Sentences

**RULES**

- A **sentence** is a group of words that tells a complete thought.
  
  This is a sentence: *We visit the pet store.*

- A **sentence fragment** is a group of words that does not tell a complete thought.
  
  This is not a sentence: *A small brown dog.*

- Every sentence begins with a capital letter.

Circle each group of words that is a sentence.

1. Five fish swim in a tank.
2. Two tiny puppies.
3. The canaries chirp loudly.
4. The birds.
5. Three rabbits nibble on leaves.
6. A hamster sleeps in a cage.
7. One gerbil runs on a wheel.
8. Fluffy kittens.
10. Curls into a ball.
Statements and Questions

**RULES**

- A **statement** is a sentence that tells something.
  
  *The Stamp Museum has exhibits.*

- A **question** is a sentence that asks something.
  
  *What kinds of stamps can you see?*

- Use a period to end a statement.
- Use a question mark to end a question.

Tell whether the sentence is a statement or a question. Circle the correct word.

1. Stamp collecting is an interesting hobby. statement question
2. What country is this stamp from? statement question
3. Tani likes the smallest stamps. statement question
4. Some stamps are very colorful. statement question
5. Do you know how old this stamp is? statement question
6. How much can a rare stamp cost? statement question
7. Rare stamps can be very expensive. statement question
8. How many stamps does Tani have? statement question
9. What is the date on this stamp? statement question
10. The European stamp exhibit is my favorite. statement question

**At Home:** Ask family members to help you collect stamps that come in the mail. Write three statements about the stamps. Then rewrite the statements as questions.
Commands and Exclamations

RULES
• A command is a sentence that tells or asks someone to do something.
  
  \( \text{Walk carefully in the cave.} \)

• An exclamation is a sentence that shows strong feeling.
  
  \( \text{Gee, this cave is huge!} \)

Is each sentence a command or an exclamation? Circle the correct word.

1. What a deep cave this is! command exclamation

2. Look at the walls. command exclamation

3. Don’t leave the group. command exclamation

4. This cave is very dark! command exclamation

5. Wow, these rocks are shiny! command exclamation

6. Please walk slowly. command exclamation

7. Follow the tour guide. command exclamation

8. There are hundreds of bats! command exclamation

9. Don’t frighten them. command exclamation

10. The bats sleep upside down! command exclamation

At Home: Choose an outdoor activity that you would like to do with your family. Write five commands about the activity. Then write the commands as exclamations.
Mechanics and Usage: Sentence Punctuation

**RULES**

- End a **statement** and a **command** with a **period**.
  
  Statement: *The Grand Canyon is made of layers of rock.*
  Command: *Look closely at the different layers.*

- End a **question** with a **question mark**.
  
  Question: *How many layers can you see?*

- End an **exclamation** with an **exclamation mark**.
  
  Exclamation: *Wow, I can see hundreds of layers!*

Circle the correct end punctuation for each sentence.

1. Wow, this is beautiful
   
   . ? !

2. Why is it called the Grand Canyon
   
   . ? !

3. It is very big and deep
   
   . ? !

4. Don’t get too close to the edge
   
   . ? !

5. How deep is it
   
   . ? !

6. It is more than a mile deep
   
   . ? !

7. What a great view this is
   
   . ? !

8. Aren’t you glad we came
   
   . ? !

9. Take some pictures
   
   . ? !

10. Where is my camera
    
    . ? !

**At Home:** Find a picture you like of something in nature. Work with a family member to write all four kinds of sentences about the picture.
Mixed Review

RULES

• A sentence expresses a complete thought. Every sentence begins with a capital letter. A fragment does not express a complete thought.

• A statement tells something. It ends with a period.
  
  *We went sailing on Tuesday.*

• A question asks something. It ends with a question mark.
  
  *Did you have fun?*

• A command tells or asks someone to do something. It ends with a period.
  
  *Tell me what happened.*

• An exclamation shows strong feeling. It ends with an exclamation mark.
  
  *We had a really great day!*

For each sentence below, write whether it is a statement, question, command, or exclamation. Then write the sentence using the correct end mark. Underline any fragments and make them complete sentences.

1. Max went to see the whales

2. Where did he go

3. The big boat

4. Don’t hang over the rail

5. Wow, look at that whale
Subjects in Sentences

RULES

• Every sentence has two parts. The subject of a sentence tells what or whom the sentence is about.
  
  Books can help us learn.

  subject → Books

• The subject of a sentence can be one word or more than one word.
  
  Many people enjoy reading.

  subject → Many people

Circle the subject in each sentence.

1. The library is a fun place to visit.
2. Hundreds of books sit on the shelves.
3. Adventure books are my favorite.
4. I like to curl up in a corner and read.
5. Some writers are very good at describing things.
6. They paint pictures with words.
7. Science fiction is fun to read, too.
8. Robots and spaceships are interesting.
9. Books about outer space make me want to become an astronaut.
10. I would like to visit another planet.

At Home: With a family member, write three sentences about a favorite story. Point out the subject in each sentence.
Predicates in Sentences

RULES

• Every sentence has two parts. The **predicate** of a sentence tells what the subject does or is.

  *The children* **explored** *the old fort.*
  
predicate → **explored** the old fort.

  *The fort* **had** **huge doors.**
  
predicate → **had** huge doors.

Circle the predicate in each sentence.

1. The guide showed the children the fort.

2. The walls are stacked logs.

3. Some of the logs are missing.

4. A high tower stands at that corner.

5. A watchman sat in the tower.

6. He watched for signs of trouble.

7. A small town grew up around the fort.

8. Families of soldiers lived in the fort.

9. The children saw the old schoolroom.

10. The guide took a picture of them.
Combining Sentences: Compound Sentences

RULES

• Two related **sentences can be combined** with a comma and the word **and**.

• A **compound sentence** is a sentence that contains two sentences joined by **and**.

Maria has a pet rabbit.  It likes to eat lettuce.

Maria has a pet rabbit, **and** it likes to eat lettuce.

Use the word in ( ) to join each pair of sentences.

1. Rabbits are cute. (and) They are also very shy animals.

2. They have large ears. (and) They have a good sense of smell.

3. Rabbits feed in the evening. (and) They are always alert.

4. Rabbits make nice pets. (and) They need lots of care.

5. Rabbits eat a lot. (and) They grow fast.
Mechanics and Usage:
Correcting Run-on Sentences

**RULES**

- A **run-on sentence** joins together two or more sentences.

  The clowns rode on the elephants they waved to the crowd.

- Correct a run-on sentence by separating two ideas into two sentences.

  The clowns rode on the elephants. They waved to the crowd.

- Correct a run-on sentence by writing it as a compound sentence.

  The clowns rode on the elephants, and they waved to the crowd.

Draw a line between the two sentences. The first one is done for you.

1. The circus has jugglers and tumblers it has wild animals, too.

2. The circus has horseback riders they perform tricks.

3. Riders leap on and off a moving horse they leap through hoops.

4. Clowns are important in the circus they make people laugh.

5. A traveling circus has a parade it has wagons and bands.

6. People line the streets to see the parade the circus performers wave.

7. Bands play marching music clowns do funny tricks.

8. The circus is held in a tent it has room for many people.

9. People of all ages go to the circus they have fun.

10. The circus stays for two weeks it will be back next year.
Mixed Review

RULES

- The **subject** of a sentence tells whom or what the sentence is about.
- The **predicate** of a sentence tells what the subject does or is.

![Diagram of subject and predicate in a sentence]

My family **likes to visit the zoo.**

- A **compound sentence** contains two related sentences joined by the word *and*.
- A **run-on sentence** contains two or more sentences that should stand alone.

A. Read each sentence. Circle the subject and underline the predicate.

1. Tigers have stripes.
2. The stripes help the tigers hide.
3. Tigers belong to the cat family.
4. White tigers are very rare.
5. Other big cats include lions and panthers.

B. Read each sentence. Next to each one, write compound or run-on.

6. Some people see tigers at the zoo, and other people see tigers at the circus.
7. I took photos of the tigers, and Jack sketched the lions.
8. A trainer can teach a tiger to jump through a hoop sometimes the hoop is on fire.
9. The roar of a tiger is very loud it is scary.
10. Lions roar loudly in the jungle, and the other animals run away.

At Home: With a family member, write sentences about other animals in the cat family. Circle the subjects and underline the predicates.
Common Errors with Fragments and Run-on Sentences

**RULES**

- A **sentence fragment** does not express a complete thought.
  
  This is a sentence fragment: *Was howling.*

- You can often correct a sentence fragment by adding a subject or a predicate.

- A **run-on sentence** contains two or more sentences that should stand alone.

  This is a run-on sentence: *It is raining we are getting wet.*

- You can correct a run-on sentence by writing it as two sentences, or as a **compound sentence**.

  Here are two separate sentences: *It is raining. We are getting wet.*

  Here is a compound sentence: *It is raining, and we are getting wet.*

Write **sentence**, **fragment**, or **run-on sentence** after each group of words.

1. The weather forecaster. ____________________________

2. There is a storm approaching the coast. ____________________________

3. A bad one. ____________________________

4. Should get. ____________________________

5. Stay tuned to this station for updates. ____________________________

6. The next day was sunny and clear trees and other debris covered the ground. ____________________________

7. A group of volunteers came by to help us clean up the Coast Guard went up and down the coast. ____________________________

8. Was very lucky. ____________________________

9. Now our neighborhood is clean again. ____________________________

10. We have a new club we talk about ways to keep our neighborhood safe during a storm. ____________________________

---

**At Home**: Get a copy of your favorite book. Read a paragraph aloud to a family member. Point out the subject and predicate in at least four sentences.
Study Skills: Dictionary

RULES
You use a dictionary to find the meanings of words. A dictionary also shows you how words are spelled.

• Guide words show the first and last words on a page. They help you locate the entry word.
• Entry words are all the words explained in a dictionary. They are listed in ABC order.

Number the words in each list to show the correct ABC order.

1. hut _____ guide _____ icicle _____
2. track _____ skunk _____ skate _____
3. junk _____ jade _____ jellyfish _____
4. rough _____ rung _____ ranch _____

Read each pair of guide words. Circle the word that you would find on a dictionary page with those guide words.

5. march/mattress margin next nose
6. float/flute table flood three
7. cement/cinder earth echo center
8. salt/sap zero sample zoo
9. anger/apple comb appeal cook
10. pin/pioneer pink gate gear

At Home: Ask a family member to list three words. You put them in ABC order. Have the family member check to make sure you are correct.
Vocabulary: Time-Order Words

- A time-order word or phrase tells when things happen and in what order.

**Before** we left on our fishing trip, we ate cereal.

**Next**, we packed a picnic lunch.

- first  second  afterward
- next  finally  before
- then  third  a long time

Read each sentence. Write on the line the word or words that show time-order.

1. Fishing can be fun, but first you have to know what to do.

2. You need a good fishing rod before anything else.

3. After you get the rod, practice casting at home in the yard.

4. While you are practicing, ask a friend to dig up some worms.

5. Next, learn how to put the worm on the hook.

6. You are now ready to try to catch a fish!

7. You might have to sit a long time without getting a bite.

8. A fish might not immediately grab the worm.

9. A fish may tug on the worm to tease you first.

10. Finally, the fish will grab the worm, and you will catch it!
Composition: Main Idea and Supporting Details

- The **main idea** tells what a piece of writing is all about.
- In a good **paragraph**, all sentences should work together to tell about one main idea.
- The main idea of a paragraph is usually told in a **topic sentence**.
- **Supporting details** help to develop and support the main idea.
- If a detail has nothing important to say about the main idea, take it out.
- You can use **time-order words** such as *first, next, and before* to connect your ideas.

Read each group of sentences. Find the sentence that tells the main idea and underline it.

1. First, my father spread a blanket on the grass. Then we ate chicken and salad. We spent Saturday afternoon at a family picnic.

2. My sister and I jumped right in. We swam to the raft. We had fun swimming in the lake.

3. My cousins played softball in the field nearby. Marcus hit a home run! Ruthie is the best pitcher.

4. My mother and aunt brought sandwiches. There was so much wonderful food. There was a basket of apples and pears.

5. We flew kites. We played tag. Everyone enjoyed our day in the park.

**At Home:** Find a newspaper article and share it with a family member. Point out the main idea and two supporting details in the article.
Nouns

RULES

- A **noun** is a word that names a person, place, or thing.

  a person → *boy, woman, worker*
  a place → *pool, field, yard*
  a thing → *milk, ball, stone*

  *The beekeeper* lives nearby. → *Beekeeper* is a **person**.
  *He works in his* **yard**. → *Yard* is a **place**.
  *He gathers* **honey**. → *Honey* is a **thing**.

  The words **beekeeper, yard, and honey** are all nouns.

Circle the noun in each sentence.

1. There are many hives here.
2. Bees fly all around.
3. They collect pollen.
4. They won’t sting the beekeeper.
5. He wears special clothes.
6. He shows us a honeycomb.
7. It is made of wax.
8. There are cells in it.
9. This is how they make honey.
10. We keep it in jars.

At Home: With a family member, brainstorm nouns about bees. Draw some cells like a honeycomb in which to write your nouns.
Singular and Plural Nouns

**RULES**

- A **singular noun** names one person, place, or thing.
  
  person, place, or thing → boy, school, book

- A **plural noun** names more than one person, place, or thing.
  
  persons, places, or things → boys, schools, books

- Add **-s** to form the plural of most singular nouns.
  
  cat + s = cats    girl + s = girls

- Add **-es** to form the plural of nouns that end in **s**, **sh**, **ch**, or **x**.
  
  inch + es = inches   brush + es = brushes
  
  dress + es = dresses   fox + es = foxes

Read each item on the School Fix-It List. Decide if the underlined noun is singular or plural. Write **singular** or **plural** on the line.

**School Fix-It List**

1. Check tires on school bus.
2. Trim bushes near door.
3. Paint bike rack.
4. Replace glass in gym windows.
5. Check light in hallway.
6. Rake leaves on playground.
7. Paint front office.
8. Put empty boxes in trash bin.
9. Repair school clock.
10. Get new cups for office.

At Home: With a family member, make a Fix-It List of your own. Tell about toys, sports equipment, clothes, or pets that you need to take care of. Use singular and plural nouns.
Plural Nouns with -ies

**RULES**

- If a noun ends in a consonant and the letter *y*, change the *y* to *i* and add *-es* to form the **plural**.

  
  cherry $\rightarrow$ cherries

  
  I tasted one cherry. ← singular

  She tasted three cherries. ← plural

Write the plural form of each noun in the list.

1. country

2. guppy

3. ferry

4. daisy

5. grocery

6. secretary

7. baby

8. story

9. puppy

10. family

At Home: Draw a picture of a farm, showing ponies, bunnies, and puppies. Label the animals. Show your picture to a family member. Tell how to spell the plural forms.
More Plural Nouns

**RULES**

- Some nouns have special plural forms.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>One man</td>
<td>Two men</td>
</tr>
<tr>
<td>One woman</td>
<td>Three women</td>
</tr>
<tr>
<td>One tooth</td>
<td>Four teeth</td>
</tr>
<tr>
<td>One mouse</td>
<td>Five mice</td>
</tr>
<tr>
<td>One child</td>
<td>Six children</td>
</tr>
</tbody>
</table>

- A few nouns have the same singular and plural forms.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>One sheep</td>
<td>Two sheep</td>
</tr>
<tr>
<td>One deer</td>
<td>Three deer</td>
</tr>
<tr>
<td>One moose</td>
<td>Four moose</td>
</tr>
<tr>
<td>One fish</td>
<td>Five fish</td>
</tr>
<tr>
<td>One trout</td>
<td>Six trout</td>
</tr>
</tbody>
</table>

Write the plural form for each noun.

1. child ______________________  6. man ______________________
2. tooth _______________________  7. fish ______________________
3. deer _______________________  8. mouse _____________________
4. moose _______________________  9. trout _____________________
5. sheep ______________________ 10. woman ____________________

**At Home:** Look for a book in the library about sheep, deer, geese, or moose. Share it with a family member. Share what you have learned about singular and plural nouns.
There are two kinds of nouns, common nouns and proper nouns.

- **A common noun** names any person, place, or thing. It begins with a small letter.
  
  - a friend
  - a city
  - a day
  - a river

- **A proper noun** names a special person, place, or thing. It can have more than one word. Each important word in a proper noun begins with a capital letter.
  
  - Heather Martin
  - Los Angeles
  - Thursday
  - the Mississippi River

Underline each common noun. Circle each proper noun.

1. Lindhurst
2. Friday
3. Lake Shore Drive
4. river
5. building
6. doctor
7. Mary Lee
8. Rocky Mountains
9. New Jersey
10. park

At Home: Look at a book of maps with a member of your family. Find names of cities, countries, and bodies of water. Tell why these names begin with capital letters.
McGraw-Hill Language Arts
Grade 3, Unit 2, Nouns, pages 88–89

Read each sentence. Write the underlined proper noun correctly.

1. Geraldo got a new book on **monday**.

2. The title of the book is **nate the great**.

3. He will try to finish his book before **thanksgiving**.

4. Ravi wants to read **eyes of the dragon**.

5. It is about a dragon painter named **ch’en jung**.

6. He will get it at the library on **saturday**.

7. The library closes for two weeks in **december**.

8. We are joining a book club in **january**.

9. The meetings are on **wednesday** afternoons.

10. There is no school on **new year’s day**.
Read each sentence. Decide if the underlined noun is singular or plural. Then write singular or plural under it.

1. We had a picnic at the beach.

2. The sun was shining brightly.

3. Anya brought the sandwiches.

4. Did anyone remember to bring dishes?

5. We ran to put our feet in the water.
Singular Possessive Nouns

**RULES**

- A **possessive noun** shows ownership. It tells who or what owns or has something.
- To form a singular possessive noun, add ‘s to the singular noun.

\[
\text{singular noun} + \text{'}s = \text{singular possessive noun}
\]

\[
\begin{align*}
\text{boy} + \text{'}s &= \text{boy’s} \\
\text{horse} + \text{’s} &= \text{horse’s} \\
\text{the boy’s coat} &= \text{the horse’s stall}
\end{align*}
\]

Write the possessive noun in each sentence.

1. The art show’s theme is “Color in Nature.” ____________________
2. Anna’s picture shows a winter scene. ____________________
3. A polar bear’s fur blends with the snow. ____________________
4. Emma’s drawing is in the art show, too. ____________________
5. A mouse’s dark fur blends with dirt and rocks. ____________________
6. The grasshopper’s color blends into the grass. ____________________
7. Robert’s picture has a jungle setting. ____________________
8. The leopard’s spots make the animal hard to see. ____________________
9. The tiger’s stripes blend into the shadows. ____________________
10. Nature’s paintbox helps many creatures stay safe. ____________________

**At Home:** Find something in your home that belongs to a family member. Make a sign for it, using a possessive noun.
Plural Possessive Nouns

**RULES**

- Add an apostrophe (’) to make most plural nouns possessive.
  
  *The birds’ feathers are beautiful.*

- Add an apostrophe (’) and an -s to form the possessive of plural nouns that do not end in -s.
  
  *The children’s books are on the shelf.*

Write singular or plural for each underlined possessive noun.

1. the children’s faces

2. the elephants’ ears

3. the monkeys’ tails

4. the bee’s sting

5. the zookeeper’s hands

6. the turtles’ tank

7. the zebra’s stripes

8. the men’s cameras

9. the cage’s door

10. the leopard’s spots

**At Home:** With a family member, think of people you know who have pets. Write a list of the pets, using possessive nouns; for instance, *Tanya’s kitten.*
Combining Sentences: Nouns

**RULES**
- You can combine two sentences by joining two nouns.
- **Combining sentences** can make your writing more interesting.
- Use the word **and** to combine the two nouns. Leave out the words that repeat.

Luis built a birdhouse.

↓

Kenji built a birdhouse.

↓

Luis and Kenji built a birdhouse.

Read each pair of sentences. Circle the parts that are alike. Then use **and** to combine the sentences.

1. Dean studied birds.
   Jan studied birds.

2. They saw a mother robin.
   They saw a father robin.

3. The robins got straw.
   The robins got moss.

4. The nest was soft.
   The nest was warm.

5. Insects are what robins eat.
   Worms are what robins eat.

At Home: Write a sentence about what a pet can do. Ask a family member to think of another sentence about that pet. Combine the sentences using **and**.

**McGraw-Hill Language Arts**
Grade 3, Unit 2, Nouns, pages 96–97
Mechanics and Usage: Abbreviations

**RULES**

- An abbreviation is a shortened form of a word.  
  *Doctor Santos = Dr. Santos*
- An abbreviation begins with a capital letter and ends with a period.  
- You can abbreviate titles before a name.  
  *Mrs. Santos  Dr. McCabe  Ms. Gould*
- You can abbreviate days of the week.  
- You can abbreviate some months.  

Write whether each underlined abbreviation is a **title**, a **day** of the week, or a **month** of the year.

1. until Sat. ____________________________________________
2. Dr. Cook’s friend ______________________________________
3. by Mon. _____________________________________________
4. beginning of Dec. _____________________________________
5. early Aug. ____________________________________________
6. with Mr. Reynolds _____________________________________
7. next Feb. _____________________________________________
8. every Thurs. __________________________________________
9. Mrs. Riley’s class _______________________________________
10. appointment on Wed. _________________________________

**At Home:** With your family, make a map of your neighborhood. List adults and children in each home. Use abbreviations for titles of people.
Mixed Review

RULES

- A **possessive noun** shows who or what owns something.
- Add an apostrophe (’) and an -s to a singular noun to make it possessive.

  *My [sister’s](#) class went to the zoo.*

- Add an apostrophe to make most plural nouns possessive.

  *The [animals’](#) keepers brought them food.*

- Add an apostrophe and an -s to form the possessive of plural nouns that do not end in -s.

  *The [children’s](#) favorite place was the snake house.*

Write the possessive noun from each sentence.

1. The zookeeper’s office is by the main entrance. ____________________________

2. The monkeys’ house is near the elephant pen. ____________________________

3. The elephants’ keeper is feeding them. ____________________________

4. The giraffe’s baby is standing near her mother. ____________________________

5. The man’s camera is ready. ____________________________

6. The camera’s flash is bright. ____________________________

7. The baby’s picture will be in the paper. ____________________________

8. The picture’s quality will be clear. ____________________________

9. The children’s teacher pointed to the monkeys. ____________________________

10. The animals’ antics made them laugh. ____________________________
Common Errors with Plurals and Possessives

RULES
Writers often make mistakes when writing plural nouns and possessive nouns.

• A **plural noun** names more than one person, place, or thing.
  
  **farmers**  **fields**  **geese**

• A **possessive noun** shows who or what owns or has something.

• To form the possessive of a singular noun, add an ’**s**.

  The **farmer’s** field is filled with wheat.

• To form the possessive of a plural noun that ends in -**s**, add an apostrophe (’).

  The **farmers’** fields are filled with wheat.

• To form the possessive of a plural noun that does not end in -**s**, add an ’**s**.

  The **geese’s** eggs are large.

Read the sentences. Circle the word in ( ) that is the correct plural or possessive noun. Then write it on the line.

1. The (children’s, childrens’, childrens) teacher took them to a farm.

2. The (farmers’, farmer’s, farmers) tractor is red.

3. The (geese, gooses’, goose’s) feathers are soft.

4. The (geese, goose, goose’s) live in a big pen.

5. The (pigs, pigs’, pig’s) name is Wilbur.

At Home: With a family member, think of four animals you might find on a farm. Then write sentences about the animals using plural and possessive nouns.
Study Skills: Library Resources

- The library is a good source of information. To locate information in the library, use the Library Card Catalog or PAC (Public Access Catalog). In most libraries, the catalog, or PAC, is on the computer.

- The card catalog lists all the books and materials in the library. The card catalog contains a title card and an author card for every book. Each nonfiction book also has a subject card. The cards are arranged in alphabetical order.

- Every book has a call number that identifies what category of book it is. It can help you find the book on the shelf.

<table>
<thead>
<tr>
<th>Title Cards</th>
<th>Author Cards</th>
<th>Subject Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you know the title of the book you want, use this card.</td>
<td>If you know the author of the book you want, use this card.</td>
<td>If you know the subject of the book you want, use this card.</td>
</tr>
</tbody>
</table>

Write what kind of card in the card catalog you would use to find the following information.

1. Books about kangaroos ________________________________

2. A story about a pretend place by Alice McLerran ____________________

3. A list of books by Beverly Cleary ________________________________

4. A book called *Ibis: A True Whale Story* __________________________

5. Books about George Washington _________________________________

6. A mystery story by Johnny Alcorn _________________________________

7. A book called *The Puffins Are Back* ______________________________

8. A book about a cowboy named Pecos Bill __________________________

9. A list of books by Gail Gibbons _________________________________

10. Books about football ____________________________________________

At Home: With a family member, choose a subject, author, or title of a book. Then go to the library together and look for the book by using the card catalog.
Vocabulary: Compound Words

A **compound word** is a word made by joining two or more words together.

- mail + box  A **mailbox** is a box for mail.
- paint + brush  A **paintbrush** is a brush for painting.
- sun + light  Sunlight is light from the sun.
- back + pack  A **backpack** is a pack you wear on your back.

Circle the compound word in each pair. Write the two words that make up the compound word on the lines below it.

1. basketball, berries
   ─────────── ───────────
   ─────────── ───────────

2. moonlight, mostly
   ─────────── ───────────

3. notice, notebook
   ─────────── ───────────

4. surely, sunburn
   ─────────── ───────────

5. halfway, habit
   ─────────── ───────────

6. haircut, handle
   ─────────── ───────────

7. topic, toothache
   ─────────── ───────────

8. seat, seashore
   ─────────── ───────────

9. windowsill, windy
   ─────────── ───────────

10. barefoot, baby
    ─────────── ───────────

At Home: Find items in your home with compound word names, such as toothbrush, washcloth, and bathtub. Make a list of these words and explain it to a family member.
Composition: Organization

- Writing about ideas, events, or instructions is like solving a problem. You must present the details in an order that makes sense.
- What are you going to tell about? Begin with a **topic sentence** that tells the main idea.
- What order should you choose? Try to tell things in time order with **step-by-step details**. Keep in mind what is **first**, **second**, **third**, and so on.
- How can special words help? Begin your sentences with words such as **First**, **Next**, and **Last**.

Rewrite the paragraph on the lines below. Draw a line under the topic sentence. Circle each time-order word.

Follow these easy steps to give your dog a bath. **First**, put your dog in a tub of warm water. **Second**, wash your dog all over using baby shampoo. **Next**, rinse your dog with clean water. **Last**, dry your dog with thick, dry towels.
Read each sentence. Ask what the subject does. Find the words that show action. Circle each action verb.

1. Mike goes to his art class.
2. The students button their smocks.
3. The students mold the clay.
4. Mike creates a clay pot.
5. The teacher takes the pot to the kiln.
6. Artists work with different materials.
7. Potters use clay, a potter’s wheel, and a kiln.
8. A potter’s wheel turns very quickly.
9. The artists make pottery of many shapes and sizes.
10. Later, everyone paints the pottery.

At Home: Use action words to tell your family what you did at school today.
Present-Tense Verbs

RULES

- The tense of a verb tells when the action takes place.
- Verbs in the present tense tell what happens now.
- Follow these rules when you use present-tense verbs with singular subjects.
  - Add -s to most singular verbs in → Miss Muffet sits down.
  - Add -es to verbs that end in sh, → The spider watches Miss Muffet.
  - Change y to i and add -es to verbs that end in a consonant and a y together.

Circle the verb in ( ) that has the correct spelling.

1. The gingerbread man (runes, runs) away.
2. The fox (carrys, carries) him through the water.
3. Everyone (chases, chasies) after him.
4. Mama Bear (fixes, fixs) porridge.
5. Goldilocks (gets, getes) lost in the woods.
6. Baby Bear (watchs, watches) the girl sleep.
7. Gepetto (wishs, wishes) on a star.
8. Pinocchio (trys, tries) to be an actor.
10. Pinocchio (changes, changies) into a donkey.
Subject-Verb Agreement

RULES

• A present-tense verb must agree with its subject.
• Do not add -s or -es to a present-tense verb when the subject is plural.
  The children need a computer.
  Computers change our lives.
• Do not add -s or -es to a present-tense verb when the subject is I or you.
  You use computers for schoolwork.
  I see computers every day.

Write the correct form of the verb in ( ).

1. Computers (give, gives) us information.

2. The information (help, helps) us.

3. We (know, knows) some things.

4. A student (learn, learns) many new things.

5. You (find, finds) interesting facts.

6. Many people (buy, buys) computers.

7. A teacher (load, loads) software into the computer.

8. I (put, puts) in the disks.

9. You (press, presses) the keys.

10. The keys (give, gives) commands.

At Home: Tell your family how you use or would like to use computers in school. Make sure that you use correct subject-verb agreement.
Mechanics and Usage: Letter Punctuation

**RULES**

- Use a capital letter for the first word and the name in the greeting and the closing of a letter.
  
  *Dear Uncle Peter,*
  
  *Love,*
  
  *Pat*
  
- Put a comma at the end of the greeting. Put a comma between the closing and the signature.
  
  *Dear Uncle Peter,*
  
  *Love,*
  
  *Pat*

Circle the correct answer in each pair.

1. Dear, Chris  
   Dear Chris,

2. Sincerely, Clarissa  
   Sincerely Clarissa

3. Yours truly, Kevin  
   Yours Truly, Kevin

4. Dear Mario, dear Mario,  
   Your Friend Yuko

5. Yours truly, Kevin  
   Your Friend Yuko

6. Dear Grandpa,  
   Dear grandpa,

7. Love Courtney  
   Love Courtney

8. dear Sonia,  
   Dear Sonia,

9. Sincerely yours, Stephen  
   Sincerely Yours, Stephen

10. Dear Jada,  
    Dear Jada

At Home: Write a letter with a family member. Take turns thinking of greetings and closings. Then choose the greeting and closing that are most appropriate.
Read each sentence. Write the correct form of the verb in ( ) on the line.

1. We (watch, watches) the stars in the Sky Dome. 
2. I (explore, explores) the night sky with a big telescope. 
3. Tim (look, looks) at the stars. 
4. He (see, sees) many stars and planets. 
5. Our planet (move, moves) in space. 
6. The planets (circle, circles) the sun. 
7. Astronomers (work, works) when it’s dark. 
8. An astronomer (study, studies) the position of the stars. 
10. Astronomers (take, takes) photos of these events.

At Home: Watch a sports event with a family member. Describe the event. Be sure to use colorful action verbs to describe what you see. Use the correct verb forms.

**RULES**
- An **action verb** shows action.
- Add -s or -es to most singular verbs in the present tense. If a verb ends with a consonant and y, change the y to i and add -es.
  - My teacher **takes** us to the Sky Dome.
  - My class **studies** astronomy.
- If the subject of a sentence is plural or is I, you, or we, do not add -s or -es to the verb in the present tense.
  - We **look** through a telescope.
  - I **find** a star right away.
Past-Tense Verbs

RULES

- A past-tense verb tells about an action that happened already. Add -ed to most verbs to form the past tense.

  We visited a science museum last week.

- When adding the -ed ending, some verbs change their spelling.

- For verbs that end with a consonant and y:
  Change the y to i before adding -ed.

  try → tried    spy → spied

- For verbs that end in e:
  Drop the e and add -ed.

  close → closed    bake → baked

- For verbs that end with one vowel and one consonant:
  Double the consonant and add -ed.

  hug → hugged    pat → patted

Underline the past-tense verb in each sentence.

1. We explored the museum.
2. We stopped at every exhibit.
3. They showed us a lot about inventions.
4. The signs explained the inventions.
5. Inventions changed our lives.
6. We watched a movie about Thomas Edison.
7. It showed his invention of the light bulb.
8. I liked it a lot.
9. Then we shopped at the museum store.
10. We hurried back to the school bus just in time.

At Home: Talk with your family about what you learned or might have learned on a trip to a museum. Use past-tense verbs.
Future-Tense Verbs

**RULES**

- A **future-tense verb** tells about an action that is going to happen. Use *will* with the action verb to tell about the future.

  Tomorrow we **will go** on a field trip.
  I **will have** a great time.

  Present Tense → *The show starts.*
  Past Tense → *The show started.*
  Future Tense → *The show will start.*

Underline the verb in each sentence. Then circle *present, past,* or *future* to tell the tense.

1. Our class **will take** a trip to the theater.  present  past  future
2. We **will watch** a play.  present  past  future
3. We **visited** the theater last year.  present  past  future
4. The bus **leaves** early for trips.  present  past  future
5. We **will see** “Sadako and the Thousand Paper Cranes.”  present  past  future
6. We **will wear** nice clothes.  present  past  future
7. Some students **will buy** food there.  present  past  future
8. Others **will bring** their own food.  present  past  future
9. We **will arrive** home late.  present  past  future
10. Everyone **loves** these field trips.  present  past  future
Combining Sentences: Verbs

**RULES**

- Join two sentences that have the same subject by combining the predicates.
  
  Roxy finds leaves.
  Roxy makes leaf prints.
  Roxy finds leaves and makes leaf prints.

- Use the word **and** to combine the predicates.
  
  Roxy gets a large crayon. Roxy rubs the paper.
  Roxy gets a large crayon and rubs the paper.

Use **and** to combine the predicates of each pair of sentences. Write the new sentence.

1. Our club creates art.
   Our club makes crafts.

2. Ms. Lin shows us ideas.
   Ms. Lin helps us choose one.

3. We select our materials.
   We find a place to work.

4. Jeff takes the scissors.
   Jeff cuts pieces of felt.

5. Robby reads the directions.
   Robby follows them.

**At Home:** Tell a family member how you made a craft item or did an art project. Use **and** to combine sentences.
Mechanics and Usage:  
Commas in Dates and Places

RULES

- Use a **comma** between the names of a city or town and state.

  
  Seattle, Washington

  Union City, New Jersey

- Use a **comma** between the day and the year in a date.

  September 26, 2001

Write the dates and places. Put the comma in the correct place in each.

1. Gary Indiana ________________________________

2. January 10 2005 ________________________________

3. February 26 2004 ________________________________

4. Carson City Nevada ________________________________

5. Augusta Maine ________________________________

6. April 4 1995 ________________________________

7. Santa Fe New Mexico ________________________________

8. January 11 2010 ________________________________

9. Eugene Oregon ________________________________

10. December 25 2050 ________________________________

At Home: Write the birth dates and hometowns of your family members. Use commas where they belong.
Mixed Review

RULES

• Add -ed to most verbs to show action that happened in the past.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I look at you.</td>
<td>I looked at you.</td>
</tr>
</tbody>
</table>

• Use will with action verbs to tell about something that is going to happen in the future.

<table>
<thead>
<tr>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I look at you.</td>
<td>I will look at you.</td>
</tr>
</tbody>
</table>

• Use the word and to join the predicates of two sentences with the same subject.

Marlene’s plant is green. Marlene’s plant grows quickly.  
Marlene’s plant is green and grows quickly.

Read each sentence. Write the verb in the tense shown in ( ).

1. Marlene (worry, past tense) about her plant. ______________________

2. Her father (want, past tense) to move it. ______________________

3. “Your plant (grow, future tense) better near the light,” he said. ______________________

4. Marlene (lift, past tense) her flowerpot. ______________________

5. She (place, past tense) it on the windowsill. ______________________

6. The sun (shine, future tense) on it in the afternoon. ______________________

7. The plant (need, future tense) water. ______________________

8. She (sprinkle, future tense) it with water. ______________________

9. “I (give, future tense) it some plant food, too,” she said. ______________________

10. Marlene’s plant (improve, future tense) now. ______________________
Common Errors with Subject-Verb Agreement

**RULES**

The **subject** and **verb** in a sentence must always agree.

- If the subject is one person or thing, then the verb must tell about one person or thing. Add -s or -es to the verb.
  
  This sentence is **not** correct:  *My brother pack for the trip.*
  
  This sentence is **correct**:  *My brother packs for the trip.*

- If the subject is more than one person or thing, then the verb must tell about more than one person or thing.
  
  This sentence is **not** correct:  *His friends watches.*
  
  This sentence is **correct**:  *His friends watch.*

- If the subject has two nouns joined by **and**, then the verb must tell about two subjects.
  
  This sentence is **not** correct:  *Mom and I helps.*
  
  This sentence is **correct**:  *Mom and I help.*

Read each sentence. Circle the verb in ( ) that agrees with the subject.

1. This spacecraft (takes, take) us to the moon.

2. The spacecraft (carries, carry) us there in just three days.

3. Our pilot (flies, fly) at top speed.

4. We (hopes, hope) to see a view of Earth.

5. I (loves, love) my home on the moon.

6. Our family (lives, live) in a domed city.

7. Dad’s robot (meets, meet) us at the Moon Dock.

8. Mom (wants, want) news from her friends on Earth.

9. Our cousins (plans, plan) to visit us for the holidays.

10. My brother and I (see, sees) the Earth from our window!

*At Home*: Think of a place you want to go. Write a story about it. Make sure the subjects and verbs agree, then point them out to a family member.
Study Skills: Note-Taking and Summarizing

RULES

• One way to remember what you read is to **take notes** about the main idea and details.
• Then you can write a **summary** to state briefly the main idea and the important details.

Read the summary. Follow the directions to write the main idea and the important facts.

Cheetahs hunt differently from other big cats. Most big cats hunt at night. They hide themselves, wait for their prey, and then leap out. Cheetahs hunt in broad daylight. When they spot their prey, they come out in the open. When their prey starts to run, cheetahs chase them at top speed. If cheetahs have to run longer than a minute, they give up and go away.

1. Write the main-idea sentence. ________________________________

2. Write a sentence that tells a fact about when most big cats hunt. ________________________________

3. Write a sentence that tells an important fact about how most big cats hunt. ________________________________

4. Write a sentence that tells an important fact about when cheetahs hunt. ________________________________

5. Write a sentence that tells an important fact about how cheetahs hunt. ________________________________

**At Home:** Find a book about an animal. With a family member, choose an interesting paragraph. Decide which sentence is the main idea. Choose another sentence that tells an important fact.
Vocabulary: Prefixes

- A prefix is a word part that is added to the beginning of a word. It changes the meaning of the base word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>opposite of</td>
<td>dis + connect - disconnect</td>
</tr>
<tr>
<td>dis-</td>
<td>not</td>
<td>dis + honest - dishonest</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>re + enter - reenter</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>un + able - unable</td>
</tr>
<tr>
<td>un-</td>
<td>opposite of</td>
<td>un + cover - uncover</td>
</tr>
</tbody>
</table>

Circle the word in each row that has a prefix.

1. unlike universe unless
2. disk distaste different
3. usable unwrap umbrella
4. radish radio review
5. distrust desert deserve
6. reword reason really
7. unit ugly unchain
8. dipper drink disorder
9. resend read reptile
10. uncle utter unreal

At Home: With a family member, look at advertisements in an old magazine. Find as many words as you can with the prefixes dis-, re-, and un-. Cut them out and make a word collage.
Composition: Leads and Endings

A good **lead:**
- gets the readers’ attention and makes them want to read more.
- may give the main idea.

A good **ending:**
- lets the readers know that the story is finished.
- may draw a conclusion, state the main idea again, or sum up what the writer said.

Read each sentence. Write on the line if it is a **lead** or an **ending**.

1. In closing, I hope you come to my concert. ________________

2. Our new park has opened, and it’s fun, fun, fun! ________________

3. Have you ever seen wild wolves? ________________

4. Today I’ll tell you about my adventure. ________________

5. That was the funniest event in my life. ________________

6. Finally, we all got home. ________________

7. Guess what you’ll see at City Center? ________________

8. I am sure I’ll never forget that day. ________________

9. Learn to sew in three easy steps! ________________

10. We have a new member in our family. ________________

At Home: Look at some of your favorite storybooks. With a member of your family, read the beginnings and endings of three stories.
Main and Helping Verbs

RULES

• Sometimes a verb may be more than one word.
  
  has planned  is thinking

• The **main verb** tells what the subject does or is.
  
  *Our class is going on a picnic.*

• The **helping verb** helps the main verb show an action.
  
  *Our class is going on a picnic.*

• Here are some verbs often used as helping verbs.

  have  am  was
  has  is  were
  had  are  will

Circle the main verb and underline the helping verb in each sentence.

1. Everyone has packed a lunch.

2. Mrs. DeWall is bringing a watermelon.

3. Mr. Lopez will plan some games.

4. Miguel and Kurt have brought a baseball.

5. Melissa and Thomas were carrying some water jugs.

6. Thomas had thrown a ball to Luis.

7. Louise was getting a drink of water.

8. I am hiding behind the tree.

9. Pete has run after a rabbit.

10. Luis and I are running after Pete.

At Home: Ask family members what they like to do on a picnic. Write three sentences about the activities using main and helping verbs.
Using Helping Verbs

RULES

- Use the helping verbs has, have, and had to help main verbs show an action in the past.
- Both the main verb and the helping verb must agree with the subject of the sentence.

  John has gone to the library.
  Anna and Sue have worked on a report.
  John had taken out two library books.

Circle the correct helping verb to use in each sentence.

1. My class (have, has) studied insects.
2. I (had, has) written a report about bees.
3. Paul (have, had) written his report about grasshoppers.
4. We (has, have) displayed our reports in the library.
5. Other students (have, has) seen our reports.
6. The bees (have, has) built a hive.
7. A bee (have, has) collected pollen.
8. The queen bee (have, has) laid some eggs.
9. The bees (have, has) made some honey.
10. I (have, has) learned a lot about bees.

At Home: With a family member, choose an animal. Write three sentences about what the animal does. Be sure to use helping verbs with the main verbs.
Linking Verbs

**RULES**

- A **linking verb** does not show action. It connects the subject to a noun or an adjective in the predicate.
  
  » *The monkey is cute.*

- The verb **be** is a common linking verb.
  
  » *Raj is at the zoo.*

  » *I am at the zoo, too.*

Draw a line under each verb. Write **linking verb** or **action verb** to describe each verb.

1. We looked into the monkey cage. ________________

2. The monkeys were loud. ________________

3. The littlest monkey was the cutest. ________________

4. One large monkey swung from a tall tree. ________________

5. He played with another monkey. ________________

6. My baby brother is asleep. ________________

7. I am tired, too. ________________

8. Our family leaves the zoo. ________________

9. We walk to our car.

   ________________

10. The zoo was fun.

    ________________

---

At Home: Talk with your family about a trip you have taken. Write three sentences about it. Underline the action or linking verbs in each sentence.
Using Linking Verbs

**RULES**

- Use the linking verbs *is, am,* and *was* when the subject of the sentence is singular.
  
  *I am at camp all week.*
  
  *My friend Eric is at camp, too.*
  
  *Our favorite counselor was at camp last year.*

- Use *are* and *were* with a plural subject and *you.*
  
  *Eric and I are at camp all week.*
  
  *We were at camp last week, too.*

If the correct linking verb is used, write **correct.** If an incorrect linking verb is used, write **incorrect.**

1. Today is field day at camp. ____________________________

2. My friend and I is in two events. ____________________________

3. I am in the relay race. ____________________________

4. Trevor and Casey is on the team, too. ____________________________

5. We was the winners last year. ____________________________

6. Some of the children were on the swim team. ____________________________

7. I was not on the swim team. ____________________________

8. The sun are not warm today. ____________________________

9. The lake are very cold. ____________________________

10. I am ready for the race. ____________________________

**At Home:** With a family member, talk about what you did or would like to do on a family trip. Write three sentences about these activities. Use at least one linking verb.
Mechanics and Usage: Commas in a Series

**RULES**
- Use **commas** to separate three or more words in a series.
- Do not use a comma after the last word in a series.

_Mom, Dad, and I are going to the circus._

Write each group of words. Add commas where needed.

1. tigers, elephants and horses

2. clowns, tightrope walkers and lion tamers

3. pizza, popcorn and peanuts

4. bicycles, tricycles and unicycles

5. lions, tigers and elephants

6. the clowns, the dogs and the ponies

7. laughed, cheered and clapped

8. a program, some popcorn and a drink

9. a silly hat, a balloon and a poster

10. My mom, my dad, my sister and I

**At Home:**
With a family member, choose a special event you attended together. Write a sentence telling three things you liked about the event. Be sure to use commas as needed.
Mixed Review

**RULES**

- **The main verb** tells what the subject is or does.
  
  *My family raises Great Danes.*

- **A helping verb** comes before the main verb. It helps the main verb show action.

  helping verb  main verb
  
  *Mom is taking the dogs for a walk.*

- Use the helping verbs *has, have,* and *had* to help main verbs show an action in the past.

- **The linking verb** *be* does not show action.

- Use *is, am,* and *was* with singular subjects.

  *Our oldest dog is white with big black spots.*

- Use *are* and *were* with plural subjects and *you.*

  *The dogs are very well trained.*

Read each sentence. Draw a box around the linking verb. Draw a line under a main verb with a helping verb.

1. The big event each year is the dog show.
2. We are taking our Great Danes in a van.
3. A trainer is trotting them around the ring.
4. By this time last year, our dog Brutus had won first place.
5. My sister and I are taking turns grooming our dogs.
6. I was brushing Brutus before the show.
7. He is wearing a beautiful silver collar with gold stars on it.
8. Other kinds of dogs are at the dog show.
9. This morning I was watching the beagles with their long, floppy ears.
10. The collies are always so loud!

At Home: With a family member, write five things a dog can do. Use main verbs with helping verbs, linking verbs, and action verbs.
Irregular Verbs

RULES

- An irregular verb has a special spelling to show the past tense.
- Some irregular verbs have a special spelling when used with a helping verb.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>With Helping Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
<td>had, has, or have come</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>had, has, or have done</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>had, has, or have said</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>had, has, or have gone</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>had, has, or have run</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>had, has, or have seen</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>had, has, or have driven</td>
</tr>
</tbody>
</table>

Circle the past tense of each verb in ( ). Then write it on the line.

1. We (go, went) to the beach. ____________________________

2. We (see, saw) lots of shells. __________________________

3. Two boys (ran, run) by us. ____________________________

4. We (said, say) hello to them. __________________________

5. The boys (do, did) a double-take. ______________________

6. We (had seen, see) the boys before. _________________

7. Those boys (had come, come) last summer. ______________

8. They (come, came) to the beach with their parents. __________

9. We (had gone, go) fishing with them last year. ______________

10. We (has gone, went) fishing in their boat. ______________
More Irregular Verbs

**RULES**

- **Irregular verbs** do not add *-ed* to show past tense.
- Irregular verbs have special spellings in the past tense and when they are used with a helping verb.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>With Helping Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>had, has, or have begun</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>had, has, or have eaten</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>had, has, or have given</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>had, has, or have grown</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>had, has, or have sung</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>had, has, or have brought</td>
</tr>
</tbody>
</table>

Circle the irregular verb in each sentence.

1. Grandpa had given me a zucchini plant.
2. The zucchini plant has grown very large.
3. The zucchinis began to sprout.
4. I brought the zucchinis to my mother.
5. We have eaten a lot of zucchinis.
6. I have sung to my plant.
7. I have given my plant vitamins.
8. My plant has grown large.
9. I brought some of my zucchinis to a sick friend.
10. I gave some seeds to my friend.

At Home: Write some sentences about a plant. Be sure to include at least one irregular verb in your writing. Show your writing to a family member.
Contractions with Not

**RULES**

- A **contraction** is a shortened form of two words. In a contraction, one or more letters are left out.
- Use an **apostrophe** (‘) to take the place of the missing letter or letters.

  - **have not** = haven’t
  - **is not** = isn’t
  - **are not** = aren’t
  - **cannot** = can’t
  - **do not** = don’t
  - **does not** = doesn’t
  - **will not** = won’t
  - **were not** = weren’t

- The word **won’t** is a special contraction. In this contraction, the spelling of **will** changes.

**Look at the words in the first column. Then circle the correct contractions formed from the words.**

1. is not   isn’t   aren’t   can’t
2. should not   won’t   didn’t   shouldn’t
3. will not   wouldn’t   won’t   wasn’t
4. were not   weren’t   wasn’t   hadn’t
5. had not   hasn’t   hadn’t   haven’t
6. are not   aren’t   can’t   couldn’t
7. does not   don’t   didn’t   doesn’t
8. did not   can’t   doesn’t   didn’t
9. has not   hadn’t   hasn’t   haven’t
10. was not   wasn’t   weren’t   won’t

**At Home:** With a family member, think of three rules you have in your home. Write these rules using contractions.
Combining Sentences: Verbs

RULES

• Two sentences with the same subject can be combined.
• Use the word and to join the predicates.

\[
\begin{align*}
\text{We saw the museum.} \\
\text{We went inside.} \\
\text{We saw the museum and went inside.}
\end{align*}
\]

Write each pair of sentences as one sentence on the lines below. Use the word and to combine the predicates.

1. We saw a huge model airplane.  
   We walked up close to it.

2. A man talked about the Wright brothers.  
   A man described the first airplane.

3. The Wright brothers read many books.  
   The Wright brothers did many experiments.

4. They built an airplane.  
   They brought it to Kitty Hawk.

5. The airplane lifted off the ground.  
   The airplane flew for 59 seconds.

At Home: Write two sentences about something you would like to invent. Combine the predicates of the sentences. Show your new sentence to a family member.
McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs,
pages 260–261

At Home: With your family, make a Do and Don’t list for
caring for a family pet. Spell the contraction don’t correctly
each time you use it.
At Home: Ask a family member to tell something that happened to a pet. Listen for the irregular verbs *go*, *do*, and *come*. Write the forms that you hear.
At Home: Think about some fun things to do in the snow. With your family, write three sentences using irregular verbs to tell about your ideas.
Study Skills: Graphs

**RULES**

- A **graph** is a diagram that shows the relationship between two or more things. You can use a graph to compare information.
- A **bar graph** uses bars to compare information.
- A **circle graph** compares parts of a whole.
- A **line graph** can show changes over a period of time.

**Alex's Speed**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time in Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hop 10 Times</td>
<td>0 5 10 15 20 25 30 35 40 45 50 55 60</td>
</tr>
<tr>
<td>Count to 100</td>
<td></td>
</tr>
<tr>
<td>Sing Alphabet</td>
<td></td>
</tr>
<tr>
<td>Clap 20 Times</td>
<td></td>
</tr>
<tr>
<td>Count to 200 by 5's</td>
<td></td>
</tr>
</tbody>
</table>

**How Alex Spends His Time**

- School: 6 hours
- Play: 3 hours
- Homework: 1 hour
- Soccer: 1 hour
- TV: 1 hour
- Eating: 2 hours
- Sleeping: 10 hours

**How Alex is Growing**

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Height in Inches</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
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<td>5</td>
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<td>10</td>
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<td>10</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Look at the graphs above. Which graph (bar graph, circle graph, or line graph) would help you answer each question? Write the name of the kind of graph on the line.

1. How does Alex spend his time each day?

2. How tall was Alex at six years old?

3. How fast can Alex sing the alphabet?

4. How many inches did Alex grow between the ages of 1 and 3 years old?

5. How many hours does Alex spend on homework?

6. How many hours does Alex spend at school?

7. How long does it take Alex to hop ten times?

8. How much time does Alex spend watching television?

9. Does Alex spend more time doing homework or playing?

10. At what age was Alex 50 inches tall?

**At Home:** Ask family members to help you make a graph of how many inches you have grown since you were born.
Vocabulary: Suffixes

A suffix is a word part added to the end of a base word. A suffix changes the meaning of a base word.

- **sing + er** = **singer** → A singer is a person who sings.
- **slow + ly** = **slowly** → To move slowly means to move in a slow way.
- **success + ful** = **successful** → To be successful means to be full of success.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>dancer</td>
<td>one who dances</td>
</tr>
<tr>
<td>-or</td>
<td>governor</td>
<td>one who governs</td>
</tr>
<tr>
<td>-less</td>
<td>helpless</td>
<td>without help</td>
</tr>
<tr>
<td>-able</td>
<td>fixable</td>
<td>able to be fixed</td>
</tr>
<tr>
<td>-ly</td>
<td>slowly</td>
<td>in a slow way</td>
</tr>
<tr>
<td>-ful</td>
<td>hopeful</td>
<td>full of hope</td>
</tr>
</tbody>
</table>

A. Draw lines to match the words on the left with their meanings on the right.

1. understandable one who talks
2. thankless full of joy
3. sharply able to be understood
4. talker without thanks
5. joyful in a sharp way

B. Circle the word in each row that has a suffix.

6. teachable target telephone
7. polite photographer prairie
8. sentence sunless sail
9. jealous jungle faithful
10. darkly dictionary deserve

**At Home**: Take turns with a family member naming as many jobs as you can that end with the suffix -er or -or. (Examples: painter, farmer, actor, editor, teacher, firefighter.)
A description can be about persons, places, or things. Descriptive paragraphs have:
• a main-idea sentence.
• sensory details that describe how things look, taste, smell, sound, and feel.
• an order that makes sense.

Read the following descriptive paragraph. Then answer the questions.

In the summer, the Rocky Mountains are a popular place for campers and hikers. These mountains are the perfect place to hike because of the bright blue sky, snowy mountain peaks, and rolling green hills. When hikers climb high above the campsites, the fresh breeze blows gently, and the sweet smell of wildflowers is in the air. It is very quiet except for the wind in the trees and the rushing of small streams over rocks. After spending a day high in the majestic Rocky Mountains, hikers look forward to another visit to this beautiful and peaceful place.

1. Draw a line under the sentence that tells the main idea.

2. What does the main-idea sentence describe?

3. Which of your five senses do “very quiet,” “wind in the trees,” and “rushing of small streams” tell about?

4. Which words tell you how the mountains look?

5. Which words describe the sense of smell?

At Home: With a family member, think of a beautiful place. Write five sentences describing the place. Use sensory words for all your senses.
Pronouns

RULES

• A pronoun is a word that takes the place of one or more nouns.
  
  Adam works hard. → He works hard.

• A pronoun must match the noun or nouns that it replaces.

• To replace a single person, place, or thing, use a singular pronoun.
  
  singular pronouns = I, you, he, she, it, me, him, her
  
  Liz brought a violin. → Liz brought it.

• To replace more than one person, place, or thing, use a plural pronoun.
  
  plural pronouns = we, you, they, us, them
  
  Leroy and Alice are hungry. → They are hungry.

Read each sentence. Tell whether the underlined pronoun is singular or plural.

1. Julio watches them play. ____________________________

2. He wants to play basketball, too. _______________________

3. They do not need any more players on the team. 
   ____________________________

4. Throw the ball to me. ____________________________

5. It goes over the fence. ____________________________

6. He lost the ball. ____________________________

7. Now we can’t play basketball. _______________________

8. I have a baseball. ____________________________

9. All the children now want him to play. ________________

10. Julio can play baseball with us. ______________________

At Home: Scramble the letters of five pronouns. 
Ask family members to tell what pronouns they are.
Subject Pronouns

**RULES**
- A **subject pronoun** is used as the subject of a sentence.
  - Singular subject pronouns: → *I, you, he, she, it*
  - Plural subject pronouns: → *we, you, they*
- A subject pronoun takes the place of the subject of a sentence.
  - **Rita** opened the letter. → **She** opened the letter.
  - **Kate and Tom** met us. → **They** met us.

Write the subject pronoun of each sentence.

1. They wake up early on Saturday.  
2. She wants to go to the beach.  
3. He wants to go to the swimming pool.  
4. We want to play baseball in the park.  
5. You can go to the beach tomorrow.  
6. I will go to the park with my friends today.  
7. It is too crowded today.  
8. He decides to go to the pool, instead.  
9. They have fun at the pool and at the park.  
10. We all go to the beach the next day.
Object Pronouns

RULES

• An object pronoun replaces one or more nouns in the predicate part of a sentence.

• Use an object pronoun after an action verb, or after words such as for, at, of, with, in, and to.

  Singular Object Pronouns → me, you, him, her, it
  Plural Object Pronouns → us, you, them

  Rina will buy the notebooks.
  Rina will buy them.

Write the object pronoun of each sentence.

1. Anna and Justin planned to visit us today.  
2. We waited for them all afternoon.
3. Justin called me at three o’clock.
4. He explained what happened to them.
5. The tire on Anna’s bike had a nail in it.
6. Justin knew how to help her.
7. They can fix it at the gas station.
8. They took the bikes and walked them to the gas station together.
9. Justin left a message for you.
10. You can meet him at four o’clock.
Mechanics and Usage: Using *I* and *Me*

**RULES**
- Use the pronouns *I* and *me* to write about yourself. Always write the pronoun *I* with a capital letter.
- Use *I* in the subject of a sentence.
  
  *I* have work to do.
- Use *me* after an action verb and after words such as *in, into, to, with, by,* or *at.*
  
  *My friends help me.*
- When you talk about yourself and another person, name yourself last.
- To help you decide whether to use *I* or *me,* try the sentence leaving out the other person.
  
  *Ms. Kemper brought pencils for Ellie and me.*
  
  *Joel and I arranged the chairs.*

Circle the pronoun in () that is correct in each sentence.

1. (*I, Me*) must read a book about animals.
2. Leroy comes with Kim and (*I, me*) to the library.
3. Leroy finds a book about snakes for (*I, me*).
4. (*I, Me*) do not like snakes.
6. Leroy calls (*I, me*) over to the bookshelf.
7. Now he shows (*I, me*) some books about dogs.
8. (*I, Me*) would like to read about dogs.
9. Kim looks at the book with Leroy and (*I, me*).
10. Leroy, Kim, and (*I, me*) will all read about dogs.

**At Home:** Ask a family member to tell about a time someone was helpful to him or her. Listen for sentences that use *I or me,* and write them down.
Mixed Review

RULES

- A pronoun takes the place of one or more nouns.
- A pronoun must match the noun it replaces.
- Use a subject pronoun as the subject of a sentence.
  
  Angela rides every afternoon.

  She rides every afternoon.

- Use an object pronoun after an action verb or after words such as for, at, of, with, and to.

  Mr. Ramirez leads the horses to Angela and me.

  Mr. Ramirez leads the horses to us.

Read each sentence. Circle the word that tells whether the underlined pronoun is a subject pronoun or an object pronoun.

1. Luis invited me to the ranch. subject object

2. He and Manuel train horses there. subject object

3. The boys’ mother waved to us. subject object

4. She polishes all of the saddles. subject object

5. The white horse belongs to her. subject object

6. Mrs. Ramirez let me ride her horse. subject object

7. They brought three horses outside. subject object

8. Luis helped him get on the horse. subject object

9. He knew exactly what to do. subject object

10. We rode toward the mountains. subject object

At Home: With a family member, plan a trip you would like to take. List things your family could do for fun. Write a few sentences about the trip, using I, we, he, she, and they correctly.
Pronoun-Verb Agreement

**RULES**

- A **present-tense verb** must agree with its **subject pronoun**.
- Add **-s** to most action verbs in the present tense when you use the pronouns *he*, *she*, and *it*.
- Do not add **-s** to an action verb in the present tense when you use the pronouns *I*, *we*, *you*, and *they*.

She plays **inside**.

They play **inside**.

Circle the action verb in ( ) that is correct in each sentence.

1. It (**rain, rains**) for hours.
2. Kendra (**want, wants**) to play.
3. I (**call, calls**) her on the phone.
4. We (**talk, talks**) for awhile.
5. “You can (**come, comes**) to my house,” I tell her.
6. Kendra (**ask, asks**) her mom and dad.
7. They (**say, says**) she can come.
8. We (**meet, meets**) on the corner of my street.
9. I (**bring, brings**) my umbrella.
10. She (**wear, wears**) her raincoat.
Possessive Pronouns

RULES

• A **possessive pronoun** takes the place of a possessive noun. It shows who or what owns something.

  - *The children’s* playroom is at the end of the hall.
  - *Their* playroom is at the end of the hall.

• Some possessive pronouns are used before nouns.

<table>
<thead>
<tr>
<th>my</th>
<th>your</th>
<th>his</th>
<th>her</th>
<th>its</th>
<th>our</th>
<th>your</th>
<th>their</th>
</tr>
</thead>
</table>

  - my book
  - her raincoat
  - their project

• Other possessive pronouns can stand alone.

<table>
<thead>
<tr>
<th>mine</th>
<th>yours</th>
<th>his</th>
<th>hers</th>
<th>its</th>
<th>ours</th>
<th>theirs</th>
</tr>
</thead>
</table>

  - These books are mine.
  - Which sandwich is yours?

Circle the possessive pronoun in each sentence.

1. My little brother Chad was playing in the den.
2. Chad was playing with his soccer ball.
3. The ball hit our computer by accident.
4. My mom was not happy at all.
5. Mom took his soccer ball away.
6. Our rule is “No soccer in the house.”
7. Now I will have to use the computer at my school.
8. Its screen is bigger than the computer at home.
9. Mom likes her keyboard much better, though.
10. Mom and Dad will have theirs repaired.

At Home: Ask family members what uses they have or would have for a computer. Use a possessive pronoun to write their answers.
Pronoun-Verb Contractions

RULES

• A contraction is a shortened form of two words. There are many pronoun-verb contractions.

• Use an apostrophe (’) to replace the letter or letters that are left out.
  
  You are late for school. → You’re late for school.

• Here are some contractions.

  he’s = he + is or he + has      they’re = they + are      he’ll = he + will
  she’s = she + is or she + has      I’ve = I + have      she’ll = she + will
  it’s = it + is or it + has      you’ve = you + have      we’ll = we + will
  I’m = I + am      we’ve = we + have      you’ll = you + will
  you’re = you + are      they’ve = they + have      it’ll = it + will
  we’re = we + are      I’ll = I + will      they’ll = they + will

Circle the two words that each contraction stands for.

1. they’ll   they will      they can       they are
2. she’s   he will       she is        she will
3. you’re   you is       they are       you are
4. it’s    it are        it is         it will
5. I’m      I am         I will        I is
6. they’re  they will     they is       they are
7. you’ve   you have     you will      we have
8. he’ll   he is         he will       it is
9. we’re    we are       we will      we have
10. you’ll  you are      you have      you will

At Home: Make a set of cards with the two parts of a contraction on one side and the contraction on the other. Take turns with a family member looking at the two words and saying the contraction.
Mechanics and Usage: Contractions and Possessive Pronouns

**RULES**

- Be careful not to confuse possessive pronouns with contractions.
- In a contraction, an apostrophe (’) takes the place of the letters that are left out.
  
  *They are going to the zoo.* → *They’re going to the zoo.*
- Possessive pronouns do not have apostrophes.
  
  *Are they driving in their car?*

Circle the contraction or possessive pronoun in each sentence. Write whether it is a possessive pronoun or a contraction.

1. They’re moving to another city.
2. Their house is for sale.
3. It’s a big house.
4. We liked to play in its big yard.
5. Your family went to see the house.
6. Do you think you’re going to buy the house?
7. It’s great that you will live in that house.
8. They’re going to get you a big dog now.
9. It will be their present to you and your sister.
10. Its size is not important since the yard is big.

At Home: Write these sentence starters on index cards: They’re eating _______. He’s eating his _______. She’s eating her _______. Take turns completing each card as your family eats a meal together.
Mixed Review

At Home: With a family member, make some plans for the weekend. Write about your plans using sentences that begin with the contractions You’ll and I’ll.

Read each sentence. Write the correct form of the possessive pronoun or the contraction in ( ) on the line.

1. The king asked her to come to (he’s, his) castle.

2. He said, "(I’ve, I’ve) got a special room prepared for you, filled with straw."

3. "(I’m, I’m) expecting this straw to become gold by tomorrow."

4. "(You’ll, You’ll) need some help," said a mysterious little man.

5. "In exchange for (your, you’re) necklace, I’ll spin the straw," he said.

6. The next day, the king could hardly believe (he’s, his) eyes!

7. (Her, Hers) room was full of gold!

8. The little man said, "In return for the gold, you must guess (my, mine) name."

9. "(Isn’t, Isn’t) your name Rumpelstiltskin?" she asked.

10. The mysterious little man snapped (his, he’s) fingers and disappeared.

• A possessive pronoun shows who or what owns something.
  Jake and Lil bought this car. It is their car.

• A contraction is a shortened form of two words. An apostrophe (’) replaces the letters that are left out.
  Tomorrow they’re driving to the city.

• Do not confuse possessive pronouns with contractions.
  possessive pronoun → Its engine is quiet.
  contraction → It’s a bright-red car.
Common Errors with Pronouns

**RULES**

Be sure to use the right subject and object pronouns.

- **Use a subject pronoun** as the subject of a sentence.

  This sentence is not correct: *Lin and me had a special day yesterday.*
  This sentence is correct: *Lin and I had a special day yesterday.*

- **Use an object pronoun** after an action verb or words such as *for, at, of, with, and to.*

  This sentence is not correct: *I went to the circus and the zoo with she.*
  This sentence is correct: *I went to the circus and the zoo with her.*

Read each sentence. Circle the correct pronoun.

1. Lin bought ____________ a ticket to the circus.  
   - me  
   - I

2. The trapeze artists flew back and forth above ____________.  
   - us  
   - we

3. ____________ watched a man pull pretty white birds out of a hat.  
   - Him  
   - I

4. Then ____________ saw clowns climb out of a tiny car.  
   - them  
   - we

5. ____________ did lots of funny tricks.  
   - They  
   - Her

6. After lunch ____________ went to the zoo.  
   - we  
   - us

7. ____________ watched a woman feed a baby tiger with a bottle.  
   - I  
   - Me

8. ____________ is a zookeeper.  
   - She  
   - Her

9. The baby tiger looked straight at Lin and ____________ .  
   - I  
   - me

10. Then the baby tiger curled up next to ____________ and fell asleep.  
    - she  
    - her

**At Home:**

With a family member, cut out five pictures from old magazines. Write a sentence about each picture, using pronouns.

**McGraw-Hill Language Arts**

Grade 3, Unit 5, Pronouns, pages 342–343

**McGraw-Hill School Division**
**RULES**

- An **encyclopedia** contains information about people, places, and things.

  - *Thomas Jefferson*  *Idaho*  *bicycles*
  - *Harriet Tubman*  *Yosemite*  *frogs*

- Each **volume** in an encyclopedia is arranged in alphabetical order according to the letter or letters on its spine. The volumes are numbered to keep them in order.

- The **index** lists the topics in alphabetical order.

- An **encyclopedia on CD-ROM** contains on a computer disk all the information in a set of encyclopedias.

---

Draw a circle around the correct encyclopedia volume for each topic.

1. robots  
   - 13  
   - 16  
   - 9  

2. New Zealand  
   - 14  
   - 18  
   - 12  

3. Cherokee  
   - 3  
   - 5  
   - 4  

4. beach  
   - 6  
   - 2  
   - 9  

5. wombat  
   - 21  
   - 12  
   - 18  

6. England  
   - 6  
   - 5  
   - 2  

7. glaciers  
   - 7  
   - 15  
   - 8  

8. kangaroo  
   - 11  
   - 9  
   - 14  

9. Montana  
   - 14  
   - 13  
   - 12  

10. aardvark  
    - 2  
    - 5  
    - 1

---

**At Home:** Write the names of several animals. With a family member, use this page to find the encyclopedia volume that has information on each animal.
Vocabulary: Homophones

**Homophones** are words that sound alike but have different spellings and different meanings.

Here are some examples of homophones:

- bee, be  
  *A bee flew into my room. I hope I won’t be stung.*
- nose, knows  
  *Her nose is sunburned. She knows why it hurts.*
- eight, ate  
  *There were eight apples before Wanda ate one of them.*

Read aloud the word in the first column. Circle the word in each sentence that sounds the same as this word.

1. ate  
   You can make this breakfast in eight minutes.
2. hi  
   Get a mixing bowl down from the high shelf.
3. beet  
   Beat eggs and milk in the bowl.
4. for  
   Scramble the four eggs in a pan.
5. plane  
   Do you like your eggs plain or with cheese?
6. sum  
   Cook some bacon in another pan.
7. bred  
   Toast a few slices of bread.
8. poor  
   Who will pour the orange juice?
9. eye  
   I will get the glasses.
10. two  
    Please can you set the table, too.

---

**At Home:** Make an illustrated chart of five homophones. Show your chart to a family member. Explain that these words sound the same but are spelled differently.
Composition: Outlining

- An **outline** is a way of organizing ideas you will include in your writing.
- Write the **topic** at the top of the outline.
- List the first **main idea** you plan to include and give it a number. Use a Roman numeral followed by a period.
- Next, list **supporting details** under the main idea. Give each detail a letter.
- Then, list your next main idea and add details as before.
- Ideas written in an outline do not need to be complete sentences. They can be words, phrases, questions, or sentence fragments.

Read the beginning of an outline below. Read the detail sentences. Then draw a line under five detail sentences that belong under the main idea of the outline.

**Topic: Bluebirds**

I. What do bluebirds eat?

A. Like to eat insects
B. Build nests in tree holes
C. Will eat berries
D. Fly south in the winter
E. Sometimes eat grapes
F. Will eat beetles
G. Some of them eat caterpillars

**At Home:** Write the topic “Healthy Foods That Taste Good.” Ask a family member to help you list five foods that belong under the main idea.
Adjectives That Tell *What Kind*

**RULES**

- An *adjective* is a word that describes a noun.
  Some adjectives tell *what kind* of person, place, or thing the noun is.

  *Today is a *special* day.*

  tells what kind

The underlined word in each sentence is an adjective. Circle the noun it describes.

1. A *large* crowd waits for the parade.
2. Ben buys a *green* balloon.
3. I see *colorful* flags.
4. *Funny* clowns make us laugh.
5. The *shiny* horns play a march.
6. We hear the *loud* horn.
7. The scouts wear *new* uniforms.
9. The *noisy* crowd claps and waves.
10. The *long* parade finally ends.

*At Home:* With a family member, take turns describing a family float you might make for a parade. Use adjectives that tell *what kind.*
At Home: Play a game with family members. Then name adjectives that tell how many can play and how long the game takes.

Adjectives That Tell *How Many*

**RULES**

- An adjective is a word that describes a noun.
- Some adjectives tell **how many**.

*Three children are good friends.*

↑

tells how many

*They do many things together.*

↑

tells how many

Read each sentence. Circle the adjective that describes the underlined noun.

1. One **day** we play inside.
2. Nuna suggests several **things** to do.
3. We choose one **game** to play.
4. The game board has many **squares**.
5. Several **squares** will trap a player.
6. Few **players** miss all the traps.
7. Many **cards** are in a small pile.
8. Nuna draws one **card**.
9. Nuna moves four **squares**.
10. Luis has two **turns** in a row.
11. Mary is behind the other two **players**.
12. Luis lands on three **traps**.
13. Nuna also lands on a few **traps**.
14. We play the game **several times**.
15. Mary wins **three times**.
Articles

RULES

- Articles are special adjectives. The words a, an, and the are articles.
- Use a before singular nouns that begin with a consonant.
  
  a nest
- Use an before singular nouns that begin with a vowel.
  
  an apple
- Use the before singular nouns and plural nouns.
  
  the squirrel  the squirrels

Circle the correct article in ( ) to complete each sentence.

1. Do any wild animals live in (the, an) city?
2. You might have (a, an) animal living near you.
3. At night, deer might come from (a, an) park or woods.
4. (The, An) deer might nibble the plants in your garden.
5. (A, An) raccoon might live under a porch.
6. Raccoons will raid (an, the) garbage cans.
7. Squirrels live in (a, an) tree near your house.
8. (A, An) owl might also live in the tree.
9. Mice build nests in (a, the) grass.
10. In the winter, mice may come into (an, the) house.

At Home: With a family member, make up a story about an owl in a tree and use the articles a, an, and the.
Adjectives That Compare

RULES

• You can use adjectives to compare two or more nouns.
• Add -er to an adjective to compare two nouns.
  
  Today’s game was longer than last week’s game.
• Add -est to compare more than two nouns.
  
  Sue is the greatest player on our team.

Write each sentence. Use the correct form of the adjective in ( )

1. Alice is the (new) team member.

2. Mia is the (fast) runner in our class.

3. Bet’s kick was (longer, longest) than Kevin’s.

4. She kicked to her (near) teammate.

5. That player is (quick) than I am.

6. The coach’s whistle is (loud) than mine.

7. The wind is (calm) than it was at noon.

8. The new field is (smooth) than the old one.

9. That team is the (strong) team in town.

10. Our team’s score was the (low) of all.

At Home: Talk about a favorite game with a family member. Use adjectives to compare the action in the game.
Spelling Adjectives That Compare

**RULES**
Some adjectives change their spelling when -er or -est is added.

- **When the adjective ends in a consonant sound and y,** change the y to i and add -er or -est.
  
  shaggy, shaggier, shaggiest

- **When the adjective ends in e,** drop the e and add -er or -est.
  
  nice, nicer, nicest

- **For adjectives that have a single vowel sound before a final consonant,** double the final consonant and add -er or -est.
  
  big, bigger, biggest

Write the correct spelling of each adjective when the ending is added.

1. happy + er _________________
2. tan + er _________________
3. pale + er _________________
4. shy + er _________________
5. gentle + er _________________
6. furry + est _________________
7. noisy + est _________________
8. pretty + est _________________
9. slim + est _________________
10. cute + est _________________

**At Home:** Show the words shaggiest, shiest, and noisiest to a family member. Take turns making up sentences with these words.
Add a comma where it belongs in each sentence.

1. Mom is that the telephone ringing?
2. Yes can you answer it?
3. No my hands are sticky.
4. Lien Pat wants to talk with you.
5. Pat I was just thinking about you.
6. Lien can you do something special with us tomorrow?
7. Yes I would like to do that.
8. Okay that is great. We are driving to the mountains, and we will hike along Sandy River.
9. Lien Sandy River is beautiful. Have you ever seen it?
10. No I have only seen pictures of it.
11. Lien I hope you can come.
12. Pat I’ll ask my mother.
13. Mom may I go on a hike and picnic with Pat and her family?
14. Yes it sounds like a wonderful day.
15. Pat I will bring my camera, too.

At Home: With a family member, write a conversation between two friends planning a trip. Use their names at the beginning of sentences.
Mixed Review

RULES

• The article *an* goes before singular nouns that begin with a vowel. The article *a* goes before singular nouns that begin with a consonant.

  *I saw an owl in the tree.*
  *Did you ever see a duck in a tree?*

• The article *the* goes before singular and plural nouns.

  *The ducks don’t land in trees.*

• In a sentence in which you speak to someone by name, place a *comma* after the person’s name.

  *Mrs. Curry, do these ducks live in the pond all year?*

• A comma goes after *yes* and *no* when they begin a sentence.

  *Yes, they do.*

For each sentence, circle the correct article. Write it on the line. Add commas where they belong.

1. Mrs. Curry *are you going to feed* ___________ the a ducks at the pond?

2. Yes I have ___________ loaf of bread for them. an a

3. Fred do you want ___________ piece of bread? a an

4. No I brought ___________ orange. a an

5. Ducks don’t like ___________ taste of oranges. a the

6. Laura please don’t splash ___________ water. the an

7. That duck has ___________ long beak. an a

8. Mrs. Curry may I give it ___________ piece of bread?

9. Yes here is ___________ crust. an the

10. Wow, what ___________ hungry duck that is! a the

At Home: Play a game of “I Spy” with a family member. Take turns writing sentences that begin with “I spy (a, an, the) . . .” Use the correct article before each noun.
Adverbs

RULES
• An **adverb** is a word that tells more about a verb.
• Adverbs tell **how**, **when**, and **where** an action takes place.

*The train moves *swiftly*. → how
*Grandma arrives *tomorrow*. → when
*I see the train *there*. → where

Circle the adverb that tells about the underlined verb.

1. Dylan’s grandmother **arrives** today.
2. Her train **will come** soon.
3. Dad **parks** the car nearby.
4. They **go** inside.
5. A woman kindly **answers** their questions.
6. Dylan **looks** around.
7. Many travelers **sit** quietly.
8. Some people **wait** anxiously.
9. Dad and Dylan **walk** outside.
10. Dylan **looks** down.
11. Dad **listens** carefully.
12. The train **will arrive** early.
13. The train slowly **stops**.
15. He eagerly **waves** to her.

**At Home:** With family members, act out meeting someone at a train station. What adverbs describe how you act?
Adverbs That Tell How

**RULES**
- Some **adverbs** tell **how** an action takes place.
- Adverbs that tell **how** usually end in **-ly**.

*The sun shines brightly.*  
*The wind blows gently.*

Circle the adverb that describes the underlined verb. Then, write it on the line.

1. The woods quietly wait for us. ________________
2. Deena and I eagerly enter the woods. ________________
3. Someone clearly marked a path. ________________
4. We easily follow the path. ________________
5. We explore curiously. ________________
6. Birds sing sweetly. ________________
7. The brook flows smoothly. ________________
8. Suddenly, a bird flies. ________________
9. Its wings flap loudly. ________________
10. Deena anxiously looks at me. ________________
11. Deena grabs my hand tightly. ________________
12. She quickly becomes frightened. ________________
13. I whisper softly to her. ________________
14. I calmly explain what it was. ________________
15. We happily go home. ________________

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pages 414–415

**At Home:** Listen to sounds around you with a family member. Use adverbs to describe the sounds you hear.
Adverbs That Tell *When* or *Where*

**RULES**
- Some adverbs tell *when* or *where* an action takes place.

\[
\begin{align*}
\text{We wake up } & \text{early}. \\
\text{We drive } & \text{far}.
\end{align*}
\]

↑↑ tells when tells where

Here are some adverbs that tell *when* and *where*.

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>ahead</td>
</tr>
<tr>
<td>early</td>
<td>around</td>
</tr>
<tr>
<td>first</td>
<td>away</td>
</tr>
<tr>
<td>later</td>
<td>far</td>
</tr>
<tr>
<td>today</td>
<td>up</td>
</tr>
</tbody>
</table>

Write *when* or *where* on the line to show what each underlined adverb tells.

1. Today, we go to the beach. ____________________________
2. We go there every year. ____________________________
3. We leave home early. ____________________________
4. First, we travel for an hour. ____________________________
5. We always eat a picnic breakfast. ____________________________
6. We stop here to eat. ____________________________
7. Then, we drive again. ____________________________
8. I turn to the car window and look out. ____________________________
9. Ned looks around, too. ____________________________
10. Soon, Ned sees the ocean! ____________________________
11. Ned rushes to the water first. ____________________________
12. Mom and I join him there. ____________________________
13. Later, we walk down the beach. ____________________________
14. We see shells everywhere. ____________________________
15. It is wonderful here. ____________________________

At Home: Where does your family like to go together? Take turns writing about one favorite place. Use adverbs that tell *when* and *where*.
Combining Sentences: Adjectives and Adverbs

**RULES**

- Two sentences that tell about the same person, place, or thing can be **combined by adding an adjective** from one sentence to the other sentence.

  *I’m going to a party.* → *I’m going to a surprise party.*

  *It is a surprise.*

- Two sentences that tell about the same action can be **combined by adding an adverb** from one sentence to the other sentence.

  *I’m going to a party.*

  *The party is tomorrow.* → *I’m going to a party tomorrow.*

Combine each pair of sentences. Add an adjective or adverb to one of the sentences. Write the new sentence. The first part of each combined sentence is written for you.

1. I wrapped a present. I wrapped it yesterday.
   
   **I wrapped** __________________________

2. The kitten found my present. My present was colorful.
   
   **The kitten** __________________________

3. She tore the wrapping paper. The wrapping paper was pretty.
   
   **She tore** ____________________________

4. I found a paper bag. The paper bag was big.
   
   **I found** ____________________________

5. I hid the present in the bag. I hid the present today.
   
   **I hid** ______________________________

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**At Home:** Show a family member the picture of the kitten tearing the wrapping paper. Write two sentences about the kitten. Use adjectives or adverbs to combine the sentences.

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RULES

• Use **quotation marks** (" ") to show that someone is speaking.
• Quotation marks come at the beginning and end of a person’s exact words.

"Where are you, Don?" Andrea called.
"It’s time to leave," she said.

The underlined words in each sentence show the words someone says. Write out the sentences with the quotation marks added in the correct place.

1. **Hurry up,** Andrea said to Don.

2. **I’m coming,** Don answered.

3. **But I can’t find my bus pass,** he added.

4. Andrea said, **I will help you look for it.**

5. **I’ve looked everywhere,** Don replied.

6. **When did you last see it?** Andrea asked.

7. Don explained, **I used it yesterday.**

8. **Look in your jacket pocket,** Andrea said.

9. **It’s there!** Don shouted.

10. He said, **I looked everywhere but my pocket.**
At Home: Play What Sound Is It? One person makes a sound in another room and the other person guesses what it is. Use adverbs to help describe the sound.
Common Errors with Adjectives

**RULES**

Follow these rules when comparing two nouns:

- When the adjective is short, like *green*, add **-er**.
  
  *Mr. Chang’s lawn is **greener** than our lawn.*

- When the adjective is long, like *comfortable*, use **more** with the adjective.
  
  *This chair is **more comfortable** than that chair.*

Follow these rules when comparing more than two:

- When the adjective is short, like *kind*, add **-est**.
  
  *Mrs. Thomas is the **kindest** person I know.*

- When the adjective is long, like *interesting*, use **most** with the adjective.
  
  *This book is the **most interesting** book I’ve read.*

Read each sentence. Circle each adjective that compares.

1. Today is the hottest day of the year.
2. The temperature is higher than yesterday.
3. The temperature seems cooler at the beach than at our house.
4. The waves are bigger than before.
5. Near the ocean is the most comfortable place to be.
6. The sand looks darker near the water.
7. Your sand castle is more beautiful than mine!
8. This beach is the nicest one I’ve seen.
9. The air is fresher here than at home.
10. This has been the most relaxing day ever!
Study Skills: Thesaurus

RULES

• Synonyms are words that have the same or almost the same meaning.
  
  *Happy* means almost the same as *glad.*
  *Hard* means almost the same as *difficult.*

• Antonyms are words that have opposite meanings.
  
  *Happy* means the opposite of *sad.*
  *Hard* means the opposite of *easy.*

• A thesaurus is a book of synonyms and antonyms. It is a place to find the exact word you need to make your meaning clear.

Look at the first word in each row. Circle the synonym for that word in the row. Then find the antonym in the row. Write it on the line.

1. large big tiny middle far

2. bright sweet dull beautiful shiny

3. neat tidy inquire messy new

4. scared brave calm afraid angry

5. fast quick far slow late

At Home: Play a synonym/antonym game. Make 20 word cards. Take turns drawing a card. Write a synonym or antonym on it. The first one to complete 10 cards wins.
Vocabulary: Synonyms and Antonyms

• **Synonyms** are words that have the same or almost the same meaning.
  
  *near / close*  *big / large*  *begin / start*

• **Antonyms** are words that have opposite meanings.
  
  *up / down*  *hot / cold*  *high / low*

A. Choose a synonym from the box to replace each underlined word. Write the word on the line.

1. My dog is a **handsome** animal.

2. His **large** brown eyes are friendly.

3. He has a **smooth** coat.

4. We like to go for **walks**.

5. People **lean** over to pet my dog.

B. Choose an antonym from the box to replace each underlined word. Write the word on the line.

6. My cat is a **noisy** creature.

7. She **stands** in my lap for hours.

8. Her **thin** fur feels soft and **silky**.

9. When I stroke her head, her eyes **open** happily.

10. My cat is a **cold** friend.

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**At Home:** Play a Synonym/Antonym game with family members.
Write down a list of words. Say each one aloud and let family members call out a synonym or antonym for it.
All good stories have three parts:
- The beginning tells who and what the story is about and where and when it takes place.
- The middle tells the events, actions, and problems in a story.
- The end tells how the story comes out in a way that makes sense.

The beginning tells who or what we will read about.
The middle tells what happens.
The ending lets us know the story is finished.

Circle **beginning** or **end** to tell where each pair of sentences would go in a story.

1. Stormy was the fastest horse in the county. beginning end
2. And that’s what happened to a horse named Stormy. beginning end
3. The girl turned out to be the best trumpet teacher in the state of Texas! beginning end
4. Once there was a girl who wanted to play the trumpet. beginning end
5. No one ever heard from Sailor Sam again. beginning end
6. Have you heard the story of Sailor Sam? beginning end
7. Long ago, there was a little house in the big city. beginning end
8. The little house was never lonely again. beginning end
9. Years later, we published the book and sold 100 copies! beginning end
10. One day, Dad and I wrote a book about fishing. beginning end

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**At Home:** Read a favorite story with your family. Find the beginning, middle, and end of the story. Can you think of another end for the story?