

Phonological awareness



Manipulation of linguistic units by adding a sound (when pronounced) or a letter (when written)



OBJECTIVE: To develop the ability to manipulate linguistic units by adding syllables to words (when pronouncing sounds and writing letters).



TOOLS: Printed PDF worksheets and a writing tool of choice.



COMPLETING THE TASK

The student receives printed worksheets. The task is explained to the student. The student is shown how their name would change by adding an additional sound to it.

The student is asked to:

- Read the provided word out loud and find out its meaning;
- Add a specified letter to it and write down the new word;
- Read the new word out loud and think about how its sound and meaning have changed by adding the letter (when writing) / sound (when pronouncing).



ADDITIONAL IDEAS FOR COMPLETING THE TASKS

- It can be suggested that the student creates a similar task for the teacher, i.e. makes up their own words and asks the teacher to write down new words by adding indicated letters, then reading them out loud. The task acquires an additional playfulness due to the resulting words, their funny sound and unexpected meanings.
- An hourglass can also be used to measure the duration of the task.

A REMINDER FOR THE STUDENT:

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



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TASK

1. **Read** the word **out loud** and **think** about what it means.
2. **Write down** a new word by adding the letter indicated.
3. **Read** the word **out loud** and **think** about how its sound and meaning have changed.

TASK FLOWCHART

Tick the stages you have completed



1.	 	☐
2.		☐
3.	 	☐

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Name: _____

Class: _____

Y + EAST =

D + RAIN =

C + RASH =

B + RING =

F + OWL =

F + EAST =

S + POT =

B + EAR =

