Objective
The student will segment sentences into words.

Materials
- Nursery rhyme picture cards (Activity Master PA.013.AM1a - PA.013.AM1c)
  Write the number of words in the first sentence of each rhyme on the back of each card.
- Interlocking cubes

Activity
Students count the words in sentences and stack interlocking cubes to equal the number of words counted.
1. Place nursery rhyme picture cards face up in a stack. Place the cubes on a flat surface.
2. The student selects the top nursery rhyme picture card and says the rhyme.
3. Repeats the first sentence and stacks the number of cubes to equal the number of words (e.g., “Humpty Dumpty sat on a wall.” There are six words in the sentence and the student stacks six cubes).
4. Places the stack of cubes below the matching picture.
5. Turns card over and checks the number on the back to see if it corresponds to the number of cubes.
6. Continues until all nursery rhyme cards are used.
7. Self check

Extensions and Adaptations
- Name the rhyme that has the most words in the first sentence.
- Make other nursery rhyme cards to use in the activity.
nursery rhyme picture cards:
humpty dumpty, eency-weency spider, london bridge, twinkle, twinkle little star
nursery rhyme picture cards:
five little speckled frogs, jack and jill, jack be nimble, star light star bright
nursery rhyme picture cards: hey diddle diddle, little boy blue
Objective
The student will segment sentences into words.

Materials
- Tape player
- Blank cassette tape
- Script (Activity Master PA.014.AM1a - PA.014.AM1b)
  Record on tape.
- Headphones
- Sentence Game board (Activity Master PA.014.AM2a - PA.014.AM2b)
  Copy on card stock, assemble, and laminate.
- Game pieces (e.g., counters)

Activity
Students count words in sentences while playing a listening game.
1. Place the tape player, headphones, and scripted tape at the center. Place the Sentence Game board on a flat surface. Place game pieces on the START space.
2. Students put on the headphones and listen to the directions on the tape.
3. Taking turns, students listen to the sentence once. Listen again while moving the game piece one space per word.
4. Continue until all students reach the END space.
5. Peer evaluation

Extensions and Adaptations
- Listen to and extend sentences to advance more spaces (e.g., “Puppies are cute.” Student expands to, “The spotted puppies are super cute.”).
- Play using additional sentences.
Teacher Script

Preparation:
Record each item and allow time for student to move game piece, or instruct student to pause the tape before listening to the next sentence.

*Please note: It is important to say sentences at an even rate; not to emphasize each word.*

Teacher begins recording:
I will say a sentence two times. The first time I will say “listen” and you will listen very carefully. Then I will say “listen and move.” I will repeat the sentence and you will move your game piece one space for every word I say. After you have taken your turn, it will be the next player’s turn. If you run out of sentences and still have not reached the end, rewind the tape and play the sentences again.

Place your game pieces on “start” and let’s begin.

Listen: Puppies are cute.
Listen and move: Puppies are cute.

Listen: Cookies are easy to bake.
Listen and move: Cookies are easy to bake.

Listen: Reading is fun.
Listen and move: Reading is fun.

Listen: The man wore a hat.
Listen and move: The man wore a hat.

Listen: He laughed.
Listen and move: He laughed.

Listen: She helped the teacher.
Listen and move: She helped the teacher.

Listen: It was raining.
Listen and move: It was raining.

Listen: I sang.
Listen and move: I sang.

Listen: The baby cried.
Listen and move: The baby cried.

Listen: He saw his mother.
Listen and move: He saw his mother.

Listen: Squirrels climb trees.
Listen and move: Squirrels climb trees.

Listen: Grandpa rode the train.
Listen and move: Grandpa rode the train.

Listen: My sister danced.
Listen and move: My sister danced.
Listen: All animals eat.
Listen and move: All animals eat.

Listen: The sun was bright.
Listen and move: The sun was bright.

Listen: Mice are nice.
Listen and move: Mice are nice.

Listen: Birds fly.
Listen and move: Birds fly.

Listen: Mike ran home.
Listen and move: Mike ran home.

Listen: A balloon floated high.
Listen and move: A balloon floated high.

Listen: Grandmother hugs me.
Listen and move: Grandmother hugs me.

Listen: The children played games.
Listen and move: The children played games.

Listen: We wear coats.
Listen and move: We wear coats.

Listen: Mom cooks.
Listen and move: Mom cooks.

Listen: She pets the cat.
Listen and move: She pets the cat.

Listen: Fish swim in the pond.
Listen and move: Fish swim in the pond.

Listen: An elephant is big.
Listen and move: An elephant is big.

Listen: Dogs chase cats.
Listen and move: Dogs chase cats.

Listen: I like to read.
Listen and move: I like to read.

Listen: We eat lunch at noon.
Listen and move: We eat lunch at noon.

Listen: A giraffe is tall.
Listen and move: A giraffe is tall.
Sentence Game

START
Objective

The student will segment sentences into words.

Materials

- Tape player
- Blank tape
- Script (Activity Master (PA.015.AM1a - PA.015.AM1b))
  
  Record on tape.
- Headphones
- Student sheet (Activity Master PA.015.SS1)
- Pencil

Activity

Students count and graph words while listening to taped sentences.
- Place the tape player, headphones, and scripted tape at the center. Provide the student with a student sheet.
- The student puts on the headphones and listens to the directions on the tape.
- Listens to the sentence. Listens again while marking one box per word. Listens a third time while checking marks.
- Continues until student sheet is complete.
- Teacher evaluation

Extensions and Adaptations

- Graph other sentences.
- Make and use other graphs (Activity Master PA.015.SS2).
Teacher Script

Preparation:
Record each item and allow time for student to answer, or instruct student to pause the tape before listening to the next sentence. Please note: It is important to say sentences at an even rate; not to emphasize each word.

Teacher begins recording:
On your student sheet you will find 12 pictures. I will say “find a picture.” You will put your pencil in the first box next to that picture. I will then say a sentence three times. The first time I will say “listen” and you will listen very carefully. Then I will say “mark” and I will repeat the sentence. You will put one “X” in a box for every word I say. The first “X” goes in the box under number 1, the second “X” goes in the box under number 2, and so on. Then I will say “listen and check.” I will say the sentence a third time while you check your marks.

Let’s try one.
Find the jet. When you find it, put your pencil in the box next to it.
Listen: The jet was very loud.
Mark: The jet was very loud.
Listen and check: The jet was very loud.
Did you make five “X”s?

Now we will begin.
Find the dog.
Listen: The dog is brown with white spots.
Mark: The dog is brown with white spots.
Listen and check: The dog is brown with white spots.

Find the baseball.
Listen: The team ran to the playground to play baseball.
Mark: The team ran to the playground to play baseball.
Listen and check: The team ran to the playground to play baseball.

Find the insect.
Listen: Insects always have three body parts and six legs.
Mark: Insects always have three body parts and six legs.
Listen and check: Insects always have three body parts and six legs.

Find the flower.
Listen: Yellow and blue flowers grew in the yard.
Mark: Yellow and blue flowers grew in the yard.
Listen and check: Yellow and blue flowers grew in the yard.
Find the clown.
Listen: Clowns wear funny clothes and shoes.
Mark: Clowns wear funny clothes and shoes.
Listen and check: Clowns wear funny clothes and shoes.

Find the book.
Listen: She likes to read every night before going to sleep.
Mark: She likes to read every night before going to sleep.
Listen and check: She likes to read every night before going to sleep.

Find the cat.
Listen: The cat jumped over the log.
Mark: The cat jumped over the log.
Listen and check: The cat jumped over the log.

Find the zebra.
Listen: We saw a zebra at the zoo.
Mark: We saw a zebra at the zoo.
Listen and check: We saw a zebra at the zoo.

Find the flag.
Listen: There are fifty stars on the flag.
Mark: There are fifty stars on the flag.
Listen and check: There are fifty stars on the flag.

Find the cake.
Listen: Grandmother will bake a special chocolate cake for my birthday.
Mark: Grandmother will bake a special chocolate cake for my birthday.
Listen and check: Grandmother will bake a special chocolate cake for my birthday.
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This image provides a blank sentence graph with ten columns labeled from 1 to 10. It is designed for activities focusing on phonological awareness.