

Session 39: Sentence Making – Part 1

Session Title	Sentence Making - Part 1
Objective	<ul style="list-style-type: none">• Understand the structure of a simple sentence (subject + verb + object).• Identify parts of a sentence through guided practice.• Begin forming basic sentences using familiar vocabulary.• Encourage confidence and clarity in communication.
Topics/Concept	<ul style="list-style-type: none">• A sentence is a group of words that expresses a complete idea.• Basic structure: Subject + Verb + Object <p>Examples:</p> <ul style="list-style-type: none">• She eats rice.• The dog runs.• I like apples.• Capital letter at the beginning and full stop at the end.
Material Required	<ul style="list-style-type: none">• Word cards (nouns, verbs, objects)• Whiteboard and markers• Sentence strips• Flashcards with pictures• Chart of sentence structure• Printed worksheets

Methodology	<ul style="list-style-type: none"> • Activity-based learning • Visual and verbal participation • Group and peer learning • SEL Integration: cooperation, expressive and confidence-building
Session Duration	90 Minutes

Introduction Activity (25 minutes)

Objective:

Introduce the idea of a sentence and its basic structure.

Steps:

1. Begin with a quick **brain-teaser**: Write “dog eats” and ask, “Is this a full sentence?”
2. Write “The dog eats food.”

Highlight parts:

- Subject: The dog
- Verb: eats
- Object: food

3. Explain sentence rules:

- Starts with a capital letter
- Ends with a full stop
- Makes complete sense

Interactive Exercise:

Show word cards (boy, runs, cake, eats, she). Let children form simple sentences verbally:

“The boy runs.”

“She eats cake.”

Main Activity (55 minutes)

Sentence Puzzle (30 minutes)

Objective:

Help students recognize and build correct sentence structure.

Instructions:

1. Give students word cards (subjects, verbs, objects).
2. In pairs, they arrange cards to form proper sentences.
3. Read aloud their sentences and write them on the board.

Examples:

- I / play / football → I play football.
- The cat / drinks / milk → The cat drinks milk.
- They / are / eating → They are eating.
- She / sings / well → She sings well.
- They / are/ studying → They are studying

Extension:

- Encourage students to add 'a' or 'the' where needed.

My First Sentence Worksheet (25 minutes)

Objective: Practice sentence writing individually.

Instructions:

- Distribute worksheets with jumbled words or word banks.
- Students form simple sentences and write them down.

worksheet:

- milk / drinks / the boy → The boy drinks milk.
- eats / cake / she → She eats cake.
- cat / the / jumps → The cat jumps.
- Crying / is / Tiya → Tiya is crying.
- Rice / cooks / she → She cooks rice.

Peer Review

Students pair up to read each other's sentences.

Follow up task (5 minutes)

Quick Oral Recap:

"What comes first in a sentence?"

"What ends a sentence?"

"Can you give a sentence using 'you learn today'?"

Review Questions/Assessment/Tasks (5 minutes)

"What new sentence did you create today?"

"Was it easy or hard? Why?"

"How did your partner help you?"

Expected Learning Outcome:

Knowledge building

- Students will understand the parts of a simple sentence

- Know the basic rule of sentence construction

Skill Building

- Form basic subject-verb-object sentences
 - Improve spoken and written communication
 - Practice teamwork and sharing
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Revision #7

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