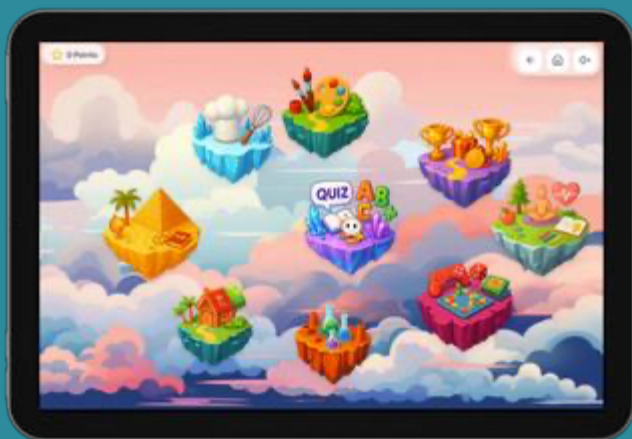




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Middle Vowel Detectives – Foundation

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Middle Vowel Detectives - Teacher Guide

Before You Teach



Purpose: Hear, read and spell short-vowel contrasts while the first and last sounds stay the same.



Prior knowledge: Oral blending and segmenting; taught grapheme bank.



Vocabulary: phoneme, grapheme, blend, segment, vowel.



Core bank: mat, met, pin, pen, boat, pot, cut, cot, bag, big, bug.



Extra known vocabulary contrasts: beg, bog.



Teacher-read function words in contexts: the, is, in, has, a.



Equipment: letter tiles, counters, pencils, printed cards and vowel mat.



Diagnostic: Ask the learner to read mat/met, then build teacher-said pin or pen with no displayed answer.





Five-Lesson Guide

Lessons 1-3

1

Lesson 1 (30-40 min):

Hear and compare a e i o u in familiar CVC words.
Use R1 and R2. Check: learner explains which middle sound changed.



2

Lesson 2 (30-40 min):

Build mat/met and pin/pen with movable phonemes.
Use counters, tiles and R3 guided page.
Check: one changed-condition example.



3

Lesson 3 (30-40 min):

Change only the middle sound in a word chain.
Model one complete R4 turn, including a wrong response and correction. Use R3 core page and R4.
Check reasoning, not turn-taking.



Suggested rhythm: 5 min retrieval; 10 min model; 10-15 min guided/independent practice; 5 min check; short motor break as needed.



5 min
retrieval



10 min
model



10-15 min
guided/independent
practice



5 min
check



short motor
break as needed

Five-Lesson Guide

Lessons 4-5, Access and Evidence

4

Lesson 4 (30-40 min)

Sort and spell mixed short-vowel words. Use R3 transfer and R5. Give one criterion-linked correction, then a fresh application.



5

Lesson 5 (30-40 min)

Read and spell new contrasts without pictures. Use R6 independently and apply R7.



Access and Evidence



Support:

Fewer already taught graphemes and oral rehearsal; never a picture-less answer.



Core:

Independent retrieval without a visible word list.



Extension:

Apply the same contrast in a natural sentence; no untaught rule.



Required evidence:

Individually observed read/spell sample, retained exact attempt, and explanation of a correction.



Misconception:

Same first/last letters or word-family shape does not identify the word. Check all three phonemes.

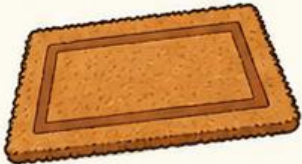
Next targeted step: _____



Listen to the Middle Sound



Keep the first and last sounds.
Change only the middle.



m a t

mat - middle
sound /a/



m e t

met - middle
sound /e/

m and t stay the same. The middle sound
and middle grapheme change.



p i n

pin - middle
sound /i/



p e n

pen - middle
sound /e/



Say every sound. Which middle sound changed?

Middle Vowel Detective Cards - First Contrasts

m **a** **t** → **m** **e** **t**



Say - Change - Blend

Which middle sound changed? Which two sounds stayed?

Middle Vowel Detective Cards - First Contrasts

p **i** **n** → **p** **e** **n**



Say - Change - Blend

Which middle sound changed? Which two sounds stayed?

Middle Vowel Detective Cards - First Contrasts

c **u** **t** → **c** **o** **t**



Say - Change - Blend

Which middle sound changed? Which two sounds stayed?



pat -> pit

Say - Change - Blend

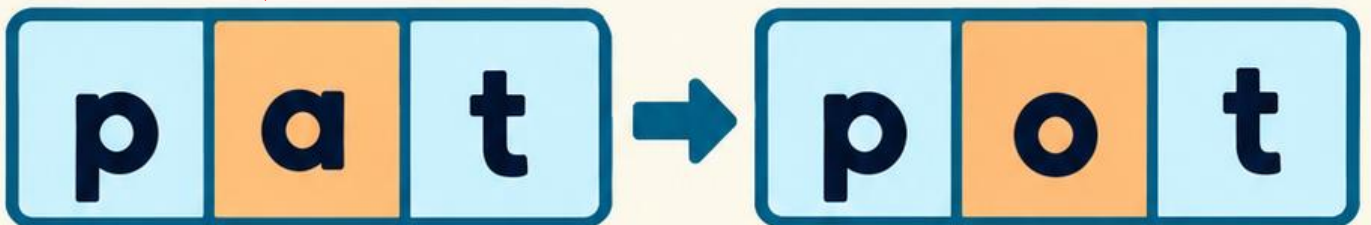
Move only the middle grapheme



pit -> pot

Say - Change - Blend

Move only the middle grapheme.



pat -> pot

Say - Change - Blend

Move only the middle grapheme.

Middle Vowel Detective Cards - Bag Chain 1

b a g → **b e g**

bag -> beg

Say - Change - Blend

Which middle sound changed? Which two sounds stayed?

b e g → **b i g**

beg -> big

Say - Change - Blend

Which middle sound changed? Which two sounds stayed?

b i g → **b o g**

big -> bog

Say - Change - Blend

Which middle sound changed? Which two sounds stayed?

bog = wet, muddy ground

Middle Vowel Detective Cards - Bag Chain 2

1

Say - Change - Blend



bog -> bug

Which middle sound changed? Which two sounds stayed?

2

Say - Change - Blend

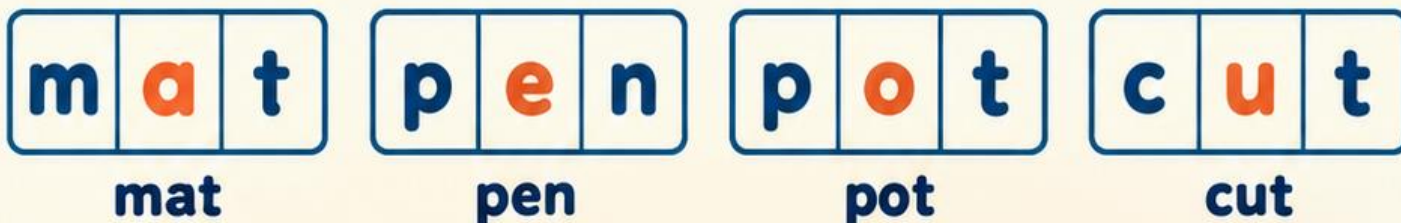


bag -> bug

Which middle sound changed? Which two sounds stayed?

3

Mixed listen



Point to the word the teacher says, then name its middle sound.

Name: _____

Date: _____

Middle-Sound Ladders - Guided

Say the source word. Change only the middle grapheme.
Blend and write the new word.

1.



mat

met

m		t
---	--	---

2.



pin

pen

--	--	--

3.



pat

pit

--	--	--

4.



cut

cot

--	--	--

Name: **ANSWERS**

Date: _____

Middle-Sound Ladders - Guided

Say the source word. Change only the middle grapheme.
Blend and write the new word.

1.



mat

met

m	e	t
---	---	---

met

2.



pin

pen

p	e	n
---	---	---

pen

3.



pat

pit

p	i	t
---	---	---

pit

4.



cut

cot

c	o	t
---	---	---

cot

Name: _____

Date: _____

Middle-Sound Ladders - Core

No word list. Say, change, blend and write.

1.

mat →

Underline the middle vowel.

2.

pen →

Underline the middle vowel.

3.

pat →

Underline the middle vowel.

4.

cot →

Underline the middle vowel.

5.

bag →

Underline the middle vowel.

6.

beg →

Underline the middle vowel.

Teacher cues - cover before independent work.

1 met 2 pin 3 pot 4 cut 5 big 6 bug

Name: **ANSWERS**

Date: _____

Middle-Sound Ladders - Core

No word list. Say, change, blend and write.

1.

mat → **m e t**

met

Underline the middle vowel.

2.

pen → **p i n**

pin

Underline the middle vowel.

3.

pat → **p o t**

pot

Underline the middle vowel.

4.

cot → **c u t**

cut

Underline the middle vowel.

5.

bag → **b i g**

big

Underline the middle vowel.

6.

beg → **b u g**

bug

Underline the middle vowel.

Teacher cues - cover before independent work.

1 met 2 pin 3 pot 4 cut 5 big 6 bug

Name: _____

Date: _____

Middle-Sound Ladders - Explain



Build the new word. Explain exactly what changed and what stayed.

1.

pat



pit

Only ____ changed. ____ and ____ stayed.

2.

bag



bug

Only ____ changed. ____ and ____ stayed.

3.

met



mat

Only ____ changed. ____ and ____ stayed.

Name: **ANSWERS**

Date: _____

Middle-Sound Ladders - Explain



Build the new word. Explain exactly what changed and what stayed.

1. **pat** → **pit** **p** **i** **t**

Only **a** changed. **p** and **t** stayed.

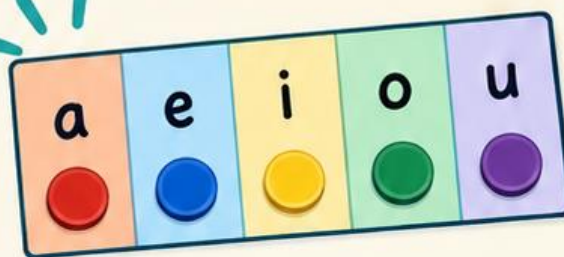
2. **bag** → **bog** **b** **o** **g**

Only **a** changed. **b** and **g** stayed.

3. **met** → **mat** **m** **a** **t**

Only **e** changed. **m** and **t** stayed.

Vowel Detective Evidence Sort



Equipment

challenge cards, vowel evidence mat, counters



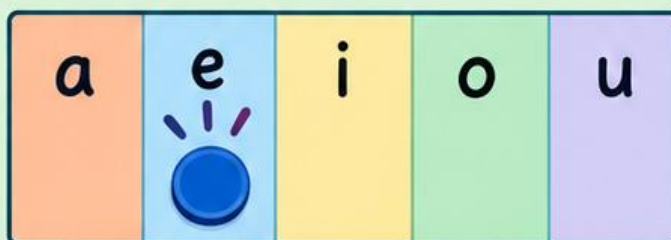
How to play

- 1 Place the six challenge cards face down.
- 2 Detective 1 draws a card, says both words and builds the target word.
- 3 Place the card on the new vowel sound.
- 4 Detective 2 checks the first and last phonemes stayed the same.
- 5 Explain the evidence before taking a counter.



Finish: Solve all six cards. Recheck any card that needs better evidence.

Worked turn: mat → met. Place on e. Reason: m and t stay; a changes to e.



Teacher key: 1 e, 2 i, 3 o, 4 u, 5 i, 6 u.



Vowel Detective Challenge Cards

1

p i n



p e n

Which vowel belongs in the middle? Explain.

2

p a t



p i t

Which vowel belongs in the middle? Explain.

3

p i t



p o t

Which vowel belongs in the middle? Explain.

4

c o t



c u t

Which vowel belongs in the middle? Explain.

5

b a g



b i g

Which vowel belongs in the middle? Explain.

6

b o g



b u g

Which vowel belongs in the middle? Explain.

Vowel Evidence Mat

a

--	--	--

e

--	--	--

i

--	--	--

o

--	--	--

u

--	--	--

Say all three sounds before you place a card.

Name: _____

Date: _____

Middle Vowels in Short Contexts

Teacher note: Read the small function words aloud if needed. Learners read and spell the bold CVC targets.

1. The **bug** is **big**.

Circle **bug** and **big**. Write each middle vowel. Explain the change.

--	--	--

--	--	--

Middle vowel: _____

Middle vowel: _____

Explain the change: _____

2. The **bag** is in the **cot**.

Circle **bag** and **cot**. Build the word in the boxes.

--	--	--

Write the word: _____

Explain your choice: _____

3. **Pat** has a **pen**.

Circle **Pat** and **pen**. Write the word with /e/ in the middle.

--	--	--

Write the word: _____

Explain your choice: _____

Name: **ANSWERS**

Date: _____

Middle Vowels in Short Contexts

Teacher note: Read the small function words aloud if needed. Learners read and spell the bold CVC targets.

1. The **bug** is **big**.

Circle **bug** and **big**. Write each middle vowel. Explain the change.

b	u	g
---	---	---

b	i	g
---	---	---

Middle vowel: u

Middle vowel: _____

Explain the change: The middle changes from /u/ to /i/.

2. The **bag** is in the **cot**.

Circle **bag** and **cot**. Build the word in the boxes.

b	a	g
---	---	---

Write the word: bag

Explain your choice: bag has /a/ in the middle.

3. **Pat** has a **pen**.

Circle **Pat** and **pen**. Write the word with /e/ in the middle.

p	e	n
---	---	---

Write the word: pen

Explain your choice: pen has /e/ in the middle.

Name: _____

Date: _____

Repair the Detective's Mistake

Bag and bug are the same because both begin b and end g.



1. Build bag and bug in separate three-box rows.

--	--	--

--	--	--

2. Underline the middle grapheme in each word.

bag

bug

3. They are different because _____

4. Fresh check: Build pin and pen. Name the changed middle sound.

--	--	--

--	--	--

Name: ANSWERS

Date: _____

Repair the Detective's Mistake

Bag and bug are the same because both begin b and end g.



1. Build bag and bug in separate three-box rows.

b	<u>a</u>	g
---	----------	---

b	<u>u</u>	g
---	----------	---

2. Underline the middle grapheme in each word.

bag

bug

3. They are different because the middle vowel changes from a to u.

4. Fresh check: Build pin and pen. Name the changed middle sound.

p	i	n
---	---	---

p	e	n
---	---	---

/i/ to /e/

Middle Vowel Detectives - Assessment

Name: _____

Date: _____

Part A - Read to the teacher

1. met / mat

Teacher record: _____

2. pen / pin

Teacher record: _____

3. cot / cut

Teacher record: _____

Part B - Spell the teacher-said word

4.

--	--	--

5.

--	--	--

6.

--	--	--

Part C - Correct and explain

Teacher said bug. Learner wrote bag.

Correct word: _____

The middle sound changed from ____ to ____.



Teacher prompts - cover before the learner begins

Say: pit, bog, bug.

Cover the teacher prompt strip before the learner begins.

Middle Vowel Detectives - Assessment

Name: _____

ANSWERS

Date: _____

Part A - Read to the teacher

1. met / mat ✓
record exact reading Teacher record: _____
2. pen / pin ✓
record exact reading Teacher record: _____
3. cot / cut ✓
record exact reading Teacher record: _____

Part B - Spell the teacher-said word

4.

p	i	t
---	---	---

5.

b	o	g
---	---	---

6.

b	u	g
---	---	---

Part C - Correct and explain

Teacher said bug. Learner wrote bag.

Correct word: bug

The middle sound changed from /a/ to /u/.



Teacher prompts - cover before the learner begins

Say: pit, bog, bug.

Target evidence: accurate read/spell sample plus a specific correction explanation.

Cover the teacher prompt strip before the learner begins.

Middle Vowel Detectives - Learning Evidence

Student: _____

Date: _____

Observed read/spell sample: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Uses the recorded misconception or an inaccurate representation.	Correct on familiar models with a prompt; insecure on the contrast.	Correctly applies the middle-vowel relation to a fresh assessment case.
Application / procedure	Cannot complete the meaningful read/spell task yet.	Completes with a model or step-by-step prompts.	Reads and spells the target while keeping all three phonemes.
Reason / evidence	Gives a guess or only names a letter without linking it to the sound.	Gives a relevant detail but needs prompting to connect.	Explains the result with the changed middle sound and the outside sounds that stayed.
Transfer / communication	Response is not yet interpretable or does not transfer the method.	Response is clear with support; fresh contrast remains insecure.	Communicates a coherent response and applies the method to a fresh matched contrast.

Evidence retained

Learner's explanation:

Targeted next step:

Accept accessible response modes and justified alternatives. This is not an effort or neatness grade.



Learning Purpose & Entry Check

Success: hear, read and spell the changed middle vowel while the first and last sounds stay the same.

Entry check: add /t/ or /m/. Then build the teacher-said word pin or men with a displayed answer.





Words for Today

phoneme = a sound

grapheme = a letter or letter group

blend = join sounds together

segment = break words into sounds

vowel = e, i, o, u



We will say the sound and name the grapheme.



The Essential Model

m | a | t → m | e | t

The outside sound stays /m/ and /t/.

Only the middle sound and grapheme change.





Model: mat to met

1. Say each phoneme in mat.
2. Move only the middle grapheme a → e.
3. Blend the new word... met.
4. Segment mat and write it from the sounds.



Contrast: pin and pen



pin and pen keep /p/ first and /n/ last.

The middle sound is different: /i/ and /e/.

Looking only at the first letter cannot prove which word it is.





Guided Decision

Change pat to pit.

Pause. Which one of the phonemes must move?

Which two phonemes must stay exactly the same?





Guided Answer

p | i | t

The middle changes from a to i.

/p/ and /t/ remain.

Read and spell out, then pit.





Build, Change, Blend

Build cut. Then change it to co

Use counters for the letters.

Move only the middle of the word.

Blend the new word to check it.





A Complete Detective Turn

Start: mat

Challenge: met

Build: m | e | t

Reason: "changed the e to an i. The m and t stayed."

Partner work: read both words and verify all three phonemes.





Independent Challenge

Change bog to bug.

Which middle sound changed?

Which two letters stayed?

Build, read, write and check.





Correct the Misconception.

Matching first and last letters does not identify a word.

bag and bug both begin with /b/ and end /g/, but /a/ and /u/ make different words.

Listen to all the phonemes.





Transfer in a Sentence

The bug is big.

The teacher rec... the small function words.

Learners ... and ... big, then explain how the middle ... changes.





Choose an Access Route

Support: rehearse orally and use fewer taught graphemes.

Core: mix retrieval with no visible word list.

Extension: apply the same contrast in a short natural sentence.





Assessment Instructions

1. Read three printed contrasts.
2. Spell three teacher said words without pictures.
3. Explain one correction.

No answers displayed during the assessment.





Evidence & Reflection

Keep the exact first attempt. Listen to the learner's reading and spelling sample.

Complete the sentence _____ because I heard _____ in the middle.





Unit Synthesis

Listen to all three sounds.

Keep the outside sounds constant.

Change the middle vowel.

Blend to form a word.

Segment to hear the sounds.





Question 1

Which word has *met* in the middle? What or met?

Explain the evidence.





Answer 1

met

The middle syllable is a one outside sounds stay /m/ and /t/.





Question 2

Change pin to pe
Which grapheme changes?



Answer 2



Change i to e.

p and n stay





Question 3

Teacher says cot

Write it in three picture boxes, then identify the middle sound.





Answer 3

c|o|t

The middle sound is /o/.





Question 4

Change pat to pit

Read the new word and name the changed grapheme.





Answer 4

pit

a change in which no one remain.





Question 5

Compare pit and post.

What changes are there that remains?





Answer 5

The middle changes i to o.
p and t remain.





Question 6

A learner says bag and bug are the same because both begin b and end g.

What is the error? Correct.





Answer 6

All three phonemes matter.

bag has /ɑ/ bug has /u/.





Question 7

Game challenge: try to bug.

Choose the new vowel and explain.





Answer 7

Use u to make b

b and g stay





Question 8

Compare met and mat.

Give one similarity and one difference.





Answer 8

Both start /m/ and end /t/.

The middle changes from /e/ to /ə/.





Question 9

Without pictures teacher says:
Write it, then read it back.





Answer 9

p | e | n

Read each option and choose the one that matches the spoken phoneme.





Question 10

How can the three phoneme b... prove the Question 9 spelling?





Answer 10

One phoneme goes in each box, /t/, /e/, /n/.

The middle box has the vowel.





Question II

Claim: “If two words end in the same sound, I can guess them without reading the first sound.”
Accept, reject or qualify the claim.





Answer II

Reject it. Blend every phoneme.

Matching an ending does not identify the whole word.





Question 12

A learner wrote bug when the teacher said bug.
What should happen next?





Answer 12

Replace a with u and bug, and explain that the middle sound changed while /b/ and /g/ stayed.

