**Subject/Verb Agreement**

**Objectives**

In this mini-lesson, students will:
- Identify singular and plural nouns and verbs.
- Understand that singular nouns require singular verbs and plural nouns require plural verbs.
- Recognize when correct subject/verb agreement is used in sentences.
- Write using correct subject/verb agreement.

**Preparation**

**Materials Needed**
- Chart paper and markers
- Subject/Verb Agreement (BLM 3)
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the modeling text and the practice text (with errors) onto chart paper prior to the mini-lesson.

**1. Focus**

**Explain Correct Subject/Verb Agreement**

Say: Sentences have a subject and a verb. When we are talking about just one person, place, or thing, we use a singular noun or pronoun as the subject and a singular verb. The sentence “My dad picks apples” has the singular noun dad for the subject and the singular verb picks. A singular action verb often ends with an -s. In the sentence “The dads pick apples,” the noun dads is the subject. The noun dads refers to more than one dad, so it’s plural. The verb pick is plural and agrees with the plural noun. Plural nouns often end with an -s, but the plural verb does not end in -s.

**Model Correct Subject/Verb Agreement**

Display the modeling text on chart paper or use the interactive whiteboard resources and read each sentence aloud to students one at a time to model thinking about subject/verb agreement.

**Modeling Text**

1. Many people use paper.
2. A person uses a lot of paper.

Read sentence 1. Say: I see the noun people in the first sentence. I know that people means more than one person, so it’s a plural noun. That means the verb use must also be plural.

Read sentence 2. Say: In this sentence, the word person is singular and the verb uses is also singular. I remember that singular verbs often have an -s at the end.

**2. Rehearse**

**Practice Using Correct Subject/Verb Agreement**

Display the practice text (with errors) on chart paper or use the interactive whiteboard resources.

Ask students to work with a partner and read each pair of sentences. Ask them to decide which sentence has the correct subject/verb agreement.
If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

The papers have her corrections.
The papers has her corrections.
They throws the paper in the garbage.
They throw the paper in the garbage.

**Strategies to Support ELs**

**Beginning**

Beginning ELs will need additional support to understand subject/verb agreement. Provide practice with commonly recognized nouns and regular verbs. Put several pens on the table. Take one of the pens. **Say:** I take a pen. Invite a student to take a pen. **Say:** [Student’s name] takes a pen. Write the sentences on chart paper and read them aloud, drawing attention to the -s at the end of takes. Invite a student to take a pen at the same time as you. **Say:** We take pens. Write the sentence on chart paper. Make the following chart to show students correct subject/verb agreement.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take</td>
<td>We take</td>
</tr>
<tr>
<td></td>
<td>[Student’s name] and I take</td>
</tr>
<tr>
<td>You take</td>
<td>You take</td>
</tr>
<tr>
<td>[Student’s name] takes</td>
<td>[Student’s name] and [Another student’s name] take</td>
</tr>
<tr>
<td>He takes</td>
<td>They take</td>
</tr>
<tr>
<td>She takes</td>
<td></td>
</tr>
</tbody>
</table>

**Intermediate and Advanced**

Pair students with fluent English speakers to choose the sentences with the correct subject/verb agreement. Make sure students understand the meaning of each sentence.

**3. Independent Writing and Conferring**

**Say:** It’s important in our writing to use subjects and verbs that agree with each other. When a subject is singular or refers to just one thing, we need to use a singular verb. When a subject is plural or refers to more than one thing, then our verb must also be plural.

If you would like to give students additional practice recognizing and using subject/verb agreement have them complete BLM 3.

**4. Share**

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 3.

**Practice Text**

Share Sentences with Subject/Verb Agreement

Invite students to share which practice sentences have the correct subject/verb agreement. Discuss their responses by asking the following questions:

- What is the subject in the sentence? Is it singular or plural?
- What is the verb in the sentence? Is it singular or plural?

**4. Share**

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 3.