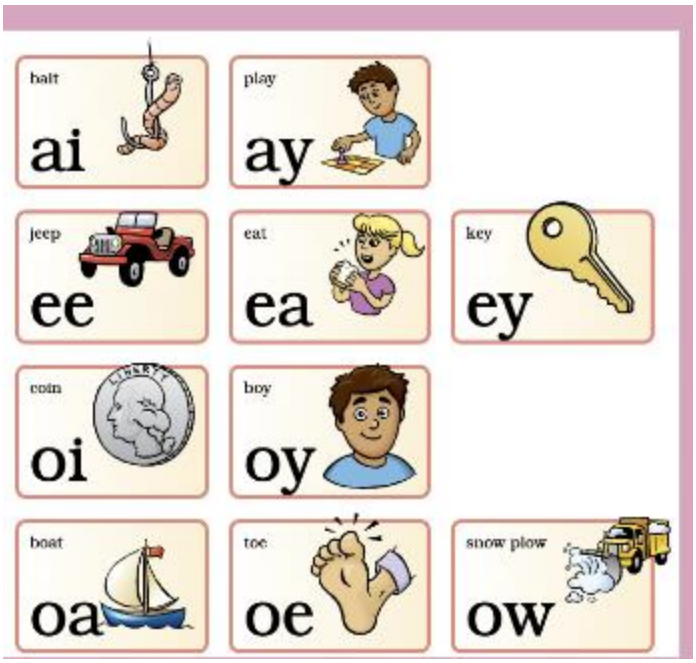
Enrichment / Enriquecimiento

Dear parents:

This week the children started Unit 13 in Fundations . We are working on multisyllabic words adding the suffixes (s-ed-ing) at the end. We are continuing to work with vowel teams. The children have to continue marking all the words in the words including all the marks for each syllable in the words. Below are some pages they can use to practice for the assessment..

Estimados padres: Los niños empezaron la unidad 13 de fonética esta semana. Estamos trabajando palabras de más de una sílaba que tienen los sufijos (s-ed-ing) al final. También estamos trabajando con combinaciones de vocales. Los niños tienen que continuar marcando las palabras en este caso cada sílaba en las palabras. Debajo están algunas páginas que pueden practicar para la evaluación.



Unit 13 Level 1

In a Nutshell

NEW CONCEPTS

- Suffix **-s**, **-ing**, **-ed** added to multisyllabic words
- Suffix **-es** added to basewords with closed syllables
- Reading with accuracy and prosody
- Paragraph structure

SAMPLE WORDS

trombones **picnics**
boxes **finishes**

TRICK WORDS

work **word** **write** **being**
their **first** **look** **good**
new

Explain that suffix endings can be added to multisyllabic words. Build the word **invents** with the Syllable Frames and Suffix Frame.

in	vent	s

Have students read the baseword then read the entire word with the baseword and the suffix together: **invent - invents**.

Change the suffix to **-ing** and have students read the baseword then read the entire word with the baseword and the suffix together: **invent- inventing**.

in	vent	ing

Ask

What is the baseword?

What is the suffix?

Ask

if the –ing suffix means the action is happening in the past or happening now?

Do the same with **-ed**.

in	vent	ed

Name: _____ Date: _____

Mark'em Up!

Directions: Read the words and mark them up.
Underline the baseword in each word and circle the suffix.

boxes	flashes	wishes	quizzes
rushes	dresses	lunches	glasses
foxes	classes	munches	waxes
tosses	inches	kisses	dishes

Directions: Read the sentences and mark them up.
Underline the basewords and circle the suffixes.

1. Mom insisted that I do my own work.
2. There were two reptiles under the rock.
3. Did you see the foxes in the grass?
4. Jan invented a new cupcake.
5. How many dresses do you have?

Bonus: Choose one sentence from above and draw a picture to match it on the back of this page.

Name: _____ Date: _____

Unscramble the Sentence

Directions: Unscramble the sentences and rewrite them correctly.

1. were in There the den. cobwebs

2. like run fast. The athletes to

3. to new things. Beth likes invent

4. got glasses. new of Jake a pair

Directions: Fill in the missing trick word.
(new, their, first, word)

1. I can spell that ___ ___ ___ ___.

2. I got to ride in a ___ ___ ___ car.

3. I was the ___ ___ ___ ___ ___ one in line.

4. ___ ___ ___ ___ ___ dog is very soft.

Name: _____ Date: _____

Fill in the Missing Word

Directions: Read each sentence. Fill in the word that best completes the sentence.

branches	inches	cupcakes	dishpans
kisses	quizzes	benches	tosses

1. Will _____ the ball to Tim.
2. After the storm, there were _____ on the grass.
3. The boys were sitting on the _____ at the park.
4. Kim made the best _____ for her party.
5. Ben had to wash the _____ in the sink.
6. Hank was two _____ taller than Sam.
7. I did not do well on the pop _____ in class.
8. The pup gave me wet _____.

Name: _____ Date: _____

Let's Graph it!

Directions: Count each trick word. Color one box in each time you see the word.

work their being being write
their word work being word
their write word their

5					
4					
3					
2					
1					
	work	word	write	their	being

Name: _____ Date: _____

Book Sort

Directions: Read the titles of the books below. Sort the titles into Narrative (fiction) and Informational (non-fiction) texts.

Narrative	Informational

Caterpillar to Butterfly

The Talking Horse

Life Cycle of a Pumpkin

Green Eggs and Ham

Don't Let the Pigeon Stay Up Late

Facts About Foxes