

The Sentence Superpower! (Building Complete Thoughts)

Materials Needed

- Whiteboard, large paper, or construction paper
- Markers or colored pencils (Red, Green, Blue)
- Sentence Strip Cut-Outs (small cards with simple words like 'dog,' 'runs,' 'big,' 'jumps,' 'I,' 'see')
- A small object or toy to represent the "Subject" (e.g., a stuffed animal or figurine for Tobias)
- Dot stickers or stamps (for punctuation practice)
- A 'magic' capitalization pencil or marker (often a bright color)
- Index cards or writing notebooks

Learning Objectives (I Will Be Able To...)

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

1. Identify the two essential parts of a simple sentence (the "Who/What" and the "Did What").
2. Use the three Sentence Superpowers when writing: start with a capital, use finger spaces, and end with punctuation.
3. Write three complete, correct sentences about things you like.

Success Criteria

I know I understand sentences if my written sentence:

- Starts with a capital letter (The Big Letter Rule).
- Has a space between every word (The Finger Space Rule).
- Ends with a stop sign (!, ?, or .) (The Punctuation Rule).
- Tells us **who** is doing something and **what** they are **doing**.

Lesson Structure: The Superpower Training Camp

Part 1: Introduction (The Super Sentence Mission)

A. Hook (5 minutes)

Educator Script: "Tobias, if you want to tell a story or ask a question, you need a perfect sentence. Imagine I said this: *dog runs fast park*. Did that sound like a complete thought, or was it a jumble? Today, we are learning the three Superpowers needed to make our thoughts clear and powerful so everyone can understand us perfectly!"

B. Stating Objectives & Superpowers

We are going to learn how to put sentences together like perfect LEGO bricks! We will learn the secret rules that all great writers use.

Part 2: Body (Building the Super Sentence)

A. I DO: Modeling the Three Superpowers (10 minutes)

Content Focus: Capitalization, Spacing, Punctuation.

Activity: The Magic Marker Rules

1. Superpower 1: The Big Letter Start! (Capitalization)

- **Modeling:** Write a short, incorrect sentence on the board (e.g., *the sun is yellow*). Use a big, brightly colored 'magic marker' to circle the first letter and change it to a capital T.
- **Rule:** Sentences always start with a tall, strong letter, ready to stand up straight!

2. Superpower 2: Finger Spaces! (Spacing)

- **Modeling:** Write two words too close together (e.g., *llikerunning*). Demonstrate placing your pointer finger between the words and explain that your words need breathing room.
- **Rule:** We need one finger space between every word so they don't crash into each other.

3. Superpower 3: The Stop Sign! (Punctuation)

- **Modeling:** Explain three ways sentences can end: a statement (.), a question (?), or a loud exclamation (!). Place a dot sticker at the end of your sentence.
- **Rule:** We need a stop sign at the end so the reader knows the thought is finished.

B. WE DO: Identifying the Two Sentence Parts (15 minutes)

Content Focus: Subject (The Who/What) and Predicate (The Did What).

Activity: Star and Action Movement Game

Educator Script: "Every sentence needs two things to be complete: a Star and an Action."

1. **The Star (Subject):** This is WHO or WHAT the sentence is about. (Hold up the designated toy, e.g., a stuffed bear). Let's call him the Subject Bear. (Use a Green Marker for this part).
2. **The Action (Predicate):** This is what the Star is DOING. (Make the bear jump, run, or sleep). (Use a Blue Marker for this part).

Practice:

- **Educator:** Say a 'Star' word (e.g., "The cat").
- **Learner (Tobias):** Say an 'Action' word to complete the thought (e.g., "sleeps quietly").
- **Group Check:** Write the full sentence: *The cat sleeps quietly*. Underline the Star in Green and the Action in Blue.
- Repeat with new Stars and Actions (e.g., The ball, My mom, The rocket).

Formative Assessment Check: Ask Tobias to identify which part of the sentence below is the Star and which is the Action: *A bird sang*.

C. YOU DO: Superpower Sentence Building (15 minutes)

Activity: Creative Sentence Construction

Learners will use the Sentence Strip Cut-Outs (simple words) to build three different sentences. They must check their work using the Success Criteria.

1. **Build:** Lay out the words and arrange them into three clear sentences. (Example: *I like my book*.)

2. **Write & Edit:** Transfer the sentences to their index cards or notebook, consciously applying the three Superpowers:

- Check 1: Does it start with a Capital (Big Letter)? (Mark the capital with the red 'magic' pencil).
- Check 2: Are there Finger Spaces? (Physically put a finger between each word).
- Check 3: Is there a Stop Sign (. ? !) at the end? (Use the dot sticker or stamp).

3. **Share:** Read the three completed sentences aloud.

Differentiation & Adaptations:

- **Scaffolding (For Support):** Provide pre-made sentence starters (e.g., "I can ____" or "The big ____"). Have the learner focus on only adding the correct Action (Predicate) and the punctuation.
- **Extension (For Challenge):** Challenge the learner to write a list of sentences that all tell about the same topic (e.g., "My Favorite Animal"). Encourage them to use descriptive words (adjectives) in their sentences. Example: *The fluffy dog barks. The dog is brown.*
- **Context Adaptability:**
 - **Homeschool:** Use household objects (pets, toys, family members) as the 'Stars' for maximum relevance.
 - **Classroom/Training:** Work in pairs to check each other's Superpowers before finalizing the writing.

Part 3: Conclusion (Recap and Reflection) (10 minutes)

A. Sentence Detective Recap

Activity: Find the Mistake!

Write three intentionally incorrect sentences on the board/paper. Learners act as "Sentence Detectives" to identify which Superpower rule was broken (capital, space, or stop sign) and fix it.

1. Sentence 1 (Missing Capital): i went outside.
2. Sentence 2 (Missing Spaces): Thedogjumpedhigh.
3. Sentence 3 (Missing Punctuation): My favorite color is blue

Review Check: Ask Tobias, "What are the two essential parts every sentence needs?" (Star/Who and Action/Did What).

B. Summative Assessment

The learner will submit their three written sentences from the "YOU DO" activity. The sentences are assessed based on the Success Criteria (Capital, Spaces, Punctuation, and having a clear Star/Action).

C. Closure

"Great job, Super Writer! You have mastered the basics of building a clear, complete, and powerful sentence. Every time you write, remember your three Superpowers and make sure your Star is doing an Action!"