

# Sentence Superheroes: Building Blocks of Language

## Materials Needed

- Index cards or small strips of paper (approx. 20)
- Markers (different colors helpful)
- Large sheet of paper or whiteboard/chalkboard
- Tape or magnets (for placing cards on a surface)
- A "Sentence Building Mat" (a simple drawing of two or three squares labeled "Who," "Do," and optionally "Where/What")
- Pencils and paper for independent writing

## Lesson Objectives

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

1. Identify the two main necessary parts of a simple sentence: the "Who/What" (subject) and the "Do" (action/verb).
2. Construct a simple, meaningful two- or three-word sentence using the correct structure.
3. Apply basic capitalization (at the beginning) and punctuation (a period at the end).

## Introduction (10 minutes)

### Hook: The Mumbled Message Mystery

**Educator Script:** "Imagine you are trying to tell me something super important, like, 'The dog ate my homework!' But all you said was, 'Dog... ate... homework.' Did I understand you completely? Yes, maybe! But sometimes, if we just use single words, our messages sound mumbled, like a mystery! We need strong sentences to be clear communicators. Sentences are like the powerful engines of talking and writing!"

### Sharing Objectives and Success Criteria

**Today, we are going to become Sentence Superheroes!** We will learn how to build sentences that are strong and clear. To be a successful Sentence Superhero today, you must:

- Make sure your sentence tells us WHO is doing something.
- Make sure your sentence tells us WHAT they DO.
- Start your sentence with a Big Letter (a capital letter).
- End your sentence with a tiny dot, called a Period (a full stop).

## Body: Building the Sentence Engine (30 minutes)

### I Do: Understanding the Essential Parts (Modeling)

## Step 1: The 'Who' or 'What' Word (The Naming Words)

**Concept:** Every strong sentence needs a Naming Word. This tells us WHO or WHAT the sentence is about. This is the star of the sentence!

- **Activity:** Write a list of 5-7 'Who/What' words on separate index cards (e.g., *Tobias, cat, teacher, bus, apple, star*).
- **Modeling:** "I will pick one: 'Cat.' That's a great start! But if I just say 'Cat,' I don't know what the cat is doing. It's only half a sentence."

## Step 2: The 'Do' Word (The Action Words)

**Concept:** Now we need an Action Word, or a 'Do' word. This tells us what the star is doing.

- **Activity:** Write a list of 5-7 'Do' words on different colored cards (e.g., *jumps, sings, runs, sleeps, eats, yells*).
- **Multi-Sensory Practice:** Ask the learner to act out each 'Do' word as you say it (Kinesthetic engagement).

## Step 3: Putting the Two Together

**Modeling:** "Watch me build a perfect little sentence. I need one 'Who' card and one 'Do' card. I will choose 'Star' and 'shines.' My sentence is: 'Star shines.' That makes sense! It has a star and it tells us what the star is doing!"

## We Do: Guided Sentence Construction

### Activity: Sentence Building Relay

1. Lay out all the 'Who' cards and 'Do' cards on the table.
2. **Use the Sentence Building Mat:** Place two empty squares labeled "WHO" and "DO" on the whiteboard.
3. The educator chooses a 'Who' word (e.g., *Mommy*).
4. The learner chooses a 'Do' word (e.g., *dances*).
5. **Review:** Say the sentence aloud: "Mommy dances." Ask: "Does this make sense? Does it have a 'Who' and a 'Do'?"
6. **Try a Silly One:** Have the learner combine cards that make a silly but grammatically correct sentence (e.g., *Bus sleeps*). This reinforces structure over strict logic.
7. **Guided Punctuation Check:** Introduce the rules:
  - "Capital Letter Shield": The first word needs to wear a capital letter shield to protect the sentence.
  - "Period Stop Sign": When the thought is finished, we must put a stop sign (the period).
8. The educator writes one of the sentences correctly on the board, demonstrating the capital letter and period.

## You Do: Independent Creation & Application

### Activity: Create-A-Card Challenge (Formative Assessment)

1. Provide the learner with their own paper/pencil.
2. **Challenge 1:** "Choose two of the existing word cards and write your favorite sentence down."

3. **Challenge 2:** "Now, think of a brand new 'Who' word and a brand new 'Do' word that are NOT on the table. Write your own unique sentence." (Example: *The pony gallops.*)
4. **Success Check:** Have the learner check their own work against the Success Criteria:
  - Did I use a Who and a Do? (Check)
  - Did I start with a capital letter? (Check)
  - Did I end with a period? (Check)

## Conclusion (10 minutes)

### Recap and Review

#### Q&A Session:

- "What is the first thing every sentence needs?" (A 'Who' or a 'What' word.)
- "What is the second thing it needs?" (A 'Do' or Action word.)
- "If you are finished with your sentence, what do you need to add?" (A Period/Stop sign.)

### Summative Assessment: The Grand Sentence Display

Have the learner verbally share their favorite original sentence (from the "You Do" activity). Write it clearly on the large sheet of paper, emphasizing the capital letter and the period.

**Educator Feedback:** Provide specific positive feedback based on the success criteria (e.g., "That sentence was perfect! You chose a strong action word, and I love that you remembered your capital letter shield!").

## Differentiation and Adaptability

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

- **Color Coding:** Always use one color for 'Who' words (e.g., blue) and a different color for 'Do' words (e.g., red). This provides a strong visual cue for the sentence structure.
- **Verbal Repetition:** Use heavy repetition of the sentence formula: "Who + Do = Sentence."
- **Pre-written Punctuation:** Give the learner paper that already has a large dotted capital letter outline at the start and a period dot at the end, so they only focus on the middle content.

### Extension (For advanced learners or longer engagement):

- **Adding Detail:** Introduce a third card type: "When/Where" (Describing words). Challenge the learner to build longer sentences (e.g., *The dog runs fast.* or *The baby sleeps now.*)
- **Question Marks:** Introduce the question mark as a different type of 'Stop Sign' when the sentence is asking something (e.g., *Does Tobias run?*).
- **Sentence Story:** Challenge the learner to write three complete sentences in a row that tell a tiny story.