

Name \_\_\_\_\_

## Simple and Complete Subjects and Predicates

**Directions** Draw a line between the complete subject and the complete predicate in each sentence. Circle the simple subject and the simple predicate.

1. A blacksmith was important to the pioneer community.
2. People called this metal worker a smithy.
3. He could mend a plow or tools.
4. The powerful man pounded steel on his anvil.
5. Fascinated children watched the smithy at work.

**Directions** Identify the part of the sentence that is underlined. Write *complete subject*, *simple subject*, *complete predicate*, or *simple predicate*.

6. Patient oxen were once beasts of burden. \_\_\_\_\_
7. A pair of oxen might pull a wagon. \_\_\_\_\_
8. These big animals could plow all day. \_\_\_\_\_
9. The farmer walked along behind. \_\_\_\_\_

**Directions:** Write *F* if a group of words is a fragment. Write *R* if it is a run-on sentence. Rewrite each one to make a complete sentence or a compound sentence.

10. Barbed wire was invented in Illinois it quickly became popular all over the United States. \_\_\_\_\_

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11. Fenced in their cattle. \_\_\_\_\_

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12. These fences kept cattle in and rustlers out cattle injured themselves on the fences at first. \_\_\_\_\_

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**Home Activity** Your child reviewed subjects, predicates, fragments, and run-ons. Ask your child to make a note card for each term with the definition on one side and an example on the other.