

Phonological awareness



Manipulating linguistic units by removing speech sounds (when speaking) and letters (when writing).



OBJECTIVE: To develop the ability to manipulate linguistic units: adding a sound or sounds to a word, removing a sound or sounds from a word (uttering the word without a certain sound or replacing a sound with another one).



TOOLS: A printed PDF worksheet.



COMPLETING THE TASK

The student receives printed worksheets. The task is explained to the student.

The student is asked to:

- Remove the first sound in the words provided and pronounce them;
- Add the sound [s] to the words provided and pronounce them;
- Remove the last sound in the words provided and pronounce them.



ADDITIONAL IDEAS FOR COMPLETING THE TASKS

- You may want to start by suggesting that the student reads all the words provided in the first task.
- Then you can suggest that the student adds or removes/changes the sounds in their mind and then pronounces the words.

If this is too difficult, the student can first write down the word with the specified change, and then read it out (remove the sound [l] in the word {i>LAMB<i>, write down the word {i>AMB<i> and read it out).

- Suggest that the student corrects the words on the worksheet (add, remove or change the written letter) and read them out.
- To facilitate the reading process, you can choose a worksheet where the words are written with larger spaces between the letters.

REMINDER TO THE STUDENT:

We write **LETTERS** and pronounce **SOUNDS**.

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TASK

1. **Read** the words provided in the task.
2. **Practice** finding letters in the alphabet.
3. **Pronounce** the words with or without the specified sounds.

TASK FLOWCHART

Tick the stages you have completed



1.		☐
2.		☐
3.		☐

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Name: _____

Class: _____

1. How would these words sound without the first sound?

FLASK

SNOWFLAKE

MANGER

LAMB

CHERRIES

MEAT

BUCKET

MOUSE

NAPKIN

2. How would these words sound if we added the sound [s] in the front?

BED

HEDGEHOG

DOE

MARCH

SHOES

FOG

PILLOW

TRACTOR

LIPS

3. How would these words sound without the last sound?

CASUAL

CARPET

BENTGRASS

PICKS

CINEMA

LOLLIPOP

STAMP

NET

ERA



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Name: _____

Class: _____

1. How would these words sound without the first sound?

F L A S K

S N O W F L A K E

M A N G E R

L A M B

C H E R R I E S

M E A T

B U C K E T

M O U S E

N A P K I N

2. How would these words sound if we added the sound [s] in the front?

B E D

H E D G E H O G

D O E

M A R C H

S H O E S

F O G

P I L L O W

T R A C T O R

L I P S

3. How would these words sound without the last sound?

C A S U A L

C A R P E T

B E N T G R A S S

P I C K S

C I N E M A

L O L L I P O P

S T A M P

N E T

E R A

