Subject/Verb Agreement

Objectives

In this mini-lesson, students will:
• Identify subjects and verbs in sentences.
• Practice checking 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 the error) onto chart paper prior to the mini-lesson.

1. Focus

Explain Subject/Verb Agreement

Say: The subject of a sentence is the noun naming a person or thing. The subject performs the action in the sentence. The verb tells that action. In persuasive letters, as in other writing, the subject and its verb must agree. So, if the subject is one person, the verb must be in the form we use for one person taking action. For example, we use the phrase the boy walks when the subject is one boy. When the subject is more than one person, the verb must be in the form we use for more than one person taking action. So, we use the phrase the boys walk when the subject is two or more boys. When a subject is one person or one thing, we say it is singular. When it is more than one person or thing, we say it is plural. The verbs that match these are either singular or plural, too.

Model Correct Subject/Verb Agreement

Display the modeling text on chart paper or use the interactive whiteboard resources.

1. Many people don’t obey the sign.
2. I saw a kid drop his candy wrapper.

Modeling Text

Read sentence 1. Say: As I read this sentence, I’ll check to see if the subject and verb agree. The subject is the word people, which is plural. The verb obey agrees with this subject.

Read sentence 2. Say: The subject of this sentence is the word kid. There is only one kid, so I know this subject is singular. The verb drop is also singular, so the subject and verb agree. One way I can check this is to try reading the sentence with both the singular and plural forms of the verb. “I saw a kid drop a wrapper” sounds correct, but “I saw a kid drops a wrapper” does not.
2. Rehearse

Practice Identifying Subject/Verb Agreement

Display the practice text (with the error) on chart paper or use the interactive whiteboard resources. Ask students to work with a partner and read each sentence, checking to see if the subjects and verbs agree.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

| 1. I go there every Tuesday afternoon for baseball practice. |
| 2. The baseball fields need repair. |
| 3. Trash are is all over the ground. |
| 4. One player on my team actually hurt his knee. |

Share Correct Subject/Verb Agreement

Invite students to share the subject and verb they found in each sentence and tell if the subject and verb agree. Discuss their responses by asking the following questions:

- What is the subject in the sentence?
- What is the verb?
- Are the subject and verb in the sentence singular or plural? How can you tell?
- Do the subject and verb agree in this sentence?

3. Independent Writing and Conferring

Say: We learned that when we are writing, we need to make sure that the subjects and verbs in our sentences agree. If we have a subject that refers to just one person or thing, it is singular, and the verb must also be singular. If our subject refers to more than one thing, it is plural, and the verb must be plural. It will be important to check that subjects and verbs agree when we write persuasive letters.

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

4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 3. Use students’ answers to provide corrective feedback. Ask students to share what they learned about subject/verb agreement.

Strategies to Support ELs

**Beginning**

Draw a sketch of an animal, such as a cat, on chart paper. Say: I can draw one cat. (Add another sketch of a cat.) I can draw two cats. Circle the s in the word cats. Repeat with other sketches of simple objects and ask students to read the sentences with you. Students could also draw their own sketches and tell what they drew.

**Intermediate and Advanced**

Pair ELs with fluent English speakers. Encourage them to work together to read the following simple phrases and decide which ones have singular subjects and verbs and which ones have plural subjects and verbs.

| Dad says the lakes are |
| the boy plays dads say |
| the lake is the kids play |

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: subject/el sujeto; verb/el verbo.