Subject/Verb Agreement

Objectives

In this mini-lesson, students will:
• Identify subjects and verbs in sentences.
• Understand that subjects and verbs must agree in number.
• Use subject/verb agreement in sentences.

Preparation

Materials Needed
• Subject/Verb Agreement (BLM 6)
• Chart paper and markers
• 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. Write sentences that use correct subject/verb agreement to support ELs.

1. Focus

Explain Subject/Verb Agreement

Say: All sentences have a subject and a verb. The subject tells whom or what a sentence is about. The verb tells the action of the sentence. A subject and a verb in a sentence must agree, or match. If the subject is singular, the verb must also be singular. If the subject is plural, the verb must also be plural. Let’s look at some examples of singular and plural subjects and verbs.

Model Using Subject/Verb Agreement

Display the modeling text from “NYC, Here I Come” on chart paper or using the interactive whiteboard resources. Read the text aloud to students.

1. She is also HUGE when you see her in person.
2. They walk everywhere they need to go.

Modeling Text

After sentence 1. Say: I’m going to check the subject/verb agreement in each sentence. The subject of the first sentence is she, which is singular. So the verb must also be singular to agree. The verb is is a singular form of to be. This sentence is correctly written. An incorrect sentence might use the plural form are. “She are also HUGE when you see her in person” does not sound right.

After sentence 2. Say: In the second sentence, the subject they means more than one person. They is plural, so it needs a plural verb. The plural form of this verb is walk. An incorrect sentence might use the singular verb walks. “They walks everywhere they need to go.” This doesn’t sound right. The sentence with walk is correctly written.
2. Rehearse

Practice Using Subject/Verb Agreement

Display the practice text (with errors) on chart paper or using the interactive whiteboard resources. Ask students to form pairs. Invite them to read each sentence and decide whether the subject and verb agree. Ask students to correct the sentences with faulty subject/verb agreement.

<table>
<thead>
<tr>
<th>Practice Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cities were peaceful and quiet.</td>
</tr>
<tr>
<td>2. We will goes <strong>go</strong> to New York City next year.</td>
</tr>
<tr>
<td>3. New York <strong>have</strong> has the biggest toy store I have ever seen.</td>
</tr>
</tbody>
</table>

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

Share Practice Sentences

Invite pairs to share their results. Discuss their responses. Ask the following questions:

- **Sentence 1:** Does the subject **cities** agree with the verb **were**? If not, how can you correct the agreement?
- **Sentence 2:** Does the verb **will goes** agree with the subject **we**? If not, what verb should you use instead?
- **Sentence 3:** Does the subject **New York** agree with the verb **have**? If not, how can you correct the agreement?

3. Independent Writing and Conferring

**Say:** We learned that the subject and verb in a sentence must agree in number. Remember to check your subject/verb agreement as you write. Using correct grammar makes your writing clear and easy to understand.

If you would like to give students additional practice using subject/verb agreement, have them complete BLM 6.

4. Share

Bring students together. Invite volunteers to read aloud their answers and sentences from BLM 6. Use students’ answers to provide corrective feedback. Ask students to share what they learned about subject/verb agreement.

Strategies to Support ELs

**Beginning**

Subject/verb agreement is generally too advanced for beginning ELs. Instead, focus on a simple sentence and show how the verb changes depending on the subject. Write each sentence below on chart paper. Point to it and then pantomime its meaning. Repeat the sentence and then ask students to point to a student or students in the class that the sentence describes.

- **I read.**
- **She reads.**
- **He reads.**
- **They read.**

**Intermediate and Advanced**

Pair students with fluent English speakers during the practice activity. Make sure that students understand the meaning of each sentence before they begin. Point out the subject in each sentence.