



Phonological and Phonemic Awareness

Identifying the Order of Words in Spoken Sentences

Make a Sentence

- Sit with the students in a circle. Have a beanbag to toss.
- Tell the students to think of words that name their favorite foods. Explain that when you toss a beanbag to a student, that student is to say a food word, then toss the bag to someone else, who must say a complete, coherent sentence that uses the word. For example:

Student 1: Corn

Student 2: Corn is yellow.

- Continue the game using other categories, such as animals, months of the year, or kinds of transportation.

People Sentences

- Have the students continue to make people sentences about a picture from a favorite story or rhyme as discussed in the previous lesson.
- When the students are comfortable making people sentences, have them change places in line and again say their words. For example, change “A monster is dancing” to “A dancing is monster.”

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ELL Support

For ELD strategies, use the *English-Language Development Guide*, Unit 2, Lesson 6.

Intervention Support

ORDER OF WORDS Because students will have many opportunities to learn these concepts before mastery is expected, intervention is not necessary at this time.



Teacher Tip PHONOLOGICAL AND PHONEMIC AWARENESS

Remember to move quickly through the phonological and phonemic awareness activities. Do not hold the class back until all the students catch on. Individual progress will vary, but often moving on to other activities is more helpful than continued drilling on one activity.



Informal Assessment

Phonological and Phonemic Awareness
Continue to monitor the students' facility with the phonological and phonemic awareness activities. Plan to meet during Workshop with those students who are having difficulty.