

# Lesson Plan: Sentence Superheroes!

## Materials Needed:

- Whiteboard or large piece of paper
- Dry-erase markers or colored markers
- Index cards or slips of paper, pre-written (see activities for details)
- A few sets of small objects or toys (e.g., toy cars, blocks, action figures, pencils)
- Picture cards or story cubes (optional, but highly recommended for creativity)
- A notebook and pen/pencil for the student

## 1. Learning Objectives

By the end of this 45-minute lesson, the student will be able to:

- Identify and use the personal pronouns **I, you, we, they** as the subject of a sentence.
- Correctly form the present simple tense with the third-person plural pronoun **'they'** (e.g., "They walk," not "They walks").
- Create simple sentences following the **Subject + Verb + Object (S+V+O)** structure.
- Verbally describe a picture or a group of objects using a complete S+V+O sentence.

## 2. Alignment with Standards and Curriculum

- **CEFR Level:** A2 (Can understand sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.)
- This lesson builds a foundational grammatical structure (S+V+O) necessary for creating basic descriptive and narrative sentences, aligning with A2 competency goals.

## 3. Instructional Strategies & Activities

### Part 1: Warm-Up - "Action Heroes!" (5 minutes)

This activity gets the student moving and introduces pronouns in a natural context.

- **Step 1:** You perform an action, like jumping. Ask the student, "What am I doing?" Guide them to answer, "**You** jump."
- **Step 2:** The student performs an action, like drawing. You say, "**I** see you. **You** draw."
- **Step 3:** Gather a small group of toys (e.g., three action figures). Make them "dance." Ask the student, "What are the toys doing?" Guide them to the sentence, "**They** dance." Repeat with another action like "**They** run" or "**They** sleep." This physically demonstrates the concept of 'they'.

### Part 2: Mini-Lesson - "Sentence Building Blocks" (5 minutes)

A quick, visual explanation of the S+V+O structure.

- On the whiteboard, draw three large boxes side-by-side. Label them: **SUBJECT (Who?), VERB (Does what?), OBJECT (What?)**.
- In the "SUBJECT" box, write the pronouns: **I, You, We, They**. Explain that this is who is doing the

action.

- In the "VERB" box, write a few simple action words: **like, read, eat, play**. Explain that this is the action.
- In the "OBJECT" box, write some nouns: **books, pizza, games, music**. Explain this is what receives the action.
- Draw lines to connect words and form a sentence, saying it aloud: "**They + read + books.**" Emphasize that for 'they', the verb has no 's' at the end.

### Part 3: Guided Practice - "Sentence Scramble" (15 minutes)

This hands-on activity allows the student to physically build and manipulate sentences.

- **Setup:** Use pre-written index cards.
  - **Subject Cards (Blue):** I, You, We, They
  - **Verb Cards (Green):** watch, play, like, eat, want, see
  - **Object Cards (Red):** movies, soccer, cats, apples, water, birds
- **Activity:** Spread the cards out on a table, grouped by color. Ask the student to choose one card from each color (one blue, one green, one red) and arrange them in the correct S+V+O order to build a sentence.
- **Example:** The student picks "They", "eat", and "apples" and lines them up. Ask them to read the full sentence aloud: "They eat apples."
- Do this 5-6 times, encouraging different combinations. Correct any errors gently, referring back to the "Building Blocks" chart on the whiteboard.

### Part 4: Creative Practice - "Picture Stories" (10 minutes)

This activity encourages the student to apply their knowledge creatively, moving from building sentences to creating them from scratch.

- **Setup:** Use picture cards or story cubes. If you don't have any, you can use photos from a magazine or simple drawings.
- **Activity:** The student draws a picture card (or rolls a story cube) that shows multiple people or objects. For example, a picture of two children playing with a ball.
- **Task:** Ask the student to create a sentence about the picture using "They" and the S+V+O structure.
- **Example:** For the picture of children with a ball, the student might say, "**They play ball.**" For a picture of dogs eating, "**They eat food.**"
- Encourage creativity! There are no wrong answers as long as the sentence is grammatically correct and describes the picture.

### Part 5: Wrap-Up - "Show and Tell" (5 minutes)

This connects the lesson to the student's immediate environment.

- Ask the student to find two groups of items in the room.
- Have them create a sentence about each group. For example, pointing to a pair of shoes, they might say, "**They look new.**" Pointing to a stack of books, "**They teach me things.**" (Guide them if the verb or object is complex).

## 4. Differentiation and Inclusivity

- **For Extra Support:**
  - Use a sentence frame on the whiteboard: **They + [verb] + [object]**.
  - During the Sentence Scramble, limit the choices to only 2-3 options per category to reduce cognitive load.
  - Focus only on the pronoun 'they' for the entire lesson before introducing others.
- **For an Advanced Challenge:**
  - Encourage the student to add adjectives to the object (e.g., "They eat *crunchy* apples.") or adverbs after the verb (e.g., "They play soccer *happily*.").
  - Challenge the student to connect two sentences using 'and' (e.g., "They eat apples and they drink water.").

## 5. Assessment Methods

- **Formative (During the lesson):**
  - **Observation:** Watch how easily the student arranges the cards in the "Sentence Scramble." Are they consistently putting them in the S+V+O order?
  - **Questioning:** During the "Picture Stories" activity, ask follow-up questions like, "Who is the subject here?" or "What is the verb?" to check for understanding of the terms.
- **Summative (End of lesson):**
  - **"Show and Tell" Exit Ticket:** The student's ability to generate two correct S+V+O sentences about objects in the room serves as the final assessment. The goal is for them to produce the sentences independently and accurately. You can write them down to review later.