

Searching for Letters, Words, and Sentences

Purpose

Students will identify letters, words, and sentences.

Materials

For the teacher: chalk, chalkboard

For the student: copy of Black Line Master (BLM) *Seek and Find*; index cards (with a letter, a word, or a short sentence written on each); red, orange, and green crayons

Activity

A. Pre-Activity Discussion

1. Ask students to give examples of letters. Write these on the chalkboard under a heading labeled “Letters.” Discuss how most letters are not words by themselves, with the exception of *I* and *A*.
2. Ask students to give examples of words. Write these on a chart labeled “Words.” Discuss how words are made up of letters.
3. Ask students to provide short sentences, or provide them yourself.
4. Ask students what sentences are made of [words, which are made of letters].

B. Play the Identification Card Game

1. Divide students into groups of four to play a card game with the index cards. Give each student a piece of paper with the labels “Letters,” “Words,” “Sentences.”
2. Give each group a stack of index cards. Each stack should contain at least four cards with letters, four with words, and four with sentences.
3. Tell students to take turns drawing from the stack and placing the card on the appropriate label. Inform students that the first student who has a letter, a word, and a sentence wins the game.
4. When the student draws a card that he/she does not need, direct the student to put the card on the bottom of the stack.
5. Have students continue playing until you ask them to stop.
6. Walk around the room, and ask students how they decide if the card has a letter, word, or sentence on it.

(continued)

MEETING INDIVIDUAL



NEEDS

Challenge students by asking them to find letters, words, and sentences on their own in magazines or newspapers. Have them paste or tape them to papers labeled “Letters,” “Words,” and “Sentences.” Have students work in pairs, if necessary.

connecting across the curriculum



Mathematics

Have students create posters of letters, words, and sentences. Ask them to count how many they have in each category and write the total on each poster.

Standards Links 1.1.3, 1.5.1

Activity (continued)

C. Apply What Students Have Learned

1. Have students identify letters, words, and sentences using the BLM *Seek and Find*.
2. Instruct students to think about how they know which are letters, which are words, and which are sentences.

Questions for Review

Basic Concepts and Processes

While students are completing the BLM *Seek and Find*, ask the following questions:



What letters have you underlined?



How did you determine which are letters and which are words?



How many sentences are in the whole story?



How do you tell the difference between a sentence and a word?

Name: _____

Seek and Find



I have a black and white cat.

Her name is Sophie.

She is very nice.

She purrs when she sees me.

She likes to sleep all day.

She is my friend.

1. Draw a line under 3 letters with a red crayon.
2. Circle 3 words with a green crayon.
3. Circle 3 sentences with an orange crayon.