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# Lesson Plan: Mission Sentence Super-Sleuth

## Materials Needed:

- Whiteboard or large paper
- Markers (different colors)
- Index cards or small slips of paper, pre-written for activities (see below)
- A fun, descriptive picture (e.g., a fantasy landscape, a bustling city, a weird animal)
- Student notebook or writing paper
- Pencil or pen
- A dictionary (age-appropriate)
- Timer (optional)
- Highlighter

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## Learning Objectives

By the end of this lesson, Kendall will be able to:

- **Identify and use** noun groups (adjective + noun) and adverbs (how, when, where) to add detail to sentences.
- **Apply** strategies like using context clues and understanding prefixes/suffixes to decode unfamiliar words.
- **Demonstrate** understanding by writing a cohesive, descriptive paragraph that integrates these grammar and vocabulary skills.

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## Lesson Activities

### Part 1: Warm-Up - The Five-Senses Mission (5 minutes)

1. **Briefing:** "Agent Kendall, your first mission is to investigate this scene." Show Kendall the fun, descriptive picture.
2. **Task:** "You have three minutes. In your notebook, write down as many details as you can see, hear, smell, feel, or taste in this picture. Use single words or short phrases."
3. **Debrief:** Quickly discuss the words she wrote down. "Excellent observations! Today, we're going to learn how to turn these simple details into powerful sentences."

### Part 2: Grammar Gadgets - Noun Groups & Adverbs (15 minutes)

#### A. The "Detail Duo" (Noun Groups: Adjective + Noun)

1. **Introduce the Gadget:** On the whiteboard, write "The dragon." Ask, "How can we make this more interesting? What does the dragon look like?"
2. **Explain:** "We can add a describing word, an **adjective**, to a thing, a **noun**. When they work together, they become a 'Detail Duo' or a **noun group**." Change "The dragon" to "The **scaly**

dragon."

### 3. **Activity - Duo Match-Up:**

- Have two piles of pre-written index cards. Pile 1 (Adjectives): *glowing, mysterious, creaky, silent, gigantic*. Pile 2 (Nouns): *cave, door, footsteps, treasure, shadow*.
- Ask Kendall to match one card from each pile to create powerful "Detail Duos" (e.g., "glowing treasure," "creaky door"). Have her say them out loud.

## B. The "Action Investigators" (Adverbs: How, When, Where)

1. **Introduce the Gadget:** Write "The knight walked." Ask, "This is okay, but how can we add more information about the action? *How* did he walk? *Where* did he walk? *When* did he walk?"
2. **Explain:** "Words that describe an action (a verb) are called **adverbs**. They are 'Action Investigators' because they tell us **how, where, or when** something happened." Add to the sentence: "The knight walked **cautiously** (how) **yesterday** (when) **inside** (where)."
3. **Activity - Adverb Charades:**
  - Use pre-written cards with simple actions and adverbs (e.g., "wave slowly," "jump high," "write quickly," "look around").
  - Have Kendall act out the card, and you guess the action and the "Action Investigator" word. Then, switch roles!

## Part 3: Word-Breaker Training (15 minutes)

### A. The Prefix/Suffix Decoder

1. **Briefing:** "Super-Sleuths often find coded words. We can crack the code by looking at the beginning (prefix) or end (suffix) of the word."
2. **Prefix Example (un-):** Write "happy" and "unhappy." Explain, "The prefix '**un-**' means 'not.' It flips the word's meaning." Ask her for other examples (unlock, uncertain).
3. **Suffix Example (-ly):** Write "quick" and "quickly." Explain, "The suffix '**-ly**' often turns a describing word into an adverb that tells us *how* something is done."
4. **Activity - Word Surgery:**
  - Give Kendall a few words on paper strips (e.g., "unbreakable," "joyfully," "replay").
  - Have her physically cut the prefix or suffix off from the main "root word" to decode its meaning.

### B. The Context Clue Compass

1. **Introduce the Tool:** "When you find a tricky word in a sentence, use your Context Clue Compass. Look for clues **before** the word, **in the word itself** (like prefixes), and **after** the word."
2. **Practice:** Write a sentence on the board with an unfamiliar (but decodable) word. "The castle was so **gargantuan** that the giant felt small inside it."
3. **Guide her thinking:** "What clues tell us what 'gargantuan' might mean? ('giant felt small'). It must mean something very big!"
4. **Activity - Dictionary Dash (Optional):** Call out a word. Kendall has 30 seconds to find it in the dictionary. This practices quick, effective use of a glossary/dictionary.

## Part 4: Final Mission - The Super-Sleuth Report (20 minutes)

1. **Mission Briefing:** "Agent Kendall, it's time for your final report. Your mission is to write one amazing paragraph describing the scene from our warm-up picture (or a magical creature you invent). Your report **MUST** include the following..."
2. **Success Criteria (write on whiteboard):**

- At least one paragraph (4-6 sentences).
  - **3+** "Detail Duos" (adjective + noun).
  - **3+** "Action Investigators" (adverbs of how, when, or where).
  - **1+** challenging vocabulary word (one you practiced decoding or a new one you look up).
  - A mix of sentence types (some short, some longer).
3. **Writing Time:** Give Kendall quiet time to write her paragraph. Be available for questions and encouragement.

### **Part 5: Mission Debrief & Review (5 minutes)**

1. **Share the Report:** Ask Kendall to read her paragraph aloud proudly.
2. **Review the Evidence:** Give her a highlighter. Together, go through the "Success Criteria" checklist. Have her highlight the "Detail Duos" in one color and the "Action Investigators" in another. Circle her challenge vocabulary word.
3. **Closing Statement:** "Mission accomplished, Agent Kendall! You used your grammar gadgets and word-breaking skills to turn simple ideas into an exciting, detailed report. Excellent work today."

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