

Lesson Topic: Subject-Verb Agreement Review

Objective

Students will be able to choose the correct verb when the subject is separated from the verb, a collective noun, or an indefinite pronoun.

Lesson Outline

1. Discuss the lesson objective
2. Introduction: Review basic subject-verb agreement
3. Introduction: Review conjugating verbs
4. Individual Practice: Correct errors in a paragraph
5. Introduction: Discuss agreement with interrupters
6. Individual Practice: Choose the correct verb
7. Introduction: Discuss agreement with collective nouns
8. Individual Practice: Choose the correct verb
9. Introduction: Discuss agreement with indefinite pronouns
10. Individual Practice: Choose the correct verb
11. Wrap-Up

Optional Follow-up Activity

Subject-Verb Agreement Review

Common Core Standards:

CCSS.ELA-LITERACY.L.3.1.F
Ensure subject-verb and pronoun-antecedent agreement.

Prerequisites

Students can recognize verbs and identify subjects.

Slide 1/12

By the end of today's class, I will be able to recognize and correct common mistakes in subject-verb agreement

Objectives

Introduce the objective for the lesson.

Say: Please read the objective for today's class to yourself.

Slide 2/12

Malik and James runs for the bus.

Sara eat a salad every day.

Alessandro and I flies planes.

Introduction

Discuss what subject-verb agreement means.

Say: Please read the sentences on your screen. You should sense that there's something wrong with them. Can you name it? If you think you can, raise your hand.

Ask students to share their ideas.

Anticipated Student Responses:

- They used the wrong words. It should say, *Malik and James run*, etc.
- The verbs aren't conjugated correctly.
- The verbs don't agree with the subjects.

Say: In all three of these sentences, the action word, or verb, doesn't agree with the person doing the action (the subject). But what does that mean? How can words "agree"? Here's an explanation.

Slide 3/12

I **have**
You **have**
He, she, it **has**
We **have**
They **have**

Introduction

Review what it means to have subject-verb agreement.

Say: We use different forms of a verb depending on who or what is doing the action.

Ask a student to read the examples on the slide.

Say: In our example, if the subject is *you*, we use *have*. But the verb changes if the subject is *he* or *she*. Then we use *has*. Subject-verb agreement means using the right form of the verb for the subject that goes with it.

Slide 4/12

Malik and James runs for the bus.

Sara eat a salad every day.

Alessandro and I flies planes.

Introduction

Ask students to correct the verbs in each sentence.

Say: So, let's practice a little. Let's look at these sentences again together. What should the verb be in the first sentence? Not *runs*, but...

Anticipated Student Response: run

Say: Good! Now what should the verb be in the second sentence?

Anticipated Student Response: eats

Say: Nice work! And what should the verb be in the third sentence?

Anticipated Student Response: fly

Say: Good! Remember, the action word always has to agree with the subject, which is the person or thing doing the action.

Slide 5/12: Interactive Slide

A paragraph should focus on one main idea and develop that idea fully. Many students covers too many different ideas in a single paragraph. Sometimes, they forget the main idea and writes about something unrelated.



Students Input Sentences

Individual Practice

Ask students to find the mistakes in subject-verb agreement.

Say: On your screen is a short paragraph with two errors in subject-verb agreement. Find the mistakes and write the correct form of the verb in the boxes.

Discussion

Select 1 correct response to display.

Display one correct response and as a class, identify the subjects for each of the corrected verbs.

Slide 6/12

Roberto, who raises cocker spaniels, walks his dogs in Central Park.

Roberto, who raises cocker spaniels, walk his dogs in Central Park.

Introduction

Explain Confusing Situation #1: An interruption between subject and verb

Say: Good work. Now that we've reviewed the basics of subject-verb agreement, we're going to learn about some of the common situations that confuse people when it comes to verbs.

Say: Take a look at these two sentences. The only difference between them is that one of the verbs is conjugated differently. Your job is to figure out which version is correct.

After giving students time to think, call on a student to share his or her response.

Say: Which sentence is correct?

Anticipated Student Response: the first

Say: Yes! Sometimes people get confused when the subject is separated from the verb by a phrase.

Say: What's the subject of this sentence?

Anticipated Student Response: Roberto

Say: Yes, the subject is Roberto. He's the one who does the action (walks his dogs). Even though there is a phrase between *Roberto* and *walks*, they still need to agree.

Say: An easy way to figure out how to make the subject agree with the verb is to just pretend that the interrupting phrase isn't there.

Ask a student to read the sentence without the interrupting phrase.

Anticipated Student Response: Roberto walks his dogs.

Say: Good! Sometimes it's easier to hear what form the verb should be in if you read the sentence without the interrupting phrase.

Slide 7/12: Interactive Slide

Choose the correct form of the verb in each sentence.

Kuala Lumpur, home of the famous Petronas Towers, is/are in Malaysia.

 *Students Input Sentences*

Individual Practice

Ask students to choose the correct verb to match the subject when there is an interrupting phrase.

Say: Let's practice this. On your screens are two sentences. Choose the correct form of the verb for each sentence.

Discussion

Select 1 correct response to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- What is the action word in the sentence?
- Who or what is doing that action?

Slide 8/12

My family likes to go to the beach.

That group of baseball players is getting a little rowdy.

Introduction

Explain Confusing Situation #2: When the subject is a group

Say: Now we're going to learn about a different confusing situation: when the subject of the sentence is a group.

Ask a student to read the sentences out loud.

Say: First, let's identify the subject and verb in each sentence. What's the verb in the first sentence?

Anticipated Student Response: *likes*

Say: And what's the subject?

Anticipated Student Response: *family*

Say: And what about the second sentence? What is the verb and what is the subject?

Anticipated Student Response: The verb is *is* and the subject is *group*.

Say: Good. In the second sentence, notice that even though there are many players, it's still one group so the verb should be singular, *is*. You wouldn't say the group *are* getting rowdy.

Say: The same works with family. Even though more than one person makes up a family, it's still one family, so the verb should be singular.

Say: Let me give you a quick tip: if you see a phrase between the subject and the verb—for example, *of baseball players*—just pretend it's not there. Choose the verb based on the main subject. In this sentence, for example, you would ignore the words *of baseball players* and think *a group is getting rowdy*.

Slide 9/12: Interactive Slide

That company of dancers is/are really good!



Students Input Sentences

Individual Practice

Ask students to choose the correct verb when the subject is a group.

Say: Let's practice this, to make sure everyone understands. Fill in the blank with the correct form of the verb.

Discussion

Select 1 correct response to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- What is the action word in the sentence?
- Who or what is doing that action?
- Why should the action word be singular?

Slide 10/12

Everybody eats the fish filet at Rosie's Diner.

Nobody knows the trouble I've seen.

Either one is okay with me.

*Introduction***Explain Confusing Situation #3: When the subject is an indefinite pronoun**

Say: Here's one more confusing situation. Read the sentences on your screen. Notice that the subjects all seem to refer to more than one person. But let's look at the verbs. *Eats, knows, is*: would you use those with singular or plural subjects?

Say: Think of a sentence that would use one of those verbs. Is the subject singular or plural?

Anticipated Student Response: singular

Say: That's right. The subjects of these sentences are called *indefinite pronouns*. Some other examples are *anyone, each, neither, no one*. Even though these words sound like they refer to more than one person, they're treated as singular subjects.

Say: There's an easy way to remember this: whenever you see the words *each, either, or neither*, just pretend the word *one* follows it.

Say: Imagine that it says *each one, either one, or neither one*. This should help you remember that the subject is singular. "Either one *is* okay with me" — not "Either one *are* okay with me."

Say: There's a tricky thing about these indefinite pronouns, though. A few of them are considered plural. I'll give you some examples: *both, some, a few, many, others*. When you use one of these as the subject of a sentence, you treat it as plural.

Slide 11/12: Interactive Slide

Neither one of us is/are perfect.



Students Input Sentences

Individual Practice

Ask students to choose the correct verb when the subject is an indefinite pronoun.

Say: Let's practice this. Do the exercise on your screen, and post your answers. Then we'll review.

Discussion

Select 1 correct response to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- What is the action word in the sentence?
- Who or what is doing that action?
- Should the action word be singular or plural? Why?

Slide 12/12

Today, I learned:

1. If a phrase comes between the subject and verb, make sure the verb matches the subject, not what's in the phrase
2. Collective nouns are singular.
3. Words like *everyone*, *anyone*, *each*, *neither*, and *nobody* are singular.

Wrap-Up

Review what the students learned.

Say: Great work everyone! Let's review what you learned today.

Ask students to read each bullet point out loud.

You can assign an independent practice activity that students can either complete now or later.

You can also pull aside the flagged students for small group instruction.

Say: Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.