Materials

1. Large index cards

Virginia SOLs

K.5, 1.5

Procedure

1. Create a short sentence, such as “Today is Monday.”

2. Write each word from the sentence on a large index card.

3. Give index cards to children and provide the word on the card (e.g., “Stephanie, you are the word Today; Lorenzo, you are the word Monday”).

4. Ask the students to work together to arrange themselves into the sentence.

5. Have another child read the sentence to check the direction and order.

**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.

**Cloze Procedure**

**Literacy Skills / Concept of Word**

**Materials**

1. Familiar songs, poems, and rhymes printed on chart paper with some words missing or only showing the initial letter

**Procedure**

1. Read and fingerpoint the text with the children. Fingerpointing and accurate tracking of words help children make predictions about the missing items. Skip missing words when tracking.

2. Guide students to figure out the omitted words using letter clues or rhyming patterns.

**Virginia SOLs**

K.5, 1.5

Cut-Up Sentences
Literacy Skills / Concept of Word

Materials

1. A familiar sentence written on a sentence strip
2. Scissors
3. Pocket chart (optional)

Virginia SOLs

K.4, K.5, 1.5

Procedure

1. Read the sentence aloud to the students. Choral read the sentence together. Then cut the sentence into individual words.

2. Ask the students to reconstruct the sentence. You may wish to provide the completed sentence on a second sentence strip as a model for children to match. After sufficient scaffolding, you may increase independence by no longer providing a complete, model sentence.

3. Demonstrate how to rebuild the sentence: “What letter would you expect to see at the beginning of ...”

Dictated Captions
Litarcy Skills / Concept of Word

Materials
1. Paper
2. Pen/pencil

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.

Virginia SOLs
K.5, K.6, 1.5

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.

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.

Virginia SOLs

K.5, 1.5
Lots of Labels
Literacy Skills / Concept of Word

Materials
1. Small index cards
2. Black marker

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.

Virginia SOLs
K.5

Make a Book
Literacy Skills / Concept of Word

Materials

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

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.

Virginia SOLs

K.5

Morning Message Magic
Literacy Skills / Concept of Word

Materials

1. A morning message written on chart paper
2. Pen

Virginia SOLs

K.5, 1.5

Procedure

1. Write a morning message. Use the same words, sentences, and phrases over
and over to increase familiarity and build confidence.

2. Leave blank spaces in place of words or letters. Draw boxes in the spaces to
show the number and sizes of the missing letters.

3. Do three re-readings; the first is silent. The second is aloud, but the children
put a finger over their lips when you point to a word with a box or boxes.
This gets them using the “cloze technique” to help determine the missing
words and to use their knowledge of phonics to figure out missing letters.
Do a third reading and choose students to apply the missing letters or words.
This helps to review letter sounds and can be used to teach basic sight words
or CVC words.

4. Sometimes you can let children circle words that they know in the message.
After the oral reading, select children to come up to the letter and point to
a word they can read. Then they may circle the word using a pen. This helps
children develop sight vocabulary. They will often figure out words using
their phonemic skills or by using context clues by reading the surrounding
words. Praise them for techniques they use to figure out words.

Source: Lindsey, D. Postman Poquoson Primary School. Poquoson, VA.
**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.

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.

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.
Materials

1. A simple rhyme or poem written on chart paper

Virginia SOLs

K.5, 1.5

Procedure

1. Teach children the words to the poem. It is best to use poems with four lines. Please do not use any of the poems used for the PALS COW tasks.

2. Model for the children how to point to the words as they read. Invite children to try tracking the words as they chant the words.

3. Smaller copies of the poem can be sent home with the children and/or kept in a class book.

4. From repeated opportunities, teachers can easily monitor the children's developing concept of word based on vague sweeps from left to right, ability to self-correct, and the careful matching of speech to print.

**A Sentence A Day**

*Literacy Skills / Concept of Word*

**Materials**

1. Notebook or chart paper
2. Pencils and crayons

**Procedure**

1. Develop a class story by sharing and writing a stock 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.

**Virginia SOLs**

K.5, 1.5

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

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.

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.
Unifix Word
Literacy Skills / Concept of Word

Materials
1. Unifix cubes

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.

Virginia SOLs
K.5, 1.5