

## **SIMPLE SENTENCES**

### **SAMPLE LESSON**

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**Skill Area:** Conversational Skills

**Language Stage:** Early Production

**Outcome:** Students will be able to use visual clues in creating simple sentences.

**Materials:** Index cards, pictures of singular/plural items, chart paper/chalkboard, markers/chalk

**Procedure:** Make “flash cards” using the index cards and pictures. On other index cards, write verbs (is, are, has, have, was, were, etc.). Turn all the cards upside down—pictures in one group and verbs in another. Have the student turn over one card from each group. If the verb does not agree with the picture, i.e., plural picture/singular verb, have the student turn over another verb card. Now have the student create a sentence using the two cards. Write the sentences on the board to review with the whole class. Allow the students to create “silly” sentences: e.g., “The chairs are reading.” Silly sentences are reinforcement for realism/fantasy concept development.

**Note:** Old workbook pictures work well for making noun cards. This lesson can be expanded by adding cards that represent other components such as quantity, time, location, etc.

### **SAMPLE LESSON**

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**Skill Area:** Conversational Skills

**Language Stage:** Early Production

**Outcome:** Students will be able to create original short sentences (phrases).

**Materials:** None

**Procedure:** Tell the students they are going to make a story. Start a sentence and then have a student repeat what you’ve said and finish the sentence. For example, “This morning, on the playground, I saw a big ...” Tell the students the sillier the addition, the better. Now have one student start a sentence and another student create the ending.