

Identifying Middle Phonemes

Objective: Students will learn how to identify the middle phoneme in spoken words.

Review: words are made up of sounds; beginning and ending phoneme identification

I DO

- 1. Define:** Phoneme Identification is the ability to recognize phonemes (the smallest part of a spoken word).
- 2. Introduce:** Say, “Words are made up of individual sounds. We need to be able to hear each sound in a word so we can read and spell them. Today, we will listen carefully to each sound in a word and name the middle sound in the words we hear. Watch and listen carefully.”
- 3. Model Identifying Middle Phonemes:**
 - Display a slinky (or you can use your fists). Say the target word and use it in a sentence: *fish*. The *fish* swam in the river.
 - **Stretch and Shrink** the word *fish*. Emphasize and keep each sound connected as you stretch the slinky apart while slowly saying /fffi^{sh}/. Over-exaggerate the /i/ to represent the middle sound of the word. Shrink the slinky back together and say *fish*.
 - Say, “The sound I hear in the middle of the word is /i/ - *fish*.”
 - Repeat this modeling process with *nose* and *rat*.

WE DO

- 4. Guided Practice:** Tell students it is now their turn to try some words with you. Give students a new word. Stretch and shrink the word together. Provide prompts and feedback as needed to identify the middle sound in the word.

Words for Practice: *sop, feet, hide*

YOU DO

- 5. Independent Practice:** Tell students, “Now it’s your turn.” Give students new words to try independently while other students silently listen.

Words for Practice: *shop, dot, time*

Once children are accurate with identifying the middle phoneme, use the Middle Sound Picture Sort activity for independent practice.

- Middle Sound Picture Sort

Manipulatives:

Slinky (or use fists)

Teaching Strategy:

Stretch and Shrink

About This Plan:

1. You can adapt this lesson to fit into your district’s planning template.
2. Use this lesson when introducing ending phoneme identification. The strategy incorporates manipulatives as a scaffold to explicitly teach the skill. These should be removed once students show an understanding of how to perform the task accurately.