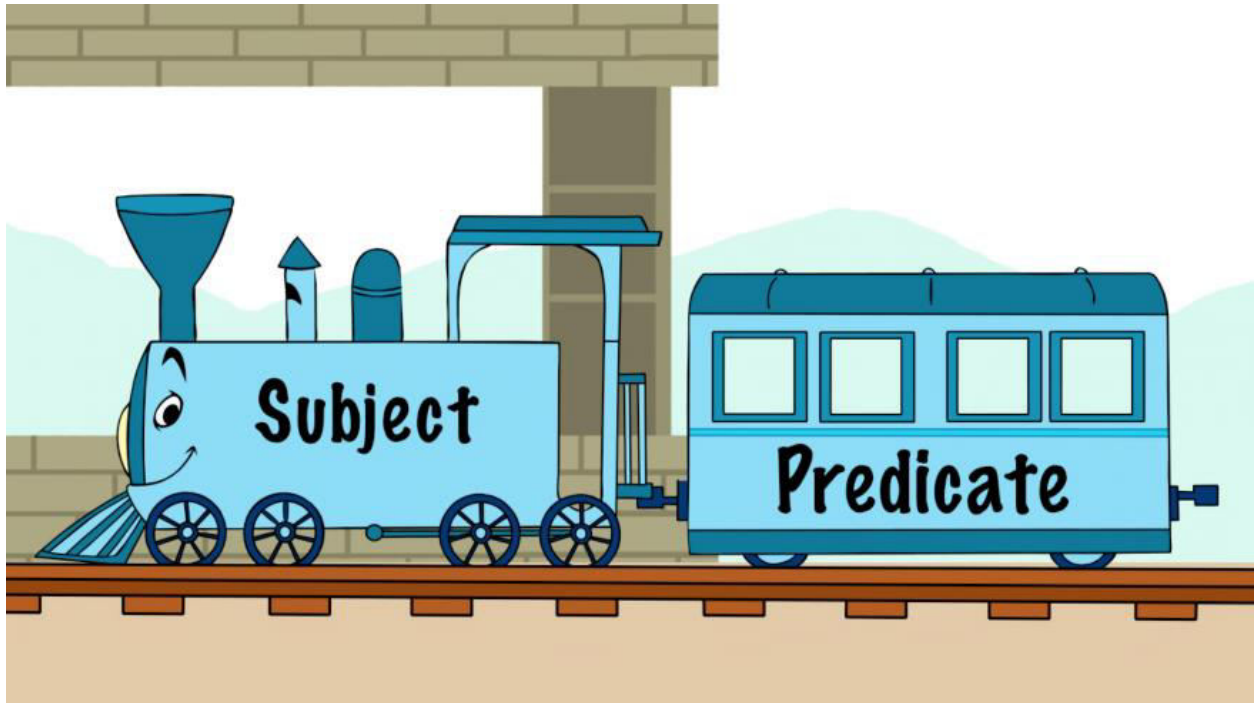


# ENGLISH GRAMMAR

TOPIC: SUBJECT AND PREDICATE

CLASS – VI

## LESSON-2



**OBJECTIVES-** By the end of this lesson, students will be able to:

- Students will be able to identify the *subject* of a sentence.
- They will be able to identify *sentence fragments*.
- They will be able to identify the *predicate* of a sentence.

**MATERIALS AND PREPARATION –**

- ❖ **Two Parts of a Sentence Worksheet**
- ❖ **Subject and Predicate Worksheet**

- ❖ Complete Sentences Worksheet
- ❖ Sentence or Fragment Worksheet

## KEY TERMS –

- Subject
- Predicate

## INTRODUCTION –

### **DURATION: 10 Minutes**

- Teacher gives the definition for *subject*, the person or thing being discussed in a sentence, and for *predicate*, the part of the sentence containing a verb and discussing the subject.
- Now, an example sentence is written on the shared screen. In the example, *subject* is underlined once and *predicate* is underlined twice.

We had a picnic in the park.

- Students are asked to write a short sentence in their notebooks and underline the different parts as the teacher did.
- Students are asked to share their sentences orally or show on the camera.

## EXPLICIT INSTRUCTION / TEACHER MODELING –

### **DURATION: 10 Minutes**

- Share “**Two Parts of a Sentence**” Worksheet on screen.
- Students are asked to finish independently.
- After listening to their answers orally, they are guided to correct their answers if they answered incorrectly.

# Two Parts of a Sentence

Identify the **subject** and the **predicate** in each sentence.  
Underline the subject once. Underline the predicate twice.

Every complete sentence has two parts: a **subject** and a **predicate**.  
The **subject** is what or whom the sentence is about.  
The **predicate** is the part that tells something about the subject.

Example: Rita eats breakfast every morning.  
**subject** **predicate**

Samantha eats ice cream for dessert.

Ben likes to draw pictures of dolphins.

The children played in the mud.

Jessie's dad is painting the garage door.

I built a sandcastle at the beach.

The bicycle needs new tires.

We had a picnic in the park.

My favorite color is orange.

Mike and George went bowling.

Ming bought a new pair of sneakers.

Two cats chased each other across the street.

Jeff is reading a fantasy book.



## **GUIDED PRACTICE** –

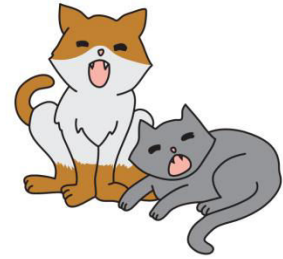
**DURATION: 10 Minutes**

- Students are shown “**Subject and Predicate**” Worksheet on screen.
- Students are asked questions and struggling students are helped with suitable explanations by the teacher.
- All the answers are reviewed by the teacher.

## Subject and Predicate

A sentence must have a subject and a predicate.  
The **subject** states who or what is doing the action.  
The **predicate** states what the subject is or does.

**Example:** The cats meow.  
                  subject   predicate



**Directions:** Draw one line under the **subject** and two lines under the **predicate** in each sentence.

1. My family went to the zoo.
2. The weather was hot.
3. I saw the albino crocodile!
4. The elephants squirted water with their trunks.
5. We walked through the bird exhibit.
6. The flowers smell nice.
7. The mail carrier delivers the mail.
8. Jimmy won the marathon race.
9. Tina and I are going to the library.
10. A dog barked at the squirrel.

## INDEPENDENT WORKING TIME –

### **DURATION: 10 Minutes**

- Have students write **10-15 sentences** of their own. Give an expected length for the sentences depending on the fluency of the class.
- Have students underline the *subject* once and the *predicate* twice in the sentences.
- Share the “**Complete Sentences**” and “**Sentence or Fragment?**” worksheets.
- The worksheets can be shared in the students’ group.
- Students can either take printouts of the worksheets assigned or they can simply note down the questions in their practice notebooks.
- Have students work on these worksheets independently.
- After receiving every students’ response, correct answers can be shared with the whole class.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### COMPLETE SENTENCES

A complete sentence has a subject and a verb. Add a subject or a verb from the word bank to each sentence to make it into a complete sentence.

*Example: The boy in the blue shirt*

*The boy in the blue shirt is running in the playground.*

The dog	stands in line	The fish	Birds are	is the smallest
The family is	It is hot	The neighbors	It snows	The glass

1. swims in the lake



\_\_\_\_\_

2. on the roof

\_\_\_\_\_

3. The tall girl

\_\_\_\_\_

4. The brown puppy

\_\_\_\_\_



5. in the winter

\_\_\_\_\_



6. went on vacation

\_\_\_\_\_

7. at the airport

\_\_\_\_\_



8. drinks the milk

\_\_\_\_\_

9. during the summer

\_\_\_\_\_



10. fell and broke

\_\_\_\_\_

# Sentence or Fragment?

A **sentence** expresses a complete thought and includes a subject and predicate. A **fragment** is an incomplete sentence.

Decide if each phrase below is a sentence or a fragment and circle your answer.

- |  |                 |                 |
|--|-----------------|-----------------|
| 1. Pam walked to school with Amy.      | <b>Sentence</b> | <b>Fragment</b> |
| 2. Shared his turtle with the class.   | <b>Sentence</b> | <b>Fragment</b> |
| 3. Cooked soup for her grandmother.    | <b>Sentence</b> | <b>Fragment</b> |
| 4. Ray stood in line for ice cream.    | <b>Sentence</b> | <b>Fragment</b> |
| 5. Rained all night.                   | <b>Sentence</b> | <b>Fragment</b> |
| 6. The Smiths went on vacation.        | <b>Sentence</b> | <b>Fragment</b> |
| 7. Paul tied a knot.                   | <b>Sentence</b> | <b>Fragment</b> |
| 8. Caught the ball for the third out.  | <b>Sentence</b> | <b>Fragment</b> |
| 9. Steven called Michael after dinner. | <b>Sentence</b> | <b>Fragment</b> |
| 10. Left her lunch on the bus.         | <b>Sentence</b> | <b>Fragment</b> |



## DIFFERENTIATION

- ❖ **Enrichment:** Students who complete their work early may be allowed to complete the Compound Predicate worksheet for a challenge.

### Compound Predicate

A **compound predicate** is two or more verbs used with a single subject.

The sun shone down on the frozen pond and melted all the ice.



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Underline the **compound predicate** in each sentence.

1. The little red hen sat for days on her eggs and finally hatched five chicks.
2. My beagle dug a hole in the flower bed and buried her bone.
3. I studied all night for my math test and slept through the exam.
4. Mom searched through her cookbook and found a recipe for plum pudding.
5. Our scout leader tripped over a tree root and fell on the ground.
6. We sat together on the grassy hillside and waited for the fireworks to start.

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Write a sentence with a **compound predicate** using the subject and 2 verbs provided.

1. Our team, practiced, played \_\_\_\_\_  
\_\_\_\_\_
2. Uncle Jack's cow, wandered, saw \_\_\_\_\_  
\_\_\_\_\_
3. My teacher, asked, gave \_\_\_\_\_  
\_\_\_\_\_
4. My brother and I, climbed, found \_\_\_\_\_  
\_\_\_\_\_
5. Lisa, bought, gave \_\_\_\_\_  
\_\_\_\_\_

❖ **Support:** Work with struggling students one-on-one to identify the subjects and predicates of sentences.

**EVALUATION-** Students responses are collected and evaluated on the basis of their performance.

**REVIEW AND CLOSING-**

- Have students give teacher sentences of which she will find the subject and predicate on shared screen.
- Students are allowed to ask any final questions or voice any concerns they may have about the lesson.