

Introductory Lesson

Compound Subjects

The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

Review It: Sing/chant and review definitions as a class.

Review It

You have learned a lot of grammar terms so far. Can you answer these questions without checking?

What are the eight parts of speech?

What are principal elements?

What are nouns?

What is a conjunction?

Practice It: For this warm-up, see Well-Ordered Notes Introductory.

Learn It: Write the sentences on the board with verbs omitted. After students complete them individually in their books, review as a class, filling in the blanks with sample answers.

Learn It

Remember that if the compound subject is joined by the word *and*, it is considered plural because there are two subjects. Since verbs must agree with their subjects, pay careful attention to both. Fill in the missing verbs in the sentences below.

Example: Lucy *and* Fritz usually climb on the jungle gym.

1. Theo and Winston run to the park.
2. Peggy and you are bringing the water bottles later.
3. Heidi and I have the soccer equipment.
4. Uncle Ulysses and the boys are coming to the game too.

Introductory Lesson

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Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

Analyze It: This is the essential part of the lesson. See Well-Ordered Notes Introductory.

1. ^SYou and ^SI ^{hv}can ^{PV}surprise the cousins (with water balloons)

Diagram: Arrows point from cousins to the (adj), surprise (do), and with (p). An arrow points from with to water balloons (op). A bracket under with water balloons is labeled *adv prep*.

2. ^{hv}Did ^SUncle Ulysses or ^STheo ^{PV}put the balloons (in the crate)

Diagram: Arrows point from balloons to the (adj), put (do), and in (p). An arrow points from in to the crate (op). A bracket under in the crate is labeled *adv prep*.



Introductory Practice

Compound Subjects

1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

a. (On Tuesday,) Peggy and I went (with the family) (to the library)

Diagram: Peggy (S) is connected to went (PV) by a line labeled 'p' (preposition) and 'op' (object of the preposition). I (S) is connected to went (PV) by a line labeled 'p' (preposition) and 'op' (object of the preposition). went (PV) is connected to with the family (prep) by a line labeled 'p' (preposition) and 'op' (object of the preposition). went (PV) is connected to to the library (prep) by a line labeled 'p' (preposition) and 'op' (object of the preposition).

b. Did you and Dad get pirate books?

Diagram: Did (hv) is connected to you (S) by a line labeled 'p' (preposition) and 'op' (object of the preposition). Dad (S) is connected to get (PV) by a line labeled 'p' (preposition) and 'op' (object of the preposition). get (PV) is connected to books (do) by a line labeled 'p' (preposition) and 'op' (object of the preposition).

c. Theo and Lucy should not have been running (around the tables)

Diagram: Theo (S) is connected to should (hv) by a line labeled 'p' (preposition) and 'op' (object of the preposition). Lucy (S) is connected to should (hv) by a line labeled 'p' (preposition) and 'op' (object of the preposition). should (hv) is connected to not (adv) by a line labeled 'p' (preposition) and 'op' (object of the preposition). not (adv) is connected to have been running (PV) by a line labeled 'p' (preposition) and 'op' (object of the preposition). have been running (PV) is connected to around the tables (prep) by a line labeled 'p' (preposition) and 'op' (object of the preposition).

d. Afterward Dad and the group headed (to the market)

Diagram: Afterward (adv) is connected to Dad (S) by a line labeled 'p' (preposition) and 'op' (object of the preposition). Dad (S) is connected to headed (PV) by a line labeled 'p' (preposition) and 'op' (object of the preposition). the group (S) is connected to headed (PV) by a line labeled 'p' (preposition) and 'op' (object of the preposition). headed (PV) is connected to to the market (prep) by a line labeled 'p' (preposition) and 'op' (object of the preposition).

2. Complete the following sentences by adding a verb after the compound subject. You may also add a direct object, an adverb, or a prepositional phrase to construct each sentence.

a. In the library, will Mr. Michaels and you research together

b. Yesterday Heidi and Peggy checked out that book

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c. Later Theo and two boys drummed on the tables

3. Imagine that you see Lucy at the library. With that in mind, write a sentence about it, being sure to include a compound subject.

The librarian and Lucy looked for books on the new shelves.

Lessons to Learn

Compound Subjects

A

The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

Review It: Sing/chant and review definitions as a class. Consider adding freshness by varying speed and volume or by asking individual students to paraphrase the meaning of a definition.

Review It

What is a conjunction?

Give an example of a sentence with the conjunction *and*.

Give an example of a sentence with the conjunction *or*.

Practice It: For this warm-up, see Well-Ordered Notes A.

Learn It: This part of the lesson can be completed individually and then volunteers can come to the board and write their sentences on the board.

Learn It

Remember, if a compound subject is joined by the word *or*, it can be either singular or plural depending on the subject that is closer to the verb. The verb must agree in number with the closer subject.

Example: Winston *or* the boys (is playing / are playing) basketball tonight.

The boys *or* Winston (is playing / are playing) basketball tonight.

Circle the correct verb that goes with the compound subject in each of the following sentences.

1. The neighbors *or* Grandpa Fred often (drives / drive) the kids.
2. Lucy *or* Theo (is coming / are coming) to the movies with us too.
3. Usually Fritz *or* the other boys (sits / sit) in the backseat.
4. Peggy *or* all the girls (is asking / are asking) for popcorn.
5. The aunts *or* just Grandma Lola (is meeting / are meeting) us there.



Analyze It

Analyze the following sentences (S = subject; PV = predicate verb; hv = helping verb; adv = adverb; adj = adjective; do = direct object; p = preposition; op = object of the preposition; prep = prepositional phrase).

Analyze It: This is the essential part of the lesson. See Well-Ordered Notes A.

1. Will the green knight or the white knight win the battle?

Diagram: Will (hv) | the (adj) | green (adj) | knight (S) | or | the (adj) | white (adj) | knight (S) | win (PV) | the (adj) | battle (do) | ?

2. (During the tournament,) the queen and the princess return.

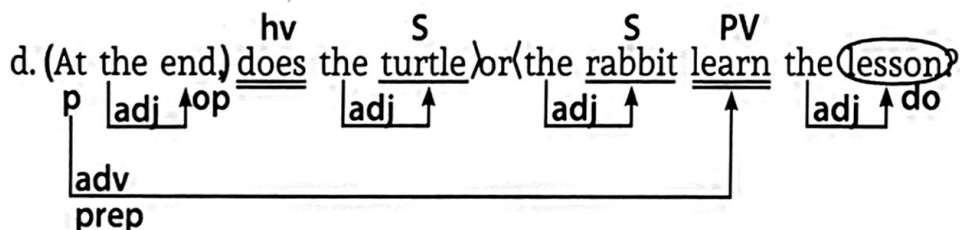
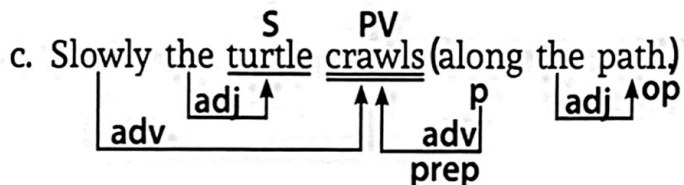
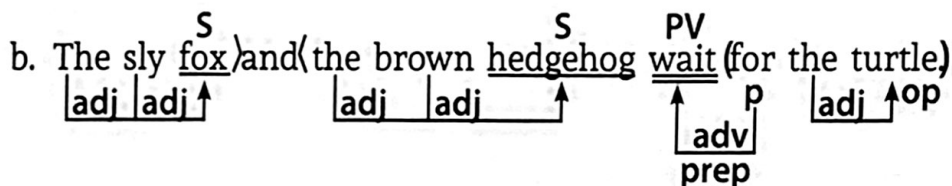
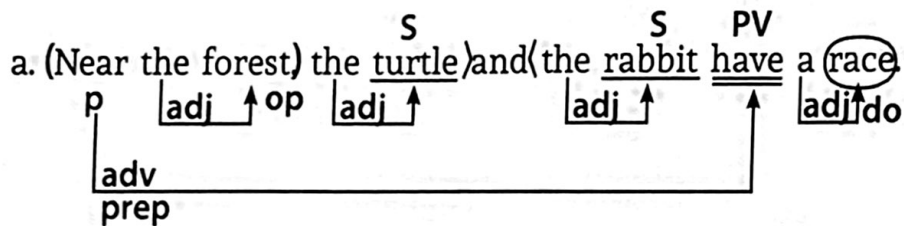
Diagram: (During the tournament,) (p | adv | prep) | the (adj) | queen (S) | and | the (adj) | princess (S) | return (PV) | .

Lessons to Practice

Compound Subjects



1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).



2. Complete the following sentences by adding a verb after the compound subject. You may also add a direct object, an adverb, or a prepositional phrase to construct each sentence.

a. Grandma and Grandpa are coming later today

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b. Will Mom or the girls bring the cupcakes

?

c. Fritz and Lucy were setting the table for dinner

3. Imagine there is a hedgehog at the race between the turtle and the rabbit. With that in mind, write a sentence about it, being sure to include a compound subject.

The hedgehog and the fox were cheering for the contestants.



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The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

Review It: Sing/chant and review definitions as a class.

Review It

Can you answer the following questions by heart?

What are the eight parts of speech?

What are principal elements?

What are nouns?

What is a conjunction?

Practice It: For this warm-up, see Well-Ordered Notes B.

Learn It: This part of the lesson can be completed individually and then reviewed as a class as you or a student writes a possible answer for each sentence on the board.

Learn It

What happens to the predicate in a sentence when another subject is added? If the sentence has a compound subject that includes the conjunction *and*, then it is plural and the verb should agree with it. In the following sentences, add the conjunction *and* along with another subject to form a compound subject. Then, change the verb so it agrees with the compound subject. Write each new sentence on the lines provided.

Example: The robin sings in the morning.

The robin *and the blackbird* sing in the morning.

1. Stripes hides under the porch. Stripes and Lucy hide under the porch together.
2. Slowly Fritz brings the four buckets to the truck. Slowly Fritz and the boys bring the four buckets to the truck.
3. Heidi washes the car in the afternoon. Heidi and Peggy wash the car in the afternoon.

4. Dad surprises the kids with Popsicles. Dad and Mom surprise the kids
with Popsicles.

Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

Analyze It: This is the essential part of the lesson. See Well-Ordered Notes B.

1. The younger brother and the older sister raced (toward the red line.)
 $\begin{array}{|c|c|} \hline \text{adj} & \text{adj} \\ \hline \end{array} \uparrow \quad \begin{array}{|c|c|} \hline \text{adj} & \text{adj} \\ \hline \end{array} \uparrow \quad \begin{array}{|c|} \hline \text{PV} \\ \hline \end{array} \uparrow \quad \begin{array}{|c|} \hline \text{p} \\ \hline \end{array} \uparrow \quad \begin{array}{|c|c|} \hline \text{adj} & \text{adj} \\ \hline \end{array} \uparrow \text{op}$
 $\begin{array}{|c|} \hline \text{adv} \\ \hline \end{array} \uparrow \quad \begin{array}{|c|} \hline \text{prep} \\ \hline \end{array}$

2. Will you or I award the winners?
 $\begin{array}{|c|} \hline \text{hv} \\ \hline \end{array} \quad \begin{array}{|c|} \hline \text{S} \\ \hline \end{array} \quad \begin{array}{|c|} \hline \text{S} \\ \hline \end{array} \quad \begin{array}{|c|} \hline \text{PV} \\ \hline \end{array} \quad \begin{array}{|c|} \hline \text{do} \\ \hline \end{array}$