

Language Objectives

- Recognize that a sentence is a group of words that tells a complete idea.
- Recognize that words are separated by spaces in print.
- Recognize that a sentence begins with an uppercase letter and ends with punctuation, such as a period.

Building Literacy

Recognizing distinguishing features of a sentence is an important step in print awareness.

- Children learn that sentences are made up of words.
- Children understand word boundaries; they learn that words in a sentence are separated by spaces in print.
- Children begin to learn that like oral language, printed language carries messages.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

dog	up	reads
nap	paints	book
pig	picture	pan
big	fish	hot
kids	swim	bird
eat	boy	sits
lunch	rides	in
girl	bike	nest
jumps		



ENGLISH LANGUAGE LEARNERS

Some languages use word order differently than English. For example, in Chinese and Korean, a subject pronoun can be omitted when the subject is understood. (Am hungry. = I am hungry.) Children from these language backgrounds may be confused when asked to recognize sentences. If needed, work with children to focus on word order.



show me

Write these words on the board:

my dog

My dog can nap.

Have children look at p. 81 in their Targeted Lessons Student Book and point to the number 1. Briefly discuss the illustration. Read aloud the first group of words you wrote, pointing to each word as you say it: *my dog*. These are just words. They do not tell a complete idea. Read aloud the second group of words, pointing to each word as you say it: *My dog can nap*. This group of words is a sentence. A sentence is a group of words that tells a complete idea. What does this sentence tell about the dog?

Point to the words as you reread the sentence, having children say the words with you. Then point to the spaces between the words. What do you notice about the words in the sentence? The words are separated by spaces. The spaces help us know where one word ends and another word begins. Invite a volunteer to point to the first word. Now point to the space after that word. Repeat for the second and third words.

Point to the uppercase *M*. A sentence begins with an uppercase letter. This sentence begins with an uppercase *M* in *My*. Point to the period. Many sentences end with a period. A period looks like a dot. It tells where the sentence ends.



guide me


Recognize Sentences Have children point to the 2. Look at the words next to the picture. Put your finger on the first group of words. Listen as I read them: *big pig*. Is this a sentence? (no) How do you know? (It doesn't tell a complete idea.) Now put your finger on the second group of words. Listen as I read them: *The pig is big*. Is this a sentence? (yes) How do you know? (It tells a complete idea. It starts with an uppercase letter. It has a period at the end.) What separates the words in this sentence? (spaces) Now count the words. How many words are in the sentence? (4) What is at the beginning of the sentence? (an uppercase *T*) What is at the end of the sentence? (a period) Look at both groups of words again. Circle the group of words that is a sentence. Guide children to determine that *The pig is big*. is a sentence because it tells a complete idea, it starts with an uppercase letter, and it ends with a period.

It's your turn to recognize a sentence. Point to the 3. Put your finger on the first group of words. Listen while I read them: *kids lunch*. Now put your finger on the second group of words. Enunciate individual words as you read: *The kids eat lunch*. Which group of words is a sentence? (The kids eat lunch.) Circle the sentence. Guide children to determine that the second group of words is a sentence because it tells a complete idea, it starts with an uppercase letter, and it has a period at the end.


21


Recognize Sentences

➞ show me

1. 

➞ guide me

2.  big pig
The pig is big.

3.  kids lunch
The kids eat lunch.

PHONOLOGICAL AND PRINT AWARENESS 81

TEACHING STRATEGIES

Encouraging children to speak in sentences and taking dictation of their ideas is a good way to help them understand that a sentence is made up of words that express a complete idea. Have each child tell something they do in the morning, for example: *I brush my teeth*. Write the sentence, repeating each word. Then read the sentence aloud. Point out the spaces between words, the uppercase letter at the beginning, and the period at the end.





work time

Task 1 Have children look at p. 82 from the Targeted Lessons Student Book and point to the 4. What is happening in the picture? Now look at the words next to the picture. Listen as I read the first group of words: *girl up*. Now listen as I read the second group of words: *The girl jumps up*. Which of these groups of words is a sentence? (*The girl jumps up*.) How do you know? (It tells a complete idea, starts with an uppercase letter, and ends with a period.) What does the sentence tell us? (It tells us what the girl does—she jumps up.) Draw a circle around the sentence. Continue similarly with row 5. After children identify what is happening in the picture, read aloud the first group of words (*Bob paints a picture*.) and the second group of words (*paints picture*). Which group of words is a sentence? (*Bob paints a picture*.) Circle the sentence.

Task 2 Point to the 6 and look at the picture. I am going to read the sentence next to the picture. I want you to follow along with your finger as I read. Emphasize the individual words as you read the sentence: *The fish swim*. Count the words in the sentence. How many words are in this sentence? Circle the number that tells how many. Continue with number 7. Have children point to the picture of the boy riding the bicycle and then follow along with a finger as you read the sentence next to the picture: *The boy rides a bike*. Tell children to circle the number that tells how many words are in the sentence. (5)

21 Recognize Sentences

work time

4. 	girl up The girl jumps up.
5. 	Bob paints a picture. paints picture
6. 	The fish swim. 1 2 3
7. 	The boy rides a bike. 4 5 6

82 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty recognizing sentences, write each word from a sentence on page 82 on an index card. Be sure to start the first word in the sentence with an uppercase letter and include a period after the last word. Guide children to arrange the cards in order to form a sentence. Read the sentence aloud, enunciating each word separately, and have children touch each word card as you say the word. What complete idea does this sentence tell? How did you know the word ___ comes first in the sentence? What comes at the end of the sentence?



guide me

Recognize Distinguishing Features of Sentences Have children look at p. 83 from the Targeted Lessons Student Book. Find the 8 and put your finger on the picture. Look at each group of words next to the picture. Which group of words is a sentence? How do you know? That's right, it begins with an uppercase letter and ends with a period. Draw a line under the uppercase letter. Draw a circle around the period. Now listen while I read the sentence: *Kim reads a book.* What complete idea does the sentence tell?




Continue with 9 and 10.

Find the 9 and put your finger on the picture. Look at the words next to the picture. Which group of words is a sentence? How do you know? (It starts with an uppercase letter and ends with a period.) Draw a line under the uppercase letter. Draw a circle around the period. Listen while I read the sentence: *The pan is hot.* What complete idea does the sentence tell?

Find the 10 and put your finger on the picture. Look at the words next to the picture. Which group of words is a sentence? How do you know? (It starts with an uppercase letter and ends with a period.) Draw a line under the uppercase letter. Draw a circle around the period. Listen while I read the sentence: *A bird sits in a nest.* What complete idea does the sentence tell?

Recognize Sentences **21**

➔ guide me

8.		<p><u>K</u>im reads a book.</p> <p>a book</p>
9.		<p>hot pan</p> <p><u>T</u>he pan is hot.</p>
10.		<p><u>A</u> bird sits in a nest.</p> <p>bird in nest</p>

PHONOLOGICAL AND PRINT AWARENESS 83

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➤ work time

Have children look at p. 84 from the Targeted Lessons Student Book and find the 11. Now you are going to get a chance to make up your own sentence. Draw a picture of something you like to do. Then I'll ask you to tell me a sentence about your picture. Allow time for children to draw pictures. Then write the sentence that the child dictates about the picture. Read the child's sentence aloud after you write it. Is this a sentence? How do you know? What complete idea does the sentence tell? Show me what separates the words in the sentence. What is at the beginning of the sentence? Point to it. What is at the end of the sentence? Point to it.

➤ check for understanding

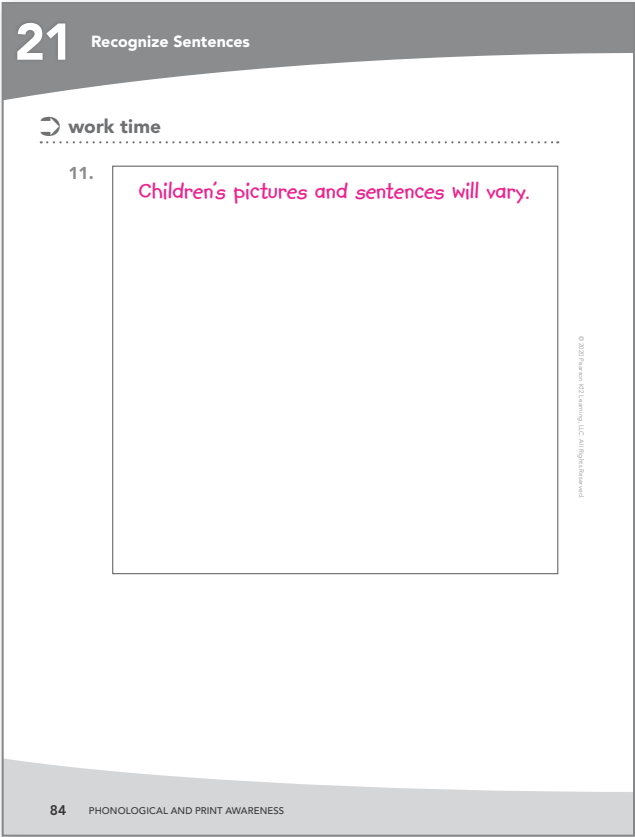
Let's see what you learned about recognizing sentences. I'm going to show you some words. Then you'll tell me which groups of words are sentences. Write the following groups of words on the board or chart paper:

the sun
The sun is hot.

Have children identify which group of words is a sentence and tell how they know. Ask them to point to the spaces between words, the uppercase letter at the beginning, and the period at the end. Have children tell what complete idea the sentence tells about. Continue the activity by having children compare other groups of words and tell which are sentences: runs fast/The man runs fast, like soccer/I like to play soccer.

➤ reflect

Have children turn and talk to a partner about what they have learned. What did you learn about recognizing sentences? If time permits, allow children to choose a book from the classroom or school library. Have them identify a complete sentence by pointing to the spaces between words, the uppercase letter at the beginning, and the punctuation mark at the end.



Recognize Sentences

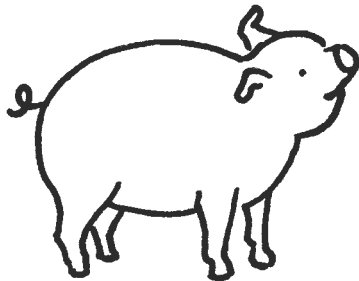
➤ show me

1.



➤ guide me

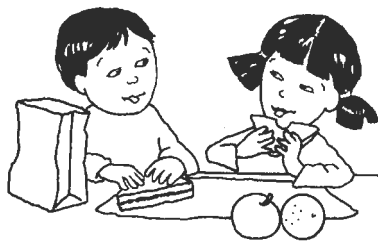
2.



big pig

The pig is big.

3.



kids lunch

The kids eat lunch.

work time

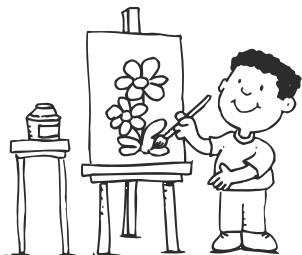
4.



girl up

The girl jumps up.

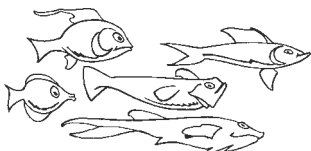
5.



Bob paints a picture.

paints picture

6.



The fish swim. 1 2 3

7.

The boy rides
a bike. 4 5 6

➤ guide me

8.



Kim reads a book.

a book

9.



hot pan

The pan is hot.

10.



A bird sits in a nest.

bird in nest

➞ work time
.....

11.

