

## Suffix '-s' Read Sheet with Words

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

### Materials:

- suffix '-s' read sheet for each student
- highlighter for each student

### Directions:

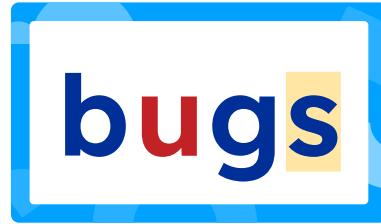
This activity can be used with a whole class or in a small group.

Explain to the students, "We will read each row of words three times. The first time 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 three lines at the top, model writing the suffix '-s' with a dash and a lowercase 's'. While you write, say, "**Suffix '-s' says /s/ or /z/ and makes a word plural.**" Have students do this aloud three times on the lines provided.
2. Have students highlight the suffix '-s' in the words. After they highlight, they read the base word and then the whole word. For example, first they read the base word *bug*, and then the whole word *bugs*.
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 \_\_\_\_\_

# The Suffix '-s'

figs	dots	pups	rats
cups	nuts	beds	ribs
mugs	pots	maps	cats
bugs	bags	hats	pens
sits	runs	pigs	jogs

I see ten pups in the pen.

Mom has pins in the box.

# Adding Language Development to Your Read Sheet Decoding Practice

figs

dots

pups

rats

cups

nuts

beds

ribs

mugs

pots

maps

cats

bugs

bags

hats

pens

sits

runs

pigs

jogs

**Ask a phonology question.**

Which word has the /ă/ sound?

Answer: rats

**Ask a morphology question.**

Which words have the sound /z/ at the end?

Answer: beds, ribs

**Ask a vocabulary question.**

Which word is a picture that shows us where places are?

Answer: maps

**Ask a grammar question.**

In the sentence, I saw four bugs on the sidewalk, is the word bugs a noun (who or what) or a verb (did what)?

In the sentence, My brother bugs me all the time, is the word bugs a noun (who or what) or a verb (did what)?

Answer: noun/verb

**Ask a context question.**

Which word means more than one?

Answer: pigs