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Lesson 5 Segment Sounds

Introduction

What Will I Learn?

- How do I separate sounds to decode words?
- How do I decode words with consonant changes?

Words with consonant changes have different sounds from their initial root words.



Break Down the Skills

You know that there are 26 letters in the alphabet, and each letter represents a **sound**. You also know that **phonemes** are units of sounds.

Decoding a word means sounding it out, using prior knowledge to read a new word.

When you **segment** a word, you break it down into sounds, or phonemes. Phonemes sometimes have different sounds from the letters they represent. Look at the example in the word **treasure**. Break down treasure into its phonemes, or sounds.

t	r	e	zh	ur		
---	---	---	----	----	--	--

The word **treasure** has 8 letters but only 5 sounds. Note that it ends with a **bossy r**.

A phoneme is a unit of sound, not a letter.



Separating, or segmenting, sounds is called **phoneme isolation**. When you separate an unknown word into sounds, you can then **blend**, or combine, the sounds together to decode the words.

Some words change their pronunciation, and also sometimes their spelling, when changing from one form to another. This can happen when you add a suffix to the root word. This is called a **consonant change**. Some examples are words ending in the consonants /t/, /c/, or /s/.

- permit → drop the **t** → add **ss** → It becomes **permission** with a **sh** sound.
- explode → drop the **de** → add **s** → It becomes **explosion** with a **zh** sound.
- music → add **ian** → It becomes **musician** with a **sh** sound.
- subtract → add **ion** → It becomes **subtraction** with a **sh** sound.

When you change the form of the words above, they have the /sh/ or /zh/ sound. You can spell the /sh/ sound in different ways: **-sion**, **-tion**, or **-cian**.

explos**ion** subtrac**tion** music**ian**

Notice in the chart below that /sh/ is one of the 44 phonemes.

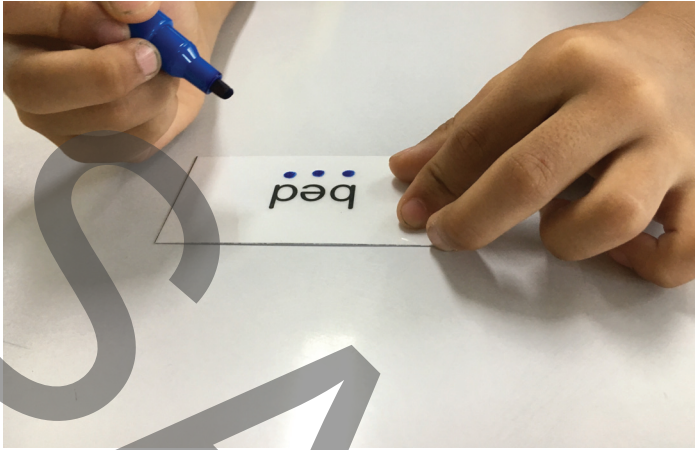
Phonemes Chart

b bus	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 chin	sh shoe	th mother	th third	a apple
e egg	i igloo	o octopus	u run	ae rain	ar car	ee tree	ie light	oa boat
ue uniform	oo mood	oo book	ou cow	oi boy	ear spear	er bird	air chair	

A consonant change can result in a change in spelling and pronunciation.



Guided Instruction



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--	--	--	--	--	--	--	--

There was a loud bang and then there was an

_____.

A _____ performs magic tricks.

Guided Questions

Put a dot in each box for the number of phonemes in **explosion**.

Put a dot in each box for the number of phonemes in **pleasure**.

Fill in the blank with a word that has the same sound as **treasure**.

Fill in the blank with a word that has the same sound as **cushion**.

- 1 Write two words with the /sh/ sound.

- 2 Circle the letter(s) with the **zh** sound.

m e a s u r e

Independent Practice

Answer the questions that follow.

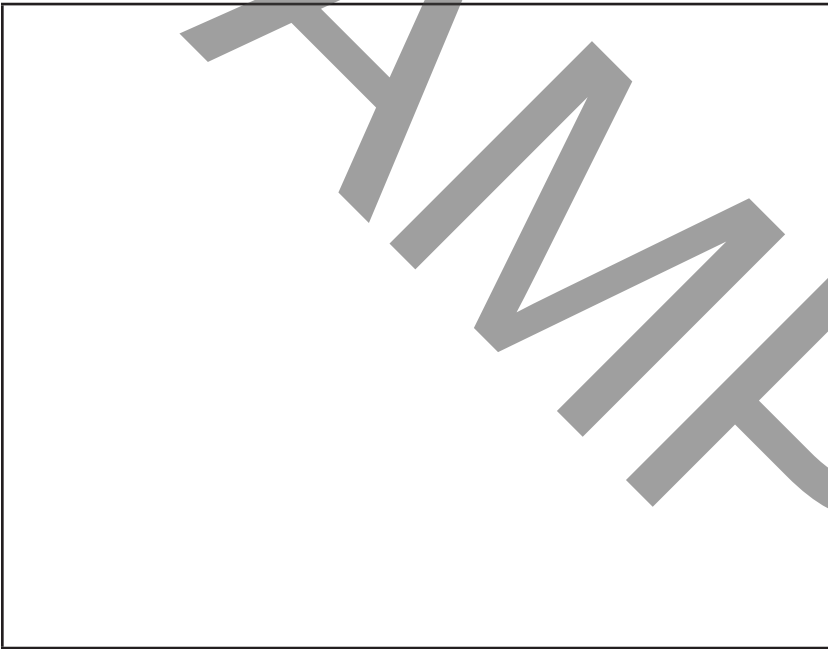
Practice 1

- 1 Segment the letter sounds in the word **television**.

Segment the sounds, not the letters in the word.



- 2 Draw a picture of something that has the **sh** sound.



- 3 Which does **not** have the same sound as **commotion**?

- A ocean
- B mansion
- C cushion
- D shoe

Sound out each word first.



4 Which word has the same sound as **scissors**?

- A ocean
- B pleasure
- C shoe
- D Missouri

5 Which is the correct spelling?

- A electrishun
- B electrition
- C electrician
- D electrishcin

Practice 2

1 Segment the phonemes in the word **measure**.

--	--	--	--

Remember that phonemes are not always the same number of letters in a word.



2 Which word has the same sound as **temptation**?

- A television
- B explosion
- C suggestion
- D disruption

3 Which is correct?

- A aktion
- B action
- C acsion
- D actshon

4 Fill in the blank with a word that has the same sound as **treasure**.

I need the ruler so I can _____ the size of this box.

5 Match the words with the same sounds.

closure

magician

usual

election

casual

pleasure

Go by sounds and not by letters.



Exit Ticket

Now that you know a consonant change can result in a change in spelling and pronunciation, fill in the blanks below.

1. Write a word that means crash and has the **zh** sound.

2. What has the **zh** sound and is a math process for dividing numbers?

3. When you give this **sh** word to someone, you tell that person how to get someplace.

4. Write two words with the **sh** sound that you use to wash clothes.

TEACHER GUIDE

Lesson 5 Segment Sounds

At-a-Glance

Learning Objectives

- Recognize letter sounds and phonemes.
- Segment and decode words with consonant changes.

Why Students May Struggle

Phoneme isolation is an oral task, so students who are unable to hear or say the individual sounds in a word may struggle. They may also struggle differentiating between letter sounds and phoneme awareness.

Academic Vocabulary

sound phoneme decode segment phoneme isolation blend consonant change

WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Have students take out their phonemes chart before starting this lesson. Put the words *explode* and *music* on the board. Put two Elkonin boxes on the board, and ask students to say the words and then segment the sounds.

e	x	p	l	o	d	
---	---	---	---	---	---	--

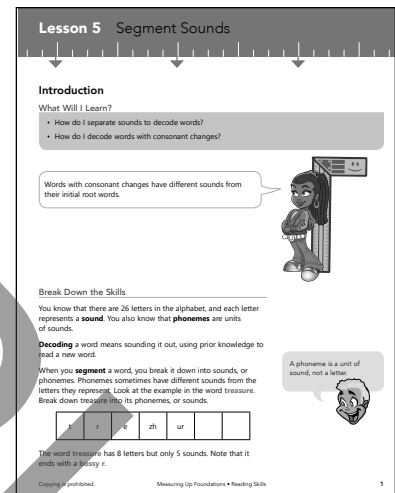
m	ue	z	i	k		
---	----	---	---	---	--	--

Now ask students to spell the words *explosion* and *musician*.

Help them if they do not spell them correctly. Explain that a consonant change has taken place with the spelling of the new words with the suffixes. Put two new Elkonin boxes under the first ones, and see if students can segment the phonemes of the new words. They can do this with dots or with actual letters, but remind them that they should count phonemes, not letters.

EXPLICIT INSTRUCTION

- Explain to students that this lesson is all about identifying sounds, phonemes. You may choose to copy the phonemes chart to give to students to use throughout the lesson. It would be particularly useful for English learners.
- Remind students that phonemic awareness refers to the ability to focus on and manipulate individual sounds in a word, not letters. Explain to students that they are not learning spelling in this lesson or the letter sounds but are learning phonemes. Remind them that while there are 26 letters in the alphabet, the letters can make up about 44 individual phonemes, or sounds.



The image shows a preview of the Lesson 5 Segment Sounds worksheet. It includes an introduction section with the question 'What Will I Learn?' and two bullet points: 'How do I separate sounds to decode words?' and 'How do I decode words with consonant changes?'. Below this is a text box stating 'Words with consonant changes have different sounds from their initial root words.' and an illustration of a girl. The 'Break Down the Skills' section explains that there are 26 letters in the alphabet, each representing a sound, and that phonemes are units of sounds. It defines 'Decoding' as sounding out a word and 'Segmenting' as breaking a word into sounds or phonemes. An example of the word 'treasure' is shown with its phonemes: /t/, /r/, /ɛ/, /ʒ/, /ɪ/, /r/, /ɪ/. A note states 'The word treasure has 8 letters but only 5 sounds. Note that it ends with a busy r.' and includes an illustration of a boy.

- Tell students, "Words can be broken into individual sounds. This is called *segmenting* sounds. A segment is a piece of something." Model segmenting a word on the board. Do this with a simple three-letter CVC word with no blends: /d/o/g/. Then segment a CVCE word. Then move on to a two-syllable word to segment.
- Model for students how to segment sounds with forward slashes like this: /m/ /ue/ /z/ /i/ /k/.
- Tell students that when they isolate sounds, they can hear the individual sounds in a word. Select several words to use for the phoneme isolation task.
- Introduce to students sound-spelling patterns in words with consonant letters that change in pronunciation with the addition of suffixes. These include words ending in the consonants /t/, /c/, or /s/. Tell them this is called *consonant change*.
- Remind students that a phoneme is a unit of sound, not a letter.

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY

- Tell students that there are 26 letters in the alphabet, and each letter represents a **sound**. Tell them they also know that **phonemes** are units of sounds.
- Explain that **decoding** a word means sounding it out, using prior knowledge to read a new word.
- Explain that when they **segment** a word, they break it down into sounds, or phonemes. Explain that phonemes sometimes have different sounds from the letters they represent. Tell them to look at the example in the word *treasure*. Ask students to break down *treasure* into its phonemes, or sounds.
- The word *treasure* has 8 letters but only 5 sounds. Have them also note that it ends with a bossy r.
- Explain to students that separating, or segmenting, sounds is called **phoneme isolation**. When you separate an unknown word into sounds, you can then **blend**, or combine, the sounds together to decode the words.
- Explain that some words change their pronunciation, and also sometimes their spelling, when changing from one form to another. This can happen when they add a suffix to the root word. This is called a **consonant change**. Some examples are words ending in the consonants /t/, /c/, or /s/.

Lesson 5 Segment Sounds

Introduction

What Will I Learn?

- How do I separate sounds to decode words?
- How do I decode words with consonant changes?

Words with consonant changes have different sounds from their initial root words.

Break Down the Skills

You know that there are 26 letters in the alphabet, and each letter represents a **sound**. You also know that **phonemes** are units of sounds.

Decoding a word means sounding it out, using prior knowledge to read a new word.

When you **segment** a word, you break it down into sounds, or phonemes. Phonemes sometimes have different sounds from the letters they represent. Look at the example in the word *treasure*. Break down *treasure* into its phonemes, or sounds.

A phoneme is a unit of sound, not a letter.

t	r	e	zh	ur		
---	---	---	----	----	--	--

The word *treasure* has 8 letters but only 5 sounds. Note that it ends with a bossy r.

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Lesson 5 • Segment Sounds

Separating, or segmenting, sounds is called **phoneme isolation**. When you separate an unknown word into sounds, you can then **blend**, or combine, the sounds together to decode the words.

Some words change their pronunciation, and also sometimes their spelling, when changing from one form to another. This can happen when you add a suffix to the root word. This is called a **consonant change**. Some examples are words ending in the consonants /t/, /c/, or /s/.

- permit → drop the t → add ss → it becomes permission with a sh sound.
- explode → drop the de → add ss → it becomes explosion with a sh sound.
- suggest → add sion → it becomes suggestion with a sh sound.
- subtract → add ion → it becomes subtraction with a sh sound.

When you change the form of the words above, they have the /sh/ or /zh/ sound (you can spell the /sh/ sound in different ways: -sion, -sion, or -sion).

explosion subtraction suggestion

Notice in the chart below that /sh/ is one of the 44 phonemes.

Phonemes Chart

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

2 Level 1 Copying is prohibited.

- Go over with students the process of dropping and adding letters with certain words such as the ones pointed out below.
 - permit → drop the *t* → add *ss* → It becomes *permission* with a *sh* sound.
 - explode → drop the *de* → add *s* → It becomes *explosion* with a *zh* sound.
 - music → add *ian* → It becomes *musician* with a *sh* sound.
 - subtract → add *ion* → It becomes *subtraction* with a *sh* sound.
- Explain that when you change the form of the words above, they have the /sh/ or /zh/ sound. Tell them they can spell the /sh/ sound in different ways: *-sion*, *-tion*, or *-cian*.

explosion subtraction musician

- Tell students to notice in the chart below that /sh/ is one of the 44 phonemes.
- If time allows, have students complete the On Your Own chart at the end of these notes. Answer key: *optician*, *perfection*, *expression*, *decision*, *discussion*, *description*, *action*, *tension*, *conclusion*

Differentiate for Struggling Readers and English Learners

Struggling readers and English learners may use Elkonin boxes or chips, tiles, or dots if it is easier for them to isolate sounds instead of writing letters with slashes. They can also make round chips from colored paper.

GUIDED INSTRUCTION

First Read

- Direct students to follow along as you read aloud the instructions.

Second Read


- Using the choral reading approach, have students say aloud the prompts together.

Guided Reading Questions

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

Chapter 1 • Phonological Awareness

Guided Instruction



● ● ● ● ● ● ● ●

● ● ● ● ● ● ● ●

There was a loud bang and then there was an explosion.

A magician performs magic tricks.

1 Write two words with the /sh/ sound.
action ocean

2 Circle the letter(s) with the sh sound.
m a g i c i a n

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Guided Questions

Put a dot in each box for the number of phonemes in explosion.

Put a dot in each box for the number of phonemes in pleasure.

Fill in the blank with a word that has the same sound as explosion.

Fill in the blank with a word that has the same sound as ocean.

INDEPENDENT PRACTICE

Practice 1 Questions

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

Lesson 5 • Segment Sounds

Independent Practice
Answer the questions that follow.

Practice 1

1 Segment the letter sounds in the word television.
 /t/ /e/ /l/ /i/ /z/ /h/ /v/ /i/ /z/ /n/ /t/

Segment the sounds, not the letters in the word.

2 Draw a picture of something that has the sh sound.
 Pictures will vary.

3 Which does not have the same sound as commotion?
 A ocean
 B mansion
 C cushion
 D shoe

Sound out each word first.

4 Level E Copying is prohibited.

Chapter 1 • Phonological Awareness

4 Which word has the same sound as scissors?
 A ocean
 B pleasure
 C shoe
 D Missouri

5 Which is the correct spelling?
 A electision
 B electicion
 C electrician
 D electicion

Practice 2

1 Segment the phonemes in the word measure.
 m e zh ur

Remember that phonemes are not always the same number of letters in a word.

2 Which word has the same sound as temptation?
 A television
 B explosion
 C suggestion
 D disruption

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Practice 2 Questions

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

Lesson 5 • Segment Sounds

2 Which is correct?
 A aktion
 B aksion
 C aksion
 D aktion

3 Fill in the blank with a word that has the same sound as treasure.
 I need the ruler so I can _____ the size of the box.

4 Match the words with the same sounds.

closure — election
 magician — casual
 usual — pleasure

Go by sounds and not by letters.

4 Level E Copying is prohibited.

EXIT TICKET

- At the end of class, have students fill in the Exit Ticket by guessing and writing each word on the lines.

Chapter 1 • Phonological Awareness

Exit Ticket

Now that you know a consonant change can result in a change in spelling and pronunciation, fill in the blanks below.

- Write a word that means crash and has the sh sound.
collision
- What has the zh sound and is a math process for dividing numbers?
division
- When you give this sh word to someone, you tell that person how to get someplace.
directions
- Write two words with the sh sound that you use to wash clothes.
washing machine

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ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Make a list of grade-appropriate words that students can read. Next to each word, have students write the phonemes in that word. Some words might be *treasure, music, casual, usual, measure, beige, pleasure, vision, visual, closure, magic, sure, sugar*.
- Have students make posters segmenting phonemes. Give them 8–10 words to segment.
- Students can make phoneme isolation sorting charts, finding pictures in magazines or drawing pictures of words that have consonant changes when adding suffixes. Have them make columns, and at the top of each column write /t/, /c/, and /s/. They can list words with those consonants that change spelling and pronunciation. English learners can do this as well.
- Students can make anchor charts of words that end in /t/, /c/, or /s/ and change pronunciation when adding suffixes.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Allow students to use the phoneme charts as an anchor chart while they work.
- Students can make phoneme isolation sorting charts, finding pictures in magazines or drawing pictures of words that have consonant changes when adding suffixes. Have them make columns, and at the top of each column write /t/, /c/, and /s/. They can list words with those consonants that change spelling and pronunciation.
- Provide students with cards that have base words ending in /k/ or /t/ on the front and the same word with a consonant change with the addition of *-ian* or *-tion* on the back. Have students read the words aloud, reading the base word first and then flipping the card over to read the new word with the change in the pronunciation of the consonant.
- Have students do a “Sound Scavenger Hunt” around the room, looking for words with /t/, /c/, and /s/ endings that they can write with a suffix, new letters, and new pronunciations.

EXTENSION ACTIVITIES

- Students can play a “Toss and Say” game with the whole class. Have them stand in a circle. Get some kind of large, soft ball such as a foam ball or inflatable beach ball. Students will toss the ball to a random classmate and say a word that ends in /t/, /c/, and /s/. The student who gets the ball must say a new word in which the consonant and/or pronunciation changes. If the student does not guess a word, he or she is out and sits down. The last one standing wins the game.
- Have students play “Guess the Word” in pairs. Give them sentence starters with a blank where they must fill in a word based on the context. Here are examples.
My mother called the _____ to install the new lighting. (electrician)
I need my father’s _____ to use his tools. (permission)
- Have students play “Letter Sounds Tic-Tac-Toe.” Print cards with a Tic-Tac-Toe frame. The game works exactly as original Tic-Tac-Toe, but instead of using X’s and O’s, the players fill in the blank frame with words that change letters and/or pronunciation with adding a suffix.

Name _____

Date _____

On Your Own

Some words change their phonemes when you change the same word from one form to other. This happens to words that end with the letters *t*, *c*, *d*, or *s* when you add a suffix to the root word. Can you change these words from the root forms into words with the /sh/ or /zh/ sounds?

magic	magician
optic	
perfect	
express	
decide	
discuss	
describe	
act	
tense	
conclude	