

Learning together

Beginning, Middle or End?

ACTIVITY #1

SEQUENCE: PHONOLOGICAL AWARENESS —
PRIMARY

By the Learning Disabilities Institute
(Institut TA)



Purpose of the activity

The goal of this activity is to help your child identify the positioning (beginning, middle, end) of a word in a sentence.

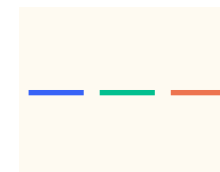
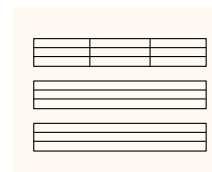


Relevance of the activity

To learn a language, you need to differentiate between the sequence of sounds in spoken words. This is what we call word boundaries. This activity will help your child recognize and understand words in a sentence to help them learn how to write, for example. Your child will need to master this skill in order to put spaces between words correctly.



Supplies



- A list of sentences (attached)
- A sheet of paper with a horizontal line divided into three colors.

IT'S YOUR TURN TO PLAY WITH YOUR CHILD!

Explain the activity:



Today, we will learn to identify if a word goes at the beginning, in the middle or at the end of a sentence.

Explain why:



This skill will help you understand and recognize words in a series of sound sequences that you may hear. It will help you break down these sound sequences into words and explain what you do to identify a word.

Explain when:



Every time you speak, you talk in sentences and use words. This is the first step when creating a mental picture of a word that you see alongside other words.

Try it together:



I'm going to show you how, in a sentence, words are strung together at the beginning, in the middle, and at the end of a sentence.



Let's look at this piece of paper: I'm drawing a horizontal line that represents a sentence.

Can you see how it is made up of three different colours? There is the beginning, the middle and the end of the sentence.

I'm going to say a sentence and follow the line with my finger :

The friends eat green apples.

Repeat the sentence slowly while following the line with your finger.
The child participates.

What words are at the beginning of the sentence? Let me repeat it and you follow along with your finger. (Repeat)

The, friends

What words are in the middle of the sentence?
(Repeat, as needed, or let your child do it.)

Eat

What words are at the end of the sentence?
(Repeat, as needed, or let your child do it.)

Green, apples

If required, slowly repeat the exercise. To spark their enthusiasm, let your child choose the sentence.



Quick tip

Ask your child to identify the words in the middle or at the end of a sentence before identifying those at the beginning.

Say a word and ask your child to decide if the word is at the beginning, middle or end of a sentence.

You can illustrate each word with cubes or tokens.



Sentence bank for practice

Here are some example sentences to continue the activity:

Naomi closes her eyes tonight.

Two cats are walking in the alley.

My parents are building a huge card castle.

The children play in the park after school.

A plane flies over the city early in the morning.

My little sister is drawing a pretty butterfly.