

FLoSS(Z) Student Read Sheet with Words

Vocabulary and Language Comprehension Focus

Teacher Instructions:

For this activity, students will practice reading words with '-ff', '-ll', '-ss', and '-zz'. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- FLoSS(Z) read sheet for each student
- pencil for each student

Directions:

This activity can be used with a whole class or in a small group.

Explain to the students, **"We will read each row of words three times. The first one is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time we read, we will be word detectives so we understand the meanings of the words we read."**

The initial reading of this page should focus on decoding the words accurately.

Steps:

1. On the four lines at the top, model writing 'ff', 'll', 'ss', and 'zz' in lowercase letters to remind students of the letters we double for the FLoSS(Z) rule.
2. Have each student highlight the 'ff', 'll', 'ss', 'zz' in the words.
3. Start with the first row and guide students to tap out or segment the sounds in the words.
4. To build fluency, read the page again. This time, after each word in the row has been decoded, have the students reread the row more fluently, without segmenting each sound. Continue doing this for all words.



When your students are ready for it, you can also use these sheets to help them build their vocabulary and other language comprehension skills! This would be a great addition to day two or three of your lessons on a particular skill.

5. Have students read one row at a time on the read sheet. At the end of each row, you'll ask students a question pertaining to a different component of language. On the last page, you'll find examples of questions to ask. Embedding this work ensures students are developing both their word recognition and language skills simultaneously, so they'll be on the path to excellent reading comprehension.

Name _____ Date: _____

FLoSS(Z)



hill	puff	less	bell
buzz	cuff	well	dress
jazz	whiff	pass	bluff
chess	fill	chill	fuzz
shell	fuss	sniff	buff

Jill will fill the cup and pass it to Bill.

The class will pass a note to Jack.

Adding Language Development to Your Read Sheet Decoding Practice

hill

puff

less

bell

Ask a phonology question.

Look at the word bell. Change the /b/ to /sh/. What is the new word?

Answer: shell

buzz

cuff

well

dress

Ask a morphology question.

If you add the suffix '-ing', this word means the act of putting on clothes.

Answer: dressing

jazz

whiff

pass

bluff

Ask a vocabulary question.

Which word means a quick, small smell of something?

Answer: whiff

chess

fill

chill

fuzz

Ask a grammar question.

In the sentence, *After school, I like to chill with a book.* Is the word *chill* a noun (who or what) or a verb (did what)?

Answer: verb (did what)

shell

fuss

sniff

buff

Ask a context question.

In the phrase, *a movie buff*, what does *buff* mean?

Answer: A person who knows a lot about something