

Building Blocks of Sentences: Subject & Predicate Superstars!

Materials Needed

- Paper (regular or cardstock)
- Markers or highlighters (two different colors, e.g., red and blue)
- Scissors
- Pre-written simple sentences (5-8 examples, see examples in 'We Do' section)
- Worksheet/Notebook for recording
- A large envelope or container (to store sentence pieces)

Introduction: The Perfect Match

Hook (5 minutes)

Educator Prompt: Imagine you are building a spectacular LEGO castle, but you only have the roof pieces! Or imagine eating a sandwich that is only bread! Is it complete? No! Just like a great sandwich needs two main parts (the bread and the filling), a strong sentence needs two main parts to be complete and make sense. If a sentence is missing one part, it's like a mystery or a whisper that doesn't finish!

Learning Objectives (Success Criteria)

By the end of this lesson, Valentina (and all learners) will be able to:

1. Identify the two main parts of a simple sentence: the Subject and the Predicate.
2. Explain the job of the Subject (the 'who' or 'what').
3. Explain the job of the Predicate (the 'action' or 'doing').
4. Combine a Subject and a Predicate correctly to build complete, strong sentences.

Success looks like: Being able to point to any sentence and correctly draw a line separating the "who/what" part from the "doing" part.

Lesson Body: The Sentence Team

Phase 1: I Do (Modeling the Concepts) (10 minutes)

Topic: Identifying the Subject (The Star Player)

Educator Talk: The first important part of our sentence team is the **Subject**. The Subject is always the 'who' or the 'what' the sentence is about. Think of it as the star player of the sentence! We will use the **RED** color marker for the Subject.

- **Question to find the Subject:** Who or what is doing the action?

Modeling Example:

Sentence: *The happy dog chased the ball.*

I ask myself: "Who or what is doing the chasing?" The answer is **The happy dog**. I underline that part in RED. That is our Subject.

Topic: Identifying the Predicate (The Action)

Educator Talk: The second important part is the **Predicate**. The Predicate tells us what the Subject is doing, or sometimes what the Subject is being. It always includes the main action word (the verb). We will use the **BLUE** color marker for the Predicate.

- **Question to find the Predicate:** What did the Subject do?

Modeling Example (Continuing):

Sentence: *The happy dog chased the ball.*

I ask myself: "What did the happy dog do?" The answer is **chased the ball**. I underline that part in BLUE. That is our Predicate.

Phase 2: We Do (Guided Practice - Sentence Surgery) (15 minutes)

Activity: Sentence Surgery

Goal: Learners physically separate Subjects and Predicates.

1. **Preparation:** The educator writes the following simple sentences clearly on strips of paper, ready to be cut:
 - The tiny bird / sang a cheerful song.
 - My busy teacher / graded the papers quickly.
 - The yellow banana / slipped onto the floor.
 - The fast race car / zoomed around the track.
2. **Identification:** The learner reads the first sentence. Together, they use the RED marker to underline the Subject and the BLUE marker to underline the Predicate.
3. **The Cut:** The learner carefully cuts the sentence strip exactly between the Subject and the Predicate.
4. **Mix and Match:** Once all sentences are cut, the learner mixes all the RED (Subject) strips and all the BLUE (Predicate) strips into two separate piles.
5. **Recombination:** The learner attempts to put the original sentences back together.

Formative Check-in

Discussion Prompt: Try putting Subject "The tiny bird" with Predicate "graded the papers quickly." Does that sentence make sense? Why not? (Answer: The Subject and Predicate must logically fit together, even though they are grammatically correct halves.)

Phase 3: You Do (Independent Practice - Sentence Chef) (15 minutes)

Activity: Sentence Chef Challenge

Goal: Learners generate their own Subject and Predicate ideas and combine them.

1. **Subject Generation:** On 5 small red pieces of paper, the learner writes five different simple Subjects (e.g., *My bicycle, Valentina, The noisy cat, A giant whale, The red backpack*).
2. **Predicate Generation:** On 5 small blue pieces of paper, the learner writes five different simple Predicates (actions) (e.g., *jumped very high, ate all the cheese, walked home slowly, taught me a new word, will shine tomorrow*).
3. **The Creation:** The learner mixes the piles and pulls one Subject and one Predicate card at a time. They must write down the new sentence if it makes sense.
 - Example 1: *The noisy cat + ate all the cheese.* (Makes sense!)
 - Example 2: *A giant whale + walked home slowly.* (Does not make sense! Try a new match.)
4. **Recording:** The learner writes at least five complete, logical sentences generated by their own Sentence Chef pairing in their notebook.

Differentiation and Adaptability

Scaffolding (Support for Struggling Learners)

- **Color Coding:** Always use the red/blue color system for visual reinforcement.
- **Verb Focus:** Before writing the Predicates, circle the main action word (verb) within each Predicate to ensure the learner recognizes its core.
- **Simplified Subjects:** Start with simple noun subjects (e.g., *Dog, Teacher, Ball*) instead of phrases (e.g., *The big, fluffy dog*).

Extension (Challenge for Advanced Learners)

- **Expansion Challenge:** Ask the learner to take the five successful sentences and expand them by adding describing words (adjectives or adverbs) to both the Subject and the Predicate. (Example: *The noisy cat ate all the cheese.* becomes *The extremely noisy, hungry cat quickly ate all the delicious cheese.*)
- **Compound Sentences:** Introduce the concept of connecting two complete sentence teams (two Subjects and two Predicates) using coordinating conjunctions (like 'and' or 'but').

Adaptability Notes (Context Flexibility)

- **Classroom:** Sentence Chef can be done in small groups. Each group generates 5 Subjects and 5 Predicates, shuffles them, and tries to create the most hilarious logical sentences.
- **Training/Adult Context:** Use complex business or technical terms for Subjects (e.g., *The quarterly budget, The new software implementation, The team leader*) to practice identifying core action/purpose in professional writing.

Conclusion: Recap and Assessment

Recap (5 minutes)

Educator Prompt: Let's quickly remember the job of our sentence team. If I say "The Star Player," which part of the sentence am I talking about? (Subject). If I say "The Action," which part am I talking about? (Predicate).

A good sentence always needs both parts, and they must work together!

Summative Assessment: Exit Ticket

The learner completes three final tasks, using their knowledge:

1. Write one sentence about something fun they did today.
2. Draw a line separating the Subject from the Predicate in that sentence.
3. In one short sentence, define the job of the Predicate. (Example answer: The predicate tells what the subject is doing.)

Reviewing the Sentence Chef Challenge sentences and the Exit Ticket provides clear evidence of objective mastery.