

# The Super Sentence Secret Agent: Unlocking Subjects and Predicates

## Materials Needed

- Notebooks or blank paper
- Pencils or Pens
- Highlighters or colored pencils (two different colors, e.g., blue and red)
- Index Cards or small pieces of scrap paper (10-15 per learner)
- Scissors and glue/tape (optional, for the sorting activity)
- Visual Aid: A large sheet of paper or whiteboard to display the 5-Point Sentence Checklist

## Learning Objectives (The Mission)

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

1. Identify the two main, essential parts of any sentence: the Subject and the Predicate.
2. Apply the three basic "Sentence Rules" (capital letter, finger spaces, and punctuation).
3. Write clear, complete sentences that obey all five rules.

## I. Introduction: The 5-Point Sentence Checklist

### The Hook: The Importance of Rules (5 minutes)

Imagine you tried to build a tall tower, but you didn't follow the directions—you didn't put the strong base down first, or you forgot to use glue! What happens? The tower falls!

Writing is the same. Sentences need strong rules so everyone understands exactly what you mean. Today, we are learning the "5-Point Sentence Checklist," the five rules that make every sentence strong and complete.

### The Success Criteria: The 5-Point Sentence Checklist

We will keep this list handy. A perfect sentence must have:

1. A capital letter at the beginning.
2. **Finger spaces** between every word.
3. Correct punctuation at the end (. ? !).
4. A Subject (Who or What).
5. A Predicate (What the Subject is doing).

## II. Body: Content and Guided Practice

### A. Reviewing the Basics (I Do) (10 minutes)

**I Do (Modeling):** Let's quickly review the first three rules that keep our sentences neat and easy to read.

- **Rule 1: Capital Letter.** Every new sentence is so important it gets a big, capital letter to start!

- **Rule 2: Finger Spaces.** When you write, use your finger to measure the space between words. This makes sure the words don't bump into each other and become confusing!
- **Rule 3: Punctuation.** Sentences must end with a stop sign!
  - A period (.) stops a normal thought.
  - A question mark (?) asks a question.
  - An exclamation point (!) shows strong feeling or excitement.

**Formative Assessment Check:** Show a very messy sentence (e.g., *thedogisrunningfast.*) Ask the learner to correct the capitalization, spacing, and punctuation.

## B. Introducing the Power Duo: Subject and Predicate (I Do/We Do) (15 minutes)

**The Analogy:** A sentence is like a team. It has two essential players:

1. **The Subject (The Star):** This is the WHO or WHAT the sentence is about. It's the noun or pronoun doing the action. (Let's color this BLUE.)
2. **The Predicate (The Action):** This is WHAT the Subject is doing. It always includes the verb (the action word). (Let's color this RED.)

### I Do (Modeling Examples):

- [BLUE] The happy cat [RED] chased the small mouse. (The cat is the star, chasing is the action.)
- [BLUE] Valentina [RED] reads an exciting book every night. (Valentina is the star, reading is the action.)
- [BLUE] My bouncy ball [RED] rolled under the sofa. (The ball is the star, rolling is the action.)

### We Do (Guided Practice): Find the Duo

Write the following sentences. Use your highlighters or colored pencils to find the Subject (BLUE) and the Predicate (RED). Identify the action word (verb) within the Predicate.

1. The funny clown juggled five rings.
2. Dad baked cookies yesterday.
3. All the butterflies flew high into the sky.

## C. Activity: Sentence Surgery (We Do) (15 minutes)

This activity helps learners physically see that Subjects and Predicates are separate units that must combine to make sense. (Adaptation: If working in a classroom, partners can create sets of cards for each other.)

### Instructions:

1. On separate index cards or pieces of scrap paper, write 5 Subjects and 5 Predicates. Mix them up so they don't obviously match (e.g., Subject: *The speedy bicycle*; Predicate: *jumped over the fence*).
2. Cut out each Subject and Predicate strip.
3. **The Challenge:** Now, match one Subject strip with one Predicate strip to create 5 grammatically correct, silly, or interesting sentences. (e.g., *The speedy bicycle + smiled at the moon.*)
4. Once matched, write the final, complete sentence in your notebook, making sure it passes the 5-Point Checklist (especially the capitalization and punctuation).

## D. Sentence Construction Challenge (You Do) (15 minutes)

**Independent Practice:** Learners choose three different objects or people nearby (e.g., a chair, a pencil, or a family member/friend).

1. For each item, write three complete sentences.
2. The first sentence must make a statement (use a period).
3. The second sentence must ask a question (use a question mark).
4. The third sentence must show excitement (use an exclamation point).

**Success Criteria Review:** After writing, review each sentence against the 5-Point Checklist. If any point is missed, the sentence must be fixed!

## III. Conclusion: Closure and Assessment

### Recap: The Secret Agent Check-In (5 minutes)

Ask the learner to state the five rules they learned today, one by one. (Capital, Space, Punctuation, Subject, Predicate).

### Summative Assessment: Exit Ticket (5 minutes)

Provide the following items. The learner must combine them into one perfect, 5-point sentence:

- The little brown dog
- ran straight into the garden

(Expected Answer: The little brown dog ran straight into the garden.)

Now, have the learner draw a line separating the Subject from the Predicate on their final sentence.

## Differentiation and Next Steps

### Scaffolding (For learners needing extra support):

- Provide pre-printed strips of Subjects and Predicates for the Sentence Surgery activity, color-coded consistently (e.g., all Subjects are blue cards, all Predicates are red cards).
- Reduce the number of sentences required in the Construction Challenge from three to two.

### Extension (For advanced learners or quick finishers):

- **Compound Sentences:** Challenge the learner to take two of the sentences they created and join them together using a comma and a conjunction (like *and*, *but*, *or*) to form a stronger, longer sentence. (Example: The dog barked, and the mailman ran away.)
- **Sentence Variety:** Instruct the learner to try starting their next three sentences with a word other than "The" or the Subject's name.