

Fundations Unit 13: Suffixes -es, -s, -ed, -ing

Dear Families,

In Unit 13, students will be introduced a new suffix ending, **-es**. It's helpful to know that the suffix **-es** is added to basewords with closed syllables that end in **s, x, z, ch,** and **sh**. For example, in the word **"lunches,"** the baseword is **lunch** and the suffix is **-es**.

We will also review the concept of plural words. Students will learn to tell the difference between **plural words** and **action words** when adding the suffix **-es**. Some words, such as **"brushes,"** can act as both plural and an action, or verb.

As a reminder, the procedure for reading words with a suffix, such as **"lunches"** and **"brushes,"** is to read the baseword first and then say it with the suffix as follows:

lunch - lunches

brush - brushes

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**. To mark this word, we underline the baseword and circle the suffix.

We will also be reviewing the suffixes **-s, -ed,** and **-ing**. These suffixes will be added to non-changing basewords, including two-syllable words with **closed** and **vowel-consonant-e syllables**.

We will study this new concept for about 3 weeks. Using the lined paper included, follow the **Homework Guide** on the next page to support your child in mastering this new concept. You will also find 3 activities to support learning: **"Add the Suffix," "Find the Baseword and Suffix"** and **"Make it Plural."** Lastly, please add the 9 new trick words to your pack of flashcards. Unit 14, the final unit, reviews all the word structure and concepts we have learned this year. Thank you for your continued support at home!

Sincerely,
Mrs. Pelkey





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.		

WEEK 2

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

On Monday Dictate	Review Words	→	index	quakes	clicking
On Tuesday Dictate	Current Words	→	dishes	bunches	pinches
On Wednesday Dictate	Trick Words	→	their	being	first
On Thursday Dictate	Sentence	→	Jim brushes the lint off the rugs.		

WEEK 3

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

On Monday Dictate	Review Words	→	trombones	confuse	tribes
On Tuesday Dictate	Current Words	→	boxes	finishes	punishes
On Wednesday Dictate	Trick Words	→	look	good	new
On Thursday Dictate	Sentence	→	Janet dresses for work .		



Do the "Add the Suffix" Activity

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or 'scoop' the syllables in the base word and circle the suffix.

expect + s = _____

invent + ed = _____

disrupt + ed = _____

insist + ed = _____

wish + es = _____

spell + ing = _____

crush + es = _____

camp + ing = _____



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



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**.)

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

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.

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

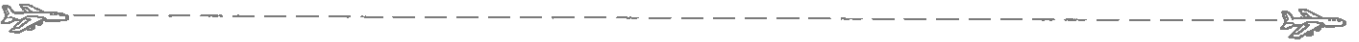
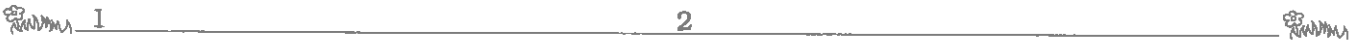
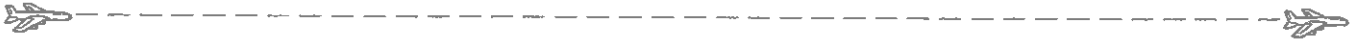
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 _____ 
 1 _____ 
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Name: _____

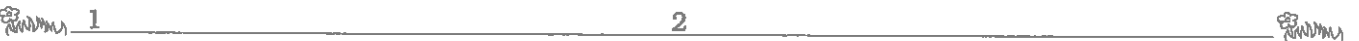
Date: _____

Writing Grid for Word and Sentence Homework

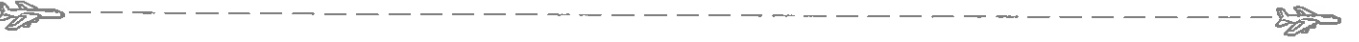
Review Words



Current Words



Trick Words



Sentence



















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 _____ 
 _____ 
 _____ 
 _____ 
 _____ 
 _____ 