

## Instructional Focus Based on the Words in the Book

List of words in the book that match the instructional focus

## Optional Activity to Extend Engagement

## Word Work

**Instructional Focus:**  
Inflectional Endings

**Background:**  
An inflectional ending is a meaning.

**Examples:**

cat – cats
mix – mixes
eat – eats
water – waters
pickle – pickles
fix – fixes
jog – jogs
plant – plants

**Materials and Preparation**

- A Copy of the Chart
- Chart Paper
- Inflectional End
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- Optional - Word
- Optional - 2 C

**The Polar Express**

By: Chris Van Allsburg  
Grade Level: 3 / Guided Reading Level: N

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## Word Work

**Step 1:**

**Introduce the Focus of Word Work**

Sample Anchor Chart
<p><b>Inflectional Endings</b></p> <p>(ing - drops (uses three ones)</p> <p>(s - drops (uses three ones)</p> <p>(ed - dropped (in the past)</p> <p>(-ing - taking (now)</p>

**Step 2:**

**Connect Word Work to Reading**

## Introduce Inflectional Endings

- Draw the students' attention to the chart paper.
- Explain that there are special endings called inflectional endings which you can find at the end of words. When you add the ending to the word, it changes the meaning of the word. The endings are s, es, ed, and ing. Write the endings on a piece of chart paper, each in its

## Word Work

**Step 2 Continued:**

**Connect Word Work to Reading**

Extend Engagement
<p>Play I Have...Who Has...</p> <ul style="list-style-type: none"> <li>• Create an index card for each child in your class</li> <li>• Write a word with an inflectional ending on each index card using a one color marker</li> <li>• Flip the index card over and write the next word with an inflectional ending using a different colored marker</li> <li>• Distribute cards to students</li> <li>• Play I Have...Who Has... holding who has climbed, I have climbed, who has rolled, I have rolled</li> <li>• Exchange students to read the word in a sentence</li> </ul>

**Step 3:**

**Guided Word Practice**

Inflectional Endings

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# Step by Step

**The Polar Express**

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**Examples of Inflectional Endings Found in the Text:**

<ul style="list-style-type: none"> <li>• holding</li> <li>• moving</li> <li>• ringing</li> <li>• hissing</li> <li>• squealing</li> <li>• standing</li> <li>• coming</li> <li>• rolling</li> <li>• sitting</li> </ul>	<ul style="list-style-type: none"> <li>• gathering</li> <li>• pointing</li> <li>• shouted</li> <li>• answered</li> <li>• appeared</li> <li>• humed</li> <li>• slowed</li> <li>• seemed</li> <li>• climbed</li> </ul>	<ul style="list-style-type: none"> <li>• thundered</li> <li>• hissed</li> <li>• looked</li> <li>• wrapped</li> <li>• lighted</li> <li>• cried</li> <li>• pulled</li> <li>• filed</li> <li>• melted</li> </ul>
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## Interactive Exploration

- Explain that you are going to have a competition to see which group can make the longest **Inflectional Ending Train**.
- Split students into groups of 4 or 5 and have the children sit together at a table or on the floor. Give each group a long piece of string or yarn (approximately 10 feet long). Explain that the string will connect the train cars.
- Ask children to take out a pencil and a pair of scissors for the activity. Explain that they will need to cut out the train cars and poke a hole at the top with a pencil. Show them how to do this with a sample. Then show them how to string it on the yarn.
- Give each child 1 copy of the Interactive Exploration Page. Read the directions together. Explain that they can split up tasks in whatever way they want within the group - one person can cut train cars, two people can write, one person can string cars on the yarn, and so on. All students should help identify the words.

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## Interactive Activities

Independent  
Practice Page

### Extension Activity


## Inflectional Endings Trains


### Interactive Activity


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**Directions:**  
 Cut out the train cars. Complete the word by adding a noun or verb before the inflectional ending. Paste a hole on the top and string the train cars together on a piece of string.


**Challenge:** See who can make the longest inflectional ending train.














## Inflectional Endings

### Word Work Practice Page

**Directions:**  
Read the sentence. Which word has the correct inflectional ending to complete the sentence? Circle the correct word.

1. The stands train was perfectly still in front of my house.

2. He took a large pocket watch from his vest, then looked up at my window.

3. The train was filled with other children, all of their pajamas and nightgowns.

4. When the Polar Express could go no farther, we stopped outside.

5. "Right now, this elve are gathering at the center of the city," the conductor told us.

6. When I asked for the silver bell, Santa smiled.

7. Santa circled once above us, then disappeared into the cold, dark, polar sky.

8. Shouting and cheering, the reindeer's names cracked his whip.

9. The train gave a sudden lurch and started sliding moving.

Answer: \_\_\_\_\_

# Word Detective: Inflectional Endings Extension Activity

Directions:

Be a word detective!

Be on the lookout for **inflectional endings** while you read. Write the word that you find along with the title of the book where you found the word. The page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

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

Word Work Extension Activity | **Flashcards**