

Date: _____


Counting Words in a Sentence


PLAN

Component: Phonological Awareness

Instructional Activity: Counting Words in a Sentence

Materials Needed: N/A

 **Approximate Time:**
5 minutes

 **Click here for video
example**

- Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You are going to learn how to count the words in a sentence. Sentences are made up of words that are arranged in a particular order. You will know you have it when you can tell how many words you hear in a sentence.

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REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin, let's review the difference between a *letter*, a *word*, and a *sentence*. A *letter* is one symbol that has a sound attached to it. Point to a place where there are letters. When you put letters and their sounds together in a particular order, they make *words*. Write or point to an example of a word. When you put words together in a particular order, they make a *sentence*! A *sentence* is a group of words that make a complete thought. Write or point to an example of a sentence.

Let's play a quick warm-up game! I will say either the name of a letter, a word, or a sentence, and you respond by showing and telling me which one it is. Put your pointer fingers out in front of you like you're using both fingers to point at me. Listen to what I say. If I say a sound, move your pointer fingers so that they almost touch, and say *letter*. Model. If I say a word, move your pointer fingers apart from each other a little, and say *word*. Model. If I say a sentence, move your pointer fingers far apart from each other, and say *sentence*. Model.

My turn. Listen. *I like to go shopping.* That sounds like several words put together. I think it's a *sentence*. Move pointer fingers several inches apart from each other.

Your turn. Move your fingers and say whether this is a sound, a word, or a sentence. Listen:

The bag is so heavy! Students: *sentence*

bear: Students: *word*

milk: Students: *word*

K: Students: *letter*

F: Students: *letter*

Can I go to the playground? Students: *sentence*

Great job! Let's get ready for the next part: Counting words in sentences!

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I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Watch and listen.

First, I'm going to say a sentence.

Next, I'm going to say each word in the sentence as I point to each one of you.

Then, as I say each word again while pointing, and you will stand up when I say your word.

The number of students standing is the number of words in our sentence.

Listen carefully. The sentence is, "*I like milk.*"

The words are: *I* (point to the first student), *like* (point to the second student), *milk* (point to the third student).

I'm going to say the sentence again and you stand up when I say your word: "*I like milk.*" Point to each student as they stand.

Three students are standing. There are three words in the sentence, "*I like milk.*"

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WE DO IT!

Provide guided practice.

Let's try more together!

The sentence is, "The cat is black."

Let's say the sentence while I point to each student. Teacher and students say the sentence while the teacher points.

Let's say the sentence again and this time everyone stands up on their word. Teacher and students say the sentence while each student stands on their designated word. Teacher continues to point.

How many words are in the sentence, "The cat is black." Students respond.

Let's try some more.

Repeat the routine with 2-3 sentences in the list. Try to limit sentences to the number of students you have in the group so students do not need to stand for multiple words.

Sentence List:

She can run fast!
That cheese stinks!
Do you like pizza?
The playground is fun!



If students need support with:	Then try this:
Counting multisyllabic words as one word with only one student standing per word...	Stop and ensure the students understand that the word is one whole word and only one student stands. Remind students that words are made of sounds and parts called syllables, but today they are counting words. *If students still find this challenging, consider using only single syllable words at first.

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YOU DO IT!

Provide independent practice.

Now, I'm going to let you respond without my help.

The sentence is, "My mom is working."

You say the sentence while I point to each student. Students say the sentence while the teacher points.

Say the sentence again and this time everyone stands up on their word. Students say the sentence while each student stands on their designated word. Teacher continues to point.

How many words are in the sentence, "My mom is working"? Students respond.

Repeat the routine with 2-3 sentences in the list. Try to limit sentences to the number of students you have in the group so students do not need to stand for multiple words.

<p>Sentence List: Who is in the kitchen? That pig is smelly! The bus is big. He jumped far!</p>
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If students need support with:	Then try this:
Remembering the sentence...	Have students repeat the sentence back to you before beginning to stand for words.

ASSESS
ENRICH/EXTEND

Assess students (formally or informally). Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

Enrichment/Extension. Provide enrichment and extension activities for students who need less support.

When students are ready, you can transition from standing for each individual word to giving students chips to push for each individual word. Using chips would be another way to assess understanding on an individual level.