

Date: \_\_\_\_\_

## Comparing Medial Sounds

PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Comparing Medial Sounds

**Materials Needed:** N/A



**Approximate Time:**  
5 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

You're going to learn how to listen to the middle sounds in a word and decide which two words have the same middle sound. Listening for sounds is important work when you are learning to read. You will know you have it when you can figure out which words have the same middle sound by yourself.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Before we begin our game, let's review what it looks like, sounds like, and feels like when you are listening. Listening looks like eyes watching. Listening sounds like all voices are off. Listening feels calm and still. Let's practice together. I will say the steps and you show me how to do it.

**Eyes watching.** Students respond.

**Voices off.** Students respond.

**Body calm and still.** Students respond.

Build this background knowledge, if needed: **The words we will be using have three sounds: a *beginning* sound, a *middle* sound, and an *ending* sound. The *beginning* sound is the first sound in the word. The *middle* sound is the second sound. The *ending* sound is the third sound. For example, I'll stretch the sounds in the word *sat*. I will hold up one finger for each sound. Hold your right fist in front of you with the back of the hand facing students. Hold up the index finger for the first sound, then add the middle finger for the second sound and the ring finger for the third sound: /sss...äää...t/. /sss/ is the *beginning* sound; /äää/ is the *middle* sound; /t/ is the *ending* sound.**

**Today we are going to listen for the sound at the *middle* of each word. The *middle* sound in a short word is usually a vowel sound.**

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## Comparing Medial Sounds

I DO IT!

**Demonstrate.** *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Watch and listen as I figure out which two words have the same *middle* sound.

The words are *fan, mop, lot*.

First, I repeat each of the three words the teacher says: *fan, mop, lot*. Model.

Next, I say each word slowly and smoothly.

I touch my shoulder as I say the first sound of the first word, and then slide my hand down my arm as I say the middle sound in the word, then touch my wrist as I say the last sound in the word.

I listen carefully to the sound I say when I'm sliding my hand down my arm. It is the *middle* sound. Model.

I stretch each of the other words the same way, touching my shoulder for the first sound, sliding my hand down my arm as I say the middle sound, then touching my wrist as I say the last sound in the word. Model

Last, I think: Which two words had the same sound in the middle? I say the two words that have the same beginning sound: *mop* and *lot*. Both words have the vowel sound /*ööö*/ in the middle.



If students need support with:	Then try this:
Identifying the medial sound...	Medial sounds are the most difficult to distinguish and master – especially when there are dialectical differences in vowel production. Be patient! Try presenting students with a whole list of words with the same medial sound so they better understand what they are listening for. Then proceed with having them compare just two words.

*Teacher tip: To stretch each word, hold your left arm out and use your right hand to touch your left shoulder and slide down your arm.*

Date: \_\_\_\_\_

## Comparing Medial Sounds

WE DO IT!

### Provide guided practice.

Let's practice one together. I will say the step and you show me how to do it.

The words are *pat*, *top*, *laugh*. (Note: laugh = /lll/ /äää/ /fff/)

Repeat the words. Students respond.

Touch your shoulder, then stretch the word *pat*. Listen and remember the sound you say when you slide your hand down your arm. Students respond.

Touch your shoulder, then stretch the word *top*. Listen and remember the sound you say when you slide your hand down your arm. Students respond.

Touch your shoulder, then stretch the word *laugh*. Listen and remember the sound you say when you slide your hand down your arm. Students respond.

Say the words that had the same middle sound. Students respond.

Yes! I hear /äää/ in the middle of *pat* and *laugh*!

Let's continue!

Repeat the routine with words in the list.

#### Word List:

run, mat, mud

sit, lip, nap

pan, met, less

*Teacher tip: Consider moving from words that begin and end with continuous sounds (such as /s/, /m/, /f/, /l/, etc.) into words that begin with continuous sounds and end with stop sounds. Finally, use words that begin with stop sounds (such as /t/, /b/, /g/, etc.).*



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## Comparing Medial Sounds

YOU DO IT!

**Provide independent practice.**

Now, I'm going to call on one student to listen for middle sounds.

The words are *same, mean, late*. Everybody, repeat the words. Students repeat the three words. (Student name), stretch each word slowly and smoothly while sliding your hand down your arm.

Listen for the sound you make in the middle of your arm. Student responds.

Which two words have the same middle sound? Student responds: *same, late*.

*Repeat the routine with 2-3 students using words in the list.*

**Listening for that middle sound takes some great ears and you did it! Good work!**

**Word List:**

pig, met, led  
line, fight, peace

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific praise for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/  
EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

Medial sounds can be difficult, but if some of your students catch on quickly, have them build a list of words with the same medial sound!

Also as an extension students could complete picture sorts based on middle sounds. Examples of these sorts can be found at [www.fcrr.org](http://www.fcrr.org).