



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.		

WEEK 2

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

On Monday Dictate	Review Words	→	ship	jug	fill
On Tuesday Dictate	Current Words	→	pills	fans	sheds
On Wednesday Dictate	Trick Words	→	who	what	when
On Thursday Dictate	Sentence	→	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	Review Words	→	path	fox	will
On Tuesday Dictate	Current Words	→	hills	lips	chips
On Wednesday Dictate	Trick Words	→	where	there	here
On Thursday Dictate	Sentence	→	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Ⓢ

sheds

pins

kids

cans

ships

jugs

pills

dogs

shells

fans

mills

locks

pups

tins

chills

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.