

Phonological awareness



Teaching auditory analysis by distinguishing consonant combinations



OBJECTIVE: To teach auditory analysis by distinguishing the last sound of a word.



TOOLS: Printed PDF worksheets.



COMPLETING THE TASK

The student receives printed worksheets. The task is explained to the student. The student is reminded of the peculiarities of consonant pronunciation.

The student is asked to:

- Look at the picture, think about what is shown and name the item depicted;
- Think about which consonants they heard in the word (the word can be pronounced several times if necessary);
- Write down the correct consonant combination besides the picture;
- Choose two words.
- Make two sentences with the chosen words and write them down.



ADDITIONAL IDEAS FOR COMPLETING THE TASKS

- The student can be asked to come up with additional words with consonant combinations that are not mentioned in the worksheet (-SP, -CR, -TR, -SN, -BR).
- The student can also write down not only the consonant, but also the whole word next to the picture.

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TASK

1. **Look** at the picture, **think** about what it shows and **name** the item depicted.
2. **Think** about which of the given consonant combinations you can hear in the word.
3. **Write** the correct consonant combination in the box next to the picture.
4. **Choose** two words.
5. **Make** two sentences with the words you chose and **write** them down.

TASK FLOWCHART

Tick the stages you have completed



1.		☐
2.		☐
3.		☐
4.		☐
5.		☐

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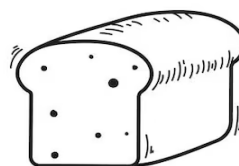
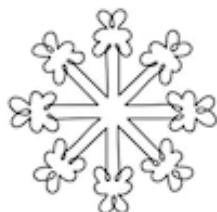
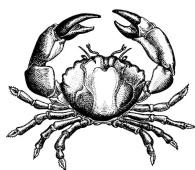
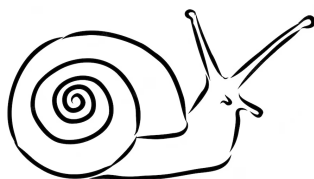
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Name: _____

Class: _____

Which consonant combinations do you hear at the beginning of each words?

-SP, -CR, -TR, -SN, -BR



Choose two words. Make up a sentence with each of them and write it down.
