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 8)
• Chart paper and markers
• Interactive whiteboard resources

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

1. Focus

Explain Subject/Verb Agreement

Say: We know that all sentences have a subject that tells whom or what a sentence is about. All sentences also have a verb, which tells the action of the sentence. The subject and the verb in a sentence must agree, or match. That means a singular subject must have a singular verb, and a plural subject must have a plural verb. If the subject and verb in a sentence don’t agree, the sentence won’t sound right and it won’t make sense. Let’s look at some examples of singular and plural subjects and verbs.

Model Using Subject/Verb Agreement

Display the modeling text on chart paper or using the interactive whiteboard resources. Read the text aloud to students.

1. The map shows us places to visit on our trip.
2. Visitors enjoy Kenya’s beautiful scenery.

Modeling Text

After sentence 1. Say: The subjects and verbs in these sentences need to agree. A singular subject needs a singular verb, and a plural subject needs a plural verb. In the first sentence, the word map is singular. It means one map. So I need a singular verb to agree with map. The verb shows is singular. The subject and verb in this sentence agree. An incorrect sentence might use the plural verb show. “The map show us places to visit on our trip” does not sound right.

After sentence 2. Say: Visitors, the subject in the second sentence, is plural. The verb enjoy is also plural, so the subject and verb agree. The correct subject/verb agreement makes the meaning of each sentence clear.
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 students 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>Sentence</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They have unusual transportation in Kenya.</td>
<td>They have unusual transportation in Kenya.</td>
</tr>
<tr>
<td>2. Wildlife parks has have been created for tourists.</td>
<td>Wildlife parks have been created for tourists.</td>
</tr>
</tbody>
</table>

Practice Text

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 **They** agree with the verb **have**? If not, how would you correct the agreement?
- **Sentence 2**: Does the verb **has been created** agree with the subject **parks**? What verb should you use instead?
- **Sentence 3**: Does the subject **farmers** agree with the verb **grows**? How could you fix the subject/verb agreement?
- **Sentence 4**: Is the verb **forms** singular or plural? Does it agree with the subject **ocean**?

3. Independent Writing and Conferring

**Say**: We learned that subjects and verbs must agree for writing to be clear and make sense. As you write your personal narratives, remember to use correct subject/verb agreement so your sentences are easy to understand.

If you would like to give students additional practice using subject/verb agreement in sentences, have them complete BLM 8.

4. Share

Bring students together. Invite volunteers to read aloud their answers and sentences from BLM 8. Use students’ answers to provide corrective feedback.

**Strategies to Support ELs**

**Beginning**

For beginning ELs, focus on isolating subjects and verbs in sentences, instead of subject/verb agreement. Write the following sentences and draw a box around the subject and verb of each one. Use pantomime to tell students that the subject in each sentence is a person or people, and the verb expresses action.

- The girl sharpens a pencil.
- The boy sits at a desk.
- The students talk to each other.

**Intermediate and Advanced**

Pair ELs 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.