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# Lesson 5 Words into Sounds

## Introduction

### What Will I Learn?

- How do I segment words into individual sounds?
- How do I determine the number of phonemes in a word?

When you separate the phonemes in a word, you separate the different sounds, not the letters.



### Break Down the Skills

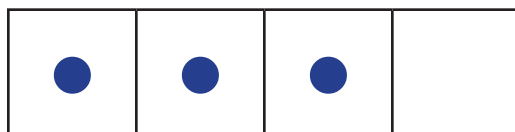
A **phoneme** is a unit of sound that distinguishes one word from another. The words **phoneme** and **sound** are interchangeable. You will see both words used throughout the lesson.

When you **segment** sounds, you separate the different phonemes in a word. You do this based on the number of **sounds**, what your ear hears, not letters.

For example, the word **dice** has four letters, but it only has three sounds.

The sounds in the word **dice** are /d/ /i/ /s/. The **e** is silent. It does not make a sound. This is how you segment sounds in a word. The **c** makes the sound of **s**.

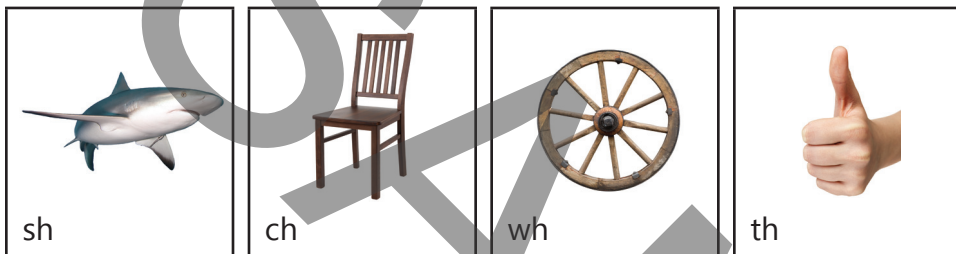
The phonemes are the sounds you hear in a word.



When you determine sounds, **vowel teams**, such as **oa** in **boat** and **ea** in **beach**, go together as one sound in one box.

A **digraph** is two letters that make one sound. Some examples of digraphs are **sh**, **ch**, **wh**, **th**. These sounds go in one box.

Say the words these pictures represent. The words all have digraphs.



Sometimes, two letters make just one sound.



Notice the sounds some vowel teams and digraphs make. Use this chart to help you figure out sounds.



Use this sound chart as you work. It will help you understand letter sounds, vowel teams, and digraphs.

<b>b</b> bus	<b>d</b> dog	<b>f</b> farm	<b>g</b> gate	<b>h</b> hat	<b>j</b> jam	<b>k</b> car	<b>l</b> leaf	<b>m</b> man
<b>n</b> nail	<b>p</b> pumpkin	<b>r</b> run	<b>s</b> sun	<b>t</b> turtle	<b>v</b> volcano	<b>w</b> wish	<b>y</b> yo-yo	<b>z</b> zip
<b>ng</b> sing	<b>or</b> fork	<b>wh</b> what	<b>zh</b> treasure	<b>ch</b> chin	<b>sh</b> shoe	<b>th</b> mother	<b>th</b> third	<b>a</b> apple
<b>e</b> egg	<b>i</b> igloo	<b>o</b> octopus	<b>u</b> run	<b>ae</b> rain	<b>ar</b> car	<b>ee</b> tree	<b>ie</b> light	<b>oa</b> boat
<b>ue</b> uniform	<b>oo</b> mood	<b>oo</b> book	<b>ou</b> cow	<b>oi</b> boy	<b>ear</b> spear	<b>er</b> bird	<b>air</b> chair	

## Guided Instruction

stick

--	--	--	--

cheese

ship

blink

change



--	--	--

cow

up

pan

key

### Guided Questions

In the boxes, segment the sounds.

Circle the words with digraphs.

Segment the sounds.

Circle the words with two sounds.

1 Circle the words with three phonemes.

sat    cake    ham    speak    note

2 How many sounds?

A 1

B 2

C 3

D 4



# Independent Practice

Answer the questions that follow.

## Practice 1

1 Circle the words with four sounds.

post mop jot stone ton

2 Read the word. Then, place a dot in the squares for each phoneme.

mass

--	--	--	--

3 Circle the words with the same digraph sound.

shell start fish risk

Remember to count sounds, not letters.



4 How many sounds does the word **chair** have?

- A 1
- B 2
- C 3
- D 4

5 Circle the words with the same number of sounds.

mess ease crab bat

## Practice 2

1 Write two words of your own with digraphs.

---



---

2 Enter the words with digraphs into the chart.

trash    coat    duck    chain    knot    soil


3 Enter the words with vowel teams into the chart.

trash    coat    duck    soil    chain    knot    reach


What is the difference between a digraph and a vowel team?



4 Circle the words with two phonemes.

jaw    brow    boy    hoe

5 Put a dot in the box for each sound.



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## Exit Ticket

Now that you know about vowel teams and digraphs that make one sound, write some of your own. Think of two words with vowel teams and two with digraphs. Then, write a word with four phonemes, or four sounds.

1. Vowel Teams \_\_\_\_\_ and \_\_\_\_\_

2. Digraphs \_\_\_\_\_ and \_\_\_\_\_

3. Four Phonemes \_\_\_\_\_



# TEACHER GUIDE

## Lesson 5 Words into Sounds

### At-a-Glance

Learning Objectives	Why Students May Struggle			
<ul style="list-style-type: none"><li>• Recognize and understand phonemes.</li><li>• Isolate and identify phonemes in words.</li></ul>	Phoneme isolation is an oral task, so students who are unable to hear or say the individual sounds in a word may struggle.			
Academic Vocabulary				
phoneme	segment	sound	vowel team	digraph

## WHAT WILL I LEARN?

### ACTIVATING PRIOR KNOWLEDGE

- Say a one-syllable word and say to students, "Tell me the sounds you hear in this word." Remember that segmenting phonemes is an oral task, so do not put the words on the board. At the beginning of this lesson, you may give students the Phonemes Chart from Lesson 4 to use as you ask them to segment sounds.

### EXPLICIT INSTRUCTION

- Segmenting and blending are the two most critical skills for developing phonemic awareness. Tell students they will identify individual phonemes in words. Explain that phonemes are sounds. Students should segment orally without any written words.
- Give students the Phonemes Chart from Lesson 4 to use while doing the lesson.
- Determine which type of segmenting they will do.
- After teaching students how to separate first sounds, onset-rime, and segmenting individual sounds (Lesson 3), have them begin to segment two-phoneme words and then move on to three-phoneme words.
- Say a two-phoneme word aloud, such as *at*. Ask students "What's the first sound in *at*?" Tell them to take the word apart, or segment it, by sound. /a/ /t/
- Make sure students understand they are listening for and taking apart sounds, not letters.
- Repeat this with other two-phoneme words until they can fluently segment them. Then move on to three-phoneme words.
- After the lesson, and once you feel students understand the concept of segmenting, give them game-like activities to do in pairs, groups, or as a whole class.

**Lesson 5 Words into Sounds**

**Introduction**

What Will I Learn?

- How do I segment words into individual sounds?
- How do I determine the number of phonemes in a word?

When you separate the phonemes in a word, you separate the different sounds, not the letters.

**Break Down the Skills**

A **phoneme** is a unit of sound that distinguishes one word from another. The words phoneme and sound are interchangeable. You will see both words used throughout the lesson.

When you **segment** sounds, you separate the different phonemes of a word. You do this based on the number of **sounds** what your ear hears, not letters.

For example, the word *cat* has four letters, but it only has three sounds.

The sounds in the word *cat* are /k/ /æ/ /t/. The *o* is silent. It does not make a sound. This is how you segment sounds in a word. The *c* makes the sound of /k/.

The phonemes are the sounds you hear in a word.

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# BREAK DOWN THE SKILLS

## TEACH ACADEMIC VOCABULARY

- Explain to students that a **phoneme** is a unit of sound that distinguishes one word from another. Tell them phoneme and sound basically mean the same thing.
- Explain that when they **segment**, they separate words into **sounds**. Explain that they segment based on the number of sounds, not the number of letters.
- Tell students that when a word has a **vowel team**, both letters have just one sound.
- Introduce the term **digraph**, and explain that a digraph is two consonants that make one sound. Give them the examples: *sh, ch, wh, th*, and so on.
- Explain to students how to use Elkonin boxes. Make it clear to them that each box does not represent a letter but rather a sound. If two letters make one sound, it gets only one dot or letter in the box, and so on. Explain that a silent *e* does not get a dot because the sound is silent.
- If time allows, have students complete the On Your Own charts and activities at the end of these notes.

**Lesson 5 Words into Sounds**

**Introduction**

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**Break Down the Skills**

A **phoneme** is a unit of sound that distinguishes one word from another. The words phoneme and sound are interchangeable. You will see both words used throughout the lesson.

When you **segment** sounds, you separate the different phonemes in a word. You do this based on the number of **sounds**, what your ear hears, not letters.

For example, the word dice has four letters, but it only has three sounds.

The sounds in the word dice are /d/ /i/ /s/. The *e* is silent. It does not make a sound. This is how you segment sounds in a word. The *e* makes the sound of *-e*.

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**Lesson 5 Words into Sounds**

When you determine sounds, **vowel teams**, such as *oa* in boat and *ea* in beach, go together as one sound in one box.

A **digraph** is two letters that make one sound. Some examples of digraphs are *sh, ch, wh, th*. These sounds go in one box.

Say the words these pictures represent. The words all have digraphs.

Notice the sounds some vowel teams and digraphs make. Use this chart to help you figure out sounds.

Use this sound chart as you work. It will help you understand letter sounds, vowel teams, and digraphs.

b bat	d dog	f farm	g gate	h hat	j jam	k car	l leaf	m man
n nail	p pumpkin	r run	s sun	t turtle	v volcano	w wish	y yo-yo	z zip
ng sing	or fork	wh what	zh treasure	ch chain	sh shoe	th mother	th thud	a apple
e egg	i igloo	o octopus	u run	ae rain	ar car	ee tree	ie light	oa boat
ue uniform	oo mound	oo book	ou cow	oi boy	ear speaker	er bird	air chair	

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### Differentiate for Struggling Readers and English Learners

Have students complete Elkonin boxes to segment phonemes in words with just two phonemes. Tell them the following.

- The silent *e* goes in the same box as the letter before it.
- Vowel teams that make one sound go in one box (e.g., *ie, ai, ea*, and so on).
- Consonant digraphs go in one box (e.g., *th, ch, sh*, and so on).

## GUIDED INSTRUCTION

### First Read

- Direct students to follow along as you read the items in the Guided Instruction aloud.

### Second Read

- Using the choral reading approach, reread the words aloud. Have students follow along reading in unison as they are able.

### Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

**Guided Instruction**

stick

**Guided Questions**

1. In the boxes, segment the words.

Circle the words with digraphs.

Segment the sounds.

Circle the words with two sounds.

Circle the words with three phonemes.

2. How many sounds?

A 1  
B 2  
C 3  
D 4

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# INDEPENDENT PRACTICE

## Practice 1 Questions

- Read the questions and answer choices aloud as students select the answers. Review the answers.

Lesson 5 • Words into Sounds

**Independent Practice**  
Answer the questions that follow.

**Practice 1**

1 Circle the words with four sounds.  
 ghost     mop     jet     stop     ton

2 Read the word. Then, place a dot in the squares for each phoneme.  
 mass

•	•	•	•
---	---	---	---

3 Circle the words with the same digraph sound.  
 shell     start     tip     risk

4 How many sounds does the word chair have?  
 A 1  
 B 2  
 C 3  
 D 4

5 Circle the words with the same number of sounds.  
 mess     ease     crab     bat

Remember to count sounds, not letters.

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## Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

Lesson 5 • Words into Sounds

**Practice 2**

1 Write two words of your own with digraphs.  
 them, they, white, cash, and so on

2 Enter the words with digraphs into the chart.

trash	coat	duck	chain	knot	soil
trash	duck	chain	knot		

3 Enter the words with vowel teams into the chart.

trash	coat	duck	soil	chain	knot	reach
coat	soil	chain	reach			

4 Circle the words with two phonemes.  
 saw     brow     boy     how

5 Put a dot in the box for each sound.

•	•	•	•
---	---	---	---

What is the difference between a digraph and a vowel team?

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# EXIT TICKET

- At the end of class, have students fill in the Exit Ticket with vowel teams and digraphs they can come up with on their own. Then, they will write a word with four phonemes.

Lesson 5 • Words into Sounds

**Exit Ticket**  
Now that you know about vowel teams and digraphs that make one sound, write some of your own. Think of two words with vowel teams and two with digraphs. Then, write a word with four phonemes, or four sounds.  
Answers will vary.

1. Vowel Teams \_\_\_\_\_ and \_\_\_\_\_

2. Digraphs \_\_\_\_\_ and \_\_\_\_\_

3. Four Phonemes \_\_\_\_\_

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## ADDITIONAL SUPPORT

### SUPPORT FOR STRUGGLING LEARNERS

- Give students the Phonemes Chart at the end of Lesson 4 to help them as they do this additional work.
- Collect several pictures of 2-, 3-, and 4-phoneme words (e.g., cat, pot, lid, stop) with Elkonin boxes below them with the appropriate number of boxes depending on the number of phonemes in the word. Select some sort of counter (e.g., poker chips, dice, cubes). Slowly pronounce the word they will segment, stretching it out sound by sound. Ask the students to repeat the word and count the number of phonemes in the word. Have the students slide a counter into the box as they pronounce each individual sound in the word. English learners can also do this activity with the struggling readers.
- Students can do a phoneme isolation sort. Students select picture cards from a pile, say each word aloud, and sort it into the correct column based on 2-, 3-, and 4-phoneme words.
- Students can play a segmenting race. Collect several pictures of 2-, 3-, and 4-phoneme words (e.g., egg, pot, lid, flop). Find a game board with squares leading to a finish line or make your own. Select game pieces for students to move along the board. Students will select picture cards from the pile and say the word out loud. They will then segment the word, moving their game pieces for each individual sound in the word. The first student who gets to the end of the game board wins. English learners can also play this game with struggling readers.
- Have students create “Sound Baskets” or boxes. Then, have them cut out pictures from magazines and put them into the baskets, based on 2-, 3-, 4-, or 5-phoneme words, and so on.
- Collect several pictures of 2-, 3-, and 4-phoneme words (e.g., egg, pot, lid, flop). Students will select three pictures with different initial sounds and place their pictures on the top of three columns. Students will select picture cards from the pile and say each word out loud. Then have them segment the word and place it in the column with the words with the same number of phonemes.

### SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Give students the Phonemes Chart at the end of Lesson 4 to help them as they do this additional work.
- Have English learners play the segmenting race game. The first student to finish the board wins.
- Give English learners some blank Elkonin boxes and a list of 1- to 3-phoneme words to segment.
- Students can create “Phoneme Segmentation Cheat Sheets,” listing words with the number of phonemes in them. Have them write the headings “Words with 2 Phonemes,” “Words with 3 Phonemes,” and so on. Under each column, they can add frequently used words as they come across them and refer to the “cheat sheets” while working. To see how many words they can find for their lists, tell them to jot down the words as they hear them or see them during their reading. They can refer to these charts throughout the year.
- Give students picture charts with just the initial or final letter sounds, and have students fill in the rest.

- Have students do a “Sound Scavenger Hunt” around the room, looking for things that have two phonemes, three phonemes, and four phonemes. Have them list in columns what they find.

## EXTENSION ACTIVITIES

- Students can play a game with picture cards they make. One student will say a word aloud or present a picture card and ask the other students to identify the phonemes in the word. For example, the student facilitating the game will say a word slowly and ask, “How many phonemes?” As students guess the answer, show the back of the card, which should have the segmented sounds on it.
- Students can make decks of cards with pictures or words. They can play this game in pairs, threes, or even fours. Each student starts with five cards. Students take turns selecting a card from the deck. When they get a card with a picture with a matching number of phonemes, they put those two together and set them aside. They play the game until the last card is drawn. (You may have to use more than one deck.) The one with the most matching number of phonemes wins the game.
- Students can make their own “race” board games by drawing a snake on a large piece of poster board and dividing it into small squares, like a regular board game. Students will select picture cards from a deck and say the number of phonemes in the word. If they say the correct answer, they advance that many squares. The first person to reach the end of the board wins.



- Have students play a game with touch lights and picture cards. They will segment words into individual phonemes. Start by lining up the touch lights on the table. Students will select a picture card, name the picture, and as they segment the phonemes touch a light to turn it on.



Name \_\_\_\_\_

Date \_\_\_\_\_

**On Your Own — Sound Graph**

Listen carefully to the words you hear. Then, segment them into phonemes in the appropriate boxes.

For example, you would write /c/ /a/ /t/ for *cat* in the row with the number 3 because it has 3 phonemes.

Graphing Sounds				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

Name \_\_\_\_\_

Date \_\_\_\_\_

**On Your Own**

Have your partner say aloud the words on his/her list. As your partner says the word, tell him or her how many sounds you hear in the word, and record it in this chart in the box with the number that represents the word: word #1, word #2, and so on. If you need to hear the word again, ask your partner to repeat it a second time.

Example—If the word is *bean*, say 3 sounds: for /b/ /ee/ /n/.

Then switch with your partner and say the words aloud and repeat the game.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

**Teacher**

Give one list to each partner. Do not let the partners see each other's lists.

**WORD LIST 1**

1. and
2. day
3. geese
4. book
5. lamp
6. bee
7. big
8. sleep
9. drum
10. toast
11. globe
12. face

**WORD LIST 2**

1. spice
2. rake
3. pea
4. go
5. crab
6. snack
7. cave
8. bus
9. chick
10. jump
11. goat
12. frog