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## Topic

Simple Sentences  
Subjects  
Verbs

## Objective

To recognize simple sentences and their subjects and verbs.

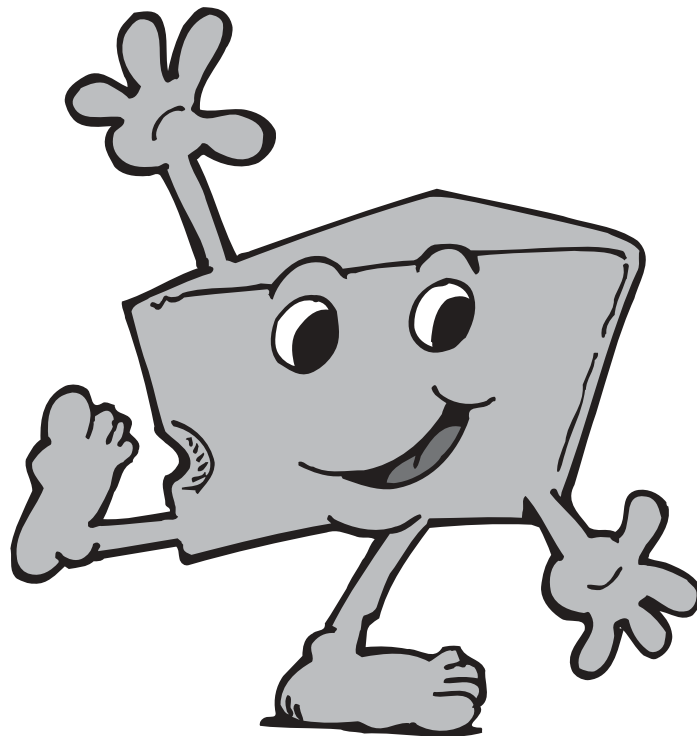
## Content

A sentence is a group of words that expresses a complete thought and which contains a subject (naming part) and a verb or predicate (telling part). A simple sentence is one independent clause. An independent clause has a subject(s) and a verb(s) and can stand alone and make sense. The simple sentence may also contain modifiers like adjectives and adverbs and prepositional phrases; however, when all of these extra words are removed, what remains is the basic unit of the simple sentence: the subject and the verb.

## Materials

seven pieces of construction paper upon which you've recorded the sentence parts:  
The / frightened / animal / scampered / around the house / and / into the woodpile.

copies of the Sentence Building Blocks pages (one set for each pair of students)  
scissors  
copies of "The Cheese Stands Alone" Student Page



## Group Activity

Remind students of the nursery rhyme “The Farmer in the Dell” where the farmer takes a wife who takes a child who takes a nurse who takes a cow who takes a dog who takes a cat who takes a rat, thus allowing the cheese to stand alone. It’s this idea of “taking away” that you want to utilize in order to help students “peel away” the extra words in sentences to reveal the complete thought in the simple sentence as expressed by the subject and the verb.

To model this activity on a large scale, use the construction paper Sentence Building Blocks you’ve prepared. Give one student **The** another student **frightened** a third student **animal** a fourth student **scampered** a fifth student **around the house** a sixth student **and** and a seventh student **into the woodpile**.

You can turn this introductory activity into a game by handing out the blocks at random and telling each of the selected students to line up at the front of the room with the words on the blocks facing them. Have students flip the blocks over so the class can read each. Finally, instruct the class to redirect the students in the line so the sentence blocks are in the correct order. Read the sentence aloud. Next, remind students that the key words in the sentence are the subject (naming part) and the verb (telling part). Instruct students that they are going to “take away” the extra words and phrases in the sentence so the “cheese” or the subject and verb stand alone. As each student’s word or phrase is called, have him or her sit down. Finally, the words *animal* and *scampered* should be standing.

Next explain to students that they will be doing this activity on a smaller scale at their desks using their own copies of Sentence Building Blocks. Pass out copies of the Sentence Building Blocks and have students cut out the pieces from each page. Draw their attention to the different shapes and how the shapes relate to the different types of words and phrases.

Next, have students pair up and practice constructing sentences using the different shapes. Circulate the room until you observe each pair construct a sentence and “take away” each part until the subject and verb stand alone.

Collect the sentence block shapes into plastic bags for future use and distribute copies of “The Cheese Stands Alone” Student Page. (Note: The word *secret* appears in both the subject category and the adjective category.)



pizza

duck

went

smelly

answer

hidden

courageous

secret

secret

whisper

curious

sailor

is

lazy

awful

she

hopped

sang