# Session 39: Sentence Making – Part 1

| Session Title | Sentence Making – Part 1 |
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| Objective | 1. Understand the structure of a simple sentence (subject + verb + object).<br>2. Identify parts of a sentence through gu practice.<br>3. Begin forming basic sentences using familiar vocabulary.<br>4. Encourage confidence and clarity in communication. |
| Topics/Concept | 1. A sentence is a group of words that expresses a complete idea.<br>2. Basic structure: Subject + Verb + Obje<br><br>Examples:<br>• She eats rice.<br>• The dog runs.<br>• I like apples.<br>• Capital letter at the beginning and full at the end. |
| Material Required | 1. Word cards (nouns, verbs, objects)<br>2. Whiteboard and markers<br>3. Sentence strips<br>4. Flashcards with pictures<br>5. Chart of sentence structure<br>6. Printed worksheets |

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| Methodology | 1. Activity-based learning<br>2. Visual and verbal participation<br>3. Group and peer learning<br>4. SEL Integration: cooperation, expressic 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.”
3. Highlight parts:

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

3. Explain sentence rules:

1. Starts with a capital letter
2. Ends with a full stop
3. Makes complete sense

1. 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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