



Phonological and Phonemic Awareness

Identifying Spoken Sentences

Although the students have been working already with words in print, the purpose of the Phonological and Phonemic Awareness activities in this unit is to focus their attention on *spoken* words so as to help them develop an understanding of how the sounds of spoken language combine to make meaning. The first activity in the unit will help students develop a simple understanding of what a *sentence* is. Later activities help them become aware that each individual word in a sentence has meaning, that the order in which we say words in a sentence is important, and that the length of a word does not affect its meaning.

- Introduce the students to the idea of *sentence* by telling them that a sentence is like a very short story—it tells us something and it names who or what it is telling about. Say a simple sentence about something in the classroom, for example:

The walls are green.

- Explain that the sentence names something—the classroom walls—and that it lets them know something about the walls—their color. Say the sentence again and have the students say it with you several times.
- Next, ask the students to determine if the following are complete sentences. Tell them to listen for two parts—a naming part and a telling part—and to then give the thumbs-up signal. Have them give the thumbs-down signal if it does not have both.

likes dogs	runs fast
Hector has brown eyes.	Sandy is wearing a blue blouse.
plays baseball	The toy is broken.

- Have the students suggest a word to make a complete sentence for each fragment they identify.



Teacher Tip STUDENT RESPONDING

To support full participation in these activities and to allow you to observe the progress of individual students, switch unpredictably between asking for a response from the whole group and from individual students.



Research in Action Words and Sentences

Learning to read and write depends on having an understanding of what is and is not a word. However, most young children have only a limited understanding of the concept of *word*. Furthermore, they do not hear a spoken sentence as a stream of individual words, but rather as one unit of meaning.
(—Marilyn Jager Adams)