**Subject Verb Agreement Unit Plan**

**Grade Level:** 2nd Grade

**Subject Area:** Language Arts 🡪 Grammar

**Materials Needed:** Worksheets/Sentence sort from TpT, whiteboard, markers, SMART board access

**Standard:**

* ***2.L.1-*** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Objectives:**

* Students will identify subjects and verbs of given sentences.
* Students will correctly utilize subject verb agreement.

**Learning Activities:**

* **Week 1**
* Day 1
* Introduce subject verb agreement by demonstrating subject verb disagreement.
	+ Students should pick up on the awkwardness of the following phrases.
		- I likes grammar.
		- Today you are all going to learns a lot.
	+ When students look puzzled, ask them why.
		- Did that sound a bit strange?
		- Let’s take apart my first sentence.
			* \*Teacher writes first sentence on the board.\*
			* Where was my first mistake?
				+ Student says “likes” should be “like”
			* Right, “likes” doesn’t make sense in my sentence, it should be “like.”
			* What’s wrong with my next sentence?
				+ Student says “learns” should be “learn”
			* Yes, “learns” should just be “learn.”
			* This is called “Subject Verb Agreement.”
			* Who can remind me what a subject of a sentence is?
				+ The subject is the person or the animal or thing that the sentence is all about.
			* And what’s a verb?
				+ A verb is an action word, it’s what you do.
	+ The subject and the verb in our sentences need to agree for our sentences to make sense. Most of the time, it is pretty easy for us to hear when they do not match but there are a few rules that can help us make sure that they always agree.
	+ The first rule we are going to work on today has to deal with only singular subjects. I know that you are familiar with singular subjects because we talked about them last week. What does singular mean?
		- Singular means we are only taking about one person, animal, or thing.
			* Singular subjects will usually add an “s” to the end of the verb.
				+ Ex) Sally runs fast.

Billy jumps high.

* + - * There are also plural subjects. Plural means…. More than one. When we want our plural verbs to agree with our plural subjects, we will not add anything to our verb, just leave it the way it is.
				+ Ex) They go shopping.

Billy and Sally play at the park.

* + - * But there are some rule breakers. Subjects like “I” and “you” are singular but act like they are plural.
				+ Think about it: we would never say I likes to play dominoes or you runs fast.

Instead we say, I like to play dominoes and you run fast.

* + - * Students will work through a few examples on the board together and if time permits, will complete a TpT worksheet.
				+ ***Pg. 17 or 19 of Subject Verb Agreement Practice Sheets***
* Day 2:
	+ Review singular and plural subject verb agreements.
	+ Have students complete ***Subject Worksheet*** from TpT.
		- ID subject, singular/plural, choose correct verb.
* Day 3:
	+ Introduce irregular subject/verb agreement pairs.
		- Is v. Are v. Am
		- Was v. Were
	+ Do a few examples together.
	+ Have students complete ***Verb Agreement*** Worksheet from TpT.
* Day 4:
	+ Review both regular and irregular subject/verb agreement pairs.
	+ Have students complete a worksheet from TpT.
		- Pg. 6 🡪 Am/Is/Are
		- Pg. 7 🡪 Was/Were
		- Pg. 11 🡪 Have/Has
* Day 5:
	+ Review both regular and irregular subject/verb agreement pairs.
	+ Do a few examples of each together.
	+ Group students in groups of 4.
		- Students will be given agreement/disagreement cards and strips of paper with sentences on them.
		- Students will circle the subject and underline the verb and then sort the sentences under each heading.
		- This activity will act as a race to the finish to see how fluent they are with the concept and to add variety to the lesson.

**Week 2:**

* Day 1:
	+ Review most basic form of subject verb agreement 🡪 Rule 1 🡪 +(s)/+(es)
	+ Do ***Subject-Verb Agreement (Girl Page)***
		- Teach graph
			* ID subject above/fill in verb given in same row
		- When completed, go through together.
			* Have students use words from graph to come up and write a sentence using that word.
* Day 2:
	+ Review rule/ talk about how we have not seen many words you need to +(es)
		- Catch 🡪 catches
		- Wish 🡪 wishes
		- Cry 🡪 Cries
	+ Do ***Subject-Verb Agreement (Boy Page)***
		- Check through together

**COMBINE DAY 1&2 (BOYS START ON BOY PG /GIRLS START ON GIRL PG REVIEW TOGETHER**

* Day 3:
	+ Review was vs. were subject verb agreement
		- Do ***Subject-Verb Agreement WAS or WERE***
		- Discuss together
* Day 4:
	+ Introduce Do vs. Does
		- Great Example of adding (es)
		- Do ***Subject-Verb Agreement DO or DOES***
			* Have students underline subject and choose correct verb
			* Review together
* Day 5:
	+ Review Do vs. Does
		- Do following ***Subject-Verb Agreement DO or DOES page***
			* Have students circle their subject and fill in the correct verb.
			* Review together

**Week 3:**

* Day 1:
	+ Subject-Verb Agreement SCOOT
		- Students traverse across room answering subject-verb pairs on task cards
* Day 2:
	+ Subject-Verb Agreement SMART Board Activity
		- In teams, students compete in a SMART Board Activity
* Day 3:
	+ Group students in groups of 4.
		- Students will be given agreement/disagreement cards and strips of paper with sentences on them.
		- Students will circle the subject and underline the verb and then sort the sentences under each heading.
		- This activity will act as a race to the finish to see how fluent they are with the concept and to add variety to the lesson.

**Assessments:**

* Each worksheet and class participation will serve as formative assessments.
* The games at the end of the week will serve as the summative assessment.