



## 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

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

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

















**UNIT**  
**13****WEEK 2****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**.)









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

# Writing Grid for Word and Sentence Homework

















## Review Words

			
			
	1	2	
			
			
			
	3		
			






## Current Words

			
			
	1	2	
			

## Trick Words

			
			
	3	1	
			
			
			
	2	3	
			

## Sentence

			
			
	1		