

Dear Family:

The newest concept that I am teaching the children is one they will use frequently, that of adding a **suffix** (which is an ending) to a **baseword**. For now, the only suffix I am working with is the suffix 's'. For example:

dog - add the suffix 's' = **dogs**

It is important that your child recognizes the suffix. As an exercise, in order to train the brain to separate the suffix **from** the baseword, have your child read the baseword and then say it with the suffix as follows:

pen - pens **map** - maps

To spell a word with a suffix ending, your child hears the entire word "**maps**", but then must be able to separate "**map**" from the suffix 's'.

Therefore, after repeating the word "**maps**" you may ask "**What is the baseword?**" Your child should answer "**map.**" Then tap out /m/ /a/ /p/, say the letters **m - a - p**, then add the suffix 's'. The suffix does not get tapped.

Note that sometimes the suffix 's' has the /z/ sound as in the word **bug** - bugs.

Sincerely,





Homework Guide

Review the **baseword and suffix** with your child during the next 3 weeks.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: “**pins**”
2. Have your child separate the baseword from the suffix and tap

out the baseword. Child says, “**pins**” then, “**pin**” then taps out /p/ /i/ /n/. Do not tap the suffix.

3. Have your child tell you the letters that go with the sounds of the baseword.
4. Have your child write the baseword, then add **s**. 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 | Review Words | → | had | quick | jam |
| On Tuesday Dictate | Current Words | → | rugs | sells | cats |
| On Wednesday Dictate | Trick Words | → | were | are | does |
| On Thursday Dictate | Sentence | → | Ben sells dolls in his shop. | | |

WEEK 2

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

| | | | | | |
|----------------------|---------------|---|---|-------------|-------------|
| On Monday Dictate | Review Words | → | ship | jug | fill |
| On Tuesday Dictate | Current Words | → | pills | fans | sheds |
| On Wednesday Dictate | Trick Words | → | who | what | when |
| On Thursday Dictate | Sentence | → | Mom had the kids on cots for a nap. | | |

WEEK 3

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

| | | | | | |
|----------------------|---------------|---|---|--------------|-------------|
| On Monday Dictate | Review Words | → | path | fox | will |
| On Tuesday Dictate | Current Words | → | hills | lips | chips |
| On Wednesday Dictate | Trick Words | → | where | there | here |
| On Thursday Dictate | Sentence | → | Dad fills the jugs at the well. | | |

WEEK 1

were

are

WEEK 2

who

what

when

WEEK 3

where

there

here

→ **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

1 2

3

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1