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# Exploring SENTENCES

## Fact Packs

Students, individually, select five pictures of different products—food, clothing, footwear, white goods, cars, etc. (Use magazines or junk mail.) Each student prepares five sentence strips, using a word-processing program. The sentences should give facts about the product, but not name the product. (e.g., This product is sold in a department store. It is an article of clothing worn by a male. It would be purchased to wear in winter. This item has been made from wool. It would be quite expensive to buy.)

Ask the students to print and cut out the five sentence strips. These are placed in a plastic, zipper bag, with corresponding pictures. Place the work of four students in one bag.

Divide the class into groups of four. Give each group a bag, and ask them to sort out which sentences belong with which picture. When all have been placed, ask the original writers of the material to move around the room and check for accuracy. Discuss the composition and clarity of the sentences.

*Variation:* Use this activity to explore and share a topic of class research.

## Keywords

Prepare a set of cards containing a noun and a relative verb—one for each student in the class. (e.g., *truck, crash; mouse, scurry; boat, drift; statue, discover; chef, prepare*)

Distribute the cards, one per student. Ask them to write a great sentence using the two keywords on the card. Then ask them to exchange their card with another student and write a second sentence around the two keywords.

Repeat a third time. When this is complete, share and discuss the sentences that have been constructed. Discuss composition of sentence, type of sentence, punctuation, etc.

## News Views

Cut out some captioned photos from a newspaper, from 6 to 10 for every pair of students. Cut off the captions and store the captions and photos in a plastic, zipper bag. Give each pair of students a bag and ask them to match the captions and photos. Ask them to note the number of sentences in a caption.

Pairs should take turns reading the matched captions to each other. Discuss captions with the whole class.

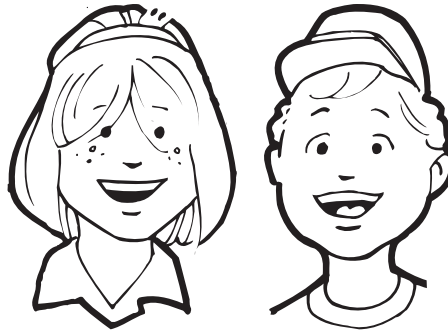
Captions and photos are then returned to their bag for reuse.

*Variation:* Give each student a newspaper photo to paste on a sheet of paper. Ask the students to draft and write a one-sentence caption underneath. Photos with captions could be presented and displayed.

# Sentences

A **sentence** is a group of words, which houses a complete idea. It is bound by a capital letter and a period. A sentence has a verb and always makes sense.

Sentences are the building blocks of communication.



We use sentences to talk to each other.

## 1. Check only the sentences.

a. over the great Himalayas

☐

f. They received the winning trophy.

☐

b. He was voted president of the U.S.A.

☐

g. Start your engines.

☐

c. the boy on his skateboard

☐

h. several hours before sunrise

☐

d. Pass the pepper, please.

☐

i. I can't play badminton.

☐

e. in our charming city

☐

j. Let's get out of here, fast!

☐

## 2. Read the following text and locate the sentences. Show sentence boundaries with capital letters and periods.

Spain is a land known for its sunny beaches, its castles, its wine, its olives, and its bullfights it shares the Atlantic coast with Portugal the Bay of Biscay lies to the north and the Mediterranean Sea to the south the capital of Spain is Madrid Columbus set sail from Barcelona, in 1492, to discover America

## 3. Write a sentence around each pair of keywords.

American lifestyle

valuable artworks

fashion trends

hearty meal

treasured memory

standing ovation

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_



## SENTENCES

Write sentences using the keywords.

- ★ wheel, pin
- ★ clown, perform
- ★ shadow, hide
- ★ butterfly, flit
- ★ fashion, sell
- ★ game, cheer

Wordworks



## WORDS and MEANINGS

- |                                |          |
|--------------------------------|----------|
| ★ one who doesn't eat meat     | veg_____ |
| ★ one who plays music          | mus_____ |
| ★ one who travels on foot      | ped_____ |
| ★ one who wires houses         | ele_____ |
| ★ one who protects things      | gua_____ |
| ★ one skilled in math          | mat_____ |
| ★ one skilled in politics      | pol_____ |
| ★ one who lays out dead bodies | mor_____ |
| ★ one who makes people laugh   | com_____ |
| ★ a person from Italy          | Ita_____ |

Wordworks



## PREFIXES

The prefix *tri-* means "three."  
What do these words mean?

- |            |             |
|------------|-------------|
| ★ triangle | ★ triple    |
| ★ tricolor | ★ triad     |
| ★ tricycle | ★ triceps   |
| ★ triplets | ★ triennial |
| ★ tripod   | ★ trident   |

Wordworks



## PREFIXES

The prefix *bi-* means "two."  
What do these words mean?

- |              |                |
|--------------|----------------|
| ★ bicycle    | ★ bicentennial |
| ★ biannual   | ★ bifocal      |
| ★ biennial   | ★ biplane      |
| ★ binoculars | ★ bisect       |
| ★ bilingual  | ★ bilateral    |

Wordworks



## COMPOUND SENTENCES

Write compound sentences using the following:

- ★ and
- ★ but
- ★ so
- ★ or
- ★ yet

Wordworks



## PREFIXES

Write the opposites of these words by using prefixes *un-* or *dis-*.

- |            |          |
|------------|----------|
| ★ pleased  | ★ regard |
| ★ wanted   | ★ clean  |
| ★ believe  | ★ credit |
| ★ deserved | ★ armed  |
| ★ like     | ★ place  |

Wordworks