

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'.

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 trick words.

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	<b>Review Words</b>	→	had	quick	jam
On Tuesday Dictate	<b>Current Words</b>	→	rugs	sells	cats
On Wednesday Dictate	<b>Trick Words</b>	→	were	her	put
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	ship	jug	fill
On Tuesday Dictate	<b>Current Words</b>	→	pills	fans	sheds
On Wednesday Dictate	<b>Trick Words</b>	→	there	what	she
On Thursday Dictate	<b>Sentence</b>	→	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	<b>Review Words</b>	→	path	fox	will
On Tuesday Dictate	<b>Current Words</b>	→	hills	lips	chips
On Wednesday Dictate	<b>Trick Words</b>	→	been	by	who
On Thursday Dictate	<b>Sentence</b>	→	Dad fills the jugs at the well.		



## Do the “Find the Baseword and Suffix” Activity

1. In the list below, have your child read each word, separating the baseword from the suffix. Then read the entire word. For example: **shed - sheds**
2. Have your child underline the baseword and then circle the suffix ending. For example: shed(s)

sheds

pins

kids

cans

ships

jugs

pills

dogs

shells

fans

mills

locks

pups

tins

chills

WEEK 1

were

her

put

WEEK 2

there

what

she

WEEK 3

been

by

who

- **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.

# Writing Grid for Word and Sentence Homework

Writing grid consisting of 15 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line. The rows are decorated with icons: clouds, airplanes, flowers, and frogs.