

Identify Words in Spoken Sentences

3

Language Objectives

- Identify individual words in a spoken sentence.

Building Literacy

Identifying individual words in spoken sentences is an important step in phonemic awareness.

- It helps children understand that sentences are made up of words.
- Identifying individual spoken words prepares children for identifying individual written words.
- Being able to hear individual words leads to hearing syllables and sounds in words.

Focus on Language

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

hill	cats	slide
fish	playing	rain
swim	row	duck
children	boat	girl
read	scored	jump
horses	goal	dog
eat	walked	dive
grass	dog	bird
three	climbed	fly



ENGLISH LANGUAGE LEARNERS

Some languages use articles differently than English. For example, the indefinite article *a* (a book) doesn't exist in Chinese, Hmong, Korean, and Vietnamese. The definite article *the* can be omitted in Hmong. Children from these language backgrounds may be confused when asked to recognize articles in English, since they have no translation. Work with children individually to focus on articles, if needed.

➔ show me

Read these lines from a nursery rhyme to children:

Jack and Jill
Went up the hill.

Have children look at the star with the 1 in it on p. 9 of the Targeted Lessons Student Book. Briefly discuss the illustration, telling children that the boy and girl are named Jack and Jill. Reread the lines, having children say the words with you. Then tell them they will count the words. Say the first line, pausing between each word, and use your fingers to count the three words, *Jack and Jill*. **How many words did I say? (3) Say the next line of the rhyme with me. Count the words with your fingers.** Say *went up the hill*, and put up one finger for each word as children do the same. **How many words are in *went up the hill*? (4) Today you will learn that a sentence is made up of words. This will help you as you read.**

➔ guide me

Identify Words in Spoken Sentences Have children find the apple with the 2 in it. **Pay close attention as I say a short sentence. Listen to the words.** Say the following, pausing briefly between words. *Fish swim.* **How many words did I say?** Repeat the sentence, counting the words on your fingers. **I counted two words. What words did I say?** Have children repeat the sentence aloud: *Fish swim.* Then have them find the picture that matches the sentence. Guide them to circle the picture of the fish swimming.

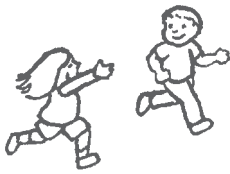
Now put your finger on the fish with the 3 in it. I will say a short sentence. The children read. Count the words in the sentence. Repeat the sentence, and have children count the words with their fingers. (3 words) Then guide them to circle the picture of the children reading.

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Identify Words in Spoken Sentences

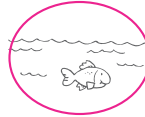


➔ show me

1






➔ guide me

2

3

PHONOLOGICAL AND PRINT AWARENESS 9

TEACHING STRATEGIES

Taking dictation of children's speech is a good way to help children understand that language is made of individual words. Have children answer a simple fanciful question, such as: **If you could fly, where would you go?** Write down their answer, repeating each word. Point out the space between the words and tell them each group of letters is one word.

work time

Have children look at p. 10 from the Targeted Lesson Student Book and find the heart with the 4 in it. **I will read a sentence.** Emphasize the individual words as you say the following: *Horses eat grass.* **How many words did I just say?** (3) **Which picture shows this sentence?** Repeat the sentence and have children circle the picture that tells about the sentence. Briefly discuss why the other two pictures don't represent the sentence *Horses eat grass*. Continue similarly with the next row with the hand with the number 5 in it. Say: *Three cats are playing.* **How many words did I just say?** (4) After children have circled the correct picture, briefly discuss what the other pictures show. Put their descriptions into brief sentences, such as *The cat is wet.* and *The cat rides a bike.* Each time, emphasize and count the individual words.

guide me

Find the mug with the 6 in it. **I'm going to say a sentence from a song you know.** Say the following, pausing between words:




Row, row, row your boat.

Repeat the words, and demonstrate putting an X in a box for each word, from left to right to reinforce directionality. Then have children say the sentence with you, putting an X in a box for each word. Repeat the sentence, and have children check their work by counting each X. **How many words are in the sentence?** (5).




3 Identify Words in Spoken Sentences

work time

4

5

guide me

6

10 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty distinguishing individual words, make the activity more concrete by using counters for each word. Say the sentences above, enunciating each word separately, and have children push a counter forward for each word you say.

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PHONOLOGICAL AND PRINT AWARENESS

13

work time

Count Words in Spoken Sentences Have children look at p. 11 from the Targeted Lessons Student Book. Have them point to the tree with the 7 in it. *I'm going to read a sentence. Look at the picture. What do you think the sentence will be about? (playing soccer) Put an X in a box from left to right for each word you hear.* Say the following sentence, pausing briefly between words: *Jan scored a goal.* Repeat the sentence, and guide children to put an X in 4 boxes from left to right, one X for each word.

Have children find the flag with the 8 in it, and read the following: *Dean walked his dog.* Have children put an X in a box for each word. Ask how many words are in the sentence. (4 words) Continue similarly with the following sentences, having children put an X in a box for each word, from left to right.

9. *Max climbed up the slide.* (5 words)

10. *It rained hard!* (3 words)

Identify Words in Spoken Sentences **3**

work time

	1	2	3	4	5
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">7</div> </div>	X	X	X	X	
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">8</div> </div>	X	X	X	X	
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">9</div> </div>	X	X	X	X	X
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">10</div> </div>	X	X	X		

PHONOLOGICAL AND PRINT AWARENESS 11



guide me

Have children look at p. 12 in the Targeted Lessons Student Book. Have them point to the flower with the 11 in it.

Look at the picture in the box. This time you are going to say the sentence. What do you see? (a duck swimming)

Guide children to formulate a sentence about the picture.

As needed, edit the sentence to be five words or less. Say your sentence again. Put an X in each box for each word you hear. Say the sentence again. Have children listen and check their work.



work time

Continue by having children say a sentence for each picture. Guide them to keep the sentence to five words or under. For each sentence, have children put an X in a box for each word.



check for understanding

In this lesson, you learned that sentences are made of words. This will help you as you read sentences in books.

Let's see what you learned. I'll say a sentence. Use your fingers to count each word I say. Demonstrate raising a finger for each word as you say the following sentences: *We just learned about words.* (5 fingers up) *We worked hard.* (3 fingers up) *We learned a lot!* (4 fingers up)



reflect

Have children turn and talk to a partner about what they have learned. What did you learn about sentences? Why is this good to know? If time permits, challenge partners to say part of a familiar nursery rhyme or song and count the words as they say them.

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Identify Words in Spoken Sentences

guide me



Answers will vary.

work time



Answers will vary.



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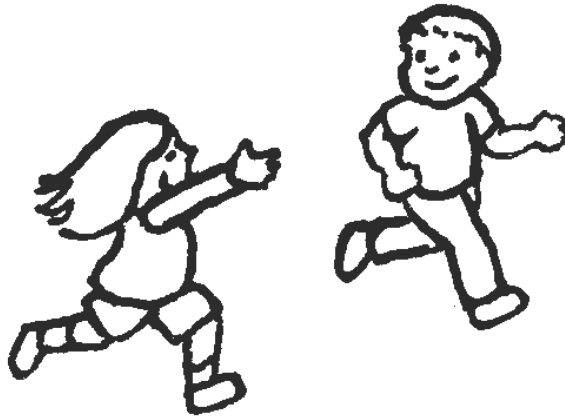


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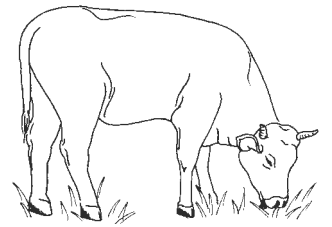
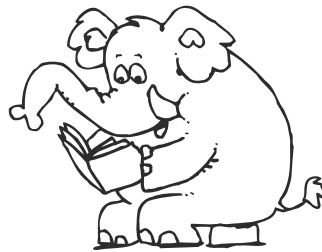
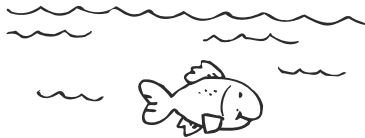
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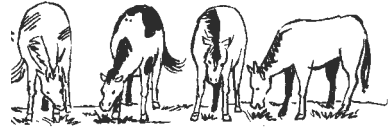
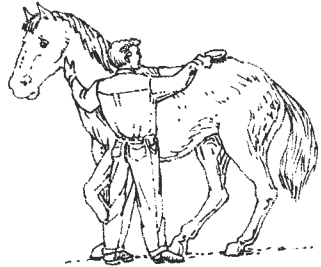


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➤ work time

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➤ guide me

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work time

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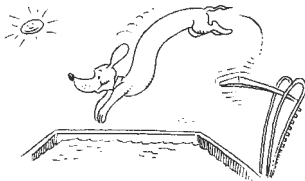
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➤ work time

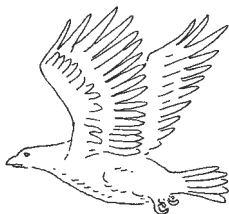
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