

# Suffix '-es': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the suffix '-es'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- suffix '-es' read sheet for each student
- pencil for each student

## Directions:

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

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

## STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the suffix '-es' in the single words at the top. After they highlight, they read the base word and then the whole word. For example, first they read the base word *box*, and then the whole word *boxes*.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

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## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *passes*. You can say, "***Passes* can be a card or ticket you need in order to get in somewhere. For example, you may need *passes* to get into the museum. *Passes* can also mean to go by. For example, we wait to cross the street until the bus *passes*.**"
- Have students turn and complete this sentence to their partner. "He *passes* \_\_\_\_\_ on the way to school."

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Suffix '-es'

Read the words.

<b>bunches</b>	<b>boxes</b>	<b>wishes</b>	<b>glasses</b>
<b>buzzes</b>	<b>pinches</b>	<b>rushes</b>	<b>mixes</b>
<b>flashes</b>	<b>crushes</b>	<b>crosses</b>	<b>fizzes</b>
<b>lunches</b>	<b>fixes</b>	<b>dishes</b>	<b>crashes</b>

Read the phrases.

<b>crashes into</b>	<b>wishes for pets</b>
<b>rushes up the hill</b>	<b>got new dresses</b>

Read the sentences.

**We will fill the boxes with the dishes.**

**Dad fixes my glasses.**

**Mom packs lunches for all of us.**