Session 17: Subject in a Sentence

Session Title	Understanding the Subject in a Sente
Objective	1. Help students identify the subject in simple sentences. 2. Understand that the subject tells who or what the sentence is about. 3. Practice recognizing and using subjects through interactive and theatrical activities. 4. Promote confidence and teamwork through SEL-based learning.
Concept	Subject: The person, place, thing, or idea tha sentence is about. It usually comes before th verb. Examples: 1. He plays football. 2. The book is on the table. 3. My friends are laughing 4. The dog barked loudly. 5. We are going to school.

Material Required	1. Whiteboard and markers 2. Sentence flashcards 3. Word cards (subjects, verbs, objects) 4. Emotion/character props (hat, scarf, glasses) 5. Chart with sample sentences and subjec highlighted 6. Worksheet for practice
Methodology	1. Activity-based learning 2. Theatre and roleplay 3. SEL integration through character-based expression 4. Peer collaboration and reflection
Session Duration	90 minutes

Introduction Activity (25 minutes):

Objective:

Introduce the concept of the subject with examples, visuals, and student interaction.

Who or What?

1. Write simple sentences on the board one at a time.
2. Ask: “Who or what is this sentence about?”

- The dog is barking. → Subject: The dog
- She is singing. → Subject: She

3.Underline the subject in each sentence.

4. Let students come up and identify subjects using flashcards.

5.Use images to match to sentences:

- (Picture of a cat) → “The cat is sleeping.” → Subject: The cat

SEL Element:

1. Use student names in sentences to make it personal:

- “Aisha is reading.”
- “Rahul is jumping.”

Encourage smiles and confidence when they see themselves in the learning.

Main Activity (65 minutes):

Activity 1: Subject Detective (25 minutes)

Objective:

Students work in teams to find the subject in mystery sentences.

- Divide students into small groups.
- Give each group a set of “mystery sentences” (some short, some long).
- Students underline or circle the subject in each sentence.

Examples:

- The girl is dancing.
- The sun is shining.
- They are playing cricket.
- My mother cooks dinner.

Each group presents a few sentences, explaining their subject choice.

Activity 2: “Subject Theatre” (30 minutes)

Objective:

Use acting to bring subjects to life and show who the sentence is about.

Method:

1. One student plays the subject, another acts out the verb or complements the sentence.

2. The class guesses the full sentence based on the roleplay.

Example:

- One student walks in like a cat, another says “is sleeping” → sentence: The cat is sleeping.
- One acts like a teacher, another pretends to talk → The teacher is talking.

Examples for Skits:

- The baby is crying.
- The birds are flying.
- The children are running.
- The book is open.
- My father is driving.

Wrap-Up & Reflection (10 minutes)

Instructions:

1. Ask students to explain what a subject is in their own words.
2. Give 3 new sentences and ask students to identify the subject aloud.

- The stars are shining.
- We are singing.
- The car is moving.

Reflection Questions:

1. How did it feel to act out a subject?
2. Did working with your group help you understand better?
3. Which sentence or subject was the funniest or most fun?

Review Questions/Assessment/Tasks:

Follow up Tasks:

1. Write 5 simple sentences at home and underline the subject.
2. Ask them to write one sentence about each family member as a subject:

- “My sister is dancing.”
- “My father is cooking.”

Expected Learning Outcome:

Knowledge building:

- Students will understand the role of the subject in a sentence.

Skill Building:

- Identifying subjects correctly in spoken and written sentences.
- Working in teams and using body language and expressions for communication.

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