Tide Pool Sounds

Hear each sound in words from a tide pool text.

2.FFR.2.C "Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Listen as your teacher says each ALL-CAPS word. Say the whole word, then orally separate its sounds in order, tapping once per sound. Your teacher checks and helps you retry. Then write the sounds and mark 4 or 5 beside the word.

Crabs at the Shore

1. At a rocky shore, a CRAB moves under a flat stone. Its hard shell keeps its body safe. When a gull flies above, the crab can SLIP into a small crack between rocks.

2. Many crabs eat bits of plants and animals. They may leave TRACKS in wet sand when waves pull back. A crab uses its claws to pick up food, then it can rest near a CLAM.

3. Near the water, small fish swim through green seagrass. Sunlight can FLASH on a tide pool, where tiny sea animals may stay for a short time. The pool changes when the sun warms it or another wave splashes in.

2 ANSWER WITH EVIDENCE

Use the passage

1. Say CRAB to your teacher or partner, then say its four separate sounds in order. Write them below.

2. Say TRACKS to your teacher or partner, then say its five separate sounds in order. Write them below.

3. Find the word in the passage with these sounds: /f/ /l/ /ă/ /sh/. Write the word and its number of sounds. Say that whole word, then orally separate its sounds for your listener to check.

3 YOUR TURN

Your own words

Write one new word that has four or five sounds and includes a beginning blend or ch, sh, or th. Write the word, then write each sound in order with slashes. Say the whole word to your teacher or partner, then actually say its separate sounds in order. Your listener checks and helps you retry before you write them.

ANSWER KEY

Tide Pool Sounds

GRADE 2 · 2.FFR.2.C

PART 1 · READ AND MARK

Listen as your teacher says each ALL-CAPS word. Say the whole word, then orally separate its sounds in order, tapping once per sound. Your teacher checks and helps you retry. Then write the sounds and mark 4 or 5 beside the word. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Say CRAB to your teacher or partner, then say its four separate sounds in order. Write them below.	**/k/ /r/ /ă/ /b/**
2	Say TRACKS to your teacher or partner, then say its five separate sounds in order. Write them below.	**/t/ /r/ /ă/ /k/ /s/**
3	Find the word in the passage with these sounds: /f/ /l/ /ă/ /sh/. Write the word and its number of sounds. Say that whole word, then orally separate its sounds for your listener to check.	**FLASH, 4 sounds**

PART 3 · YOUR TURN (SAMPLE ANSWER)

CHIMP: /ch/ /ĭ/ /m/ /p/.

Oral check: The learner says chimp, then its four sounds separately. The listener confirms or helps the learner correct and retry.

Accept correct phoneme segmentations and totals. In TRACKS, ck is one /k/ sound, and in FLASH, sh is one /sh/ sound. Before writing, say whole words CRAB, SLIP, TRACKS, CLAM and FLASH, then listen to the learner segment each orally and tap once per phoneme. Counts are 4, 4, 5, 4 and 4 respectively. Also check the learner's chosen word (CHIMP has four sounds). Model a needed correction and allow retry; accept dialect-appropriate vowel sounds and accessible communication support. Slash writing alone is not oral segmentation; no timing or independent decoding quota.