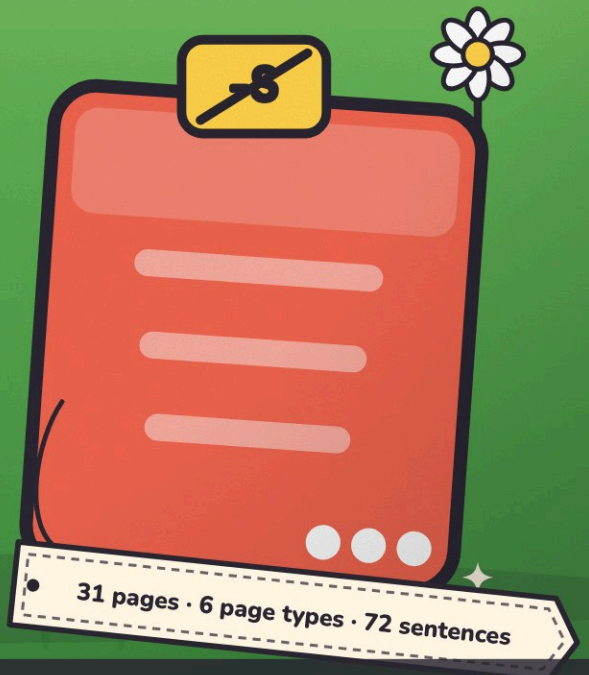
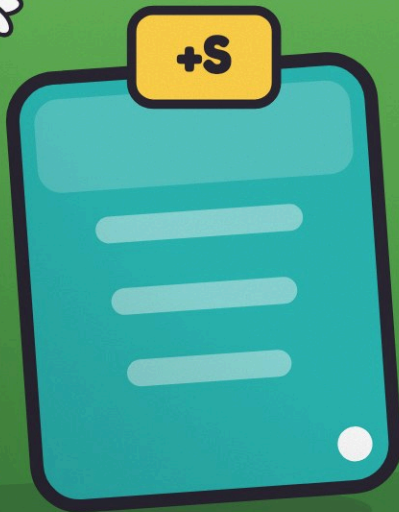


Subject-Verb Agreement

HE SHE IT • THEY WE





THREE STEPS

1 Look at the Helper together

Page 6 is the one student page with the rule on it: when the subject is one (he, she, it, or a noun that means one), the verb gets an -s; when the subject is more than one (they, we, or a noun that means more than one), the verb stays plain. Read the three cards aloud with the child before the first page.

2 Pick a page type and a set

Six page types, easiest to hardest; the chart says which page for which child. Sentences come in three sets of six (A, B, C), and no practice sentence repeats across the student pages.

3 Check it, record it, send it home

The answer keys are pages 20, 21 and 22. Date each page on the tracker (page 23), roll the group up on page 24, and send the home page (26). A filled example is on page 27.

WHICH PAGE, WHEN

WHEN...	USE...
Meeting the one / more-than-one rule	Helper, page 6 · Circle the Verb, pages 7, 8, 9
Reading a sentence to find its subject	Sort the Sentences (cut and glue), pages 10, 11, 12
Can spot the right verb, needs to write it	Write the Verb, pages 13, 14, 15
Ready to choose a verb from a word box	Fill in the Blank, pages 16, 17, 18
Ready to write a sentence of their own	My Sentences, page 19
Writing a progress note or a note home	Team note, page 25 · phrase bank, page 28

Everything inside (31 pages)

- **14 student pages** in 6 page types: Helper, Circle the Verb, Sort the Sentences, Write the Verb, Fill in the Blank and My Sentences
- **72 different sentences**, all invented and short; he, she, it and a noun that means one take the -s verb, they, we and a noun that means more than one keep the plain verb
- **18 cut-and-glue sentences**, six a page, sorted under One or More Than One
- **1 rules page, 3 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 binder cover, 6 divider tabs** and a spine label

What makes it different

Only the one rule, worked four ways, with room to work. Subjects are words with one clear right answer; page 5 says what is left out (collective nouns, indefinite pronouns, compound subjects, is/are) and leaves a line for your program's own wording.



My name: _____

Date _____



One subject, one matching verb.

One

He runs.
The dog runs.

Add -s to the verb
when the subject is
one.

More than one

They run.
The dogs run.

Keep the plain verb. No
-s.

Quick check

he, she, it →
one
they, we →
more than one

These words tell you
which verb to use.



My name: _____

Date _____



☐ Read the sentence. Circle the verb that matches the subject.

1

The owl _____ under the slide.

clap

claps

2

He _____ at the park.

sings

sing

3

The cat _____ in the garden.

watches

watch

4

The bears _____ near the barn.

jumps

jump

5

They _____ near the barn.

hops

hop

6

The rabbits _____ at the park.

watch

watches





My name: _____

Date _____



Cut out the sentences. Glue each one under One or More Than One.

One



More Than One



Cut on the dashed lines.

It sings by the
fence.

The ducks jump
near the river.

The bee naps on
the porch.

They smile in the
garden.

The bear naps in
the garden.

The birds sing by
the lake.



My name: _____

Date _____



The wrong verb is underlined. Write the correct verb on the line.

- 1 The owl wave near the barn.

Write it right:

- 2 He swim on the porch.

Write it right:

- 3 The rabbit run near the river.

Write it right:

- 4 The bears dances on the hill.

Write it right:

- 5 They watches by the fence.

Write it right:

- 6 The foxes claps by the lake.

Write it right:





My name: _____

Date _____



Choose the matching word from the box. Write it on the line.

clap

watches

walk

runs

hop

jumps

1 The bird _____ by the fence.

Write the word:

2 He _____ under the slide.

Write the word:

3 The turtle _____ by the fence.

Write the word:

4 The cats _____ in the garden.

Write the word:

5 They _____ at the park.

Write the word:

6 The dogs _____ near the barn.

Write the word:





STUDENT

TEACHER

MONTH

PAGE TYPE AND SET	PG	DATE	RIGHT (OF 6)	NOTES
Circle the Verb · Set A	7			
Circle the Verb · Set B	8			
Circle the Verb · Set C	9			
Sort the Sentences · Set A	10			
Sort the Sentences · Set B	11			
Sort the Sentences · Set C	12			
Write the Verb · Set A	13			
Write the Verb · Set B	14			
Write the Verb · Set C	15			
Fill in the Blank · Set A	16			
Fill in the Blank · Set B	17			
Fill in the Blank · Set C	18			

How to fill this in

Date each page the day it is finished, and write how many of its six items the child got right with no prompt. A blank means not tried yet, never wrong. Answer keys: pages 20, 21 and 22. Filled example: page 27.

THIS MONTH WE ARE WORKING ON





Maya R. is invented; nothing on this page describes a real student. The blank tracker is on page 23.

STUDENT

TEACHER

MONTH

Maya R. (an invented student)

Mr. Diaz (invented)

October

PAGE TYPE AND SET	PG	DATE	RIGHT (OF 6)	NOTES
Circle the Verb · Set A	7	10/5	5 of 6	Circled the base form for “it” once
Circle the Verb · Set B	8	10/12	6 of 6	–
Circle the Verb · Set C	9	–	–	–
Sort the Sentences · Set A	10	10/6	6 of 6	–
Sort the Sentences · Set B	11	–	–	–
Sort the Sentences · Set C	12	–	–	–
Write the Verb · Set A	13	10/13	4 of 6	Left the -s off two singular subjects
Write the Verb · Set B	14	–	–	–
Write the Verb · Set C	15	–	–	–
Fill in the Blank · Set A	16	–	–	–
Fill in the Blank · Set B	17	–	–	–
Fill in the Blank · Set C	18	–	–	–

How to read it

Maya R. has finished **2 of 3** Circle the Verb pages (**11 of 12** right), **1 of 3** Sort the Sentences page (**6 of 6**), **1 of 3** Write the Verb page (**4 of 6**). Fill in the Blank is not started. Every number comes from the table above.

The family note this tracker would produce

“This month Maya R. matched the verb to the subject on 11 of 12 sentences on Circle the Verb. She is still remembering the -s on a singular subject when she writes the verb herself: she left it off twice on her first Write the Verb page.” — every fact in it is a row of the table above.





THANK YOU FOR USING THIS RESOURCE

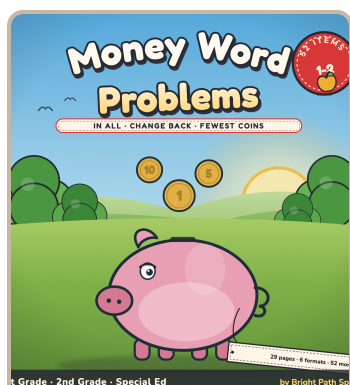
Everything here was built for the teacher who has a table of children who each need a different amount of support matching a subject and a verb. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

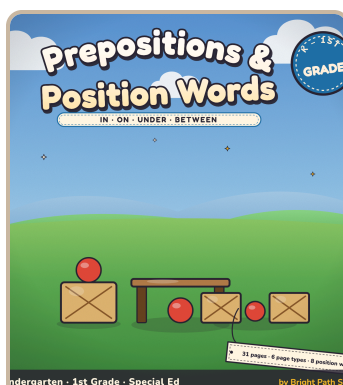
WHAT'S NEXT FROM THIS STORE

Word problems with coins, position words, sorting vowel sounds, and telling time to the hour and half hour.



Money Word Problems Worksheets, Under a Dollar, 1st-2nd Grade

Word problems with coins under a dollar, one step at a time.



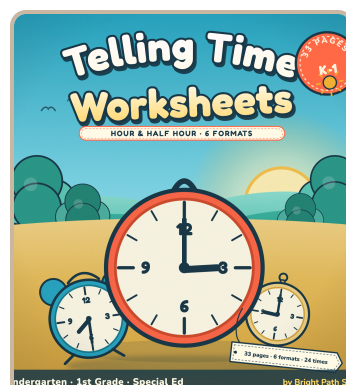
Prepositions (Position Words) Worksheets, in/on/under/behind, K-1st

Position words in, on, under and behind: circle, write and sort.



Long and Short Vowel Sound Sort Worksheets

Sort words by their vowel sound, cut and glue.



Telling Time to the Hour and Half Hour Worksheets, K-1

Read a clock to the hour and half hour, then write the time.

Part of the K-2 Grammar and Sentence Skills collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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