

# Engaging grammar lessons done for you!



No more scrambling for activities & assessments!

## UNIT INCLUDES:

- 15-Minute daily routine
- Lesson plan
- Teaching PowerPoint
- Practice worksheets
- Reading passage
- Writing activity
- Task cards
- Assessment
- Skill poster



# Easily fit in daily grammar practice

- Designed for teachers short on time
- Lessons & activities follow a consistent routine

## SUBJECT-VERB AGREEMENT

Third Grade Grammar  
L.3.1.F

Monday	
• Minilesson	1. Project the teaching PowerPoint. Introduce the weekly grammar skill. Read the lesson slides with students. 2. Follow the minilesson with whole group practice. For the first practice slide, call on a student to read the first sentence and tell if it has subject-verb agreement. The next student slides a check or X to the sentence. If the sentence does not have subject-verb agreement, ask students how it could be changed to be correct. There are two other practice slides. These can be used to replace the first practice or in addition to the first practice. One of the practice activities can also be used on another day to help students review the skill. 3. Students work with a partner for the partner practice slide. Students use a journal, scrap paper, or whiteboards for the writing portion of the slide.
*Each day's lesson & activity is designed to take 15 minutes.	
Tuesday	
• Practice worksheet	1. Review the minilesson slides if needed. Project the Talk About It slide for students to review further. 2. Students complete the practice worksheet.
Wednesday	
• Task Card Center	Students continue practice using task cards. Use the cards as a literacy center or place them around the room for students to "room the room" to complete with a partner. Another option is to spread the cards onto desks. Students complete the card and pass it on to the next student. Students can complete the cards in any order.
Thursday	
• Writing Grammar Gazette	Students apply the weekly grammar skill to their writing. 1. Choose the option you wish students to use. Easily differentiate for students who need more guidance with the word bank version. 2. Students write a short, 3-4 sentence news story about the picture that includes words in the weekly grammar skill. Students circle the target words in their writing or trade papers with a partner to find and circle them.
Friday	
• Assessment • Grammar Glossary	1. Students glue the Grammar Glossary pages into their notebooks for future reference. If you wish to extend the glossary and add a list generating activity, it can be done during your literacy center time or when time allows. 2. Students finish the week by taking the assessment.

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Third Grade Grammar



### Daily Routine

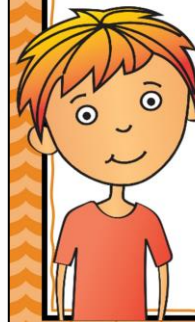
Monday Minilesson | Group practice

Tuesday Partner practice & worksheet

## SUBJECT-VERB AGREEMENT

the **subject** and **verb** in a sentence must both be singular or both be plural to **agree** or **work together**

The dog barks.  
The dogs bark.



Includes ready-to-use lesson plans

# Day 1 Introduce the Skill

## Minilesson & activity slides on PowerPoint

- ★ Teaching slides to introduce the skill
- ★ Interactive slides with moveable pieces to model & practice whole group
- ★ Partner slides to review & practice together

**MAKE THEM MATCH!**

The kids (talks/talk) about their weekend.  
Elena (shops/shop)  
A bird (chirps/chirp)  
We (cheers/cheer)  
Bees (flies/fly) all day.  
Mom (helps/help) me.  
Nick and John (spla...)

**COMPLETE THE SENTENCE PRACTICE**

The king \_\_\_\_\_ on his throne.  
Four ducks \_\_\_\_\_ their feathers.  
\_\_\_\_\_ other.

**Subject-Verb Agreement**

Which verb agrees with the subject?

**DO THEY AGREE? PRACTICE**

Sam collects rare stamps.	<input type="checkbox"/>	<input checked="" type="checkbox"/> yes
I runs three miles a day.	<input type="checkbox"/>	<input checked="" type="checkbox"/> no
Kim and Ann bakes cookies.	<input type="checkbox"/>	
We gather around the table.	<input type="checkbox"/>	
You greet us with a smile.	<input type="checkbox"/>	

**Subject-Verb Agreement**

Sam cook dinner. ✗

Subject      Verb

**Subject-Verb Agreement**

If the subject is singular, the verb must match it. Verbs on Team Singular Subject get an -s at the end.

**Subject-Verb Agreement**

Jen walks to the park.

Verb

**Subject-Verb Agreement**

The subject in a sentence is kind of like the team captain. The verb has to follow different rules depending on if the subject is singular or plural. The subject is the one who calls the play!

**REMEMBER**

- Singular means just one.
- Plural means more than one.

Have you ever played on a team? Maybe in sports, at recess, or even with a group in class?

In a sentence, the subject and the verb are like teammates. They need to match and work together so the



# Day 2 Partner & Independent Practice



## PARTNER PRACTICE

Oceans (covers/cover) most of the planet.  
The monkey (swings/swing) in the trees.  
We (reads/read) stories before bed.



## TALK ABOUT IT

### Review:

Tell your partner what subject-verb agreement means.



Can you give an example of a sentence with subject-verb agreement?

## Partner practice slides



Name \_\_\_\_\_ Subject-Verb Agreement Practice

Complete the sentence by writing the correct form of the verb given.

1. My grandma \_\_\_\_\_ me chop the vegetables.
2. We \_\_\_\_\_ <sup>help</sup> books from the library each week.
3. Mom \_\_\_\_\_ while you \_\_\_\_\_ lunch.
4. T
5. T

Circle the correct form of the verb to make each sentence have subject-verb agreement.

I exer

The c

We ex

The k



Name \_\_\_\_\_

Subject-Verb Agreement Practice

Circle the correct form of the verb to make each sentence have subject-verb agreement.



One Sunday morning, I (climbs/climb) onto my bike, feeling the breeze on my face as I (pedals/pedal) faster. Jake (races/race) ahead on his blue bike and Leah (cycles/cycle) right behind him. Branches (crunches/crunch) under our tires as we (rides/ride) down the trail. Suddenly, a squirrel (darts/dart) across the path. The three of us (swerves/swerve) to avoid it just in time. Up ahead, the trail (splits/split) into two directions. We (stops/stop) to decide which way to go. Jake and Leah (points/point) to the left. I (nods/nod), and we all (races/race) off again, ready to see where the trail (takes/take) us.

Cut out the sentences. Glue them into the correct box.

Correct ✓

Incorrect ✗

# Day 3 Center activity

**CHOOSE HOW YOU USE THEM!**

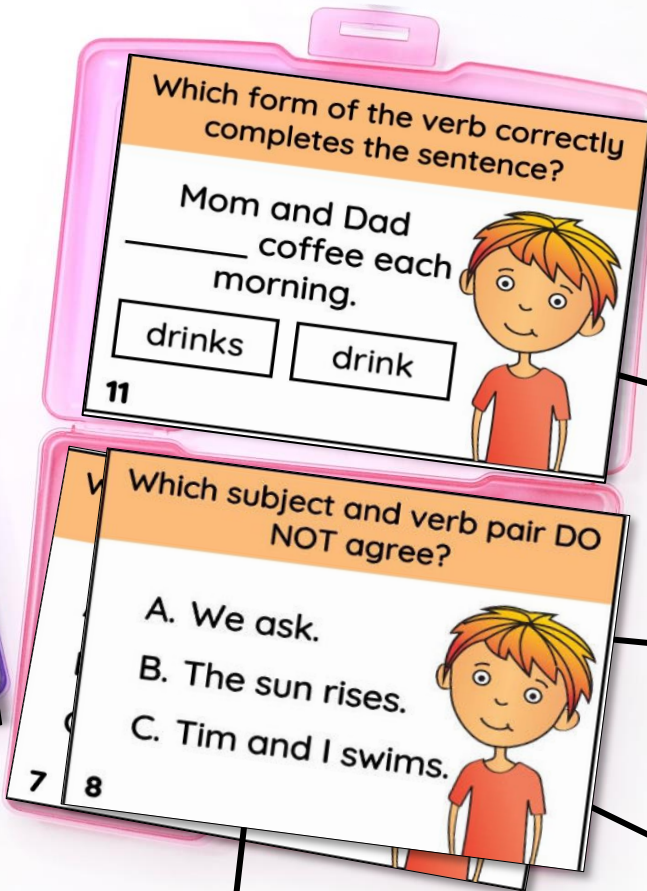
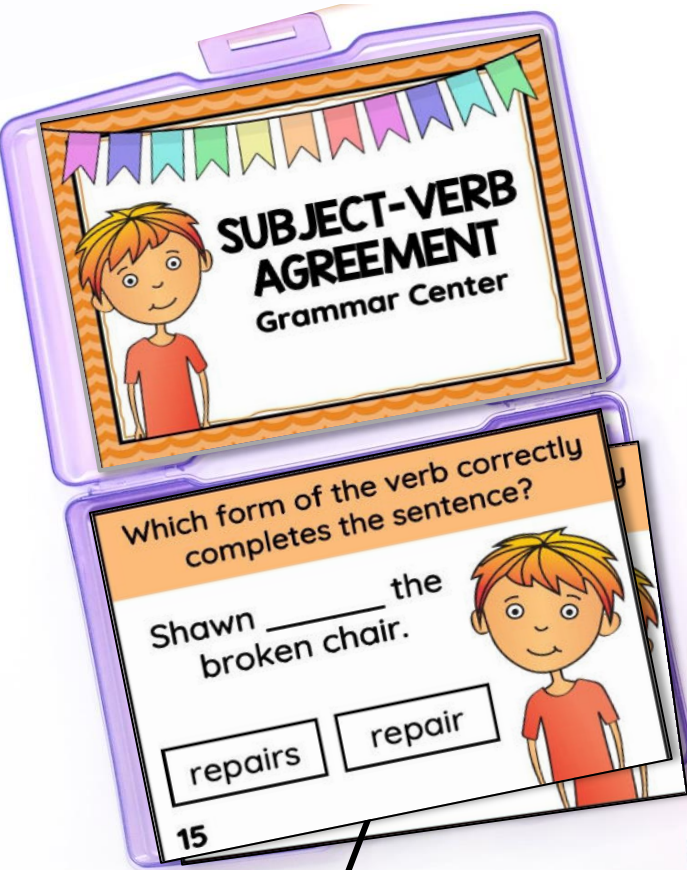
for early finishers

for test prep

as a gallery walk

as a grammar center

as independent practice



16 Task cards & recording sheet



# Day 4 Apply the skill in writing

Easily differentiate with three formats to choose from

1. Students write a newspaper story using words in the target skill.

2. Students who need more guidance use the word bank version.


3. Students read the article and circle words in the target grammar skill.

Subject-Verb Agreement  
**GRAMMAR GAZETTE** EXTRA!  
EXTRA!

Read the news. Circle the correct form of the verb to make each sentence have subject-verb agreement.

**Local Bank Hosts Community Fun Day**

Today, Green Valley Bank  
(opens/open) its doors for a special  
Community Fun Day. Families and  
friend (gather) outside the  
bar (sits/sit) food, and  
prize (talk) through the  
crowd. (The) kids laughing  
and playing in a bounce house.  
(looks/look) like lots of fun! Parents  
and other adults (visits/visit) be  
planning for the future. Inside the



Subject-Verb Agreement  
**GRAMMAR GAZETTE** EXTRA!  
EXTRA!


Title \_\_\_\_\_



Subject-Verb Agreement  
**GRAMMAR GAZETTE** EXTRA!  
EXTRA!

Title \_\_\_\_\_

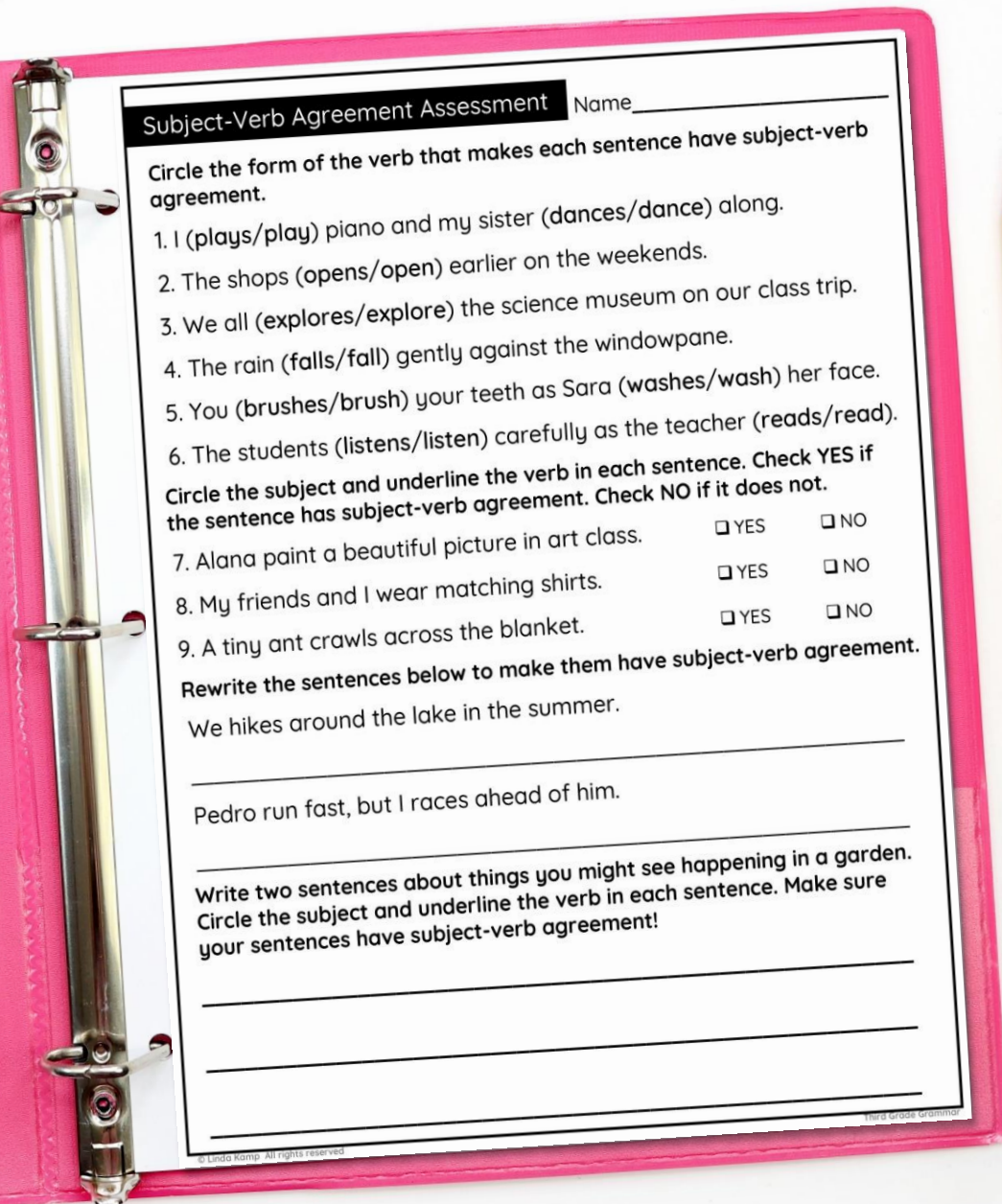
Written by \_\_\_\_\_



picture for a news story. Circle the subject and  
can use the word bank to help you or use your  
own words.

community money save  
manager fun account

# Day 5 Assessment



Students take an easy-to-grade assessment

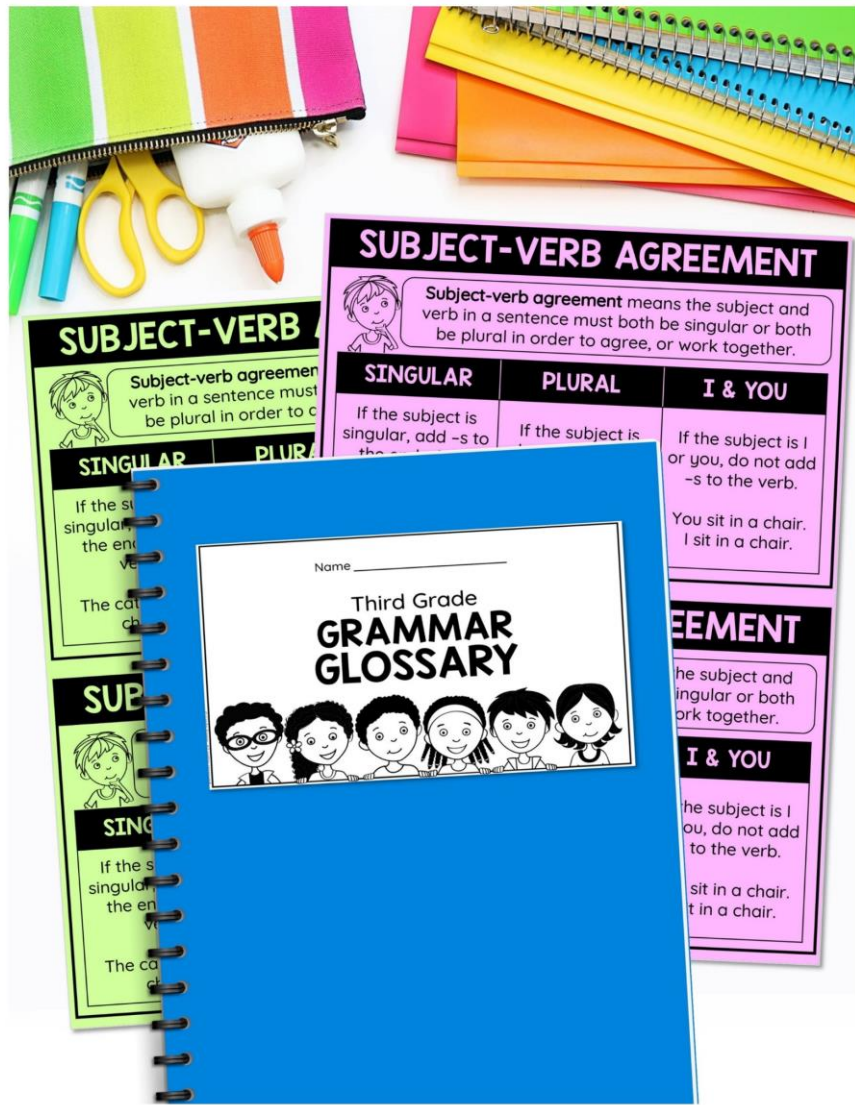
With simple questions to determine if students can:

- ★ identify the skill
- ★ generate examples
- ★ apply the skill in writing



# Day 5 Grammar Glossary

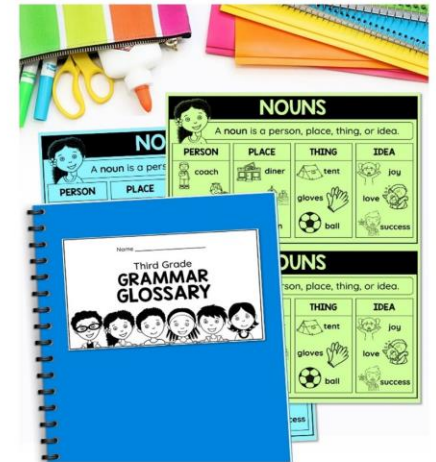
## GRAMMAR GLOSSARY



## Grammar Glossary

### CHOOSE HOW YOU USE IT

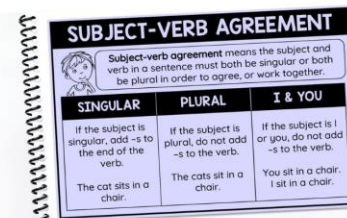
Copy one cover label and one glossary page per student on colored or white paper.



### AS A REFERENCE NOTEBOOK

Collect all the grammar units! Students create a grammar glossary to use as a reference by gluing the pages into a notebook. Glue the label to the notebook's cover.

**Example**



**Example**

Singular	Plural
The dog chases the cat.	The dogs chase the cat.
The bird flies to the tree.	The birds fly to the tree.
The girl drinks water.	The girls drink water.


### AS ADDED PRACTICE

Have students generate lists of examples for added practice. Easily differentiate by asking students to generate longer words or choose words from their lists to write sentences.



# Why Daily Grammar Practice?

**THIRD GRADE GRAMMAR**



Minilesson  
PowerPoint  
Task Cards  
Passage  
Writing  
Worksheet  
Assessment

**Subject/Verb Agreement**

Linda Kamp

> [Click here](#) <  
to see all  
3<sup>rd</sup> Grade units!

- ★ Easy to implement 15-minute daily routine
- ★ Ready-to-use lessons and activities
- ★ The no-fluff tasks fit easily into your schedule
- ★ Students practice and apply the skill in a variety of ways
- ★ Partner talk engages all students
- ★ Easy to grade activities
- ★ No prep required-Just make copies-Perfect for a sub!