

*Important Concepts . . .*

# Preview Review



***Language Arts Grade 6 TEACHER KEY***

***W1 - Lesson 4: Sentence Agreements***

## Important Concepts of Grade 6 Language Arts

W1 - Lesson 1 ..... Sentence Structure 1  
W1 - Lesson 2 ..... Sentence Structure 2  
W1 - Lesson 3 ..... Parts of Speech  
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W3 - Lesson 4 ..... Enhancing Content and Presentation  
W3 - Lesson 5 ..... Review

### W3 - Quiz

## Materials Required

### Textbooks

*Cornerstones Anthologies  
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W1 - Lesson 4 Teacher Key

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# Preview/Review Concepts for Grade Six Language Arts

## *TEACHER KEY*



*W1 - Lesson 4:  
Sentence Agreements*

# OBJECTIVES

By the end of this lesson, you should

- recognize and use correct subject-verb agreement in sentences
- recognize and use correct pronoun-antecedent agreement in sentences

## GLOSSARY

**antecedent** - a word or words that have been replaced by a pronoun

**pronoun** - a word that replaces a noun

**subject** - the part of a sentence that tells who or what does the action

**verb** - a word that expresses physical or mental action

## **TO THE TEACHER:**

### **W1 - Lesson 4: Sentence Agreements**

*This lesson contains instruction and activities designed to help students extend their understanding of sentence structure—specifically, subject-verb agreement and pronoun-antecedent agreement. The students have the opportunity to recognize and practice proper sentence structure and agreement in their writing activities.*

#### **Lesson Procedures:**

##### **1. Individual**

*The lesson format is such that students can work through the material on their own with teacher intervention and/or instruction as requested or required. Generally, the activities are self-directed. Of course, this depends upon the skill levels of the individual students and general class composition.*

#### **OR**

##### **2. Teacher-Led**

#### **Introduction:**

- *Introduce the topic of subject-verb agreement and the importance of students learning this concept because such knowledge aids the student in writing more expressively and with more accuracy.*

#### **Instruction:**

- *Review subjects, verbs, and pronouns throughout the lesson.*
- *In addition, reinforce the concepts of singular and plural throughout the lesson.*
- *Lead students through the instruction and activities, explaining, discussing, and correcting the student activities. In this manner, you can control the pace, reinforce the concepts, and assure that students have understanding.*

*Proceed in this manner through pronoun-antecedent instruction.*

#### **Extending Yourself Assignment:**

*Discuss with students and modify according to needs.*



## W1 - Lesson 4: Sentence Agreements

The main goal of writing is to communicate effectively and clearly. Writing sentences that meet this goal is an important skill to develop and improve.

To be effective and clear, certain parts of the sentence must *agree* so that the sentence makes sense.

This lesson begins with the agreement between the **subject** and the **verb**.

First, quickly review these sentence parts.

### Quick Subject Review

- The **subject** of a sentence is the word or words that tell who or what the sentence is about, or who or what does the action. It is usually a noun or pronoun.
- *The boy is at his grandmother's place.* The subject of the sentence is *boy*.
- *The trumpets blare out the song.* The subject of the sentence is *trumpets*.



### Quick Verb Review

- A **verb** is a word that expresses the action or state of being of the subject.
- *The boy is at his grandmother's place.* The verb: *is*.
- *The trumpets blare out the song.* The verb: *blare*.

## Subject-Verb Agreement

### The Rule:

Verbs must agree with, or match, their subjects in number.

### What this means:

Singular subjects must have singular verbs, and plural subjects must have plural verbs.

### Examples that agree:

The *boy is* at his grandmother's place. (singular subject and verb)

The *trumpets blare out* the song. (plural subject and verb)

### Examples that do not agree:

The *boy are* at his grandmother's place. (singular subject and plural verb)

The *trumpets blares out* the song. (plural subject and singular verb)

A. In the sentences below, underline the subject and circle the verb. Write **A** after the sentence if the subject and verb agree, or **D** if they do not agree.

1. The boy cheers for his team.   A
2. The girls cheers for their team.   D
3. Alex usually play well against Tom.   D
4. The people are very loud and noisy.   A
5. Mascots is running around the field.   D
6. The cheerleaders turns somersaults.   D
7. Alex and Tom decide to watch the other games.   A
8. Alex hope for a quick game.   D



9. Both boys hope to get home quickly. A

10. We always has a successful tournament. D

**Remember:** For a sentence to make sense, the parts must get along or agree. The verb must agree with the subject.

- Singular subjects must have singular verbs.
- Plural subjects must have plural verbs.

B. Make the following sentences **agree**. Underline the verb that agrees with each subject.

1. (Is, Are) my boss going to be here soon?

2. The tornadoes (is, are) coming this way.

3. The people (cheer, cheers) for the home team.

4. My neighbour (work, works) six days a week.

5. They (play, plays) in front of my house all the time.

6. Usually, Billy and Sarah (listen, listens) to me.

7. These newspapers (need, needs) to be delivered by 6:00 am.

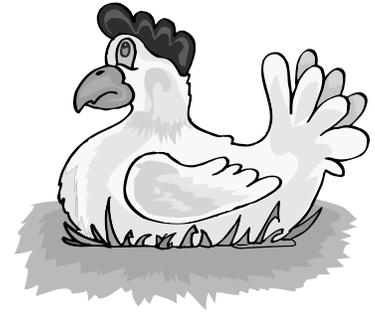
8. Two people (is, are) needed to do the job.

9. A pencil (was, were) necessary to complete the test.

10. Three bicycles (crash, crashes) into the oak tree.



C. Write your own sentences using the subjects and verbs indicated. You must make verb choices to have correct subject–verb agreement.



*Answers will vary. See example provided.*

1. Subject – chickens

Verb – peck or pecks

*e.g., Chickens peck in the dirt.*

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2. Subject – boy or boys

Verb – play or plays

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3. Subject – everybody

Verb – need or needs

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4. Subject – Jeff Walters

Verb – is or are

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5. Subject – he or they

Verb – sees or see

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**D. You be the Teacher!** Rewrite the following sentences to make subject and verb agree.

1. Billy and Sam loves to play Nintendo. (*love*)

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2. Is the girls coming to the mall? (*are*)

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3. Here is the cards for the deck. (*are*)

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4. She ride my bicycle on the grass. (*rides*)

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5. They plays in front of my house all the time. (*play*)

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6. There was nine children lined up to play. (*were*)

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7. Wasn't the cars shined and polished for the Car Show? (*Weren't*)

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8. All of the cars drives in the parade. (*drive*)

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9. They was late for the movie. (*were*)

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10. Auntie May trim her hedges every week. (*trims*)

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Now, study the agreement between the pronoun and its antecedent.

First, quickly review these two sentence parts.

### **Quick Pronoun Review**

Pronouns are words that take the place of nouns.

### **Examples of Pronouns**

**Personal pronouns:** I, me, you, he, him, she, her, it, we, us, they, them

**Possessive pronouns:** my, mine, your, yours, his, her, hers, its, our, ours, their, theirs

### **Antecedent Review**

An antecedent is a word or words that have been replaced by a pronoun.

### **Examples**

When Big Dog snuck under the fence, he ran to the dumpster.

The pronoun: he

The antecedent: Big Dog

Bill and Dave will fix their boat and get back into the race.

The pronoun: their

The antecedent: Bill and Dave

## Pronoun-Antecedent Agreement

You learned that the subject and the verb must agree. That is, you have to be sure that **both are singular or both are plural**. The same goes for pronouns and antecedents.

Examples: I get worried when the **neighbours** let *their* dog out.

**Their** is a plural pronoun.

**Neighbours** is a plural antecedent.

The **dog** goes wild, and *he* always messes up my front yard.

**He** is a singular pronoun.

**Dog** is a singular antecedent.

When an antecedent is male or female, you must also be sure that the pronoun is the correct gender.

Example: **Barbara** is very patient when *she* paints.

The pronoun: she

The antecedent: Barbara

Now, work with pronouns and antecedents.

E. In the following sentences, underline the pronouns and circle their antecedents.

1. Lora lost her bracelet.
2. Bill and John cooked their dinner.
3. The cat got lost when it wandered off.
4. The students should take their boots off.
5. Coffee was discovered in its native country.



6. (Travis) bought his mother a beautiful gift.
7. The (teacher) thought she had never had a better class.
8. When the (boat) sank, it broke into many pieces.
9. (Gina,) where is your brother?
10. The (magpie) builds its nest very carefully.



F. Add the correct pronoun to agree with the antecedent. Circle the antecedents and choose *his*, *her*, *its*, or *their* as the pronouns.

1. Each (girl) thought her project was the best.
2. (They) always look after their pets.
3. Both (men) tried their new fishing rods in Windy River.
4. Some (people) ate their lunch before the others.
5. (Johnny) bit into his apple with vigour.
6. The (dog) was limping because of its injury.
7. When (Nancy and Jill) joined the club, they had to pay their fees.
8. Every (boy) player also had to pay his fees.
9. Several (boys) decided to skip their practice.
10. Each (girl) was asked to bring her birth certificate for registration.



**G. You be the Teacher!** Rewrite the following sentences to make the pronouns and antecedents agree.

1. Ellen and Jane ran her car into the ditch. (*their*)

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2. Allison, the figure skater, almost broke its leg. (*her*)

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3. Everyone has their best way to do something. (*his or her*)

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4. Miguel’s slapshot shows their excellent training. (*his*)

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5. The elevator fell off their cables. (*its*)

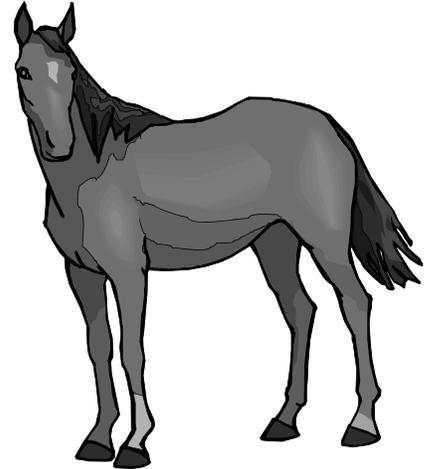
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## Extending Yourself

Sometimes the antecedent is **not** clear. If this happens, the meaning of the sentence can get confused, and it can also be quite funny!

Example: *After the children finished grooming the horses, the rancher fed them some oats.*



Does this mean the children were fed oats? No, the horses were fed the oats, but the way the sentence is worded, the antecedent is **not** clear. Funny, but not clear.

Write three sentences that are *funny* – where the antecedent is not clear. Use your imagination, get some help if needed, and be prepared to share with your class.

Another example: *John backed his car out of the garage and put some gas in it.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

