

Name: \_\_\_\_\_ **Make a Complete Sentence 3**

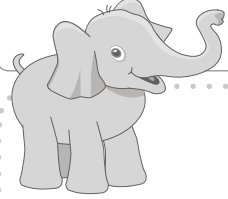
☞ Circle the subjects and underline the predicates in the columns below.



**REMEMBER**

A **subject** contains a noun or pronoun that names who or what the sentence is about.

A **predicate** contains a verb that tells what the subject is doing.



bounce the ball

An elephant

The lions

play the piano

climb a tree

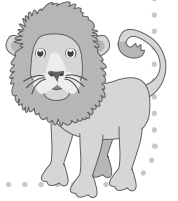
The crafty zebras

A brave bird

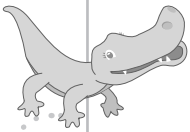
sleep in a boat

fly a kite

The playful penguin



☞ Combine subjects and predicates from above to make complete sentences.



**Make sure your subject and verb agree!**

The lion sing **S** a song.

Two lions sing a song.

1. \_\_\_\_\_ (subject) \_\_\_\_\_ (predicate)

2. \_\_\_\_\_ (subject) \_\_\_\_\_ (predicate)

3. \_\_\_\_\_ (subject) \_\_\_\_\_ (predicate)

4. \_\_\_\_\_ (subject) \_\_\_\_\_ (predicate)

5. \_\_\_\_\_ (subject) \_\_\_\_\_ (predicate)

☞ Write your favorite sentence and draw a picture of what the sentence tells on the back.



## Teacher Notes:

### Combine Any Subject with Any Predicate (Grade 3)

#### ONLINE ACTIVITY

[Sentence Safari](#)

#### ESL VOCABULARY

*brave*  
*predicate*

*crafty*  
*pronoun*

*noun*  
*subject*

#### LEAD-IN ACTIVITY SUGGESTIONS

1. Ask students what animals they might see on a safari (or in a refuge or zoo). What might they see those animals doing? Put examples on the board and use one to create an incomplete sentence. Ask students if it is a complete sentence, why or why not? Elicit needing a subject and verb/predicate. Turn focus to online activity or worksheet.
2. Students play online Sentence Safari. Ask students what animals they saw and what the animals were doing (anything they mentioned in the brainstorm before the activity?). Can they remember any of the sentences they created? What parts of the sentence do they need to create a complete sentence? Turn focus to the worksheet.

#### EXTENSION ACTIVITY SUGGESTIONS


1. On the back of the worksheet, ask students to draw a picture of the sentence they created that they like best. Then exchange pictures with another student and have the other student create a sentence that goes with the picture. Is it the same as the original sentence?
2. Ask students to choose two to three of the animals from the brainstorm before the activity and write a short story about what the animals do (it can be imaginary, so students can get creative!).
3. Ask students to work in pairs or small groups and imagine they are leading a tour on a safari. What would the tour guide say to the tourists about the animals they see on a safari? When finished, students can perform their dialogues for the class or another group.

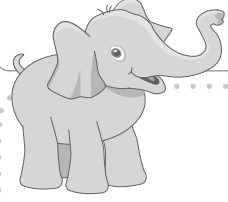


#### ADDITIONAL NOTES

1. **Virtual:** For a more controlled brainstorming lead-in, have Google Images open to photos of animals and ask which could be seen on a safari. Project the worksheet on share screen and ask students to write their answers to Ex. 2 in their notebooks. They can also draw illustrations to accompany the sentences and show them on camera.
2. **ESL and Special Education:** Use the examples “The lion sings” and “The lions sing” to concept check subject-verb agreement. Be sure to drill pronunciation differences between singular and plural verb forms. Ask students to work in pairs or small groups and write a dialogue for a nature documentary about a safari. What would the hosts say about the animals? Keep the focus on subject+predicate and subject-verb agreement—the animals can be doing anything, and they don’t have to be safari animals!

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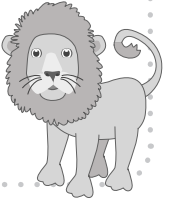
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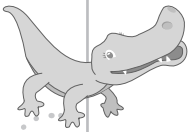
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sleep in a boat

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**Make sure your subject and verb agree!**

The lion sings a song.

Two lions sing a song.

*Answers will vary*

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