

CIRCLE Activity Collection

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Sentence Segmenting

Children will segment words in spoken sentences by moving a block for each word they hear.

SETTING

Small Group, Whole Group

MATERIALS

six counters or blocks for each child

1. INTRODUCE

“Today we are going to work on segmenting sentences again. You have been doing such a great job, I am going to use some longer and harder sentences. Some of the sentences I will say have a lot of words and some of the sentences have words that have more than one part. Do you think you can do it?”

2. MODEL AND EXPLAIN

“First, I will say the sentence, then you will say the sentence back to me. Next, we will say the sentence again slowly and move a counter for each word we hear.”

“I will go first so that you can see how to do this. The sentence is: *I am happy*. What’s the sentence?” Chorally respond with children.

“Now, I will say the sentence slowly and move one counter for each word I hear.” Speaking slightly more slowly than normal, say each word in the sentence and move one counter away from the pile as you say each word. **I** (move one counter down), **am** (move another counter down), **happy** (move another counter down). **Happy has two parts: hap...py, but it is one word so I only moved one counter for that word.”**

3. GUIDE PRACTICE

“Now it’s your turn.” Model alongside the children. **“The sentence is: *I like cookies.* What’s the sentence?”** Chorally respond with the children.

“Let’s say that sentence slowly and move one counter for each word we hear. I ... like... cookies.” Monitor children’s counters to check for understanding. **“Good, *cookies* is a word that has two parts but we only move one counter for that word. Pull your counters back, and let’s try another one.”**

Repeat the procedure with several more sentences.

Sample sentences (more complex sentences some with multi-syllable words):

I ate an apple.

We went to the store.

My dog likes bones.

I like cheese pizza.

We went to the party.

My cat likes to climb.

I have a brother.

I drank chocolate milk.

I love my mom very much.

4. SUMMARIZE

“Fantastic! You did a great job segmenting these sentences. You can practice this again with a friend during center time using the counters and making up your own sentences.”

SCAFFOLDING

Downward scaffold: “The word *apple* has two parts, but it is only one word. We only move one counter for each word. Let’s say that sentence together again and move a counter for each word. *I ate an apple.*”

[Ver Actividad en Español \(https://circleactivitycollection.org/segmentacion-de-oraciones/\)](https://circleactivitycollection.org/segmentacion-de-oraciones/)

ACTIVITY GRADE LEVEL(S)

- Pre-K

LEARNING AREA(S)

- Pre-K Primary Domain: Phonological Awareness - Words in Sentences

HEAD START EARLY LEARNING OUTCOMES

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

TEXAS PREKINDERGARTEN GUIDELINES

III.B.1. Child separates a normally spoken fourword sentence into individual words.

KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(2)(A)(iii) demonstrate phonological awareness by identifying the individual words in a spoken sentence

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