YOUTH ART PROJECT FOR:

SUBJECT AND PREDICATE

OBJECTIVE

Students will learn about the subject and predicate of a sentence.

<table>
<thead>
<tr>
<th>Set up/prep time:</th>
<th>Activity time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>2-3 hours</td>
</tr>
</tbody>
</table>

Materials Needed:

Colored markers, pencil, eraser, paper
Language Arts - Subject and Predicate

COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)

PRE LESSON ASSESSMENT

Do a pre-lesson assessment to determine what knowledge the students already have about subject and predicate in sentence structure.

VOCABULARY

Subject, Predicate, Sentence Structure

RELEVANT RESOURCES

Content

http://www.myschoolhouse.com/courses/O/1/55.asp
http://en.wikipedia.org/wiki/Predicate_(grammar)

Art

http://www.ehow.com/video_12136194_draw-pepper-shaker.html

Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

“It is during our darkest moments that we must focus to see the light.” - Aristotle Onassis
STEP 1
Starting with a blank piece of paper have the students turn their paper portrait way. Using a pencil have the students draw an outline of a salt and pepper container using shapes.

STEP 2
Have the students then go over the shapes and start drawing the salt and pepper lightly in pencil.
STEP 3
Using a fine point marker have the students go over the salt and pepper making them ready for the students to start coloring in the salt and pepper.

POST LESSON ASSESSMENT
Do a post assessment to determine what new knowledge the students have gained.