

Buy My Sentence!

Literacy Skills / Concept of Word



Materials

1. Big jar of pennies
2. Sample picture



Virginia SOLs

K.5

Procedure

1. Each student looks at the picture and thinks of a sentence that goes with it. For example, if the picture is of a cat drinking milk from a blue bowl, a student might think of the sentence, “the cat is drinking,” or “the black cat is drinking milk.”
2. Each student counts the words in their sentence. As the teacher, use pennies to “buy” each word in the sentence.
3. Students lay the pennies out in front of them. Students repeat their sentence and tap each penny as they say each word. Students can also work in a group, with one student as the “banker” or “buyer” of sentences.
4. VARIATION: In addition to focusing on concept of word, this activity may be used to help students add detail to their sentences, creating sentences of greater monetary value.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

Dictated Captions

Literacy Skills / Concept of Word



Materials

1. Paper
2. Pen/pencil



Virginia SOLs

K.5, K.6, 1.5

Procedure

1. Below a child's drawing or painting, write verbatim a simple word, phrase, or sentence that the child uses to describe the work.
2. Read each word to the child as it is written and highlight individual letters and sounds.
3. Model appropriate fingerpointing.
4. Practice reading and pointing with the child.
5. VARIATION: Use the child's dictated sentence as a cut-up sentence.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Following Recipes

Literacy Skills / Concept of Word



Materials

1. A recipe written on a large chart; each step should be written in a different color and accompanied by a picture representing the object or action involved in the step
2. Cooking items: ingredients, utensils, containers, etc.



Virginia SOLs

K.5, 1.5

Procedure

1. Direct the children to use the recipe as the instructions for the activity.
2. Ask children to describe what is being made, what steps are being taken, and what ingredients the cook is using. Encourage children to use pictures on the recipe card for help.
3. Highlight or underline specific words in the recipe and ask children to identify them.
4. Provide smaller copies of recipes for the children to take home. You may also wish to request recipes from parents to create a recipe book of class favorites.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Lots of Labels

Literacy Skills / Concept of Word



Materials

1. Small index cards
2. Black marker



Virginia SOLs

K.5

Procedure

1. With children's help, identify and name common items in the classroom.
2. Create labels for these objects in the room, such as tables, chairs, doors, windows, books, toys, etc. Clearly write the word on the card and affix it to the object.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Make a Book

Literacy Skills / Concept of Word



Materials

1. Pictures cut from magazines and other sources
2. Glue
3. Paper
4. Stapler



Virginia SOLs

K.5

Procedure

1. Ask children to choose 3-5 pictures from the collection.
2. Glue each picture on to one page of paper.
3. Direct children to create a story using the pictures. Use prompting questions to guide children's thinking.
4. Record the children's dictated story on the picture pages and staple all together in a book.
5. Encourage children to read their story to family and friends.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Morning Message

Literacy Skills / Concept of Word



Materials

1. A morning message written on chart paper



Virginia SOLs

K.5, 1.5

Procedure

1. Write a morning message on chart paper that includes multisyllabic words, such as, “Today we are going to the library.” Read the morning message aloud, touching each word as you read. If your sentence contains a two- or three-syllable word, you may touch the word the same number of times as the syllables in the word.
2. Read the sentence chorally. Invite individual children to come up and touch the words as they read.
3. The Morning Message should be left up all day. Some children may want to copy it in their journals. You might want to use it for the Cut-Up Sentence or the Be the Sentence activity. You may wish to start every day with a Morning Message, reviewing concept of word and highlights of the school day.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Picture Schedule

Literacy Skills / Concept of Word



Materials

1. Your daily schedule represented by pictures
2. Word cards with one word descriptions of scheduled activities



Virginia SOLs

K.1, K.6

Procedure

1. This activity can be a great part of your morning meeting routine. Children will eventually acquire schedule words (e.g., lunch, recess, read) as a part of their sight word vocabulary. Walk students through the class schedule, matching word cards with picture cards.
2. Ensure that the picture cards have clear, distinct meanings (e.g., a lunch box means lunch, a ball means recess, backpack means dismissal).
3. Pick one child each morning to “read” the schedule.
4. EXTENSION: If the daily schedule changes, you can address the changes in the morning message using the schedule words and symbols.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Pre-K Cafe

Literacy Skills / Concept of Word



Materials

1. Template of picture cards and word cards of typical snack and lunch items
2. Pocket Chart



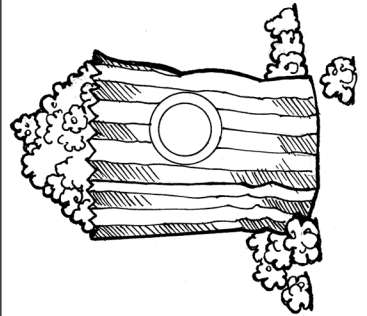
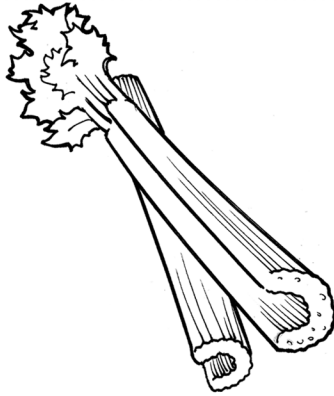
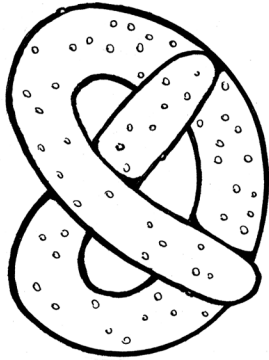
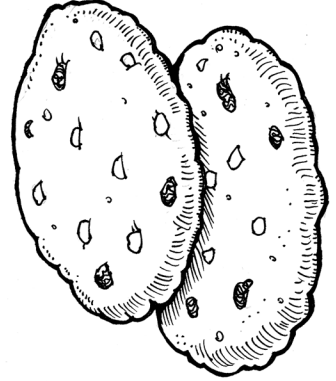
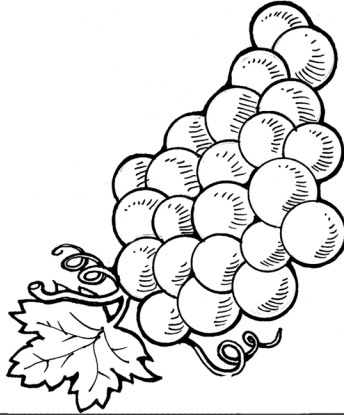
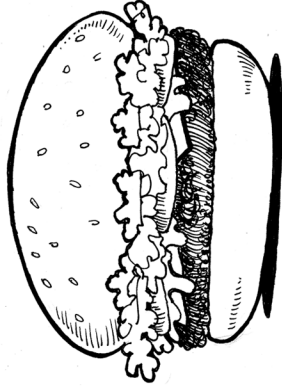
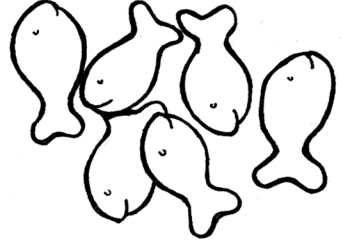
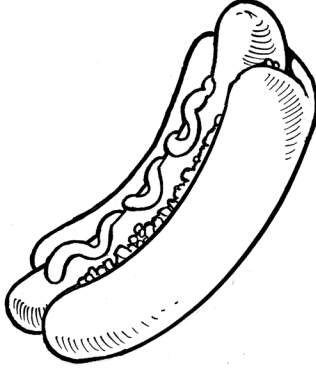
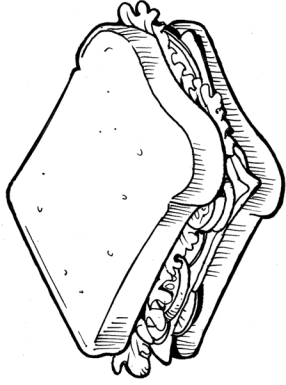
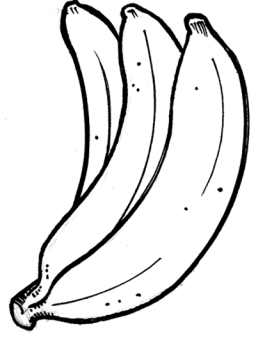
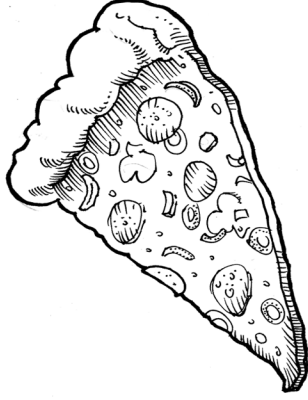
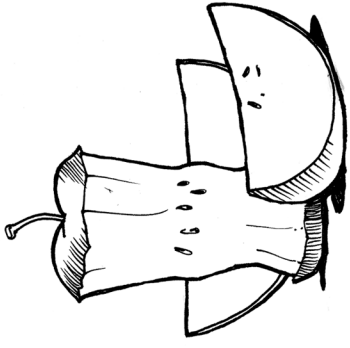
Virginia SOLs

K.5

Procedure

1. Create an ideal menu for the day. You may wish to use your school's menu or create a favorite meal menu. Represent the menu using just the word cards on a pocket chart. With your assistance, students will match the picture cards to the word cards on the pocket chart.
2. Assist children with matching the pictures to the words by drawing children's attention to initial sounds (e.g. "milk has an /m/ sound") or the number of words for each item, (e.g. "spaghetti with sauce is three words").
3. Emphasize that words and pictures give us information about the food served that day.
4. You may use non-menu related cards to indicate special treats or snacks.
5. VARIATION: Provide sample menus for students to observe. Allow students to create their own menus using the word cards and picture cards. Children can play restaurant at a work station, reading the menu to place an order.

Pre-K Cafe





Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

A Sentence A Day

Literacy Skills / Concept of Word



Materials

1. Notebook or chart paper
2. Pencils and crayons



Virginia SOLs

K.5, 1.5

Procedure

1. Develop a class story by sharing and writing a story opening, such as “Once upon a time...”
2. Each morning, during group time, ask one child to contribute one sentence to the story.
3. Once each child has contributed a sentence to the story, type each sentence onto a separate page. Children can then illustrate their sentence.
4. Publish the book by binding all pages into a book.

Sentence Sleuth

Literacy Skills / Concept of Word



Materials

1. A familiar sentence from a nursery rhyme, song, or favorite class book
2. Blank cards with magnets on the back



Virginia SOLs

K.5

Procedure

1. Use one blank card for each word in the sentence. Place the cards on the board. Review the sentence several times until all students can repeat it correctly. As you say the sentence, point to each card.
2. Say a word in the sentence and invite a child to come up to the board and touch the card that represents that word.
3. Then, say the sentence one more time, but change one of the words in the sentence (e.g., *Mary had a little lamb* becomes *Mary had a little cat*).
4. Pick one student to be the sentence sleuth. S/he will show you which word you changed by touching that card on the board.
5. EXTENSION: Using multisyllabic words in a sentence creates a more challenging activity. Longer sentences are also more challenging. Changing a word in the middle of the sentence will be more challenging than changing a word at the beginning or end of the sentence.

Sentence Strip Word Awareness

Literacy Skills / Concept of Word



Materials

1. A long and short sentence strip for each student



Virginia SOLs

K.4, K.5

Procedure

1. This activity introduces and reinforces that words differ in length and number of syllables. Talk about how long and small words feel differently when saying them and look different when reading them. An easy way to do this is to use students' names. For example, Sam is one syllable whereas Jennifer is three.
2. Give each child a long sentence strip and a short sentence strip. Ask students to hold up the sentence strip that best fits the name Sam. Then ask students to hold up the sentence strip that best fits the name Jennifer.
3. Ask students to hold up the sentence strip that best fits their name and invite students to share their answers. You may want to have a medium size sentence strip ready for medium size names.
4. Provide, or have students brainstorm, additional words. Ask students to hold up the sentence strip that best matches the size of the word.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Treasure Hunt

Literacy Skills / Concept of Word



Materials

1. Stickers, books, and other education related prizes
2. Cards with words and/or pictures of room items and locations



Virginia SOLs

K.5

Procedure

1. Organize a treasure hunt during which small groups of children use a set of cards with words and pictures to guide their hunt.
2. Cards can indicate various locations where children can find new directions.
3. During the hunt, use questions to guide children's problem solving or for reflection following the hunt. Draw children's attention to the words that accompany the pictures.
4. After a few hunts, encourage children to hide prizes and use cards to create hunts for their classmates.
5. As the children become more successful, try using only word cards to create the treasure hunts.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Unifix Word

Literacy Skills / Concept of Word



Materials

1. Unifix cubes



Virginia SOLs

K.5, 1.5

Procedure

1. Each student composes a sentence.
2. Give them one cube for each word in their sentence.
3. Show students how to build their sentences by connecting the unifix cubes.
Explain that although a word may have more than one syllable, it is still represented by only one cube in the sentence.
4. In addition, students can graph their sentences by comparing which one is the longest or shortest.