

Grade 3 Playlist: Subject-Verb and Pronoun-Antecedent Agreement

Aligns with *CCSS.ELA-LITERACY.L.3.1.F*:

- Ensure subject-verb and pronoun-antecedent agreement.

Welcome

A sentence is sometimes like a puzzle. Writers need to make sure that the pieces of the sentence fit together nicely, just like the pieces of a puzzle. If the pieces don't fit, the puzzle won't make any sense. If the parts of a sentence don't match up, the sentence will lose meaning also.

Objectives

In this playlist, students will learn how to:

- make sure that the subject and verb in a sentence agree.
- make sure that the pronoun and antecedent in a sentence agree.

Review

Key Terms

- In a sentence, the **subject** is the noun (person, place, thing, or idea) that the sentence is about.
- In a sentence, a **verb** is a word that describes the action taking place.
- A **pronoun** is a word that takes place of a noun. (Some examples are *he, she, I, they, and you.*)
- An **antecedent** is the word that the pronoun refers to in a sentence.

Exploring the Standard

For a sentence to be grammatically correct, each part of the sentence must agree with, or match, the other parts. The subject and verb must agree. A pronoun and its antecedent must agree. Writers should always check their work to make sure these sentence parts match.

A Closer Look: Subject-Verb Agreement

The first two parts of a sentence that need to match are the subject and the verb. Remember, a **subject** is the noun that the sentence is about. The sentence's subject can be a person, a place, a thing, or even an idea. The **verb** is the action that the subject is doing. Verbs can be action words like *jump* or *run*, but they can also show a state of being like *is* or *seem*.

It is important to notice whether the subject is singular or plural. A singular subject names one thing, like *cat, Sophia, New York City*, or even *dream*. However, a plural subject names more than one thing, like *mice, kids, or trees*. The verb changes depending on whether the subject is singular or plural. Take a look at the example below:



Carlos walks to school each morning.

subject verb
(singular) (singular)

Carlos is the subject in this sentence. The subject is singular, so the verb in the sentence is singular also. It would be incorrect to write, "Carlos walk to school each morning," because this uses a singular subject but a plural verb. Now read this sentence:

Carlos and Latoya walk to school each morning.

subject verb
(plural) (plural)

Notice how the subject in the sentence changed. Now that there are two subjects, Carlos and Latoya, the verb also changed to agree with the plural subject.

There is one tricky rule when making subjects and verbs agree within a sentence. Some words, like *everyone* or *anybody*, or even words like *team* or *class*, name more than one person but actually use a singular verb. Look at the example below:

Everyone is excited to eat tacos for lunch.

subject verb
(refers to (singular)
many people,
but is treated
as singular)

Even though the subject in this sentence refers to many people, it is sometimes easier to think that it is referring to each individual person. In other words, each individual person is excited to eat some tacos for lunch.

Caution!

The pronouns *I* and *you* are singular, but they use the plural forms of verbs. For example, it is correct to say "I walk to school each morning," not "I walks to school each morning."

Watch!

Watch the following video to review the ideas above about subject-verb agreement:

- <https://www.youtube.com/watch?v=yEVhUEq6P1w>

Practice!

Here are some fun online activities to practice subject-verb agreement within a sentence:

- <http://gotkidsgames.com/sv/sv.html>
- http://www.abcya.com/subject_verb_agreement.htm
- http://www.harcourtschool.com/activity/subjectverbmix/index_pre.html



Teaching Notes: Subject-Verb and Pronoun-Antecedent Agreement

The goal of L.3.1.F is for students to ensure that the subject and verb within a sentence agree. Additionally, in sentences using pronouns, students should be able to ensure that the antecedents agree with the pronoun. The following information contains ideas that teachers can incorporate into their classrooms.

Activities

1. As a class, discuss simple verb conjugation (*I walk, he/she walks, they walk*), stressing the difference in the verb when the subject is plural. Then, discuss irregular verb conjugations (*I am, he/she is, they are*). Most times, it is even easier for students to see the agreement or disagreement in irregular verbs than it is in regular verb conjugation. Write some simple sentences on the board and either leave out the subject or verb. Then, have students raise their hands and correctly fill in the blanks.
2. Label several areas of the room with a large pronoun sign (*he, she, it, we, they*). Then, come up with a list of nouns (both singular and plural) and write each noun on an index card. Distribute the index cards to students. Then, have students move to the pronoun sign in the classroom that agrees with the noun on their index card. Call on students to use both the pronoun and the antecedent in a sentence aloud. (This could also work with individual dry erase boards if teachers would rather avoid having the students move around the room. Students can simply write the correct pronoun that could replace the noun on their index card and then share a sentence aloud.)

Writing Prompts

1. Try an activity called “Three Rights, One Wrong.” Have students write three correct sentences using appropriate subject-verb agreement or pronoun-antecedent agreement. Then, have them write one sentence that has an agreement error. The sentences can be in any order; the wrong sentence does not have to be the last one on the paper. Collect the papers and then pass them out again to different students. Have the students place an “X” near the incorrect sentence. On the correct sentences, students should circle the subject and verb or antecedent and pronoun. Then, return the papers to their original author to see if the answers are correct.
2. To practice how a sentence changes when the subject becomes plural, have students write a pair of sentences using similar words. The first sentence should have a singular subject (e.g., *The puppy loves playing in the yard*). The second sentence should have a plural subject (e.g., *The puppies love playing in the yard*). This writing prompt can be paired with L.3.1.B, which focuses on irregular plural nouns.

