

CIRCLE Activity Collection

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Listening for Words

Children will segment spoken sentences into words using their fingers for representation.

SETTING

Small Group, Whole Group

MATERIALS

None

1. INTRODUCE

“When we talk, we share our ideas in the sentences we say. Sentences are made up of words. If we want to hear the words in a sentence, we can slow down to notice each word. We are going to practice this today.”

2. MODEL AND EXPLAIN

“We will use our fingers to show each word we hear in a sentence. First, I will say a sentence. Next, you all will say the sentence back to me. Then, we will say the sentence again slowly and use our fingers to show each time we hear a word.

I will go first so that you can see how to do this. The sentence is: *You are nice*. What’s the sentence?” Chorally respond with children.

“Now, I need to say the sentence slowly and put up one finger for each word I hear.” Speaking slightly slower than normal, hold up one finger for each word. “How many words are in that sentence? Right. I held up three fingers, so there are three words in that sentence.”

3. GUIDE PRACTICE

“Now it’s your turn.” Model alongside the children for the first sentence or two.

“The sentence is: *I like dogs*. What’s the sentence?” Chorally respond with the children.

“Let’s say that sentence slowly and put up one finger every time we notice a word. I ... like... dogs.” Monitor children’s fingers to check for understanding. “How many words were in that sentence? Good, we heard three words in that sentence!”

Repeat the procedure using two- and three-word sentences.

Sample sentences (use simple sentences with single-syllable words):

It is dark.

Dogs bark.

He cried.

I can jump.

Birds can fly.

He sang.

I ran fast.

Cats are cute.

I like cake.

The girl fell.

4. SUMMARIZE

“Today we learned we can slow down to hear all of the words in a sentence. You can practice this again with a friend during center time using your own sentences.”

SCAFFOLDING

Less support: “Let’s slow down and say that sentence together again. Every time we pause, we need to put up a finger to show we heard a word.”

Most support: Model the correct answer, pausing between each word, and have the child repeat after you.

[Ver Actividad en Español \(https://circleactivitycollection.org/escuchando-palabras-introduccion/\)](https://circleactivitycollection.org/escuchando-palabras-introduccion/)

ACTIVITY GRADE LEVEL(S)

- Pre-K

LEARNING AREA(S)

- Pre-K Primary Domain: Phonological Awareness - Words in Sentences

HEAD START EARLY LEARNING OUTCOMES

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

TEXAS PREKINDERGARTEN GUIDELINES

III.B.1. Child separates a normally spoken four-word sentence into individual words.

KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(2)(A)(iii) demonstrate phonological awareness by identifying the individual words in a spoken sentence

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