

# Lesson Skill: Using subject-verb agreement with intervening phrases and clauses

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## Strand Writing

**SOL** 6.8  
7.8  
8.8

## Materials

- Copies of the attached Subject and Verb Sort Cards, cut apart into sets
- Copies of the Subject-Verb Agreement Repair Template worksheet
- Student writing portfolios

## Lesson

1. Display the following example, and have students select the correct verbs.

Mexican food (is, are) my favorite food. The appetizer, chips, and salsa (set, sets) the stage for a fantastic meal. Sizzling fajitas, straight from the kitchen, (arrive, arrives) at the table in the blink of an eye. Everyone (wish, wishes) he or she had ordered fajitas when the sound of sizzling occurs. No one (save, saves) room for dessert.
2. Use the example to review the rules of subject-verb agreement.
3. Put students into small groups, and distribute a set of the attached Subject-Verb Sort Cards to each group. Have the groups sort their cards into four categories: singular subject, plural subject, singular verb, plural verb. Monitor groups for accuracy as they work.
4. Have groups match the singular subjects with singular verbs and the plural subjects with plural verbs. Then, have groups use the matches to write sentences with correct subject-verb agreement.
5. Have groups select five of their sentences to rewrite to include an intervening phrase or clause between the subject and the verb.
6. Distribute copies of the Subject-Verb Agreement Repair Template worksheet. Have students select one of their own writings and correct their errors in subject-verb agreement, using the template.

**Subject and Verb Sort Cards**

Singular subjects	Singular verbs	Plural subjects	Plural verbs
the class	walks	they	cook
Micah	believes	players	jump
Mrs. Lucas	bakes	Brian and Kelly	watch
Danny	dances	women	sing
everyone	likes	children	paint
the singer	practices	bears	growl
a woman	arrives	reporters	interview
a coach	takes	many	buy
Mr. Jones	was	several	help
the dog	saves	firefighters	bring

