

# Session 40: Sentence Making

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

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

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