

Swat Words

Purpose: Students will recognize that sentences in print are made up of separate words.

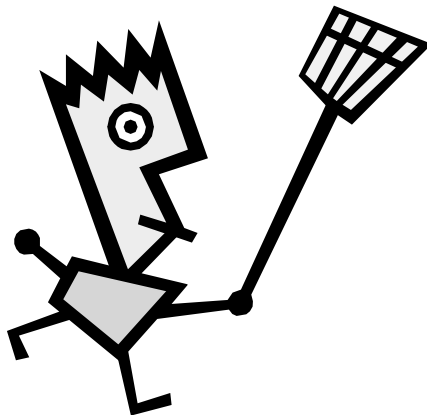
Materials: chalkboard/whiteboard, two flyswatters

Pre-Activity Preparation: Write simple sentences on the chalkboard such as: *The big dog went to sleep.* Make sure each word is large (about the size of the flyswatter).

Activity:

1. Have students read one of the sentences on the chalkboard with you while you point to each word. Explain that a sentence is made up of separate words. Tell students that they will find specific words within a sentence.
2. Call on two students to come to the front of the room. Tell students that after you read the sentence together, you will say a word from the sentence that they will swat with their flyswatters. Read the sentence together, pointing to each word for them to read. Say one of the words from the sentence while the two students swat it. Continue with each word in the sentence. Keep playing until everyone has had a chance to swat words.

Extension: Extend the game by having students come to the board one at a time to circle each word in each sentence. Tally the number of words/circles in each sentence. Discover which sentence has the most/least words.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Developed</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student understands that sentences are made up of separate words.
- ** Student has some understanding that sentences are made up of separate words.
- * Student does not understand that sentences are made up of separate words.