

LEARNING OBJECTIVE

Identifying middle phonemes

DESCRIPTION

Children will determine the middle sound in CVC words and will use these words to make 'silly sandwiches'.

TARGETED SKILL(S):

Identify the middle phoneme in Consonant-Vowel-Consonant (CVC) words.

**SUITABLE FOR**

Small groups

**PREP-TIME**

15 min.

**DURATION OF ACTIVITY**

25-30 min.

**MATERIALS**

- **We provide:** 'Letter Cards: b, u, n'; 'Silly Sandwich' sheet; 'Sandwich Ingredients'
- **You find:** Glue; Small containers (preferably ones that are not see-through)

PREPARATION

1. Plan groups of children (3-4 children per group).
2. Print the 'Letter Cards: b, u, n' (one set).
3. Print the 'Silly Sandwich' sheets (one for you and one for each child).
4. Print and cut out the 'Sandwich Ingredients' (one set for you and one set for each group).
5. Gather the small containers (one for you and one for each group) and glue.
6. Place a set of 'Sandwich Ingredients' in each container.

What will we learn?

"Today, we're going to make silly sandwiches with food words. As we make our sandwiches, we'll listen for the middle sound in each of our food words."

What do we know?

1. Show children the 'b', 'u', and 'n' 'Letter Cards'. Ask three children to stand in front of the class and give each one a letter card. Help them to stand in the correct order to spell the word 'bun'.
2. "Our friends have spelled a food word for us. What can you tell me about the word?" Prompt as necessary to discover that the word has three letters (b, u, n) and three sounds (/b/, /ü/, /n/).
3. "Help me sound out the word!" Point to each child as everyone says each letter sound. "Who can put the letters together to say the word?" (/b/, /ü/, /n/: bun) "Let's all try!" Segment the word a few times as needed.
4. "Can anyone tell me which sound is in the middle of the word 'bun'?" Prompt as necessary, asking who is standing in the middle, what letter he or she is holding, and what sound this letter makes in 'bun'.
5. "Today, we're going to make word sandwiches. What do you usually like to have in your sandwich?"

Watch me first!

1. Show children a 'Silly Sandwich' sheet. "Here is my sandwich. It has a top bun and a bottom bun." Point to each bun. "But what is my sandwich missing?"
2. "That's right, let's see what I'm going to put in the middle of my sandwich. And we'll figure out the middle sound in each food word, too."
3. Show a container of 'Sandwich Ingredients'. "In this container, there are different foods to put in my sandwich. Some foods are meant for sandwiches, and others are not usually in sandwiches...that makes them silly! But that's okay because today, the sillier the sandwich, the better! We won't choose the foods we put in our sandwiches; we'll just pick three foods

without looking at them first. Foods may be fine on their own in a sandwich but may be silly when they're with the other ingredients."

4. Take one '*Sandwich Ingredient*' from the container. "What food am I going to add to my sandwich first?"
5. Once the food is named, say the word, then segment it slowly, pointing to each sound. (e.g., "Jam. /j/ /ă/ /m/")
6. "What sound is in the middle?" If children say the letter-name instead of the letter-sound, ask, "What sound does the letter __ say in __ ?" Prolong the middle sound to help identify the sound more easily.
7. Glue the '*Sandwich Ingredient*' onto the bottom blank box on your '*Silly Sandwich*' sheet.
8. Repeat the above steps to add two more '*Sandwich Ingredients*' to complete your sandwich.
9. "My sandwich has _____, _____, and _____. Do you think my sandwich is silly?"
10. "What is the silliest food in my sandwich? What is the middle sound in this food?"

Let's try it!

1. "Now it's your turn to see what will be in your sandwiches! Each of you will make your own sandwich, but you will share a container of food choices with your group. You will each take turns to pull a food out of your container. Remember, NO peeking! When you take a food, figure out what it is by looking at the picture. If you're not sure, ask your group for help. Then say the word slowly to see if you can figure out what the middle sound is. Tell your group the middle sound."
2. "Once you have figured out the middle sound, glue your food into your sandwich. Take turns until you have three food items in your sandwiches. After you and your group have finished making your sandwiches, see if you can say the middle sound of your group members' foods in their sandwiches."
3. Provide support as needed to ensure the groups are hearing the correct sounds. If some groups are waiting for others to finish, they can determine the middle sound of remaining foods from their container (if any remain).

What did we learn?

1. "Let's talk about your sandwiches! Who made a sandwich they would like to eat? Why would you like it?"
2. "Did you have some silly foods in your sandwich? Would they make your sandwich taste yucky?"
3. "If you could change something about your sandwich, what would you change?"
4. "Who had the silliest sandwich, you or someone in your group? Why was it sillier?"
"Who has (a) _____ (gum, nut, ham, yam, jam, can of beans, fig, pop, hot dog, ants on a log, corn on the cob, tater tot) in your sandwich? Can you tell me the middle sound?"

Let's do more!

- Ask children to draw their favourite sandwich on a blank '*Silly Sandwich*' sheet. Discuss what they put on first, next, and last. Also use words: top, middle, and bottom. They can draw toppings on the bun as well (e.g., butter, mustard).
- Display the silly sandwiches. Ask children to find the sandwich that matches your description (e.g., "The sandwich I am looking for has **ham** in it." then, "It has **ham** on the top and **fish** on the bottom." and so on).

EXTENDING THE LESSON



Less Challenging

- Ask the children to identify the first or the last sound in the words (i.e., instead of the middle sound).
- Only include the CVC words that are most likely familiar to the children (e.g., nut, ham, jam, can, hot dog).



More Challenging

- Ask the children to identify the first, middle, and last sounds in each food word.
- Use the 'More sandwich ingredients' to add words with blends (e.g., sh, ch) and/or silent letters (e.g., cheese) to make identifying the middle sound a bit more challenging. Some strips are blank, so you can add your own food words.



TIPS

Assist children as they use their flexible thinking to determine if their sandwiches and/or sandwich ingredients are silly.