

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.		

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Handwriting practice lines for Review Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The number '1' is on the first row, '2' on the second, and '3' on the third. Each row is decorated with a cloud, a bird, a caterpillar, and another cloud at the corners.

Current Words

1 2

Handwriting practice lines for Current Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The number '1' is on the first row and '2' on the second. Each row is decorated with a cloud, a bird, a caterpillar, and another cloud at the corners.

Trick Words

3 1

2 3

Handwriting practice lines for Trick Words. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The numbers '3' and '1' are on the first row, and '2' and '3' are on the second. Each row is decorated with a cloud, a bird, a caterpillar, and another cloud at the corners.

Sentence

1

Handwriting practice lines for Sentence. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The number '1' is on the first row. Each row is decorated with a cloud, a bird, a caterpillar, and another cloud at the corners.

Grade 1 Reading Comprehension Worksheet

Read the poem. Then answer each question.

AT THE ZOO

By William Makepeace Thackeray

First I saw the white bear, then I saw the black;
Then I saw the camel with a hump upon his back;
Then I saw the grey wolf, with mutton in his maw;
Then I saw the wombat waddle in the straw;
Then I saw the elephant a-waving of his trunk;
Then I saw the monkeys—mercy, how unpleasantly they smelt!

Answer the Questions:

1. What colors were the two bears?
2. What did the camel have upon his back?
3. What did the wombat do in the straw?
4. Which is the last animal that was seen?



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.



KEY CONCEPT OVERVIEW

During the next week, our math class will learn to solve a variety of word problems. Students will also work to understand the equal sign and solve equivalent expressions to make true number sentences.

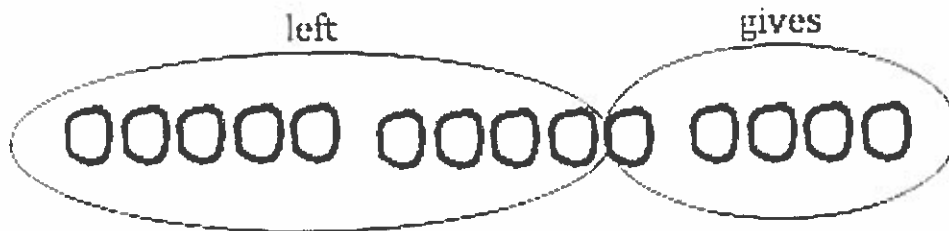
You can expect to see homework that asks your child to do the following:

- Solve word problems by using addition or subtraction strategies.
- Use the Read, Draw, Write (RDW) process to solve word problems.
- Determine whether two expressions (e.g., $3 + 4$ and $6 + 2$), when set equal to each other, make a true number sentence. For example, is $3 + 4 = 6 + 2$ true or false?

SAMPLE PROBLEM (From Lesson 24)

Use the RDW process to solve the word problem: Read the problem. Draw and label. Write a number sentence and a statement that matches the story.

Cameron gave some of his apples to his sister. He still had 9 apples left. If he started with 14 apples, how many apples did he give to his sister?



Solving with addition:

$$9 + \boxed{5} = 14$$

Solving with subtraction:

$$14 - \boxed{5} = 9 \quad \text{Cameron gave 5 apples to his sister.}$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Play Make It Equal with your child. Write $9 + \underline{\quad} = 8 + \underline{\quad}$. Have your child fill in the blanks by using different numbers that make the sentence true. See how many different combinations your child can make. Encourage your child to look for patterns.
- Guide your child to practice subtracting 7, 8, and 9 from teen numbers (11–19) by using the take from ten strategy. For example, $13 - 7$ can become $10 - 7 + 3$.
- Write a false number sentence, such as $10 + 3 = 6 + 6$. Challenge your child to make the number sentence true by changing only one number.

Name _____

Date _____

Write the number sentence for each 5-group row drawing.

1.



13 - 9 = 4





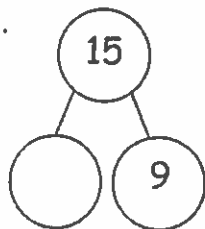




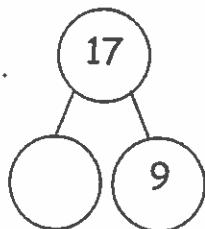


Draw 5-groups to complete the number bond, and write the 9- number sentence.

2.

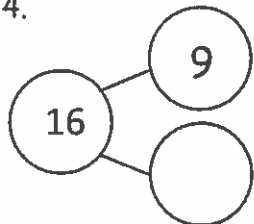


3.



Draw 5-groups to complete the number bond, and write the 9- number sentence.

4.



Draw 5-groups to show making ten and taking from ten to solve the two number sentences. Make a number bond, and write two additional number sentences that would have this number bond.

5. $8 + 9 = \underline{\quad}$

6. $17 - 9 = \underline{\quad}$

