Sounds on the Move

Earlier-grade sound skills applied to grade 5 science vocabulary

5.RF.2 "There is not a grade 5 standard for this concept. Please see preceding grades for more information."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage aloud softly. Underline words whose last syllable sounds like "shun," and circle words whose last syllable sounds like "zhun," as in the middle of "measure." Listen to the sounds, not just the spelling.

The Monarchs' Long Trip

1. Each autumn, millions of monarch butterflies begin a long migration. Many fly from eastern North America toward forests in central Mexico. The trip can take weeks, and no single butterfly has practiced the entire route. Monarchs use the sun for navigation during the day. An inner clock helps them adjust their direction as the sun moves across the sky.

2. Along the way, monarchs need food and protection. They drink nectar from flowers to fuel their flight. A monarch's vision helps it spot flowers, but cool rain can slow its wings. Some butterflies stop in trees at night, then continue when the air warms. Their journey is not a straight line; wind may push them off course.

3. At the wintering forests, thousands of monarchs cling to trees in close groups. Scientists make an observation from a safe distance rather than pull butterflies from the branches. One important decision is where to place a counting station so the insects are not disturbed. In spring, surviving monarchs fly north and lay eggs, beginning the next stage of the journey.

2 ANSWER WITH EVIDENCE

Use the passage

1. Say “navigation” and “direction” aloud. How many syllables are in each word? Write each word with hyphens between its spoken parts.

2. Say “migration” and “protection” aloud. What sound do their last syllables share, and which letters spell that sound?

3. Which two words in paragraph 3 have the same last-syllable sound as “migration”?

4. Which two words in the passage end in the “zhun” sound? How many syllables does each have?

3 YOUR TURN

Your own words

Write two sentences about a place you would like to explore. Use one word not in the passage that ends in the “shun” sound and one that ends in the “zhun” sound. Underline those words, then show their spoken syllables in parentheses using slashes.

ANSWER KEY

Sounds on the Move

GRADE 5 · 5.RF.2

PART 1 · READ AND MARK

Read the passage aloud softly. Underline words whose last syllable sounds like "shun," and circle words whose last syllable sounds like "zhun," as in the middle of "measure." Listen to the sounds, not just the spelling. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Say "navigation" and "direction" aloud. How many syllables are in each word? Write each word with hyphens between its spoken parts.	**Navigation has four syllables: nav-i-ga-tion. Direction has three: di-rec-tion.**
2	Say "migration" and "protection" aloud. What sound do their last syllables share, and which letters spell that sound?	**Both end in the "shun" sound, spelled tion.**
3	Which two words in paragraph 3 have the same last-syllable sound as "migration"?	**Observation and station.**
4	Which two words in the passage end in the "zhun" sound? How many syllables does each have?	**Vision has two syllables. Decision has three.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would explore a new city and use a map to check my location (lo/ca/tion). If the streets looked alike, I might feel confusion (con/fu/sion).

This code has no grade 5 standard; the sheet extends sound awareness from preceding grades to longer vocabulary. Accept syllable breaks that match how a word is spoken, even if they differ from dictionary divisions.