

# Sentence Superpowers: Building Blocks of Writing

## Materials Needed

- Notebook/Lined Paper (or digital document/whiteboard)
- Pencil or Pen
- Index Cards (or small slips of paper)
- Scissors (child-safe)
- Glue Stick or Tape
- Colored Markers or Highlighters (optional)
- Visual Aid/Handout showing the "Finger Space Rule"

## Learning Objectives (What We Will Learn)

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

1. Explain the difference between letters, words, and sentences.
2. Use correct spacing (the "finger space rule") between all words.
3. Start every sentence with a capital letter and end it with correct punctuation.
4. Identify the Subject (who/what) and the Predicate (what they do) in a sentence.
5. Write three complete, correctly structured sentences about your favorite animal.

## Introduction: The Secret Code

### Hook: Unscramble the Message (5 minutes)

**Educator Script:** Imagine you are a secret agent trying to read an important message, but the words are all jumbled up! Let's try to decode this one:

dogs park the running are in

That's hard to read! If we put the words in order and use the right tools, the message becomes clear:  
**Dogs are running in the park.**

Today, we are learning the "tools" and "rules" that make our writing clear, powerful, and easy for everyone to understand. These rules are your Sentence Superpowers!

### Success Criteria Check-In

We are successful today if we can build sentences that have all four essential ingredients: a capital letter, great spacing, a subject, and punctuation.

## Part 1: The Essential Ingredients (I Do / We Do)

### I Do: Building Blocks (5 minutes)

#### The Foundation:

1. **Letters:** Letters like R, A, and T are the tiny building blocks.
2. **Words:** When letters come together (R-A-T), they make a word. Words have meaning.
3. **Sentences:** When words come together in a specific order, they tell a complete thought or story.

### Rule 1: Spacing (The Finger Space Rule)

**Educator Demonstration:** When we talk, we pause between words so people can hear them clearly. Writing is the same! If you write all the words smashed together, it's confusing. We must use a space.

*Demonstrate on the board/paper:* Write "Thisismycat." vs. "This is my cat."

**Modeling:** The best way to make sure your space is big enough is to pretend to place one finger between each word. That is the perfect finger space!

### We Do: C.A.P. Check (8 minutes)

Every complete sentence needs three specific things (let's call it the C.A.P. Check):

1. **C (Capitalization):** Always start the very first word of the sentence with a capital letter.
2. **A (A thought):** It must contain a complete thought. (We will look at this more in Part 2).
3. **P (Punctuation):** End with a stop sign—a period (.), an exclamation point (!), or a question mark (?).

**Activity: Fixing the Mistakes:** Valentina, let's look at these sentences and fix the C.A.P. errors:

1. i like pizza
2. the dog barked loudly!
3. where are the books

*(Guide the student to correct them: 1. I, period. 2. T, period or exclamation mark. 3. W, question mark.)*

## Part 2: The Heart of the Sentence: Subject and Predicate (I Do / We Do)

### I Do: Heroes and Adventures (10 minutes)

A sentence is like a mini-story, and every story needs two parts:

1. **The Subject (The Hero):** This is the *who* or *what* the sentence is about. (It's usually a person, place, or thing.)
2. **The Predicate (The Adventure):** This is the action. It tells us *what the subject is doing* or *what happened to the subject*. (This always includes the verb/action word.)

#### Modeling Examples:

Subject (Who/What?)

Predicate (What did they do?)

The green alien

flew the spaceship.

My bicycle

has a flat tire.

**Key Rule:** You cannot have a complete sentence without both the Hero and the Adventure!

## We Do: Subject/Predicate Sorting (5 minutes)

Read the sentences below. Valentina, use a highlighter or circle the Subject (Hero) in one color and the Predicate (Adventure) in another.

1. The sneaky fox stole the farmer's shoe.
2. My dad grilled hamburgers outside.
3. Butterflies flutter softly in the meadow.

## Part 3: Hands-On Application (You Do)

### Activity: Sentence Surgery Kit (15 minutes)

Now you will build your own super-sentences using all the rules we learned.

#### Instructions:

1. **Preparation:** Take your index cards (or slips of paper). Write five different Subject words (e.g., *The friendly whale, My new friend, A tall mountain*) on five separate cards.
2. **Preparation:** On five other separate cards, write five different Predicate phrases (e.g., *laughed very loudly, swam across the ocean, ate three bowls of soup*).
3. **The Challenge:** Cut the cards apart. Shuffle them up.
4. **Surgery Time:** Pick one Subject card and one Predicate card. Place them next to each other on your desk to form a complete sentence.
5. **Write & Check:** Glue or tape the chosen Subject and Predicate combination into your notebook. Now, check your work:
  - Did you add a Capital Letter at the start?
  - Did you use the finger space between the Subject and Predicate?
  - Did you add Punctuation at the end?

**Goal:** Successfully create and check **three** different complete sentences.

## Conclusion: Superpower Review

### Formative Assessment: Quick Recap (5 minutes)

**Educator Check:** Let's quickly check your Sentence Superpowers!

1. What is the rule for putting spaces between words? (*Use a finger space.*)
2. What are the two main parts every complete sentence needs? (*Subject/Hero and Predicate/Adventure.*)
3. What are the three things we check for in our C.A.P. Check? (*Capitalization, A thought, Punctuation.*)

### Summative Assessment: Show Your Work (5 minutes)

Valentina, please read the three complete sentences you created with your Sentence Surgery Kit. Explain which part is the subject and which part is the predicate in one of the sentences.

## Reinforcement and Next Steps

Great job! You have mastered the four secrets to writing complete sentences. Now you know how to

make your words powerful and clear.

**Extension/Homework:** Look around your house or classroom. Write five complete sentences describing five things you see, making sure to use perfect finger spacing and C.A.P. rules every time!

## Differentiation and Flexibility

Context	Adaptation Strategy
<b>Classroom Setting</b>	Run the "Sentence Surgery Kit" as a collaborative group activity where groups combine Subject and Predicate cards, then display their best three sentences on the board for peer review.
<b>Homeschool/Individual</b>	Use digital tools (like a word processor) instead of index cards for the "Sentence Surgery." Use the highlighter tool to mark the Subject and Predicate for quick visual checking.
<b>Scaffolding (For Struggling Learners)</b>	Provide pre-cut, colored index cards. Use blue for subjects and red for predicates. Focus only on capitalization and punctuation checks first, providing sentence starters if needed.
<b>Extension (For Advanced Learners)</b>	Challenge the student to add descriptive words (adjectives and adverbs) to their subjects and predicates to make the sentences more complex (e.g., changing "The dog ran" to "The happy, brown dog ran quickly home"). Challenge them to write a question or an exclamation for one of the sentences.