

LESSON 4: "IS" AND "ARE" IN STATEMENTS

① GRAMMAR SNAPSHOT • RULES FOR "IS" AND "ARE"

• We use **is** when we speak of **one** (e.g., *The boy is here.*).

• We use **are** when we speak of **more than one** (e.g., *The boys are here.*).

• PART A • COPY AND PUNCTUATE

Copy each sentence neatly. Place a period (.) after each.

1. The boy is here.

2. The boys are here.

3. The girl is happy.

4. The girls are happy.

• PART B • FILL IN THE BLANKS WITH "IS" OR "ARE"

Fill in the blank with "is" or "are", then copy the complete sentence below.

5. The bell _____ ringing.

6. The cherry _____ ripe.

7. The apples _____ sweet.

8. Our books _____ new.

SELF-CHECK

Did you use "is" for ONE and "are" for MORE THAN ONE? Did you place a period (.) at the end of each sentence?

Lesson 4: "Is" and "Are" in Statements • Teacher Guide

ANSWER KEY

Subject-Verb Agreement (Singular vs. Plural), Transcription, and Rubric

PEDAGOGICAL OBJECTIVES

- **Subject-Verb Concord:** Understand that singular subjects take *is*, while plural subjects take *are*.
- **Morphological Cueing:** Recognize plural nouns marked with the suffix *-s* (*boys, girls, apples, books*).
- **Transcription Accuracy:** Reinforce initial capitalization and terminal period placement.

CURRICULUM ALIGNMENT

Common Core ELA-LITERACY:

- L.1.1.c: Use singular and plural nouns with matching verbs in basic sentences.
- L.1.1.j: Produce complete simple declarative sentences.
- L.1.2.b: Use end punctuation for sentences (periods).

ITEM	COMPLETE SENTENCE / TARGET ANSWER	GRAMMATICAL AGREEMENT NOTE	SCORING & HANDWRITING FOCUS
1	The boy is here.	Singular noun (<i>boy</i>) → verb <i>is</i> .	Capital <i>The</i> ; exact copying; terminal period required.
2	The boys are here.	Plural noun with <i>-s</i> (<i>boys</i>) → verb <i>are</i> .	Observe contrast with Item 1. Check space between words.
3	The girl is happy.	Singular noun (<i>girl</i>) → verb <i>is</i> .	Capital <i>The</i> ; correct spelling of <i>happy</i> .
4	The girls are happy.	Plural noun with <i>-s</i> (<i>girls</i>) → verb <i>are</i> .	Observe contrast with Item 3. Verify terminal period.
5	The bell is ringing. → The bell is ringing.	Singular subject (<i>bell</i> = one) → <i>is</i> .	Check correct word choice in blank and full sentence rewrite.
6	The cherry is ripe. → The cherry is ripe.	Singular subject (<i>cherry</i> = one) → <i>is</i> .	Ensure student writes <i>is</i> , not <i>are</i> . Accurate period.
7	The apples are sweet. → The apples are sweet.	Plural subject (<i>apples</i> = more than one) → <i>are</i> .	Subject has plural <i>-s</i> ; requires <i>are</i> . Legible handwriting.
8	Our books are new. → Our books are new.	Plural subject (<i>books</i> = more than one) → <i>are</i> .	Capital <i>Our</i> ; plural concord with <i>are</i> ; end period.

✓ Subject-Verb Concord Rubric (4-Point Scale)

- 4 - Advanced** 8/8 correct; flawless discrimination of singular/plural agreement; neat handwriting & periods.
- 3 - Proficient** 7/8 correct; demonstrates clear grasp of *is* vs. *are*; 1 minor punctuation slip.
- 2 - Developing** Inconsistent selection in Part B (e.g. confuses *apples are* with *apples is*); missing periods.
- 1 - Beginning** Chooses *is/are* randomly; cannot identify whether the subject refers to one or more than one.

⚠ Common Misconceptions & Teaching Tips

- **The "S-Trap":** Beginners sometimes match the *-s* in *apples* with the *s* in *is*. Emphasize: "A noun with *-s* has friends, so it needs the bigger word **ARE!**"
- **Kinesthetic Clapping:** Have students hold up 1 finger when reading singular subjects (*The bell*) and flash both hands for plural (*The apples*).
- **Oral Expansion:** Point to items in the classroom (*The clock is... / The desks are...*) to reinforce automaticity before writing.