READING

manipulatives

SUBJECT/PREDICATE MATCH-UPS

PRODUCT CODE: **360**

PRODUCT CONTENTS

18 cover-weight sheets (15 sets)

4 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

SENTENCE CONSTRUCTION

A sentence is a group of words that expresses a complete thought. They are written in four forms, according to function: declarative (statement, includes most sentences), interrogative (question), exclamatory (sudden, strong statement), and imperative (command).

SUBJECTS & PREDICATES

A sentence contains two essential parts, a subject and a predicate. In some sentences, the subject is understood. Generally, these sentences are commands.

Get the dog out of the street. (*you* is the understood subject)

Run! (single verb command with *you* understood)

The subject is who (person, animal) or what (thing, place, idea) the sentence is about. The subject is doing or being something. The first part of the sentence contains the subject.

The predicate is the second part of the sentence. It tells what the subject does, has, or is. Predicates always begin with a verb. Think of a predicate as the "completer" of a sentence.

A simple subject is the subject of the sentence stripped of all modifiers. Likewise, the simple predicate is the verb alone. A complete predicate is the verb, all modifiers, and other words that receive the action of the verb or complete the meaning. In the following sentences, the subjects and predicates are separated by a slash. The simple subjects and predicates are underlined.

More <u>Indians</u> / <u>live</u> in Arizona than any other state.

The <u>country</u> of China / <u>has</u> the largest population in the world.

The human <u>skeleton</u> / <u>contains</u> 206 bones.

The nonpoisonous boa <u>constrictor</u> / <u>squeezes</u> its prey to death.

Sentences can have more than one subject. These are referred to as compound subjects.

Daily <u>events</u> and <u>thoughts</u> / <u>are</u> recorded in a diary.

The <u>koala</u>, <u>anteater</u>, and <u>seahorse</u> / <u>have</u> pouches.

Likewise, sentences can have compound predicates, or more than one predicate.

The <u>Beatles</u> / <u>wrote</u> and <u>recorded</u> many of their songs.

<u>Columbus</u> / <u>discovered</u> and <u>colonized</u> the New World.

RUN-ON & RAMBLING SENTENCES

In addition to writing sentences fragments, or sentences that do not contain both a subject and a predicate, students go to the other extreme and write run-on or rambling sentences. Run-on sentences combine two simple sentences without a conjunction or proper punctuation. Rambling sentences connect several simple sentences, generally with the conjunction *and*.

The boom scared me to death_my heart was pounding and I couldn't move. (run-on)

My dog ran into the road <u>and</u> I had to chase him <u>and</u> he almost got run over. (rambling)

IDENTIFY DEPENDENT & INDEPENDENT CLAUSES

Clauses are the building blocks of sentences. A clause is a group of related words having a subject and verb. Clauses are either independent or dependent. An independent clause could stand on its own as a sentence. A dependent clause begins with a subordinating conjunction.

Police read the *Curious George* manuscript, and they decided to release the Reys.

(two independent clauses joined by the coordinating conjunction *and*)

After police read the *Curious George* manuscript, they decided to release the Reys.

(dependent clause starting with subordinating conjunction *after*; independent clause)

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

The long cuts on this material are best done on a trimmer. On the materials pages, cut the horizontal strips (8.5 inches each). Then use scissors to cut apart the subjects and predicates on the 10 strips. Place each set in a bag. Cut apart the answer keys.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 bags will hold both the manipulatives and the answer keys. However, you may opt for storing the answer cards in a separate location.

CLASSROOM ORGANIZATION & CHECKLISTS

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

WORKING SUBJECT/PREDICATE MATCH-UPS

Students must first identify the subjects (the part of the sentence about which something is told) and the predicates (the part that tells something about the subject). Initial capitalization and final punctuation would be signals, so these are omitted. Students then match the subjects to the predicates, forming sentences that communicate a complete thought.

Each of the 15 sets has 10 subjects and 10 predicates. Sentences contain facts and trivia.

If any students cannot recognize sentence subjects and predicates by their characteristics, then additional additional instruction on verbs, nouns, or sentence construction may be necessary.

the koala, anteater, and sea horse all	have pouches
the galaxy we live in	is called the Milky Way
Mickey Mouse	was Walt Disney's first cartoon character
the largest island in the world	is Greenland
the human tongue	has 9000 taste buds on it
the Pacific Ocean's deepest point	is seven miles down

SUBJECT/PREDICATE MATCH-UPS

SP-1 _____   SP-6 _____   SP-11 _____

SP-2 _____   SP-7 _____   SP-12 _____

SP-3 _____   SP-8 _____   SP-13 _____

SP-4 _____   SP-9 _____   SP-14 _____

SP-5 _____   SP-10 _____   SP-15 _____

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