



Activity:	Identifying Beginning, Medial, and Ending Phonemes	“Reading Rope” Strand:	Phonological Awareness
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Rationale

Students who have difficulty hearing and manipulating sounds in words will struggle to decode words. This is one of the most important jobs of teachers of beginning reading, to foster awareness of phonemes (speech sounds) in words (Moats, 2019). By discriminating between sounds, students can identify and become aware of how sounds are alike and different.

Materials:	<input type="checkbox"/> Identifying Beginning, Medial, Ending Phonemes Template
	<input type="checkbox"/> Object to represent phoneme

Description of Activity:	<ul style="list-style-type: none"> ● The teacher may choose to focus on one sound to start the activity. The teacher will say, “Where is the /___/ sound in the word ___?” ● The student will identify where the sound is by putting an object in the box that represents where the sound is represented. For example, the teacher will say, “Where is the /a/ sound in the word cat?” The student will move an object to the middle square. ● Teacher will record if the student correctly identified the beginning, medial or ending phoneme.
	<ul style="list-style-type: none"> ● Note: This activity can be extended over time to practice identifying the beginning, medial or ending sound.

Recording: Mark Y if the student was able to identify the sound; Mark N if they could not.

	Word	Sound	Correctly Identified	Notes
Student Name	Cat	/a/		