

# Going Wording

**Purpose:** Students will distinguish beginning, middle, and ending sounds in words.

**Materials:** none

**Activity:**

1. Tell students that today they will play a word game with a song. Explain that you will sing a word and they will have to think of a word that has a different beginning sound, but the same middle and end sounds. Give students examples such as *ball/hall* and *ring/sing*.
  2. Sing or chant “A-Wording We Will Go” (to the tune of “A-Hunting We Will Go”).  
 Oh a-wording we will go!  
 A-wording we will go!  
 We’ll take the word *ball*, (substitute various one syllable words)  
 and turn it into (pause and solicit student responses) *hall*,  
 And then we’ll say them so: *BALL! HALL!*
  3. Sing more verses using different words.
  4. For an additional activity, sing the song again and ask students to change the middle sounds (pet/pot) or ending sounds (wet/web).
- ★ Have students make up chants like “A-Wording We Will Go” using antonyms and synonyms.



You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

| Student’s Name | <u>Developed</u><br>*** | <u>Developing</u><br>** | <u>Minimal</u><br>* | Date |
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- \*\*\* Student can identify beginning, middle, and ending sounds consistently.
- \*\* Student can identify most beginning, middle, and ending sounds.
- \* Student can only identify beginning sounds or no sounds at all.