

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



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: stoves

flakes

pinching

bathtubs

cakes

brings

sunsets

finishing

inhales

likes

cupcakes

laptops

invented

stoves

napkins

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

Spelling List – Wilson Unit 13 Week 1

1. invented
2. laptops
3. exhales
4. finishing
5. work
6. unzips
7. insulting
8. write
9. expected
10. word

Sentence:

1. I insulted my friend by mistake.
2. Dad insisted that I do this work.

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WEEK 1

word

work

write

WEEK 2

their

being

first

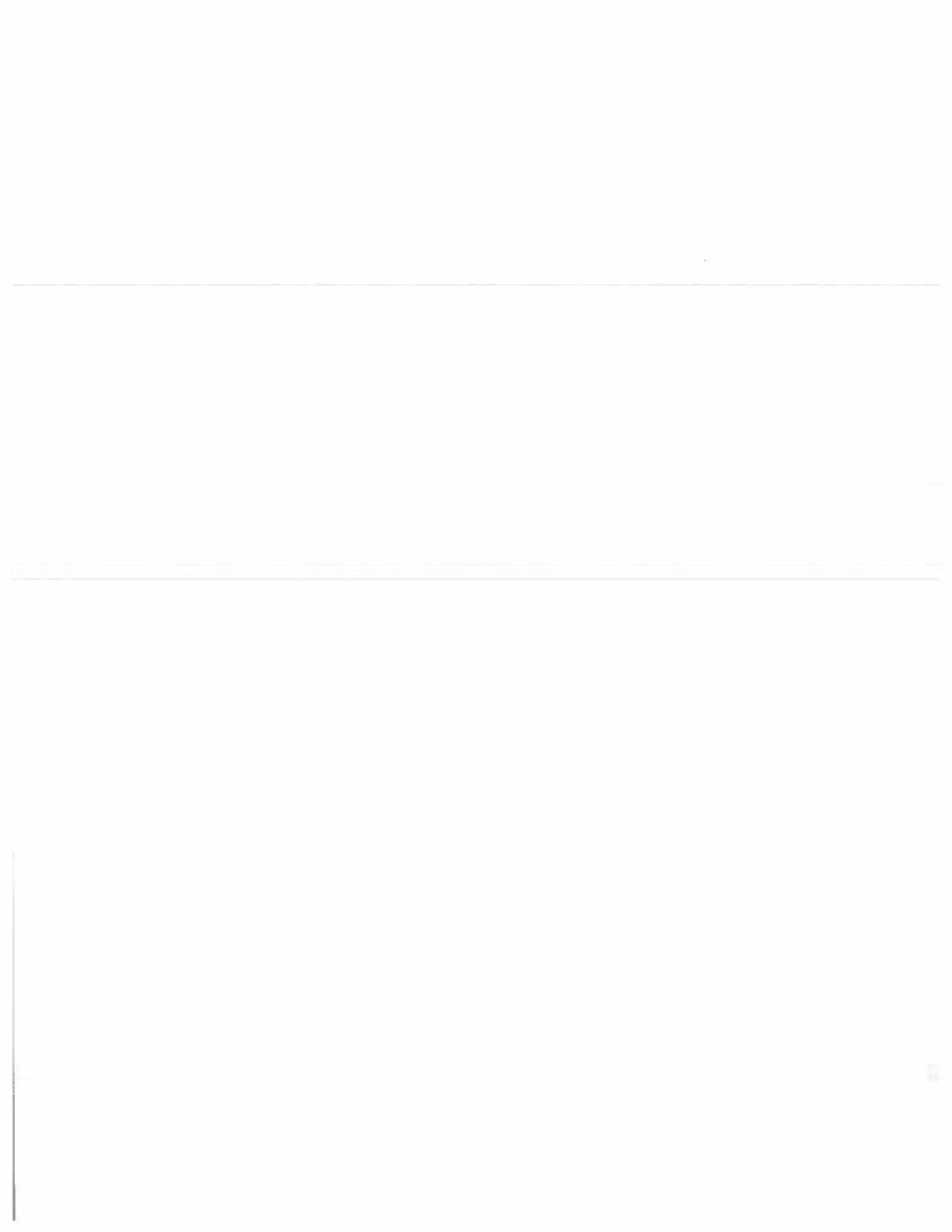
WEEK 3

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.



Grade 1 Reading Comprehension Worksheet

Read the passage. Then answer each question.

WE ARE IMPORTANT



Doctors are important. They keep us healthy.

Police officers are important. They keep us safe.

Firefighters are important. They help people.

Teachers are important. They help us learn.

Scientists are important. They learn new things to help us.

Bus drivers are important. They get us places safely.

Cashiers are important. They let us buy food and clothes.

Families are important. They take care of us.

We all are important!

Answer each question:

1. Why are firefighters important? Highlight the sentence that told you.

2. Is there anyone who is not important?

3. Why are families important? Highlight the sentence that told you.

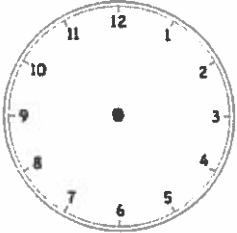
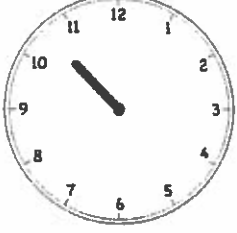
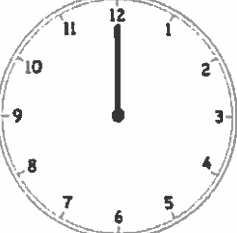

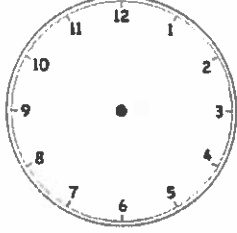
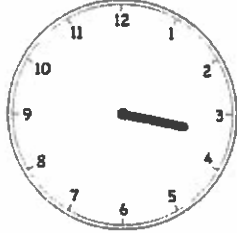
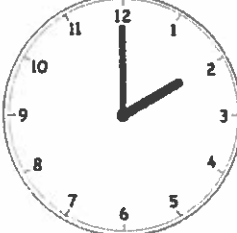
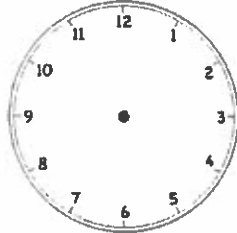

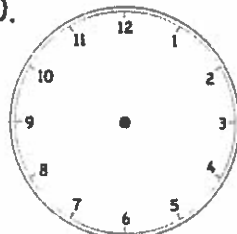
4. Who else is important that is not on this list? Why?

5. Share your opinion! Who do you think is the most important? Why?

Name _____

Date _____

Write the time shown on the clock, or draw the missing hand(s) on the clock.

<p>1.</p>  <p>10 o'clock</p>	<p>2.</p>  <p>half past 10 o'clock</p>
<p>3.</p>  <p>8 o'clock</p>	<p>4.</p>  <p>_____</p>
<p>5.</p>  <p>3 o'clock</p>	<p>6.</p>  <p>half past 3 o'clock</p>
<p>7.</p>  <p>_____</p>	<p>8.</p>  <p>half past 6 o'clock</p>
<p>9.</p>  <p>half past 9 o'clock</p>	<p>10.</p>  <p>4 o'clock</p>

Name _____

Date _____

Fill in the blanks.

1.



A



B

Clock _____ shows half past three.

2.



A



B

Clock _____ shows half past twelve.

3.



A



B

Clock _____ shows eleven o'clock.

4.



A



B

Clock _____ shows 8:30.

5.



A



B

Clock _____ shows 5:00.