



# Phonics Focus Pack

## I-I-I Doubling Rule

Suffix Rules

### I-I-I Doubling Rule

If a base word ends in CVC, double the final consonant when adding a vowel suffix.

jogging

rotten

winner

biggest

spotted

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lesson plan \* posters \* games  
worksheets \* word lists  
decodable passages

Oxford Owl Publishing

# INCLUDED

## Worksheets

Adding Vowel Suffixes

Circle It!

Short and Long

Two overlapping worksheets titled "Adding Vowel Suffixes" with a "Doubling Rule" section. The first worksheet shows a list of words and their corresponding suffixes to be added, such as "cluck + ed", "shout + ed", "start + ed", "deep + en", "hand + ed", "ride + ed", "plant + ed", "point + ed", "sharp + ed", "bit + ed", "sweet + ed", "cut + ed", "chip + ed", "short + ed", "boat + ed", "elm + ed", "big + ed", "fast + ed", "cold + ed", "self + ed", "snob + ed", and "red + ed". The second worksheet is similar but includes a "zip + er = zipper" example.

Two overlapping worksheets titled "Circle It!". The first worksheet lists words like "raining", "taping", "batted", "gated", "wisely", "wettest", "finer", "TAPPING", and "hoped". It includes a "Circle the long vowel" instruction and a list of sentences for practice, such as "1. We tapped the box up so it would keep the present safe." and "2. He was riding his horse back to the barn." The second worksheet shows words like "circle", "graded", "fanned", "making", and "PLATTER" with a "Circle the long vowel" instruction and a list of sentences for practice, such as "1. I tried to flatten the crumpled paper." and "2. I really happen when we get there?"

Two overlapping worksheets titled "Short and Long". The first worksheet lists words like "bake + ing", "run + er", "pop + ing", "slap + ed", "wise + er", "hurt + ed", "fade + ed", "wave", "pet + ing", "joke + er", "mean + est", "code + ed", "fit + ed", and "step + ing". It includes a "Circle the short vowel" instruction and a list of sentences for practice, such as "1. The girls will eat the softies for dessert." and "2. The boys will eat the softies for dessert." The second worksheet is similar but includes a "circle the long vowel" instruction and a list of sentences for practice, such as "1. The girls will eat the softies for dessert." and "2. The boys will eat the softies for dessert."

Doubling Rule Grid

Double Check

Answer Keys

Two overlapping worksheets titled "Doubling Rule Grid". The first worksheet shows a grid for recording words and their corresponding suffixes, with columns for "Word", "Suffix", "New Word", "Initials", "Final", "Add new words to the grid", and "Double Check". The second worksheet is similar but includes a "Double Check" section.

Two overlapping worksheets titled "Double Check". The first worksheet shows a grid for recording words and their corresponding suffixes, with columns for "Word", "Suffix", "New Word", "Initials", "Final", "Add new words to the grid", and "Double Check". The second worksheet is similar but includes a "Double Check" section.

Two overlapping worksheets titled "Answer Key". The first worksheet shows a grid for recording words and their corresponding suffixes, with columns for "Word", "Suffix", "New Word", "Initials", "Final", "Add new words to the grid", and "Double Check". The second worksheet is similar but includes a "Double Check" section.



# INCLUDED

## Posters

**1 1 1 Doubling Rule**

when a base word contains

- 1 syllable,
- 1 short vowel, &
- ends in 1 consonant,

double the final consonant before adding the vowel suffix.

**1 1 1 Doubling Rule**

when a base word contains

- 1 syllable,
- 1 short vowel, &
- ends in 1 consonant,

double the final consonant before adding the vowel suffix.

run + ing = running

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**I-I Doubling Rule**

If a base word ends in CVC, double the final consonant when adding a vowel suffix.

jogging rotten

biggest spotted

winner

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**I-I Doubling Rule**

If a base word ends in CVC, double the final consonant when adding a vowel suffix.

jogging rotten

biggest spotted

winner

**Finger Tapping**

**Reading**

Step 1: Teacher pulls out base word letter. This student taps out sounds in the base word.

h o p /h /o /p/

Step 2: Student reads the base word.

h o p hop

Step 3: Teacher adds suffix the end blank consonant the end asks student what letter the blank tile represents. ("y") Student reads the entire word (base word + suffix).

h o p ing hopping

**Spelling**

Step 1: Teacher dictates the base word, then the whole word (base word + suffix). Student repeats.

"hop" - "hopping"

Step 2: Student taps out the sounds in the base word, then taps out the corresponding letters in the base word. Student pulls out letter tiles and reads the base word while touching each tile.

/h /o /p/

"h" "o" "p"

h o p

Step 3: Student adds blank consonant tile that represents the "r" that was doubled and adds suffix tile. Student drags finger across entire word while reading the whole word (base word + suffix).

h o p ing

"hop" - "hopping"

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## Games

base word ends with more than 1 consonant

base word contains more than 1 vowel, vowel is not short

base word ends with CVC, suffix begins with consonant

base word ends with CVC, suffix begins with vowel

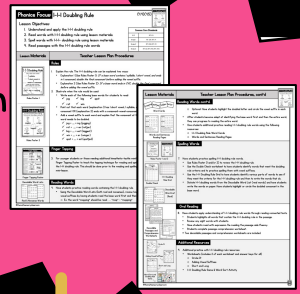
Word Sort

I-I Doubling Rule



# INCLUDED

Lesson Plan



## Word Lists & Word Cards

14 Non-sense Words

zogger formed the  
vuttet drepper ek  
sanning stridded q  
clunner plegging w  
smapped fotted  
swimming cazzer jimmed trefter

15 Real Words

wettest hidden biggest kitten slimmest  
ridden thinnest rotten flattest bitten  
Non-sense Words  
widden blannest puggen quibbest zafften  
grattest fotten truppest demmen yiddest

Sentences

- The rotten apple is the biggest of them all.
- Jon is the slimmest kid in his class.
- The kitten was bitten by the fattest dog.
- On the hottest day, Jim swam in the pond.

Aligned

16 Real Words

bitten hottest bitten slimmest  
wettest hidden biggest kitten  
ridden thinnest rotten flattest  
Non-sense Words  
thidden sprittest nadden wimmest  
lottest vidden quippest zotten  
gritten triggest splimmen skottest

Flexible

17 Real Words

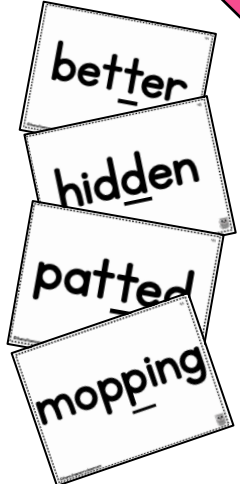
winner planning kid  
dragging dropper shog  
budded quizzing slo  
getted clatting chug  
jepping splinner thro  
squinner jatted skug  
the winning runner.  
d is begging his dad for a

Aligned

18 Real Words

drummer hummed trotting  
quizzing runner slapped  
matted bummed dragging  
chatting dotted batter  
skipped winner rubbing  
budded dropper hugging jotted

Flexible



## Decodable Passages & Comprehension Worksheets

14 Flexible

### My Cat Mittens

I will have gotten a kitten by Friday. She is all black, but her paws look like mittens, so that will be what I will call her. It saddens me to think my sister will not be glad to have a kitten. My sister was bitten by a cat, and thinks all kittens are rotten. But my kitten will be the best. Mittens is the thinnest and the smallest of her litter. She will have to be hidden from big dogs.

When Mittens is my cat, she will not be the smallest kitten. She will be well fed. I will fatten her up with snacks and scraps until she is the biggest. Mittens will be glad to be with us.

Sight Words: were, saw, pull, have

Color a star each time you read

1-1-1 in them

Illustrate your favorite sentence from the story

15 Flexible

### Swing Batter!

skipped up to the batter mat as he gripping his bat in the sand with him. He got up to swing. The fans were clapping and cheering for him.

Fred grinned and rubbed his hands, and he swung the bat. He saw the pitcher pull his arm back and chuck the ball.

Fred swung his bat, but the ball whizzed past and he missed it. Fred huffed and pulled his bat back up. Fred did not want to do better. Fred swung at the ball and it hit and cracked. Fred did not have time to jog a Home Run!

fans doing from the stands?  
the first time Fred swung the bat  
the second time Fred swung the bat  
word.

plan + n =   
chat + t =   
jog + g = ed

Illustrate your favorite sentence from the story

Sight Words: were, saw, pull, have

Color a star each time you read

1-1-1 in them

Illustrate your favorite sentence from the story

## Answer Keys

14 Flexible

Name: \_\_\_\_\_

What were the fans doing from the stands?  
clapping and yelling

15 Flexible

Name: \_\_\_\_\_

What do the kitten's paws look like?  
mittens

16 Flexible

Name: \_\_\_\_\_

What happened the first time Fred swung the bat?  
he missed the ball

17 Flexible

Name: \_\_\_\_\_

What happened the second time Fred swung the bat?  
he hit a home run

18 Flexible

Name: \_\_\_\_\_

Who does the author call like Mittens?  
she got scratched/got a scar

19 Flexible

Name: \_\_\_\_\_

Is Mittens the biggest or smallest kitten in the litter?  
smallest

20 Flexible

Name: \_\_\_\_\_

What are the author's favorite words?  
big + g = eat + biggest | bit + t = an = kitten  
fat + t = eat + fattest | hid + d = an = hidden  
than + n = eat + thinnest | eat + d = an = sudden

Illustrate your favorite sentence from the story





# Lesson Plan

# LAYOUT

Includes objectives and lesson materials

Common Core Standards for K5-Grade 3

Instructions for reading and spelling I-I-I doubling rule words

**Phonics Focus: I-I-I Doubling Rule** (45)

**Lesson Objectives:**

- Understand and apply the I-I-I doubling rule
- Read words with I-I-I doubling rule using lesson materials
- Spell words with I-I-I doubling rule using lesson materials
- Read passages with the I-I-I doubling rule words

Common Core Standards	
K-5	RF.KV
Grade 1	RF.1AF, RF.1N
Grade 2	RF.2.2B, RF.2N
Grade 3	RF.3.3, RF.3AF, RF.3NC

**Lesson Materials**

- Rules Poster-1
- Rules Poster-2
- Finger Tapping Poster
- Decodable Word Lists

**Teacher Lesson Plan Procedures**

**Rules**

- Explain the rule. The I-I-I doubling rule can be explained two ways:
  - Explanation 1 (Use Rules Poster 1): *If a base word contains 1 syllable, 1 short vowel, and ends in 1 consonant, double the final consonant before adding the vowel suffix.*
  - Explanation 2 (Use Rules Poster 2): *If a base word ends in CVC, double the final consonant before adding the vowel suffix.*
- Illustrate when the rule would be used:
  - Write each of the following base words for students to read:
    - ✓ jog ✓ big ✓ spot
    - ✓ rot ✓ win
  - Point out that each word (explanation 1) has 1 short vowel, 1 syllable, and ends with 1 consonant OR (explanation 2) ends with a consonant-vowel-consonant and is 1 syllable.
  - Add a vowel suffix to each word and explain that the consonant at the end of each base word needs to be doubled.
    - ✓ jog + \_ = ing (jogging)
    - ✓ rot + \_ = en (rotten)
    - ✓ big + \_ = est (biggest)
    - ✓ win + \_ = er (winner)
    - ✓ spot + \_ = ed (spotted)

**Finger Tapping**

- For younger students or those needing additional kinesthetic-life reinforcement, use the Finger Tapping Poster to teach the tapping technique for reading and spelling words that use the I-I-I doubling rule. This should be done prior to the reading and spelling portions of this mini-lesson.

**Reading Words**

- Have students practice reading words containing the I-I-I doubling rule.
  - Using the Decodable Word Lists (both real and nonsense), review how to read words with vowel suffixes by having students read the base word first and then the entire word.
    - Ex: If the word "mopping" should be read... "map" = "mop"

**Lesson Materials**

- Word Cards
- Words and Sentences Reading Pages
- Rules Poster-1 and 2
- I-I-I Doubling Rule Grid
- Decodable Word List (Read)
- Decodable Passages and Comprehension Worksheets
- Circle It
- Adding Vowel Suffixes
- Short and Long
- Word Sort and Doubling Rule Game

**Teacher Lesson Plan Procedures, cont'd**

**Reading Words cont'd.**

- Optional: Have students highlight the doubled letter and circle the vowel suffix in each word.
- After students become adept at identifying the base word first and then the entire word, they can progress to reading the entire word.
- Give students additional practice reading I-I-I doubling rule words using the following resources:
  - I-I-I Doubling Rule Word Cards
  - Words and Sentences Reading Pages

**Spelling Words**

- Have students practice spelling I-I-I doubling rule words.
  - Use Rules Poster (1 and/or 2) to review the I-I-I doubling rule.
  - Use the Double Check worksheet to have students identify words that meet the doubling rule criteria and to practice spelling them with vowel suffixes.
  - Use the I-I-I Doubling Rule Grid to have students identify various parts of words to see if they meet the criteria for the I-I-I doubling rule and then to write the words that do.
  - Dictate I-I-I doubling words from the Decodable Word List (real words) and have students write the words on paper. Have students highlight or circle the doubled consonant in the base word.

**Oral Reading**

- Have students apply understanding of I-I-I doubling rule words through reading connected texts.
  - Students highlight all words that contain the I-I-I doubling rule in the passage.
  - Review any eight words with students.
  - Have students read with expression. Re-reading the passage aids fluency.
  - Students complete passage comprehension worksheet.
  - Two decodable passages and comprehension worksheets are included.

**Additional Resources**

- Additional practice with I-I-I doubling rule resources
  - Worksheets (includes 2 of each worksheet and answer keys for all)
    - Circle-It
    - Adding Vowel Suffixes
    - Short and Long
  - I-I-I Doubling Rule Game & Word Sort Activity

Description of I-I-I doubling rule and finger tapping procedures

Instructions for oral reading and ideas for additional reinforcement or homework



decodable

FLEXIBLE real & nonsense words

# LAYOUT

scope and sequence sub-step where word list's focused phonogram/skill is found;

banner indicates REAL or NONSENSE word list

4.4 Real Words

skidded	drummer	hummed	trotting
better	quizzing	runner	slapped
swimming	matted	bumped	dragging
robber	chatting	dotted	
clapping	skipped	winner	
budded	dropper	hugging	

flexible



phonogram/skill card that corresponds with word list  
\*cards can be purchased separately in The Multisensory Classroom TPT store

4.4 Nonsense Words

zogger	fommed	thropping	glapper
vuttet	drepper	skopped	clattng
sanning	stridded	quimmer	blummed
olunner	plegging	wegging	plobber
smapped	fotted	zigger	hipped
swumming	cazzer	jimmed	tretter

flexible

includes corresponding NONSENSE word list for each phonogram/skill

all real & nonsense word lists are flexible for students who may be stronger readers and can decode words with phonograms not yet covered in the scope and sequence



# decodable

ALIGNED real words,  
nonsense words, & sentences

# LAYOUT

scope and  
sequence  
sub-step where  
word list's  
focused  
phonogram/skill  
is found

REAL or  
NONSENSE  
words or  
SENTENCES  
banner

4.5 Real Words

wettest hidden biggest kitten slimmest

ridden thinnest rotten flattest bitten

Nonsense Words

widden blannest puggen quibbest zatten

grattest fotten truppest demmen yiddest

Sentences

1. The rotten apple is the biggest of them all.  
2. Jon is the slimmest kid in his class.  
3. The kitten was bitten by the fattest dog.  
4. On the hottest day, Jim swam in the pond.

Aligned

Sight words: the, apple, of, day, was




image of the  
passage's  
focused  
phonogram/skill  
card

sentence sight  
words

words & sentences are completely aligned with and only contain phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence* (which is OG-based)





# decodable passage

# LAYOUT

all decodable passages are **flexible** for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence

scope and  
sequence  
sub-step where  
the passage's  
focused  
phonogram/skill  
is found

identify words  
containing focus  
phonogram/skill

45 Flexible

## My Cat Mittens

I will have gotten a kitten by Friday. She is all black, but her paws look like mittens, so that will be what I will call her. It saddens me to think my sister will not be glad to have a kitten. She has a scar on her arm from a bad cat and thinks all kittens are rotten. But my kitten will be the best. Mittens is the thinnest and the smallest of her litter. She will have to be hidden from big dogs.

When Mittens is my cat, she will not be the smallest kitten. She will be well fed. I will fatten her up with snacks and scraps until she is the fattest kitten! Mitten will be glad to be with us.

Highlight words that contain the l-l doubling rule	Sight Words: <i>were, saw, pull, have</i>	Color a star each time you read 1 2 3
--	--	--

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image of the  
passage's  
focused  
phonogram/skill  
card

re-read to  
increase  
fluency

common sight words for this level



# comprehension worksheet

# LAYOUT

short-answer  
questions to  
assess  
comprehension  
of text

4.5

Name: \_\_\_\_\_

What does the kitten's paws look like?  
\_\_\_\_\_  
\_\_\_\_\_

Why does the sister not like kittens?  
\_\_\_\_\_  
\_\_\_\_\_

Is Mittens the biggest or smallest kitten in the litter?  
\_\_\_\_\_  
\_\_\_\_\_

Write the entire word.

big + g + est =	bit + t + en =
fat + t + est =	hid + d + en =
thin + n + est =	sad + d + en =

Illustrate your favorite sentence from the story




image of the  
passage's  
focused  
phonogram/skill  
card

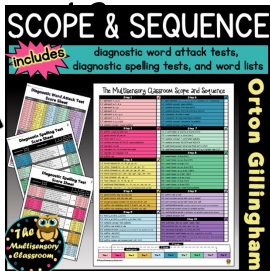
sentence  
illustration to  
visualize the text

phonics review  
of focused  
phonogram/skill



# COORDINATING RESOURCES

The I-I-I Doubling Rule is taught in steps 4.4 & 4.5 in *The Multisensory Classroom Scope and Sequence*



Cards for all phonograms included in *The Multisensory Classroom Scope and Sequence* can be purchased here



## The Multisensory Classroom Scope and Sequence

Step 1	Step 6
1.1 alphabet: t, i, s, n	6.1 open syllables: _a_e_o_u_i_o_e_y (/I/-1 syllable, /E/- 2 syllables)
1.2 alphabet: w, h, d, e	6.2 syllable concept: open syllable
1.3 alphabet: b, u, p, s as /z/ (final sound of 2-3 letter words)	6.3 syllable division: V/CV and VC/V
1.4 alphabet: c, g, o	6.4 syllable division: VCCV as V/CCV or VCC/V
1.5 alphabet: a, m, l, k	6.5 consonant -le: short vowel
1.6 alphabet: r, v, f, j	6.6 consonant -le: long vowel (open syllable)
1.7 alphabet: x, y, z, q(u)	6.7 syllable concept/division: consonant -le syllable
1.8 syllable concept: closed syllable	
Step 2	Step 7
2.1 suffix: -s (as /s/ and /z/)	7.1 r-controlled syllable: /e(-n)
2.2 glued sounds: all, am, an	7.2 r-controlled syllable: /or/
2.3 floss rule: f, l, s, z	7.3 r-controlled syllable: /er/
2.4 syllable division: VC/CV (2 closed syllables)	7.4 syllable concept: r-controlled syllable
2.5 digraphs: ck, wh	7.5 syllable division: VC/CCV and VCC/CV
2.6 digraphs: sh, th (voiced/unvoiced)	7.6 additional sounds: initial and final soft c (/s/)
2.7 digraph: ch; trigraph: tch	7.7 additional sounds: initial and final soft g; trigraph: dge (/j/)
2.8 suffix: -es	
Step 3	Step 8
3.1 initial l blends: bl-, cl-, fl-, gl-, pl-, sl-	8.1 vowel teams: ai & ay (/a/)
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-	8.2 vowel teams: ee, ea, & ey (/e/)
3.3 initial s blends: sc-, sk-, sm-, sn-, sp-, st-, sw-	8.3 vowel teams: ie & ig (/i/)
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-	8.4 vowel teams: oa, oe, & ow (/o/)
3.5 final s blends: -sk, -sp, -st	8.5 vowel teams: oo, ui, & ew (/oo/)
3.6 final l blends: -ld, -lf, -lk, -lp, -lt	8.6 vowel teams: oo (/oo/, /oo/)
3.7 additional final blends: -ct, -ft, -nd, -nt, -mp, -pt, -xt	8.7 vowel teams: ou & ow (/ou/)
3.8 suffixes: -ed (/ed/), -er, -ing (unchanging base words)	8.8 vowel teams: ai & ay (/ai/)
	8.9 vowel teams: au & ow (/a/)
	8.10 syllable concept: vowel-team syllable
Step 4	Step 9
4.1 glued sounds: ang, ing, ong, ung	9.1 suffix rule: y rule
4.2 glued sounds: ank, ink, onk, unk	9.2 contractions: words with <i>are, is, would</i>
4.3 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	9.3 contractions: words with <i>have, not, will</i>
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	9.4 multisyllable words: 3 syllable-able types (no schwa, accented syllables)
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	9.5 additional sound: schwa (2-syllable words)
	9.6 multisyllable words: 3 syllable-able syllable types (with schwa)
	9.7 syllable division: V/V
Step 5	Step 10
5.1 VCe: a_e (/a/), e_e (/e/), i_e (/i/)	10.1 suffixes: -ful, -ly, -ment, -ness, -tion
5.2 VCe: o_e (/o/), u_e (/oo/, /u/); s as /z/ between 2 vowels	10.2 prefixes: dis-, in-, mis-, pre-, re-, un-
5.3 syllable concept: VCe syllable	10.3 advanced digraphs: ch (/k/), ph (/f/)
5.4 suffix rule: silent e rule	10.4 advanced vowel teams: ea (/e/), eigh (/a/), ie (/i/)
5.5 syllable division: compound words (closed & VCe syllable words)	10.5 advanced r-controlled: er, or, & ur (/e/), ur (/e/), /e/ (ur /near/)
5.6 suffix: -ed (/d/)	10.6 silent letters: kn, lf, mb, wr
5.7 suffix: -ed (/t/)	
5.8 suffix review: -ed review (/ed/, /d/, /t/)	

**Sold separately**

