



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.