

Spellville — Module 1

THE DOUBLING RULE

Teacher + Child Learning Page

THE RULE

When a one-syllable word has one short vowel sound and ends in one consonant letter, we usually double the final consonant before adding -ing.

For this module, we focus on words such as hop → hopping, run → running, and sit → sitting.

1. Look → Listen → Build

Word	What do you hear?	Add -ing
hop	short o + final p	hop + p + ing → hopping
run	short u + final n	run + n + ing → running
sit	short i + final t	sit + t + ing → sitting
swim	short i + final m	swim + m + ing → swimming

2. A Better Way to Remember It

SHORT VOWEL → ONE FINAL CONSONANT → DOUBLE + -ing

Important: Do not teach the child that we double simply because a word is “short.” The useful check is the sound pattern: one syllable, short vowel sound, and one final consonant letter. In this beginner module, do not double final w, x, or y.

DOUBLES
hop → hopping
run → running
tap → tapping

DOES NOT DOUBLE
eat → eating
play → playing
fix → fixing

Teaching note: The original packet used “eat” as an example of a longer word that does not double. That explanation has been corrected: eat does not double because its vowel pattern is different, not because the word is longer.

3. Visual Lesson: See the Rule



Suggested sequence: Point to the base word → say it slowly → identify the short vowel → identify the final consonant → physically add the second consonant → add -ing → read the new word.

4. Story: “The Hopping Contest”

The Hopping Contest

Once there was a rabbit named Hop who loved contests. One day, the animals in the meadow announced a Hopping Contest, and Hop couldn't wait to enter.

“I am hopping into that contest!” Hop announced, bouncing on his back legs.

Notice — TWO p's in **hopping**, because **HOP** has one short vowel (o) and one consonant (p) at the end. Double it up!

His friend Fox was **running** late, dashing across the field to make it in time (**RUN** → **double the N**).

The wise old turtle was **sitting** right at the finish line, ready to judge the winner (**SIT** → **double the T**).

When the whistle blew, Hop went **hopping** so fast that the crowd started **clapping** and cheering his name (**CLAP** → **double the P**).

Nearby, the ducks were **swimming** in the pond, splashing along with the excitement (**SWIM** → **double the M**).

Hop didn't win the contest that day — the fox was just too fast — but everyone agreed it was the best afternoon of skipping, hopping, and clapping the meadow had ever seen.



Talk About It

1. Find three words in the story that use the doubling rule.
2. Pick one word. What is the short vowel sound? What is the final consonant?
3. Build one word with movable letters before writing it. What changes when you add -ing?

5. Independent Practice

Name: _____ Date: _____

A. Build the -ing Word

Base word	Think	Write the -ing form
hop	short vowel + final p	_____
run	short vowel + final n	_____
sit	short vowel + final t	_____
clap	short vowel + final p	_____
swim	short vowel + final m	_____
tap	short vowel + final p	_____
plan	short vowel + final n	_____
drop	short vowel + final p	_____

B. Fix the Spelling

1. The dog was runing across the yard. → _____
2. We are siting at the table. → _____
3. She is claping her hands. → _____
4. The duck is swiming in the pond. → _____

C. Sort the Words

Put these words into the correct group: hop, eat, run, play, sit, fix.

DOUBLE	DO NOT DOUBLE

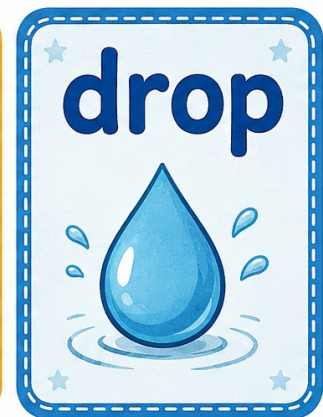
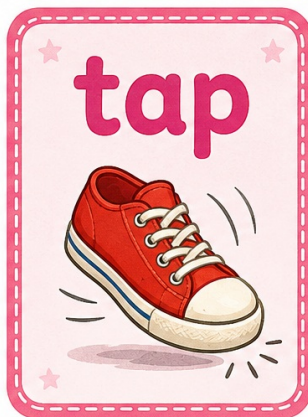
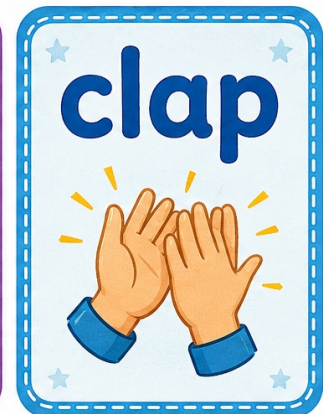
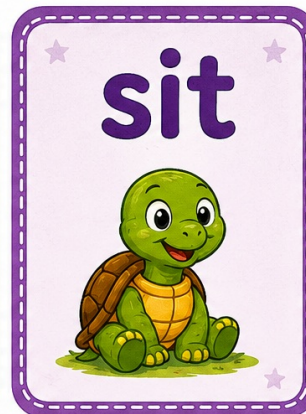
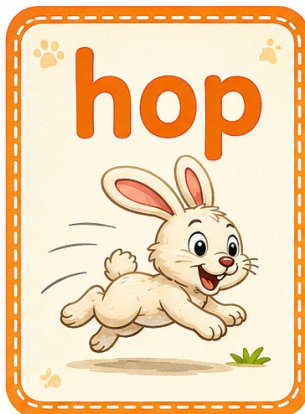
D. Explain It

Choose one word from Section A. Circle its short vowel and underline its final consonant. Then complete: "I doubled the _____ because _____."

My word: _____ My explanation: _____

6. Printable Prop — “Double It!” Cards

How to use: Cut out the 8 cards. The child draws a card, says the base word, segments the word, identifies the short vowel and final consonant, then builds the -ing form. Clap once for each letter while spelling; clap twice on the doubled consonant.



Montessori-style extension: Before writing, let the child build the word with movable letters. Ask, “What letter needs a partner?” Then add the second consonant and the -ing ending.

Challenge: After the child is confident, remove the visual examples. Say a base word aloud and ask the child to build its -ing form independently.

7. Answer Key — Parent / Teacher Page

Purpose: Check whether the child can hear the short vowel, identify the final consonant, apply the doubling step, and read the completed -ing word.

Section A

hopping, running, sitting, clapping, swimming, tapping, planning, dropping

Section B

1. runing → running
2. siting → sitting
3. claping → clapping
4. swiming → swimming

Section C

DOUBLE: hop, run, sit

DO NOT DOUBLE: eat, play, fix

Reasoning: the doubling group fits the beginner pattern taught in this module. The non-doubling group has a different vowel/consonant pattern or a final consonant exception.

Section D

Answers will vary. Look for two parts in the explanation: (1) the child identifies the short vowel sound and final consonant, and (2) the child explains that the final consonant is doubled before -ing.

Mastery Check

Skill	Yes	Not Yet	Notes
Hears the short vowel sound	■	■	_____
Finds the final consonant	■	■	_____
Knows when to double	■	■	_____
Spells the -ing form	■	■	_____
Reads the completed word	■	■	_____

Parent note: If the child is still guessing, return to the oral step: say the word, stretch the sounds, identify the short vowel, and physically build the doubled consonant before asking for written spelling. Do not turn the activity into a correction-heavy drill.