

Session 40: Sentence Making

Session Title	Sentence Making - Part 2 - Making Sentences
Objective	<ul style="list-style-type: none">• Expand from basic to descriptive sentences• Use adjectives and adverbs to make sentences richer.• Apply sentence rules in written and spoken form.• Foster creativity, self-expression, and collaboration.
Topics	<ul style="list-style-type: none">• Sentence structure: Subject + Verb + Details• Adding adjectives and adverbs to make sentences interesting• Using proper punctuation and capitalization <p>Examples:</p> <ul style="list-style-type: none">• Basic: The boy runs.• Expanded: The tall boy runs fast.• Basic: She eats mangoes.• Expanded: She happily eats sweet mangoes.
Material Required	<ul style="list-style-type: none">• Word cards (nouns, verbs, adjectives, adverbs)• Whiteboard and markers• Picture cards or prompt cards• Simple props (optional: scarf, toy, chair)

Methodology	<ul style="list-style-type: none">• Visual and verbal learning.• Group-based creative expression.• Theatre integration for active learning.• SEL focus: building confidence, empathy, teamwork.
Session Duration	90 Minutes

Introduction Activity (20 minutes)

Objective: Review the previous session and introduce the concept of expanding sentences using descriptive words.

- Steps: Ask students to recall how to make a basic sentence (Subject + Verbs + Object).
- Introduce how to add details using adjectives and adverbs.

Show examples on the board:

- “The dog barks.” → The small dog barks loudly.
- “She sings.” → She sings beautifully on stage.

Group Activity:

- Show a picture (e.g., a girl running in a park). Ask guiding questions:
- Who? What doing? Where? How?
- Create a descriptive sentence together:
- “The little girl runs happily in the green park.”

Main Activity (65 minutes)

Sentence Building Cards (35 minutes)

Objective:

Support students in constructing detailed sentences using word prompts.

Instructions:

1. Divide the class into small groups.
2. Distribute colour-coded word cards:
 - Green = Subjects
 - Red = Verbs
 - Blue = Objects
 - Yellow = Adjectives / Adverbs
4. Each group builds sentences by combining different cards.
5. Groups read out their best sentences.

Examples:

- “The big elephant walks slowly.”
- “A happy boy eats a sweet apple.”
- “The fast train moves quickly.”

Sentence Skit(30 minutes)**Objective:**

Encourage students to perform and express their own sentences in short dramatised acts.

Instructions:

Provide each group with a picture or a prompt (e.g., “A boy is flying a kite”, “She is painting a picture”).

Groups must:

- Form a descriptive sentence
- Create a short act around it
- Speak their sentence clearly during the skit

Example Prompt:

- Picture: A girl eating ice cream
- Sentence: “The happy girl eats an ice cream quickly.”
- Skit: One student acts as the girl, others as family or friends
- Time Limit per Group: 1-2 minutes
- Simple Props: Toy, scarf, paper, etc.

Reflection Questions:

Teacher: “Was it fun to act your sentence?”

Teacher: “What did you like about your team’s sentence?”

Follow-up task (2 minutes)

Ask each student to say or write one expanded sentence using an adjective or adverb.

Review Questions (3 minutes)

Quick Recap:

- What new words did you learn today?
- How did you make your sentence more interesting?

Expected Learning Outcome:

Knowledge building

- Understand how to create longer, meaningful sentences
- Learn the role of describing words in adding detail

Skill Building

- Practice forming and speaking descriptive sentences
- Collaborate creatively in groups
- Gain confidence in public expression

Revision #7

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