

Parts of a Sentence #1

Name: _____

A sentence has two basic parts: 1. A subject 2. What the subject is or does. (Predicate)

Subject: The Who or What of the sentence.

Predicate: What the subject Is or Does.

Examples:

1. The dog barked.

1. The big, angry dog barked ferociously at the mailman entering the yard.

Subject: **dog** Predicate: **barked**
(who) (what the subject **does**)

Subject: **dog** Predicate: **barked**
(who) (what the subject **does**)

2. The ball is flat.

2. The ball used in the game last night is flat.

Subject: ball Predicate: is flat
(what) (what the subject **is**)

Subject: ball Predicate: is flat
(what) (what the subject **is**)

Exercise #1 – Subjects and Predicates

Subjects are the who or what of the sentence. Predicates tell what the subject is or what the subject does.

In the sentences below, put an **S** above the subject and a **P** above the predicate. For the subject, write Who or What on the line. For the predicate, write Does or Is.

S **P**

Example #1 Mark plays baseball.

Subject: Who

Predicate: Does

S **P**

Example #2 The ball is flat.

Subject: What

Predicate: Is

1. Mom bakes cookies.

Subject: _____

Predicate: _____

2. They were late.

Subject: _____

Predicate: _____

3. The game broke.

Subject: _____

Predicate: _____

4. Books tell stories.

Subject: _____

Predicate: _____

5. The car raced.

Subject: _____

Predicate: _____

6. Cells are tiny.

Subject: _____

Predicate: _____

7. Rabbits hop.

Subject: _____

Predicate: _____

8. A sequoia is huge.

Subject: _____

Predicate: _____

9. John surfs.

Subject: _____

Predicate: _____

Extension: Write ten sentences, like the ones above, that are shorter than five words.
Put an **S** above the subject and a **P** above the predicate.

Parts of a Sentence #2

Name: _____

Exercise #1 – Subjects and Predicates

In the sentences below, put an **S** above the subject and a **P** above the predicate. For the subject, write Who or What on the line. For the predicate, write Does or Is.

1. Dad builds cars.

Subject: _____

Predicate: _____

2. We are happy.

Subject: _____

Predicate: _____

3. The ball bounced.

Subject: _____

Predicate: _____

4. The sky is beautiful.

Subject: _____

Predicate: _____

5. Birds chirp.

Subject: _____

Predicate: _____

6. The clock is incorrect.

Subject: _____

Predicate: _____

Simple Subject – The simple subject is the subject alone.

The red ball bounced across the street. **Simple Subject** = ball

Complete Subject – The complete subject includes all the words that modify the subject.

The red ball bounced across the street. **Complete Subject** = The red ball

Simple Predicate – The simple predicate is the verb alone, without the words that complete the thought.

The red ball bounced across the street. **Simple Predicate** = bounced

Complete Predicate – The complete predicate is the verb with the words that complete the thought.

The red ball bounced across the street. **Complete Predicate** = bounced across the street

Exercise #2 – Put an S above the simple subject and a P above the simple predicate. On the lines, write “Complete Subject” if the phrase is a complete subject. Write “Complete Predicate” if the phrase is a complete predicate.

S P

1. My dad builds awesome race cars.

My dad - complete subject

Builds awesome race cars - complete predicate

2. The red rubber ball bounced quickly away.

The red rubber ball - _____

Bounced quickly away - _____

3. The Montana sky is beautiful in the morning.

Is beautiful in the morning - _____

The Montana sky - _____

4. Little, baby birds chirped for their mother.

Little baby birds - _____

Chirped for their mother - _____

5. The clock on the wall is incorrect by an hour.

Is incorrect by an hour - _____

The clock on the wall - _____

6. Ramona students are happy about their grades.

Are happy about their grades - _____

Ramona students - _____

Parts of a Sentence #3

Name: _____

Exercise #1 – Subjects and Predicates

In the sentences below, put an **S** above the subject and a **P** above the predicate. For the subject, write Who or What on the line. For the predicate, write Does or Is.

1. A fish swims.

Subject: _____

Predicate: _____

2. The water froze.

Subject: _____

Predicate: _____

3. The shirt is dirty.

Subject: _____

Predicate: _____

4. Children played.

Subject: _____

Predicate: _____

5. The balloon popped.

Subject: _____

Predicate: _____

6. The Yankees are champions.

Subject: _____

Predicate: _____

Exercise #2 – Put an S above the simple subject and a P above the simple predicate. On the lines, write “Complete Subject” if the phrase is a complete subject. Write “Complete Predicate” if the phrase is a complete predicate.

1. A goldfish swims to the surface for food.

A goldfish - _____

Swims to the surface for food - _____

2. The water at Big Bear Lake froze last January.

Froze last January - _____

The water at Big Bear Lake - _____

3. The blue cotton shirt is very dirty.

Is very dirty - _____

The blue cotton shirt - _____

4. Neighborhood children played football in the street.

Neighborhood children - _____

Played football in the street - _____

5. The large yellow balloon popped in midair.

The large yellow balloon - _____

Popped in midair - _____

6. The New York Yankees are champions of the world.

Are champions of the world - _____

The New York Yankees - _____

Extension:

1. Write five sentences that are ten words or longer about swimming. Put an S above the simple subject and P above the simple predicate.

2. Below each sentence, write “Complete Subject” and “Complete Predicate.” Next to these labels, write out the complete subject and the complete predicate. See the example below.

Example:

S P

I went with my friends to the beach to go swimming.

Complete Subject – I

Complete Predicate – went with my friends to the beach to go swimming.

Parts of a Sentence
Finding the Subject
#1

Name: _____

What is the subject of the sentence below?

At the park, hundreds of people watched the fireworks.

Sometimes finding the subject is tricky. Is the subject park? People? Fireworks?

The Trick:

An easy way to find the subject of the sentence is to cross out the prepositional phrases. By crossing out the prepositional phrases, the subject and verb are much easier to locate.

Let's try the trick on the sentence above.

~~At the park, hundreds of people~~ watched the fireworks.

Simple Subject:

hundreds

Simple Predicate:

watched

Complete Subject:

hundreds of people

Complete Predicate:

watched the fireworks at the park.

Directions: 1. Cross out all of the prepositional phrases. 2. Put an S above the simple subject and a P above the simple predicate. 3. Underline the complete subject once and the complete predicate twice. Remember, the complete predicate can be split in the sentence.

S P

Example: ~~During the storm, a~~ powerful tugboat came to rescue the struggling ship.

1. During the night a large brown bear entered the camp.
2. After dinner several of us wanted to watch a movie.
3. The book on the shelf with the torn cover was there for days.
4. On January 1 the people on the dance committee will enjoy their party.
5. With the game on the line, Rick made a shot from the foul line.
6. Dozens of gymnasts waited for the score from the judges.
7. For many years no one wanted to try the long jump.
8. Squirrels in the trees played with each other for hours.
9. During math class our teacher asked me to work with Johnny.
10. In less than a year I have collected a dozen stickers for my collection.

Parts of a Sentence Imperatives

What is the subject of the sentence below?

Go to the store for a gallon of milk.

Try the trick from worksheets #1 and #2. Cross out all the prepositional phrases. The simple subject and simple predicate should be much easier to find.

~~Go to the store for a gallon of milk.~~

I. What is left? “Go”

Imperatives:

An imperative is a sentence that issues a command. **The subject is “you.”**

Example:

Wait for me. Subject = (You) Verb = Wait
(You) Wait for me.

II. What is the subject in the example above?

Simple Subject = (You)

Simple Predicate = Go

Complete Predicate = Go to the store for a gallon of milk.

Directions: 1. Cross out all of the prepositional phrases. 2. Put an S above the simple subject and a P above the simple predicate. If the subject is an imperative, write (You) in front of the sentence and write “imperative” below.

Example: **S** **P**
(You) 1. ~~Wait at the park for me.~~
Imperative

- | | |
|--|--|
| 1. Catch a fish at the lake for me. | 7. Mom sowed a patch on my uniform. |
| 2. Buy a present for your sister at the mall. | 8. After school, walk your sister home. |
| 3. Study for the test next week. | 9. Select a prize from the prize box. |
| 4. The girls in the choir sang a song. | 10. Draw a picture of your family. |
| 5. In the morning, brush your teeth. | 11. The kittens drank all of the milk. |
| 6. Write a letter to the president of the company. | 12. Before the game, play catch with me. |

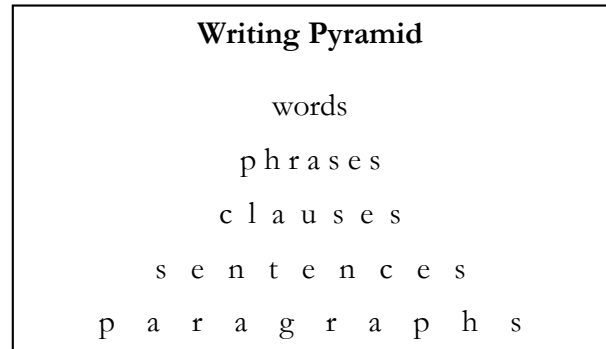
Extension: Write five imperative sentences. Use prepositional phrases. When finished, write “(you)” in the front of the sentence and put a P above the simple predicate.

Parts of a Sentence
Phrases, Clauses, and Sentences
#1

When you were younger, you started learning your **Letters**. Next, you learned to put letters into **Words**. Soon you were putting words into **Phrases**, phrases into **Clauses**, and clauses into **Sentences**. When you mastered the sentence, you began writing **Paragraphs**. Eventually, you learn to put paragraphs into **Essays**.

Think of writing as a pyramid. Words are the building blocks of writing. Words are put into phrases and clauses which are put into sentences. In order to write good sentences, it is helpful to understand the differences between them.

So what is a phrase, clause, and a sentence:



Phrase – A group of related words.

Examples: in the cage (*prepositional phrase*) to buy a car (*infinitive phrase*)
 riding the bike (*participial or gerundive phrase*)

Clause – A group of words with a subject and verb. It may not have a complete thought.

Example: When mom comes home from work *Subject* = mom *Verb* = comes
Complete Thought = None

Sentence – A group of words that tells a complete thought.

Example: I like pizza. *Subject* = I *Verb* = like
Complete Thought = pizza

Directions: Write “Phrase”, “Clause”, or “Sentence” next to each word.

- | | |
|---------------------------------------|--|
| 1. IN THE ROOM - _____ | 7. A MOUSE ATE THE CHEESE - _____ |
| 2. AFTER THE MUSIC STARTED - _____ | 8. WHILE HE VISITED THE MUSEUM - _____ |
| 3. THE CONCERT WAS FUN - _____ | 9. THE BICYCLE BROKE - _____ |
| 4. WHEN THE PRESIDENT ARRIVES - _____ | 10. AFTER THE GAME - _____ |
| 5. THE BALL BOUNCED - _____ | 11. THE SKATER FELL - _____ |
| 6. SINGING A SONG - _____ | 12. BAKING COOKIES - _____ |

Parts of a Sentence
Phrases, Clauses, and Sentences
#2

Exercise #1 - Write "Phrase", "Clause", or "Sentence" next to each word.

- | | |
|--|--------------------------------------|
| 1. AT THE STORE - _____ | 11. CLEANING THE ROOM - _____ |
| 2. BECAUSE I WAS LATE - _____ | 12. THE TEACHER READ A STORY - _____ |
| 3. EVERYONE SANG A SONG - _____ | 13. ONCE THE MOVIE STARTS - _____ |
| 4. UNLESS HE GETS ALL A'S - _____ | 14. ACROSS THE YARD - _____ |
| 5. PLAYING THE PIANO - _____ | 15. AS WE DROVE TO ARIZONA - _____ |
| 6. HENRY GAVE HELEN FLOWERS - _____ | 16. THE CANDLE BURNED OUT - _____ |
| 7. BEFORE WE GO CAMPING - _____ | 17. CUTTING THE GRASS - _____ |
| 8. WE WILL WIN - _____ | 18. I LIKE CANDY - _____ |
| 9. OVER THE TREES - _____ | 19. UNTIL LUNCH - _____ |
| 10. SO THEY WILL NOT NEED HELP - _____ | 20. WHEREVER I GO - _____ |

Exercise #2 – Fill in the blanks below with a phrase or a clause that completes the sentence. Use the word suggested in parentheses.

Example: There was an argument on the playground because nobody would listen to each other.
 (clause - because)

- _____ several students had to serve detention _____.
 (phrase – after) (clause – until)
- _____, the teacher put the questions _____.
 (clause – while) (phrase – on)
- _____, there wasn't enough money _____.
 (clause – although) (phrase – for)
- _____ we won't be able to play _____.
 (phrase – without) (clause – because)
- _____ everyone will stop and read _____.
 (phrase – at) (clause – wherever)
- _____, the dogs come running _____ for dinner.
 (clause – whenever) (phrase – into)

Extension: Write fifteen phrases using any of the prepositions below.

about above across after against along among around at before behind below
 beneath beside between beyond by down during for from in inside into
 near of off on onto out outside over past through to with within without

Parts of a Sentence
Phrases, Clauses, and Sentences
#3

Exercise #1 - Write "Phrase", "Clause", or "Sentence" next to each word.

- | | |
|----------------------------------|--------------------------------------|
| 1. WHENEVER WE EAT - _____ | 11. BEFORE THE PLAY STARTED - _____ |
| 2. UNDER THE RUG - _____ | 12. THE DOG AND CAT PLAYED - _____ |
| 3. FLOWERS SMELL GOOD - _____ | 13. COUNTING THE MONEY - _____ |
| 4. TAKING PICTURES - _____ | 14. BECAUSE WE WERE LATE - _____ |
| 5. ONTO THE FENCE - _____ | 15. IF WE SAVE ALL OUR MONEY - _____ |
| 6. SHE BAKED A PIE - _____ | 16. THE DANCE ENDED EARLY- _____ |
| 7. AT 12:00 - _____ | 17. ALTHOUGH SHE WAS SICK - _____ |
| 8. THEY TALKED FOR HOURS - _____ | 18. SHE IS HAPPY - _____ |
| 9. WHILE THE BAND PLAYED - _____ | 19. UNLESS HE HITS A HOMERUN - _____ |
| 10. DURING REHEARSAL - _____ | 20. BEYOND THE STARS - _____ |

Exercise #2 – Fill in the blanks below with a phrase or a clause that completes the sentence. Use the word suggested in parentheses.

Example: There was an argument on the playground because nobody would listen to each other.
(clause - because)

1. _____ the cheerleaders stretched _____.
(phrase – before) (clause – while)
2. _____, the play had to be postponed _____.
(clause – since) (phrase – until)
3. _____, not a word was spoken _____.
(clause – once) (phrase – throughout)
4. _____ the foolish boy crossed the street _____.
(phrase – without) (clause – as)
5. _____ there will be a party _____.
(phrase – on) (clause – because)
6. _____, dogs will no longer be allowed _____.
(clause – whether) (phrase – inside)

Extension: Write five sentences using four (4) prepositional phrases in each sentence.

Parts of a Sentence
Phrases, Clauses, and Sentences
#4

Exercise #1 - Write "Phrase", "Clause", or "Sentence" next to each word.

- | | |
|----------------------------------|--|
| 1. MY SHOES DON'T FIT - _____ | 11. RYAN WON - _____ |
| 2. AFTER THE BELL - _____ | 12. WE TALKED FOR HOURS - _____ |
| 3. AS THE SUN WENT DOWN - _____ | 13. DRESSING THE DOLL - _____ |
| 4. PAINTING A SIGN - _____ | 14. HE ATE MY CAKE - _____ |
| 5. INSIDE THE CAR - _____ | 15. WE WILL GO TO DISNEYLAND - _____ |
| 6. UNTIL THE RACE STARTS - _____ | 16. BECAUSE THE POWER WENT OUT - _____ |
| 7. ON SUNDAY - _____ | 17. SHE WON THE RACE - _____ |
| 8. WHENEVER I EAT CANDY - _____ | 18. SO HE BOUGHT HER A PRESENT - _____ |
| 9. ONCE THE GYMNAST FELL - _____ | 19. WE CAME IN FIRST PLACE - _____ |
| 10. BEHIND THE TREE - _____ | 20. THROUGHOUT THE WORLD - _____ |

Exercise #2 – Fill in the blanks below with a phrase or a clause that completes the sentence. Use the word suggested in parentheses.

Example: There was an argument on the playground because nobody would listen to each other.
 (clause - because)

1. _____ birds played together _____.
 (phrase – outside) (clause – until)
2. _____, we will finish this project _____.
 (clause – if) (phrase – by)
3. _____, the teacher passed out papers _____.
 (clause – as) (phrase – to)
4. _____ everyone will be finished with the test _____.
 (phrase – within) (clause – whether)
5. _____ many people ate donuts and talked _____.
 (phrase – before) (clause – until)
6. _____, people waited their turn _____.
 (clause – while) (phrase – for)

Extension: Below is a list of subordinate conjunctions. Select any ten and write them in clauses. Skip lines and be prepared to trade them with a neighbor. Someone else will finish these sentences.

after	although	as	because	before	if	once	since	so
than	that	though	unless	until	when	wherever	whether	while

Fragment and Run-On Sentences #1

There are three parts of a sentence:

1. Subject
2. Verb
3. Complete Thought

Fragment Sentences are missing either a: 1. Subject 2. Verb 3. Complete Thought

1. Missing Subject – ate the pizza on the table. *Who ate the pizza?*
2. Missing Verb – In the middle of the night. *What about the middle of the night?*
3. Missing Complete Thought – When everyone finishes their assignment.
What will happen when everyone finishes their assignment?

Run-On Sentences have more than one complete thought.

Follow these rules:

1. Don't make a list of sentences.
Example: She went to the store, she bought a dress, she went home.
2. Don't use "and" more than one time in a sentence.
Example: She went to Kim's house **and** to the mall **and** then went home.
3. Don't use more than one of these words in a sentence: "and", "but", "or", or "so"
Example: Dad went to the game, **and** Mom went to the store, **but** I stayed home.

The Trick: Identifying fragment and run-on sentences is easier if you cross out the prepositional phrases. You can then identify any missing subjects, verbs, and complete thoughts. Also, it will become more obvious if there is more than one complete

Directions: On a separate sheet of paper, rewrite the sentences below. Fix any fragment or run-on sentences.

Example: Kelly bought a dress, and she bought a skirt, but she brought them back.
Kelly bought a dress and a skirt. However, she brought them back.

1. Without any idea how to play.
2. Tim couldn't run, and Mike couldn't throw, but they could both hit.
3. After all the people left the party.
4. He finished his homework and turned it in and he received an A.
5. When Halloween arrives, all the boys and girls.

Fragment and Run-On Sentences #2

Directions: A sentence must have a subject, verb and complete thought. Read the sentences below and check off when you see the subject, verb and complete thought. If it is missing one of these, write "Fragment". If there is more than one complete thought, write "Run-On". If there is one complete thought, write "Sentence."

Examples: In the car.

Fragment Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

She won the game she was happy.

Run-On Subject X Verb X 1 Complete Thought X 2 Complete Thoughts X

1. While waiting for my mom.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

2. We went to the park I played on the swings.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

3. The teacher gave back our tests.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

4. The butterfly and the caterpillar.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

5. Climbing down the rocks into the canyon.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

6. She raced home on her bike she was late anyway.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

7. We went into the store to buy new shoes for my sister.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

8. The alarm went off at seven I got out of bed at eight.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

9. For an hour we watched my brother play soccer.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

10. The new student in the back of the class.

_____ Subject _____ Verb _____ 1 Complete Thought _____ 2 Complete Thoughts _____

Extension: On a separate sheet of paper, rewrite the sentences #1 - #10 from above.

Fix any fragment or run-on sentences.

Fragment and Run-On Sentences #3

Exercise #1: What are these fragment sentences missing? Write “Subject” if the subject is missing. Write “Complete Thought” if the complete thought is missing.

1. After the quarterback threw the ball. Complete Thought
2. Riding the bike all the way home. _____
3. While everyone gathered around the flag. _____
4. The monkey and the snake. _____
5. Whistling all the way home with a smile on her face. _____
6. Walked across the street to talk to the neighbor. _____
7. Because all the students turned in their homework. _____
8. Standing in line waiting for the doors to open. _____
9. All the people who wanted a free radio. _____
10. Buying presents for all the people in my class. _____

Exercise #2: Explain why each sentence is a run-on sentence. Write “List of Sentences”, “Too Many And’s”, or “Too Many Conjunctions”

1. Mike plays baseball, and Kenny plays soccer, but I play basketball.
 Too Many Conjunctions
2. Terry went to the movies, he bought some popcorn, and he enjoyed the show.

3. Betty went shopping, and she had lunch with Wilma, and went to work.

4. She went to the dance and she met her friends but she had to leave early.

5. The car had a flat, and my dad went out to fix it, and he did.

6. We went to the park to feed the ducks it was cold.

Extension: On a separate sheet of paper, re-write all the fragment sentences in Exercise #1 so that they are complete sentences.

Fragment and Run-On Sentences #4

Exercise #1: What are these fragment sentences missing? Write “Subject” if the subject is missing. Write “Complete Thought” if the complete thought is missing.

1. Wherever you want to go. _____
2. Until everyone can learn to follow directions. _____
3. Singing a solo in the winter musical. _____
4. The princess and the frog. _____
5. Crying all the way to the kitchen. _____
6. The baby sitters in the neighborhood. _____
7. Everyone responsible for making a mess in the room. _____
8. Went back to school to get his homework. _____
9. Waiting in our seats for the game to start. _____
10. Friends forever. _____

Exercise #2: Explain why each sentence is a run-on sentence. Write “List of Sentences”, “Too Many And’s”, or “Too Many Conjunctions”

1. Shawn colored in the living room, Ryan watched TV in the den, and Justin took a nap.

2. Mary is Jane’s best friend, and Kim is Shelly’s best friend, but Ashley is my best friend.

3. Mary was in a commercial she played a sick girl drinking cold medicine.

4. Jenny tried out for cheerleader, and she made it but she decided not to join.

5. I wrote a report and the teacher corrected it and I don’t understand why I got a D.

6. I went to Kobe’s basketball clinic and learned a lot and I used what I learned on my team.

Extension: On a separate sheet of paper, fix all the run-on sentences in Exercise #2. Rewrite the run-on sentences so they are two (2) correct sentences.

Subject-Verb Agreement #1

What is wrong with these sentences?

Joe and Bob is tall.

The team are winning.

Subject – Verb Agreement:

The subject and verb of a sentence must agree. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

Subject	Verb	Correct
Joe and Bob = Plural	is = Singular	Joe and Bob <u>are</u> tall.
team = Singular	are = Plural	The team <u>is</u> winning.

If the subject and verb ever disagree, the subject always wins the disagreement.

The Trick - Memorize the rule:

“ If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural. ”

Remember - Present tense verbs:

Singular Verbs - Add s, or es to the verb. Examples: He singss He marcheses

Plural Verbs - **No** s or es Examples: They sing They march

I. Write “Singular” if the verb is singular. Write “Plural” if the verb is plural.

<u>Singular</u> 1. sits	_____ 6. pitch	_____ 11. protect
_____ 2. watch	_____ 7. writes	_____ 12. earns
_____ 3. read	_____ 8. thinks	_____ 13. love
_____ 4. receives	_____ 9. buzzes	_____ 14. catch
_____ 5. buys	_____ 10. scratch	_____ 15. crawls

II. Put “ S ” above the subject and “ V ” above the verb. Write “ Singular ” if the subject and verb are singular. Write “ Plural ” if the subject and verb are plural.

- _____ 1. Julie sits alone and reads every day.
- _____ 2. The students are selling candy for camp.
- _____ 3. Alfonso and Alex hit three homeruns today.
- _____ 4. He asks her to the dance all the time.
- _____ 5. Mary Lou and Nancy get high scores on the balance beam all the time.
- _____ 6. Mrs. Bowden’s class wins the contest every month.

Subject-Verb Agreement #2

I. Write "Singular" if the verb is singular. Write "Plural" if the verb is plural.

<u>Plural</u>	1. sit	_____ 6. pitches	_____ 11. catches
_____	2. write	_____ 7. earn	_____ 12. reads
_____	3. crawl	_____ 8. protects	_____ 13. loves
_____	4. think	_____ 9. buzz	_____ 14. buy
_____	5. watches	_____ 10. scratches	_____ 15. receive

II. Put "S" above the subject and "V" above the verb. Write "Singular" if the subject and verb are singular. Write "Plural" if the subject and verb are plural.

- _____ 1. Squirrels save nuts for the winter.
- _____ 2. Dentists clean teeth carefully to prevent cavities.
- _____ 3. People buy lots of candy at Easter.
- _____ 4. Rover, my puppy, thinks he is Superdog.
- _____ 5. Carry and Melissa sing in the choir.
- _____ 6. For Memorial Day our class is writing letters to soldiers.
- _____ 7. The heart pumps thousands of times a day.

III. Circle the verb in parentheses which makes the correct subject-verb agreement. Above the subject and circled verb, write "S" or "P" if the subject and verb are singular or plural.

1. Steve (repair , ^Srepairs) cars for a living.
2. The balloons (float , floats) into the air.
3. Zack and Wendy (know , knows) how to get there.
4. Ynette (ride , rides) her horse, Hero, every week.
5. Paul and Richard (teach , teaches) their students well.
6. Our club (build , builds) go-carts in my garage.
7. The students (enjoy , enjoys) taking field trips to the zoo.

Extension: Time yourself writing the trick for subject-verb agreement.

Write - " Subject-Verb Agreement: If the subject is singular, the verb must be singular.
If the subject is plural, the verb must be plural. "

Record your time. Repeat this four more times. See if you can beat your best time.

Subject-Verb Agreement #3

I. Write the subject-verb agreement rule: _____

II. Write “Singular” if the verb is singular. Write “Plural” if the verb is plural.

<u>Plural</u> 1. fly	_____ 4. staples	_____ 7. cooks
_____ 2. types	_____ 5. sleeps	_____ 8. graduate
_____ 3. smells	_____ 6. dives	_____ 9. waits

III. Put “S” above the subject and “V” above the verb. Write “Singular” if the subject and verb are singular. Write “Plural” if the subject and verb are plural.

- _____ 1. The Salvation Army receives many donations during the holidays.
- _____ 2. Ants build their homes in the dirt.
- _____ 3. Dozens of cars race around the track at terrific speeds.
- _____ 4. Mr. Rodriguez teaches an after school math class.
- _____ 5. The planets orbit around the sun.
- _____ 6. Kim and Donna cheer for the Broncos.
- _____ 7. My mom always gives me a chocolate heart on Valentine’s Day.
- _____ 8. The dolphin plays with the trainer every day.

IV. Circle the verb in parentheses which makes the correct subject-verb agreement. Above the subject and circled verb, write “S” or “P” if the subject and verb are singular or plural.

- 1. The girls (call , calls) each other everyday.
- 2. Lynn (jump , jumps) off the high-dive all the time.
- 3. The large, dark castle (sit , sits) atop a spooky hill.
- 4. My team (is , are) in first place.
- 5. Water (freeze , freezes) at zero degrees Celsius.
- 6. Every morning in the spring, more flowers (bloom , blooms).
- 7. Their parents (was , were) happy to see them.
- 8. Snakes (bite , bites) if they feel threatened.

Subject-Verb Agreement #4

I. Write "Singular" if the verb is singular. Write "Plural" if the verb is plural.

- | | | |
|------------------------|-----------------|----------------|
| <u>Plural</u> 1. watch | _____ 4. camp | _____ 7. pack |
| _____ 2. perform | _____ 5. shares | _____ 8. loves |
| _____ 3. controls | _____ 6. thinks | _____ 9. dress |

II. Put "S" above the subject and "V" above the verb. Write "Singular" if the subject and verb are singular. Write "Plural" if the subject and verb are plural.

- _____ 1. Sally gets A's in all her classes except biology.
- _____ 2. Owls see very well at night.
- _____ 3. Several of our space shuttles fly into space every year.
- _____ 4. The politicians make speeches every year at this time to win votes.
- _____ 5. The St. Patrick's Day parade is at 12:00.
- _____ 6. Temperatures in the Mojave Desert reach over 120 degrees.
- _____ 7. Jerry and Quan bring water to every game so we don't get thirsty.
- _____ 8. Their team is in first place.

III. Circle the verb in parentheses which makes the correct subject-verb agreement. Above the subject and circled verb, write "S" or "P" if the subject and verb are singular or plural.

1. People (throw , throws) birdseed at the newlyweds.
2. "Gentlemen, (start , starts) your engines!"
3. The balloon (rise , rises) into the air.
4. My brother (bowl , bowls) every Saturday.
5. The winners (is , are) excited to be here.
6. Babies (giggle , giggles) when they are tickled.
7. Billy (is , are) feeling better.
8. The lion (growl , growls) if you get too close to the cage.

Extension: In the sentences from Part III above, each sentence has a verb that is NOT circled. Rewrite the sentence so that the verb not circled fits.

Example: 1. A person throws birdseed at the newlyweds.

Subject-Verb Agreement #5

I. Write the subject-verb agreement rule: _____

II. Put “ S ” above the subject and “ V ” above the verb. Write “Singular” if the subject and verb are singular. Write “ Plural ” if the subject and verb are plural.

- _____ 1. Comets streak beautifully across the sky.
- _____ 2. Scientists watch the comets to learn about our universe.
- _____ 3. The Fourth of July honors the birth of a great country.
- _____ 4. Birds travel in flocks.
- _____ 5. The runner races to the finish line.
- _____ 6. Frank and Mike lift weights every day.
- _____ 7. Victor studies for every test he takes.
- _____ 8. Some flowers need bees to help reproduce.
- _____ 9. They gave the award to our class.
- _____ 10. She waits for the bus at 3:30 every day.

III. Circle the verb in parentheses which makes the correct subject-verb agreement. Above the subject and circled verb, write “ S “ or “ P ” if the subject and verb are singular or plural.

1. He (bring , brings) candy with him everyday.
2. Many new families (live , lives) in our neighborhood.
3. The dogs (is , are) happy to see their owner.
4. My mom (park , parks) in the shade on hot days.
5. Janet (was , were) tired after the long trip.
6. We all (has , have) an early morning class.
7. Those construction workers (volunteer , volunteers) on their days off.
8. Each state (has , have) its own constitution.
9. This battery (last , lasts) longer than any other.
10. Some cats (play , plays) with yarn for hours.

Subject-Verb Agreement #6

I. Write the subject-verb agreement rule: _____

II. Circle the verb in parentheses which makes the correct subject-verb agreement. Above the subject and circled verb, write "S" or "P" if the subject and verb are singular or plural.

- | S | S | |
|---|---|---|
| | | 1. Steve (repair , <u>repairs</u>) cars for a living. |
| | | 2. Disease and heat (cause , causes) problems for many travelers. |
| | | 3. The monkey (play , plays) all day. |
| | | 4. My pool (leak , leaks) a gallon of water every day. |
| | | 5. A hotdog and a coke (cost , costs) a lot at the movies. |
| | | 6. The waiter (is , are) very helpful. |
| | | 7. Police officers (arrest , arrests) people who break the law. |
| | | 8. We (has , have) a good relationship with our parents. |
| | | 9. My mom (put , puts) a dollar under my pillow for my tooth. |
| | | 10. The shoppers (grab , grabs) at the shirts before they are all gone. |
| | | 11. The girls (was , were) excited about the concert. |
| | | 12. We (read , reads) a book a week . |

III. Circle the mistake in each sentence. Next, write the correct verb on the line to the left.

- | | |
|---------------|---|
| <u>drives</u> | 1. My family <u>drive</u> to Oklahoma every summer. |
| _____ | 2. Jim and Benito plays the trumpet. |
| _____ | 3. They jogs five miles a day. |
| _____ | 4. They is working for the church. |
| _____ | 5. Mrs. Frindle tell good stories. |
| _____ | 6. Emily and Susana is in the play. |
| _____ | 7. The cats plays with yarn. |
| _____ | 8. He play in the water all the time. |
| _____ | 9. The students says the alphabet in the morning. |
| _____ | 10. Sally run on the treadmill for an hour. |