

Dear Family:

You and your child have been doing some wonderful work together. Unit 12 is similar to Unit 6 in that I am going to add a **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 two weeks. If you think your child needs more practice, do not be concerned, because Unit 13 adds two more suffix endings, thus your child will be getting additional practice with these procedures.

Sincerely,





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.

stamps

pinches

dressess

stacks

brings

sunsets

benches

wishes

skunks

crashes

wishes

kisses

bugs

napkins



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.

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	Review Words →	straps	pins	napkin
On Tuesday Dictate	Current Words →	rashes	lunches	wishes
On Wednesday Dictate	Trick Words →	see	work	between
On Thursday Dictate	Sentence →	Ben wishes his friend luck.		

WEEK 2

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

On Monday Dictate	Review Words →	index	quits	clocks
On Tuesday Dictate	Current Words →	dishes	bunches	pinches
On Wednesday Dictate	Trick Words →	both	being	under
On Thursday Dictate	Sentence →	Jim brushes the lint off the rugs.		

WEEK 1

see

work

between

WEEK 2

both

being

under

- **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

A writing grid consisting of 15 rows. Each row is a set of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. On the left side of each row, there are three small cartoon characters: a bird-like creature at the top line, a worm-like creature at the middle line, and a frog-like creature at the bottom line. On the right side of each row, there are three corresponding cartoon characters: a bird-like creature at the top line, a worm-like creature at the middle line, and a frog-like creature at the bottom line. The grid is intended for practicing handwriting, with the dashed middle line serving as a guide for letter height.