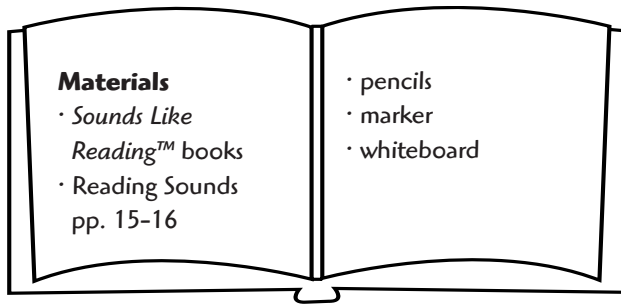


## Lesson 5

# Reading Sounds

**Purpose:** Students will segment words phonetically and correctly spell each phoneme segment.



### Objectives

- Identify letter sounds.
- Locate letter combinations in words.
- Recall vocabulary.
- Analyze words by the number of phonemes.
- Compose words with the correct spelling.
- Explain why the letters and sounds in words do not have a one-to-one correspondence.

### Activity Procedures

#### Prepare

(teacher)

- Copy Reading Sounds pp. 15-16 back-to-back for each student.

#### Pretest

(teacher, students)

- Ask students to think about these questions and answer them in their heads.
- How many sounds do you hear in the word *fan*? How do you spell *fan*?
- How many sounds do you hear in the word *back*? How do you spell *back*?
- Does the number of sounds in a word match the number of letters?

#### Read

(teacher, students)

- Read *Sounds Like Reading™* books.

#### Model

(teacher, students)

- Ask students how many sounds are in the word *fan*.
- Write the word *fan* on the board in wide-spaced letters. Draw a box around each letter in the word. Write the number one under each box.
- Tell students that each box represents one sound. The numbers under the boxes show how many letters it takes to make each sound.
- Ask students how many sounds are in the word *back*. On the board draw three boxes. The last box should be larger than the others. Write the number one under the first two boxes and the number two under the last box.
- Ask students why they think there is a number two under the last box.
- Have a volunteer write *back* on the board, putting one letter in the first two boxes and two letters in the last box.
- Discuss how the number of sounds in a word does not always match the number of letters.
- Explain how to complete Reading Sounds pp. 15-16. Students will write the names of the objects in the boxes below each picture. Each box represents one sound. The numbers indicate how many letters should appear in each box.

#### Practice

(students)

- Complete Reading Sounds pp. 15-16.

#### Discuss

(teacher, students)

- Most of these words had three sounds. Can you think of any words with four sounds?
- Write the words from this discussion on the board in boxes as was done in the beginning of the lesson.

#### Evaluate


(teacher)


- Assess Reading Sounds pp. 15-16 for completeness and accuracy.





# Reading Sounds


Name \_\_\_\_\_


		

		
	2	2


		
		3


		
2	2	


		
2		2


		
		2


# Reading Sounds


		
2	1	1

	
2	1

	
2	2

		
2	1	2

		
2	2	1

		
1	2	1