

Count the Words - Teacher's Script

Skill/Objective: The child will recognize that a printed sentence is made of separate words and count the words in a sentence.

Materials Needed:

- "Count the Words" worksheet
- Prepared sentence strip reading The pig runs.
- Three small counters or buttons
- Pencil or crayon
- Small pointer or craft stick

TEACHER SCRIPT

Today we are going to look inside a sentence and discover its smaller parts. A sentence is made of separate words.

Look at this sentence: The pig runs. I will read it aloud while I point to each printed word. The first word is The. The next word is pig. The last word is runs. There are small spaces between the words. Those spaces help us see where one word ends and the next word begins.

Let's place one counter under each word. One counter goes under The, one goes under pig, and one goes under runs. Now we can count the counters: one, two, three. This sentence has three words.

The period at the end is a punctuation mark, so we do not count it as another word.

Now let's try another sentence. Begin with the first word on the left. Touch each word only once as we move toward the right. Be careful not to count individual letters or empty spaces. We are counting whole words.

Remember: a sentence is made of words, spaces separate the words, and we can touch each word to count it.

How many words are in the sentence The pig runs?

PRACTICE

The child will listen as an adult reads each printed sentence, place or draw one mark beneath every word, and determine how many words the sentence contains.

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GUIDED PRACTICE

Display the sentence strip:

The pig runs.

1. Read the complete sentence aloud.
2. Point to The and place one counter beneath it.
3. Point to pig and place one counter beneath it.
4. Point to runs and place one counter beneath it.
5. Count the three counters.
6. Explain that the period is not a word.
7. Remove the counters and ask the child to repeat the process.
8. Ask the child to touch each printed word from left to right.
9. Ask, "How do the spaces help us?"
10. Repeat with more sentences from the example page.

INDEPENDENT PRACTICE

The child will complete the "Count the Words" worksheet by marking each printed word and circling the number of words in each teacher-read sentence.

An adult must read every sentence aloud. Independent decoding is not expected.

REVIEW

Ask:

- What is a sentence made of?
- What separates one printed word from another?
- Do we count each letter as a word?
- Do we count the punctuation mark as a word?
- What can we do to make sure we count every word once?

ASSESSMENT

Show the child three unfamiliar printed sentences containing two to five words. Read each sentence aloud and ask the child to:

- Begin with the first word.
- Touch each printed word once.
- Count the words.
- State or indicate the total.

Record each response as:

- Independent
- With a prompt
- Not yet

The objective is met when the child correctly counts the printed words in at least two of the three sentences without counting letters, spaces, or punctuation marks.

Count the Words - Examples

The pig runs.

A frog jumps.

The cow eats grass.

A boy kicks the ball.

Fish swim fast.

Bees make sweet honey.

The little bird flies.

The fox rests.