Volcano Sound Hunt

Blend and segment sounds and syllables in an informational text.

ELA.612.F.2.1 "Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every word with three or more syllables. Write its syllable count above it, then read each underlined word aloud by blending its syllables.

Watching a Volcano

1. Before a volcano erupts, scientists watch for small changes beneath the ground. They place seismometers near the mountain to record tiny earthquakes. Rising magma can crack rock, and those cracks make vibrations. A seismometer turns the vibrations into lines on a screen. Scientists compare the lines from several stations. One busy station may show a local problem, but matching signals from many stations can reveal movement deep below the volcano. This evidence helps communities prepare.

2. Gas measurements offer another clue. Magma contains dissolved gases, including water vapor and carbon dioxide. As magma moves upward, pressure drops, so gas can escape. Scientists use instruments to measure the gases near vents and springs. A sudden change does not prove an eruption will happen. Wind, rain, and equipment problems can affect a reading. Still, gas data, earthquake records, and ground measurements together help experts decide when to issue a warning for nearby towns.

3. Satellites can also detect changes that are hard to see from the ground. Radar instruments send signals toward a volcano and measure how the surface shifts. Even a small rise in the land may suggest that magma is collecting underground. Scientists study these measurements over time instead of trusting one result. Volcano monitoring cannot predict every eruption exactly, yet it gives leaders useful information. They can close dangerous areas and explain possible risks to residents.

2 ANSWER WITH EVIDENCE

Use the passage

1. Say these sounds together: /k/ /r/ /ă/ /k/. What word from paragraph 1 do they blend to make?

2. Say these syllables together: in/stru/ments. What word from paragraph 2 do they blend to make?

3. In paragraph 1, separate vibrations into syllables using slashes.

4. In paragraph 3, stretch the one-syllable word ground into its individual sounds. Write the sounds in order.

3 YOUR TURN

Your own words

Write a two-sentence weather or safety alert. Include one single-syllable word and at least two words with three or more syllables, underline the single-syllable word, and separate each longer word into syllables with slashes.

ANSWER KEY

Volcano Sound Hunt

GRADE 6 · ELA.612.F.2.1

PART 1 · READ AND MARK

Underline every word with three or more syllables. Write its syllable count above it, then read each underlined word aloud by blending its syllables. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Say these sounds together: /k/ /r/ /ă/ /k/. What word from paragraph 1 do they blend to make?	**crack**
2	Say these syllables together: in/stru/ments. What word from paragraph 2 do they blend to make?	**instruments**
3	In paragraph 1, separate vibrations into syllables using slashes.	**vi/bra/tions**
4	In paragraph 3, stretch the one-syllable word ground into its individual sounds. Write the sounds in order.	**/g/ /r/ /ow/ /n/ /d/**

PART 3 · YOUR TURN (SAMPLE ANSWER)

__Storm__ clouds gathered over the coastline. The me/te/or/ol/o/gist explained that e/vac/u/a/tion might be nec/es/sar/y.

Accept accurate syllable divisions that match the student's pronunciation. For ground, accept phoneme spellings such as /g/ /r/ /aʊ/ /n/ /d/ or /g/ /r/ /ow/ /n/ /d/.