

Dear Family:

You and your child have been doing some wonderful work together. In Unit 13 I am going to add one more **suffix ending** to words. This time the suffix **'es'** will be added to the words. This suffix will be added to closed syllable words such as the word **"lunches."** The baseword is **lunch** and the suffix is **es**.

As a reminder: the procedure for reading the words **lunches** and **wishes** is to read the baseword first and then say it with the suffix as follows:

**lunch - lunches**      **wish - wishes**

To spell a word with a suffix ending, your child hears the entire word **lunches** but then must be able to separate **lunch** from the suffix **es**.

Therefore, after echoing the word **lunches** you may ask, **"What is the baseword?"** Your child should answer, **"lunch."** Then tap out /l/ /u/ /n/ /ch/, say the letters **l - u - n - c - h**, and add the suffix **'es'**.

I am planning to be in this Unit for three weeks. If you think your child needs more practice, do not be concerned, because Unit 14 reviews all the word structure and concepts we have learned; thus your child will be getting additional practice with these procedures.

Sincerely,





## Homework Guide

Review the **closed syllable** baseword with the suffix endings of 's' and 'es' with your child during the next 2 weeks.

### Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.  
Example: "**wishes**"
2. Have your child separate the baseword from the suffix and tap out

the baseword. Child says, "**wishes**" then, "**wish**" then taps out /w/ /i/ /sh/. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with the sounds of the baseword.
4. Have your child write the letters of the baseword then add **es**. It is helpful if you say the letters as your child writes them.

### WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	<b>Review Words</b> →	straps	pins	napkin
On Tuesday Dictate	<b>Current Words</b> →	rashes	lunches	wishes
On Wednesday Dictate	<b>Trick Words</b> →	<b>word</b>	<b>work</b>	<b>write</b>
On Thursday Dictate	<b>Sentence</b> →	Ben wishes <b>his friend</b> luck.		

### WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	<b>Review Words</b> →	index	quakes	clicking
On Tuesday Dictate	<b>Current Words</b> →	dishes	bunches	pinches
On Wednesday Dictate	<b>Trick Words</b> →	<b>their</b>	<b>being</b>	<b>first</b>
On Thursday Dictate	<b>Sentence</b> →	Jim brushes <b>the</b> lint off <b>the</b> rugs.		

### WEEK 3

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	<b>Review Words</b> →	trombones	confuse	tribes
On Tuesday Dictate	<b>Current Words</b> →	boxes	finishes	punishes
On Wednesday Dictate	<b>Trick Words</b> →	<b>look</b>	<b>good</b>	<b>new</b>
On Thursday Dictate	<b>Sentence</b> →	Janet dresses <b>for work</b> .		



## Do the "Find the Baseword and Suffix" Activity

1. Have your child read the list of words below.
2. Next, you read a word from the list below. Do not have your child look at the list. Have your child repeat the word, then tell you the baseword. Do all of the words.
3. Have your child underline the baseword and circle the suffix (**s**, **ed**, **ing**). For example: stove**s**

flakes

pinching

bathtubs

cakes

brings

sunsets

finishing

inhales

likes

cupcakes

laptops

invented

stoves

napkins



## Do the "Make it Plural" Activity

Have your child read the baseword. Circle the suffix **-s** or **-es** that is needed to make it plural. Write the whole word. (The **-es** suffix is added to words ending in **s**, **z**, **x**, **sh**, and **ch**.)

Baseword	Circle Suffix to Make it Plural	Write Word
bunch	s es	_____
cake	s es	_____
brush	s es	_____
fox	s es	_____
napkin	s es	_____
class	s es	_____

WEEK 1

word

work

write

WEEK 2

their

being

first

WEEK 3

look

good

new



→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.



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



Date: \_\_\_\_\_



# Writing Grid for Word and Sentence Homework



## Review Words



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

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

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## Current Words

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

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## Trick Words



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

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

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## Sentence



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

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
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