

 **PREPARE**

CONCEPT A simple sentence contains a subject (which tells who or what the sentence is about) and a predicate (which tells what the subject does or is). The simple subject or predicate is usually one word, while the complete subject or predicate is all of the words that are in the subject or predicate. Simple sentences, which represent a complete thought and can stand alone, are also known as independent clauses. All sentences must begin with a capital

letter and end with a period, a question mark, or an exclamation point. Knowledge of simple sentence structure supports students' abilities to interpret text accurately and to write effectively.

VOCABULARY complete subject/predicate, compound subject/predicate, predicate, simple sentence, simple subject/predicate, subject

MATERIALS Lesson reproducibles, index cards

 **INSTRUCT**

Tell students that they will be learning about simple sentences. The simple sentence is one of four sentence structures. Display sentence 1 from Sentence List 1, included with this lesson. Read the sentence aloud, and ask students who or what the simple sentence is about (*bears*). Explain that *bears* is the subject of the sentence. The subject tells who or what the sentence is about. Then, ask students what the bears do (*hibernate*). Explain that *hibernate* is the predicate of the sentence. The predicate tells what the subject does or is.

Then, tell students that every sentence must have a subject and a predicate. Simple sentences have only one subject and one predicate. Have students underline the subjects and circle the predicates in the remaining List 1 sentences.

Next, explain that simple sentences do not need to be short or boring! They can provide a lot of information. However, they must have only one subject and one predicate. Display Sentence List 2. First, have students underline the simple subject (the one word that tells or what the sentence is about: *bats*). Then, have them circle the simple predicate (again, one word: *fly*). After this, have them divide the sentence into the complete subject (all of the words that tell who or what the sentence is about: *nocturnal bats*) and the complete predicate (all of the words that tell what the subject does or is: *fly in the moonlight*). Have students practice this procedure with the remaining List 2 sentences.

Finally, ask students to describe what a simple sentence is. (Prompt them as necessary: What does a simple sentence have to have? How many subjects will it have? How many predicates?)

State the information: **A simple sentence contains a subject (which tells who or what the sentence is about) and a predicate (which tells what the subject is doing).**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook. Be sure to review the information on SNEEQS, which is an acronym to support students in remembering capitalization and punctuation in sentences.

Note to Teachers: If students are working in Concept 3 or beyond, an activity that addresses compound subjects (two simple subjects joined by a conjunction) and compound predicates (two simple predicates joined by a conjunction) is available in the *Adapt: Extend* section of this lesson. In addition, the lesson on Subject-Verb Agreement has information about subject-verb agreement specific to compound subjects.

PRACTICE

- Display or distribute partial simple sentences. Some should be missing a subject (e.g., _____ *jumped on the comfortable couch*), while others should be missing a predicate (e.g., *A box of apples* _____). Students should complete each sentence in a logical manner. Then, have them give the simple subject/predicate or the complete subject/predicate of several examples.
- Provide students with a list of expanded simple sentences (e.g., *The angry clowns stormed the circus stage*). Have students rewrite each sentence, including only the simple subject and simple predicate (e.g., *Clowns stormed*). Remind them to use a capital letter at the beginning and the correct punctuation mark at the end.
- Display or distribute simple sentences that are missing capital letters at the beginning of a sentence, end punctuation (period, question mark, exclamation point), and/or commas in a series. Have students correct the errors, using SNEEQS as a guide.
- Provide students with pairs of simple sentences (e.g., *Jane enjoyed the movie; The movie was scary*). Students should combine the pairs into a single simple sentence, first orally and then in writing (e.g., *Jane enjoyed the scary movie*). As students grow more comfortable with the task, challenge them to combine three or more sentences.

ADAPT

SUPPORT

- Have students practice editing end punctuation only. Display or distribute simple sentences. Some sentences should have the correct end punctuation, while others should have the incorrect end punctuation (e.g., *Did you like the film!*). Students should edit the sentences, explaining their reasoning aloud.
- Provide students with two stacks of index cards (subjects and predicates). Students should select one card from each stack (e.g., *jealous green aliens / ate fruit salad, corn, and eggs*). They should record each silly simple sentence, correcting for subject-verb agreement and checking for SNEEQS. Share students' sentences.
- Show students pictures and corresponding simple sentences that include only simple subjects and predicates. Have students underline the subject and circle the predicate in each sentence. Then, display additional pictures and have students compose their own simple sentences.

EXTEND

- Prepare index cards that contain simple sentences with only a simple subject (e.g., *otters*) and a simple predicate (e.g., *play*). Distribute one index card to each student, and have him or her expand the sentence by adding adjectives and/or adverbs and prepositional phrases (e.g., *Gleeful otters play exuberantly in the chilly water*).
- If students are working in Concept 3, display a simple sentence that contains a simple subject and a simple predicate (e.g., *Tom swam in the peaceful blue water*). Write "compound subject" and "compound predicate" on a handful of index cards. Place the index cards in a bowl, and have students pull out one at a time. If they pull out "compound subject," they should revise the displayed sentence to include a compound subject (e.g., *Tom and Ann*). If they pull out "compound predicate," they should revise the displayed sentence to include a compound predicate (e.g., *swam and snorkeled*).

CONNECT

- Generate a variety of simple sentences that relate to one content area concept. Write the complete subject of each sentence on one index card and the complete predicate of each sentence on a different card. Distribute all of the cards at once. Students should match the correct subjects and predicates.

SENTENCE LIST 1

1. Bears hibernate.
2. Teenagers listen.
3. Planets revolve.
4. Candidates debate.
5. Watermelons grow.
6. Horizons stretch.

SENTENCE LIST 2

1. Nocturnal bats fly in the moonlight.
2. All of the candles flickered at once.
3. Interested students asked excellent questions!
4. The flooded streets carried an assortment of random objects.
5. Many windows faced the street.
6. Small green turtles inched across the lane.

ANCHOR CHART

Simple Sentences

Simple Sentence =
Subject (tells who or what the sentence is about) +
Predicate (tells what the subject does or is)

Simple Subject	one word that tells who or what the sentence is about	<i>bats</i>
Simple Predicate	one word that tells what the subject does or is	<i>fly</i>
Complete Subject	all the words that tell who or what the sentence is about	<i>nocturnal bats</i>
Complete Predicate	all the word that tell what the subject does or is	<i>fly in the moonlight</i>
Compound Subject	two simple subjects joined by a conjunction	<i>Tom and Ann</i>
Compound Predicate	two simple predicates joined by a conjunction	<i>swam and snorkeled</i>

When you write sentences, remember your SNEEQS!

- S** – The beginning of a **sentence** always needs a capital letter.
- N** – The proper **names** of people, places, and things always need a capital letter.
- E** – At the **end** of a sentence, there is usually a period.
- E** – When the sentence contains **emotion** or **excitement**, use an exclamation point at the end.
- Q** – When the sentence asks a **question**, use a question mark at the end.
- S** – Use a comma between a **series** of words and to **separate** clauses.