

## Making Sentences

### FIRST Determine English Proficiency Level

**Evaluate** your students' English proficiency and **choose activities** on the following pages that match their levels.

#### Beginner Level

Students cannot yet construct simple sentences. They cannot distinguish simple present tense from present progressive tense.

**You should:**

- make statements about things students can see.
- model correct sentence structures for students when they use phrases instead of sentences.
- frequently repeat sentences.
- repeat sentences multiple times.

#### Early Intermediate Level

Students begin to use past tenses of verbs in sentences. They can construct simple questions and make requests.

**You should:**

- use sentence frames to reinforce language functions.
- encourage retelling of stories and information.
- have students participate in choral reading with a group.

#### Intermediate Level

Students can construct sentences in the past, present, and future tenses, but will make some errors. They can create compound sentences.

**You should:**

- encourage students to play with sentences and construct new sentences with the same meaning.
- use a variety of writing genres.
- use questioning techniques to elicit longer responses.

### NEXT Select Picture Pack Cards

**Refer to the Teacher's Resource Guide (TRG) for lists that pull together Picture Pack Cards in the following categories.**

- Adverbs, TRG p. 23
- Adjectives, TRG p. 23
- Conjunctions, TRG p. 24

- Prepositions, TRG p. 25
- Pronouns, TRG p. 25
- Linking Verbs, TRG p. 25

- Verbs, TRG p. 26
- People, TRG p. 32
- Places, TRG p. 32

### Professional Development Notes

#### What the Research Says ...

When ELL students produce sentences, the errors they tend to make fall into one or more categories.

- \* **Sentence structure** errors occur when students omit a subject, a verb, or both from the sentence.
- \* **Subject-verb agreement** errors are common and occur when a verb does not match the subject in number.
- \* **Verb tense** problems happen when the verb does not match the time during which the action takes place.

**For further research,**



Rothenberg, C., & Fisher, D. (2007). *Teaching English Language Learners: A Differentiated Approach*. Upper Saddle River, NJ: Pearson Education, Inc.

#### ELL Best Practices

**Daily Routine** Provide a consistent routine for your ELLs. Each session could include a warm-up to review previously learned skills, a teaching session to introduce new skills, a practice session to use new language, and a review activity.

#### TESOL Standards

**The activities on this card will help students meet these standards.**

- 1.1** Social interactions
- 1.2** Personal expression

# Beginner Level Activities

## Graphic

## Organizers

**Recognizing Pronouns** Sort photos according to a corresponding pronoun.

1. Review and post the *he*, *she*, and *they* sight word cards.
2. Distribute the Recreation photo cards to small groups of students. Have groups work together to sort the cards on the Sorting Mat according to the corresponding pronoun.

**EXAMPLE** *basketball: they; tennis: he; bowling: she*

3. As you are reviewing the groups, model sentences, and have students repeat.

**EXAMPLE** *They play basketball.*

## Oral Language Practice

**IDEA 1 Picture Stories** Compose sentences about a picture.

1. Have students select any card and draw a picture that shows the concept on the card.
2. When students are finished, select a student's photo and ask questions about it.  
**EXAMPLE** *hurricane* Display the student's drawing, and ask the student: *Is it windy?* Student says: *Yes*. You say: *It is windy*. Have students repeat.
3. Continue with the same drawing until you have modeled three sentences.

**IDEA 2 Photo Descriptions** Describe what is happening in a photo.

1. Select a photo card that shows an action.  
**EXAMPLE** *walking, volleyball*
2. Model several sentences that describe what is going on in the picture. Use a combination of plural and singular nouns to model subject/verb agreement. **EXAMPLE** Say: *They are walking*.

## Guided Instruction

### IDEA 1 Practicing Subject-Verb

**Agreement** Recognize that a verb must change if the number of the subject changes.

1. Review several Animals photo cards. Show a card, and have students tell what the object is. Model a sentence. **EXAMPLE** Show cat, and say: *This cat is an animal*.
2. Have students say your sentence. Repeat for several animals.
3. Show two Animals cards, and model a new sentence. **EXAMPLE** Show cat and dog, and say: *The cat and the dog are animals*.

### IDEA 2 Understanding Possessive

**Pronouns** Identify ownership with possessive pronouns.

1. Review and post the *his*, *her*, *your*, and *my* sight word cards.
2. Identify objects in the classroom. Ask who the owner is. **EXAMPLE** Pick up a student's pencil and say: *Whose is this?* Students point to the correct student. You say: *Yes, this is Albert's pencil. This is his pencil*. Have students repeat: *his pencil*.
3. Repeat the activity for *her*, *my*, and *your*.
4. If students understand, have them repeat the sentences you are modeling. **EXAMPLE** *This is her book. This is my marker. This is your paper*.

## Sentence Frames

### Use "To Be"

The \_\_\_\_\_ is/are \_\_\_\_\_.

#### EXAMPLE

- The cat is an animal.
- The fish are animals.

#### Extend the Frame

- The dog **and** the cat are animals.
- Is the cat **an** animal?

# Early Intermediate Level Activities

## Guided Instruction

**IDEA 1 Expressing Reasons** Talk about likes and dislikes, and give reasons.

1. Review the Food photo cards with students. Ask students whether they like certain foods or not. **EXAMPLE** Show *lemons*, and say: *Do you like lemons?* The student might say: *No, I don't like lemons.*
2. Ask students to explain. **EXAMPLE** You ask: *Why?* Student might say: *They are sour.*
3. Continue with several students, and write their sentences on the board. Model combining the sentences with the word *because*.

**EXAMPLE** *I don't like lemons because they are sour.*

**Grammar Extension** Point out that the pronoun agrees in number with the noun. **EXAMPLE** *I don't like lemons because they are sour.*

**IDEA 2 Making New Sentences** Vary the pronouns in the same sentence structure.

1. Post the following action verb sight word cards on the board: *ask, eat, jump, play, and sleep*. Pantomime each word.
2. Have students sit in a circle. Show one of the cards, and say a simple sentence with a subject pronoun. **EXAMPLE** *You eat bananas.*
3. Pass the card to the next student, and have him or her say the same sentence with a new subject pronoun. **EXAMPLE** You say: *He.* Student says: *He eats bananas.*
4. Continue around the circle, and then begin again with a new verb.

## Sentence Frames

### Use Time Signal Words

He/She \_\_\_\_\_ after \_\_\_\_\_.

#### EXAMPLE

- He plays soccer after school.
- She walks the dog after dinner.

#### Extend the Frame

- They do homework before class.
- We talk during dinner.

## Kinesthetic Support

**Recognizing a Complete Sentence** Use movement to show if a sentence is complete.

1. Select and review several photo cards.
2. Describe a photo with a sentence or a phrase. Have students clap if your statement is a complete sentence or stomp their feet if it is incomplete. **EXAMPLE** Show *ball*, and say: *Red ball.* Students should stomp their feet.
3. After students stomp their feet for an incomplete sentence, change it to a complete sentence, and have students repeat. Emphasize the missing component when you model the complete sentence. **EXAMPLE** *The ball is red.*

## Oral Language Practice

**IDEA 1 Using Sight Words** Practice using sight words with terms and phrases.

1. Choose photo cards that include words that start with vowels.
2. Pair articles or other words from the sight word cards with the cards you chose. **EXAMPLE** *an airplane, a car, her motorcycle, his bicycle*
3. Have students combine other sight words and photo cards to create complete sentences. Have students read their sentences aloud.

**IDEA 2 Extending Sentences** Use signal words to add meaning to sentences.

1. Sit in a circle with students. Show a card, and say a simple sentence about it. **EXAMPLE** Show *soccer*, and say: *He plays soccer.*
2. Have the next student in the circle add one or more words to the sentence. Any words are fine, as long as the sentence is grammatically correct. Make suggestions, if necessary. **EXAMPLE** *He plays soccer after school.*
3. Continue around the circle until students can't think of more words to modify the sentence. **EXAMPLE** *He always plays soccer with his friends after school.*

SAMPLE ONLY

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# Intermediate

## Level Activities

### Guided Instruction

**Using Conditional Clauses** Use a conditional clause to finish a sentence.

1. Select a set of photo cards to review.
2. Show a card and model a sentence that includes the word on the card in a conditional clause. **EXAMPLE** Say: *If I had an elephant, I would ride it to the park.*
3. Show another card to students and give the beginning of a conditional sentence. Have a student complete the sentence aloud.  
**EXAMPLE** Show *helicopter*, and say: *If I had a helicopter . . .* Student might say: *If I had a helicopter, I would fly to New York City.*
4. When students understand the activity, have them work with partners to create conditional sentences and practice them repeatedly.

**Build Vocabulary** Vary the verbs in your conditional clauses. **EXAMPLE** *If I had/saw/could ride in . . .*

### Oral Language Practice

**Combining Sentences** Work on noun-pronoun agreement when creating compound sentences.

1. Review several cards from any set of related photo cards.
2. Ask a student the same question about two different cards. **EXAMPLE** *Have you ever been in a police station? Have you ever been in a grocery store?*
3. Use the student's answers to create one sentence about the two cards. **EXAMPLE** *Nora has been in a grocery store, but she hasn't been in a police station.*
4. Give two cards to each student. Have pairs interview one another and then combine the two ideas into one sentence.

### Independent Practice

**Using Signal Words** Create longer sentences with signal words.

1. Gather and review the following sight word cards: *after, and, before, but, if, and so*. Write the words or post the cards on the board. Assign each a number from 1 through 6.
2. Organize small groups. Have one student in each group roll a number cube and create a sentence that includes the corresponding word.

**EXAMPLE** Student rolls a 3 (*before*), and says:  
*We study science before we eat lunch.*

**Variation** Challenge students to build on group members' sentences to create a story.

### Independent Learning Strategies

**Self-Reliance** Since learning extends beyond the walls of the school, encouraging students to discover things on their own will be a helpful tool. Introduce students to the class picture dictionary and thesaurus and any available online resources. Remind them that these resources are for students to use at any time, and encourage students to use them frequently.

### Sentence Frames

**Talk about Experiences**

She/He has \_\_\_\_\_, but she/he hasn't \_\_\_\_\_.

**EXAMPLE**

- She has been to a movie, but she hasn't been to a play.
- He has visited Mexico, but he hasn't visited Canada.

**Extend the Frame**

- She has been to a movie, but **he** hasn't been to a movie.
- **I have** tried yoga, but **I haven't** tried dancing.