1. Focus

**Explain Compound Subjects**

*Say:* We know that sentences must have a subject and a verb. The subject of a sentence is who or what is doing the action. A compound subject is made up of two or more simple subjects—subjects that name one person, place, or thing. The simple subjects are joined by the conjunction *and* or *or* and have the same verb. Listen to this sentence: “Tía Rosa and Tía Manuela sat outside.” In this sentence, *Tía Rosa and Tía Manuela* is a compound subject. The two nouns are joined by a conjunction, *and,* and have the same verb, *sat.*

**Model Using Compound Subjects**

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

1. Nicky and I waited outside the big, wooden doors.
2. Papa and his sister talked calmly.

**Modeling Text**

**After sentence 1.** *Say:* In the first sentence, *Nicky and I* is a compound subject. The two simple subjects *Nicky* and *I* are joined by the conjunction *and,* and they have the same verb. (Underline *Nicky and I*.)

**After sentence 2.** *Say:* *Papa and his sister* is the compound subject in the second sentence. The two nouns that name the people performing the action are also joined by *and.* They share the same verb, *talked.* (Underline *Papa and his sister.*) Writers use compound subjects in their writing to tell concisely about two subjects doing the same action. If the writer didn’t use a compound subject in the first sentence, he would have to write two separate sentences to express his thought, like this: “Nicky waited outside the big, wooden doors. I also waited outside the big, wooden doors.” The text would be awkward and repetitive.
2. Rehearse

Practice Using Compound Subjects

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to identify the compound subject and verb in each sentence. (Students do not need to copy sentences.)

1. Papa and Mama were no longer living together.
2. My brother and his friends took several trains to get to work.
3. Candles and oil lamps lit our room at night.

Practice Text

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

Share Sentences with Compound Subjects

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

• What is the compound subject?
• What word connects the two subjects?
• What is the verb?

3. Independent Writing and Conferring

Say: We learned that compound subjects are two or more simple subjects that are joined by a conjunction and share the same verb. Remember to use compound subjects in your writing when you want to tell about two or more subjects doing the same action.

If you would like to give students practice using compound subjects in sentences, have them complete BLM 5.

4. Share

Bring students together. Invite volunteers to read aloud their answers and the sentences from BLM 5. Use students’ answers to provide corrective feedback. Ask students to share what they learned about compound subjects.

Strategies to Support ELs

**Beginning**

Use classroom objects to model sentences with one subject and sentences with a compound subject. Place a book on a table. Say: The book is on the table. (Then place a pencil next to the book.) The book and the pencil are on the table. Write the sentences on chart paper. Place different combinations of items on the table and provide students with the following sentence frame to talk about the items:

The _____ and the _____ are on the table.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the practice activity. Provide the following sentence frames to help students talk about compound subjects and their verbs:

The compound subject is ______.
The verb is ______.