jump

- 2 Every day Ivy _____ a bag.

pack

- 3 Yesterday Zoe _____ Grandma.

call

- 4 Right now Leo is _____ under a big tree.

rest

- 5 Every day Ana _____ a picture.

paint

- 6 Right now Mia is _____ at the moon.

look





My name: _____

Date _____



Drop the e. Add the ending. Write the new word.

Words that end in e: drop the e before ed and ing. For s, keep it.

bak ~~e~~ + ing = **baking**

1

bake

+ s

+ ed

+ ing

2

race

+ s

+ ed

+ ing

3

wave

+ s

+ ed

+ ing

4

smile

+ s

+ ed

+ ing

5

dance

+ s

+ ed

+ ing

6

like

+ s

+ ed

+ ing





STUDENT

TEACHER

MONTH

SET	WORD	ADD	CHOOSE	WRITE	NOTES
A	jump				
A	look				
A	paint				
A	call				
A	rest				
A	pack				
B	walk				
B	help				
B	lift				
B	ask				
B	fill				
B	start				
C	kick				
C	play				
C	melt				
C	pick				
C	work				
C	land				

SORT BY ENDING (PAGES 10, 11, 12):
WORDS RIGHT, DATE

PICTURE SENTENCES (PAGES 16, 17):
RIGHT OUT OF 6, DATE

READY FOR MORE (PAGES 21, 22, 23):
RIGHT, DATE

How to fill this in

Date each column the day the child gets that word right with no prompt: Add = all three endings written, Choose and Write = the sentence on that word's row. A blank means not tried yet, never wrong. Answer keys: pages 5, 26 and 27. Filled example: page 32.

THIS MONTH WE ARE WORKING ON





Priya R. is invented; nothing on this page describes a real student. The blank tracker is on page 28.

STUDENT

TEACHER

MONTH

Priya R. (an invented student)

Mr. Ortiz (invented)

October

SET	WORD	ADD	CHOOSE	WRITE	NOTES
A	jump	10/1	10/8	10/15	–
A	look	10/1	10/8	10/15	–
A	paint	10/1	10/8	10/15	Wrote paintd first; fixed it after saying it slowly
A	call	10/1	10/8	–	–
A	rest	10/2	10/8	–	–
A	pack	10/2	10/9	–	–
B	walk	10/15	10/22	–	–
B	help	10/15	10/22	–	–
B	lift	10/15	–	–	Called the picture “holding”
B	ask	10/16	–	–	–
B	fill	10/16	–	–	–
B	start	10/16	–	–	Reread the time word before circling
C	kick	–	–	–	–
C	play	–	–	–	–
C	melt	–	–	–	–
C	pick	–	–	–	–
C	work	–	–	–	–
C	land	–	–	–	–

Sort by Ending, Set A (page 10): 6 of 6 words right, dated 10/9.

How to read it

Priya R. has done Add the Ending for **12 of 18** words, Choose the Ending for **8** and Write the Word for **3**. Ready for Choose the Ending next: lift, ask, fill, start. Ready for Write the Word: call, rest, pack, walk, help. Every number comes from the table above.

The family note this tracker would produce

“This month Priya R. added -s, -ed or -ing to 12 words and chose the right ending in a sentence for 8. She has written the word herself for 3. She wrote *paintd* for *painted* once and fixed it after saying it slowly.” — every fact in it is a row of the table above.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a table of children who each need a different amount of support with word endings. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

The data side of this skill, and three more phonics pages: last sounds, silent e and missing letters.

SPECIAL EDUCATION **EDITABLE**

INFLECTIONAL ENDINGS PROGRESS MONITORING

One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

Fillable PDF **14 Pages** **Six Probe Forms** **Goal + Graph**

Inflectional Endings Progress Monitoring Probes

The data side: ten -s, -ed and -ing words a form for a goal on the IEP.

ENDING SOUNDS

Final Consonant Cut and Paste, 3 Levels

26 PAGES

BRIGHT PATH SPED K-2 Special Education

Ending Sounds Cut and Paste, 3 Levels

The last sound of a word: sort pictures, cut and glue, at three levels.

SILENT E

Cut and Paste, 3 Levels

41 PAGES

BRIGHT PATH SPED K-2 Special Education

Silent E (CVCe) Cut and Paste, 3 Levels

Another word pattern to sort, cut and glue, at three levels.

K-1ST PHONICS - MISSING LETTER **4 FORMATS**

MISSING LETTER SOUND

FILL-IN-THE-BLANK CVC

Two letters are already printed and one is blank — the picture confirms the word. Twelve short-vowel words, four formats (Beginning, Ending, Middle, Mixed), two six-word sets each. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

23 Pages **32 CVC Words** **4 Formats** **Answer Key**

Missing Letter Sound Fill-in-the-Blank CVC Worksheets

The step before this one: fill in the missing letter in a short word.

Part of the K-2 Phonics and Word Study collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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