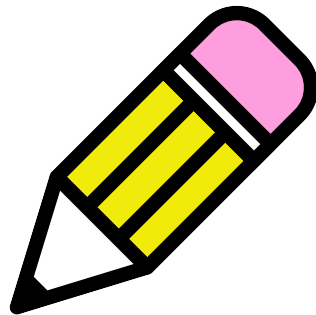
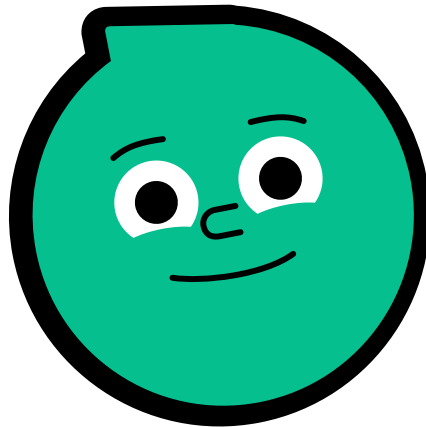


Sentence Types and Infomercials: A Writing Activity



Teacher's Guide

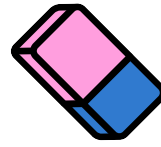
Grade:	Elementary school – Cycle 3
Subject:	English – Writing
Activity Duration:	Approx. 2 hrs. 15 min.
Objective:	This learning activity asks students to apply their knowledge of sentence types through a writing and peer-review activity.
Materials	<ul style="list-style-type: none"> • Printed copies of the Student Workbook (one for each student) • If needed, printed copies of “The Teleporting Soccer Ball”, “Sentence Types and Infomercials (final copy)” and “Ad Poster” • Any relevant English writing resources (dictionary, grammar book, etc.) • AV equipment, to present a poster





<p>Part 1 – Activity Introduction (approx. 30 min.)</p> <p>Materials:</p> <ul style="list-style-type: none"> • AV equipment, to present a poster • Student Workbook • If needed, printed copies of the text “The Teleporting Soccer Ball” 	<p>As a Class</p> <p>Review your students’ prior knowledge.</p> <p>Ask your class to share what they know about each of the four sentence types: declarative, imperative, interrogative, and exclamatory.</p> <p>Next, ask them what they know about infomercials. Have they ever seen any online or on TV? If needed, use the book «Have I Got a Book for You» by Mélanie Watt to open a discussion, and present this poster.</p> <p>Explain that ads usually use a variety of sentence types.</p> <p>Ask your students to think about the ways each of the different sentence types are used. Examples: To convince people to buy the product (exclamatory), to persuade viewers that they can’t do without the product (imperative), to describe the product (declarative), to ask people about their experience with a specific situation (interrogative). If they want, your students can take notes in the Student Workbook and refer back to them when writing their infomercial.</p> <p>Refer back to the book and poster “Have I Got a Book for You” and ask your students to pay attention to the sentences that are used.</p> <p>Read aloud the text “The Magic Multifunctional Pencil” included in the Student Workbook. Then, model the thought process involved in identifying sentence types and highlight the different characteristics of each sentence type (punctuation, verb conjugation, exclamatory or interrogative words, etc.). If they want, your students can take notes in the Student Workbook and refer back to them when composing their script.</p> <p>If any students want or need more practice, you can have them do the same exercise with the text “The Teleporting Soccer Ball” on the last page of this guide.</p> <p>Tell students that in the next step in the activity, they’ll have to create their own advertisement for a real or imaginary product. They can start thinking about their product and ad right away.</p>
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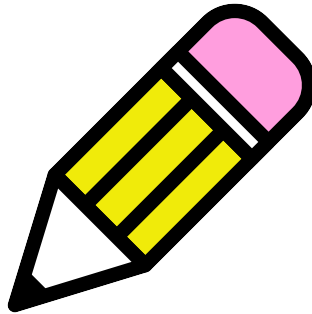




<p>Part 2 – Writing (approx. 45 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Student Workbook • Any relevant English writing resources (dictionary, grammar book, etc.) 	<p>As a Class</p> <p>Explain the writing assignment: Students will have to write a 4 to 6 sentence script for an infomercial advertising a product of their choice, being sure to include at least one sentence of each type in their script.</p> <p>Go over the checklist.</p> <p>Pass out the Student Workbook. Give your class 5 minutes to think about the product they want to advertise. A list of products is included in the Student Workbook. If they need help deciding, you can ask them questions like the following:</p> <p>What’s something you wish you had?</p> <p>Think of a problem you’ve had in the past. What product would help you solve that problem?</p> <p>What’s your favourite object at school or at home?</p> <p>Individually</p> <p>Students will write their 4 to 6 sentence script, referring to the checklist to make sure they have included all the necessary elements.</p> <p>At the end of the work period, they will hand in their work to you.</p> <p>Briefly review each script to make sure it has all 4 sentence types. If not, leave a comment for the student so they can correct their work in Part 3 of the activity.</p>
<p>Part 3 – Refining (approx. 30 min.)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Student Workbook • If needed, enough printed copies of “Sentence Types and Infomercials (final copy)” for the whole class 	<p>Individually</p> <p>When you have some down time in class, hand back the reviewed scripts to your students, and give them a few minutes to make any needed corrections based on your comments.</p> <p>If needed, they can rewrite their script on a separate sheet of paper.</p>



<p>Part 4 – Peer Review and Large-Group Feedback (approx. 30 min.)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Student Workbook or completed “Sentence Types and Infomercials (final copy)” for the whole class 	<p>Individually</p> <p>Each student gives their completed script to a classmate.</p> <p>Using a colour code, they identify the distinguishing features of each sentence type (punctuation, verb conjugation, exclamatory or interrogative words, etc.), and use different colours to highlight the four types of sentences in the text.</p> <p>As a Class</p> <p>Once your students are done working, ask 2 or 3 students to present their work and explain how they identified each sentence type.</p>
<p>Optional Part – Drawing</p> <p>Materials:</p> <ul style="list-style-type: none"> • The “Ad Poster” worksheet 	<p>At any time during the learning situation, you can pass out copies of the worksheet on the last page of the Student Workbook to the whole class to help them visualize the product featured in their ad, or only to students who finish their work early.</p>





The Teleporting Soccer Ball

Wish you could win all your soccer games? It's your lucky day!

The teleporting soccer ball was recently invented. Whenever an opponent tries to outwit you, the ball moves out of their reach. You'll be amazed by this ball!

Get ready to become Player of the Year!



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