

Sentence Superpowers: Building Blocks of Language

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## Materials Needed:

- Index cards or slips of paper (approx. 20 total)
- Markers or crayons (at least two different colors, e.g., blue and red)
- Large paper, whiteboard, or poster board
- Scissors (optional, if cutting sentence strips)
- Timer or clock

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## I. Introduction (Tell them what you'll teach)

### Hook: The Puzzle of Jumbled Words (5 minutes)

**Educator Talking Points:** "Valentina, imagine you tried to tell someone a great story, but all your words were mixed up! Like this: 'Dog furry the jumped ball fast.' Does that make sense? Not really! To share our brilliant ideas, we need to put our words into special containers called 'sentences.' Sentences are like the strongest LEGO bricks for building stories and thoughts. Today, we are going to become sentence architects!"

### Learning Objectives (What we will learn today):

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

1. Identify the two essential parts of a complete sentence (The 'Who/What' and the 'Action').
2. Construct complete sentences that make sense.
3. Use capitalization and the correct punctuation mark at the end of your sentences.

### Success Criteria:

You know you are successful when you can create three strong sentences that clearly tell someone who did what, and they all start with a capital letter and end with a period, question mark, or exclamation point!

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## II. Body (Teaching the Content: I Do, We Do, You Do)

### A. I Do: Modeling the Two Essential Parts (10 minutes)

#### Concept Introduction: The Hero and the Action

**Educator Talking Points:** "Every strong, simple sentence needs two main things: a Subject and an Action. Let's call them the Hero and the Superpower!"

- **Part 1: The Hero (The Subject):** This is the 'Who' or the 'What' the sentence is about. It's the person, place, or thing doing the action. (Write examples on the board in BLUE: *The baker, The tiny mouse, My purple bike.*)
- **Part 2: The Superpower (The Predicate/Action):** This is the 'Did What.' It tells us what the

Hero is doing. This part MUST include a verb, which is a doing word. (Write examples on the board in RED: *smiled happily, chased the cat, rolls down the hill.*)

### **Modeling Sentence Construction:**

1. I take a Subject (BLUE): **The happy dog**
2. I take an Action (RED): **barked at the mailman.**
3. I put them together, make sure the first letter is capitalized, and add a period: **The happy dog barked at the mailman.**

(Model two more examples, making one a question and one an exclamation to introduce punctuation types.)

## **B. We Do: Sentence Scramble Challenge (15 minutes)**

### **Activity: Building Blocks**

1. **Preparation:** The educator prepares the index cards. Use the BLUE marker for Subjects (e.g., *My teacher, The noisy bird, A swift runner, Valentina's pencil*) and the RED marker for Predicates/Actions (e.g., *flew into the tree, raced across the field, wrote a long story, taught us a new song*). Create about 8-10 cards of each color.
2. **Challenge:** Mix all the cards up. The learner must physically pair one BLUE card (Subject) with one RED card (Action) to create a logical, complete sentence.
3. **Checking and Reinforcing (Formative Assessment):** For each pair, ask Valentina: "Who is the hero in this sentence?" (She identifies the Subject card). "What is the superpower?" (She identifies the Action card).
4. **Refinement:** Have her verbally say the complete sentence, making sure she starts with a capital and ends with a strong punctuation mark.

**Transition:** "Wow, you found all the correct pairs! Now that you know how to match a Hero and an Action, let's build some sentences all on your own."

## **C. You Do: The Sentence Machine (15 minutes)**

### **Activity: Independent Writing Practice**

The learner will now apply the rules to create original sentences. This focuses on application and creativity.

### **Instructions:**

1. Set up three columns on a large paper or whiteboard:
  - Column 1: Hero/Subject (Who/What)
  - Column 2: Superpower/Action (Did What)
  - Column 3: End Punctuation (. ? !)
2. Valentina must create three unique, complete sentences, choosing one item from each column.
  - **Sentence 1:** Must be a statement (ends with a period).
  - **Sentence 2:** Must be a question (ends with a question mark).
  - **Sentence 3:** Must be an exciting exclamation (ends with an exclamation point).
3. After writing, Valentina reads her sentences aloud, clearly showing capitalization and punctuation.

### **Differentiation and Choice:**

- **Scaffolding (Support):** If Valentina struggles, the educator can provide three "starter subjects" (e.g., "The giant fish," "My silly brother," "An old book") that she must complete with an action.
- **Extension (Challenge):** Challenge Valentina to choose one sentence and add two descriptive words (adjectives or adverbs) to make the sentence even better (e.g., "The giant fish swam slowly in the dark pond.").

### III. Conclusion (Tell them what you taught)

#### Closure and Recap (5 minutes)

**Educator Talking Points:** "That was amazing sentence architecture! Let's quickly review. What are the two most important parts every simple sentence must have?"

- (Acknowledge learner's response: Subject/Hero and Predicate/Action).
- "And what two things must every sentence always have at the very beginning and the very end?" (A capital letter and punctuation).

#### Formative/Summative Assessment (5 minutes)

##### Quick Check: Fix the Flaw

Write two incorrect "sentences" on a piece of paper. The learner must correct the errors, proving they understand the core rules.

1. Sentence 1 (Missing Subject, Missing Punctuation): ran very fast to the park
2. Sentence 2 (Missing Capital, Missing Action): my favorite shoes colorful

**Success Evaluation:** If Valentina can correctly fix both flaws (identifying the missing subject in #1 and the missing action in #2, and fixing the capitalization/punctuation), she has met the success criteria.

#### Practical Application & Next Steps:

**Next Step:** Look around your house or classroom right now. Think of one thing you see (Subject) and one thing it is doing (Action). Now, say that sentence perfectly! (This encourages immediate, real-world application.)

**Feedback:** Provide specific, positive feedback on her strongest sentence from the "Sentence Machine" activity and one area for continued focus (e.g., "Your action words were very descriptive! Remember to always check for that capital letter after a period.")