



## Phonological and Phonemic Awareness

### Word Length and Meaning

#### Short Words, Long Words

The purpose of this activity is to help the students become aware that like words in print, spoken words can be long or short and that the length of the word—or how long it sounds—does not affect its meaning.

In this activity, you will use printed words in conjunction with spoken words. However, the written words are used only to show the students that words that sound longer most often look longer, too. You will not ask them to map spoken sounds to written letters at this point.

- Have ready several sets of cards that show the words you choose for the activity.
- Tell the students to listen closely. Explain that you are going to say pairs of words and that you want them to tell you which word in each pair is longer than the other. Use pairs of words such as the following:
 

dog	elephant	car	tricycle
motorcycle	truck	kitten	cat
hamster	lion	tree	flower
- After the students choose a word, hold up the cards for the word pair so that they can see the length of each word and figure out for themselves if their choice was correct.



#### Teacher Tip WORD LENGTH

Research indicates that many students believe that little things have short names and large things have long names, for example, that *grasshopper* is a short word and *cow* a long word. For this reason, you should use word pairs that are related in meaning (both animals, for example), with the short word sometimes applying to the larger thing and the long word to the smaller one.



#### Formal Assessment

**WORD LENGTH** To assess the students' understanding of word length, have them complete *Units 1–8 Assessment* page 26.