

Dear Family:

In Unit 13, Foundations® continues to introduce additional suffix endings to closed syllable basewords.

The new suffix endings are 'ed' and 'ing'. The procedures for reading and spelling are the same as in Unit 12. A key element for your child is to always separate the suffix from the baseword. This strategy is critical for correct spelling and for future concepts.

I have included some two-syllable words in the homework assignment. Your child should continue to use blank cards or paper to separate the syllables, spell each syllable, then add on the suffix.

Please let me know if you have any concerns.

Sincerely,





Homework Guide

Review the closed syllable baseword with the suffix endings of **ed** and **ing**.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: "**drilling**"
2. Have your child separate the baseword from the suffix and tap
3. Have your child tell you the letters that go with the sounds of the baseword and then add the suffix.
4. Have your child write the baseword then add the suffix **ing**. 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	→	squints	cobwebs	sunsets
On Tuesday Dictate	Current Words	→	invented	drilling	jumping
On Wednesday Dictate	Trick Words	→	never	another	day
On Thursday Dictate	Sentence	→	Yes, Mom is still thinking of the kids.		

WEEK 2

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

On Monday Dictate	Review Words	→	sunfishes	rocks	albums
On Tuesday Dictate	Current Words	→	sandblasted	hunting	standing
On Wednesday Dictate	Trick Words	→	words	look	through
On Thursday Dictate	Sentence	→	Jill stands with hands on her hips.		



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 baseword and circle the suffix.

expect + s = _____

invent + ed = _____

disrupt + ed = _____

insist + ed = _____

wish + es = _____

spell + ing = _____

crush + es = _____

camp + ing = _____

WEEK 1

never

another

day

WEEK 2
























































words

look

through

- **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.

Writing Grid for Word and Sentence Homework

	_____	
	-----	
	_____	
	_____	
	_____	
	-----	
	_____	
	_____	
	_____	
	-----	
	_____	
	_____	
	_____	
	-----	
	_____	
	_____	
	_____	
	-----	
	_____	
	_____	
	_____	
	-----	
	_____	
	_____	
	_____	
	-----	
	_____	
	_____	