Sentences

**REMEMBER THE RULES**

- A **sentence** tells a complete thought.  
  *Juan opens a package of seeds.*
- A **sentence fragment** does not tell a complete thought.  
  *Plants them in a flowerpot.*
- Begin every sentence with a **capital letter**.

A. Write each group of words that is a sentence.

1. Places the flowerpot in the sun.

2. Todd waters the plant every day.

3. A green stem grows in the soil.

4. Tiny leaves begin to sprout.

5. Grows bigger and bigger.

B. Write each group of words so that they form a sentence.

6. In the garden, Juan.

7. Finds an empty flowerpot.

8. Plants some seeds.

9. His little sister Rosa.

10. Every day Juan and Rosa.
Statements and Questions

REMEMBER THE RULES

• A statement tells something. It ends with a period.
  
  I saw a large whale.

• A question asks something. It ends with a question mark.
  
  Did you see the whale?

A. Read each sentence. If it tells something, write statement next to it. If it asks something, write question.

1. We went to the aquarium.

2. What did you see?

3. Did you find the sea turtles?

4. The sea turtles were near the penguins.

5. How many sea lions did you count?

B. Write each sentence correctly as a statement or a question.

6. were there any sea horses

7. the guide fed the dolphins

8. how many arms does an octopus have

9. an octopus has eight arms

10. did you have fun at the aquarium

At Home: Which sea animals would you like to learn more about? Work with a family member to write four questions or statements about those animals.
Commands and Exclamations

REMEMBER THE RULES

- A command tells or asks someone to do something. It ends with a period.
  
  You should try scuba diving.

- An exclamation shows strong feeling. It ends with an exclamation mark.
  
  It is so much fun!

A. Read each sentence. Write command if it is a command. Write exclamation if it expresses strong feeling.

1. Make sure you have a full tank of air.

2. Please put on your scuba gear.

3. Gee, this scuba gear is heavy!

4. Now, jump into the water.

5. Wow, this water looks deep!

6. The water is really cold!

7. Don’t be scared.

8. Use your flippers to move around.

9. Remember to breathe slowly.

10. Oh, how peaceful it is underwater!

B. Underline each command. Circle each exclamation.

11. What a big starfish that is!

12. Please stay with your guide.

13. The coral is very sharp!

14. Do not stop swimming.

15. There are so many fish!

At Home: Draw two large starfish next to each other. Work with a family member to write commands inside the first starfish and exclamations inside the second starfish.
At Home: Write a statement, a command, a question, and an exclamation about balloons. Ask a family member to help you add the correct punctuation marks to each sentence.

At Home: Write a statement, a command, a question, and an exclamation about balloons. Ask a family member to help you add the correct punctuation marks to each sentence.
Mixed Review

REMEMBER THE RULES

• A sentence expresses a complete thought.
• A statement tells something. It ends with a period.
  
  *We are going to the dolphin show.*
• A question asks something. It ends with a question mark.
  
  *Do you want to come with us?*
• A command tells or asks someone to do something. It ends with a period:
  *Meet us at noon.*
• An exclamation shows strong feeling. It ends with an exclamation mark:
  *Wow, you’ve never seen anything like it!*

A. Write statement, question, command, or exclamation after each sentence.

1. What smart animals dolphins are! ____________________________
2. Dolphins use their flippers to turn. __________________________
3. How do they jump so high? ________________________________
4. Don’t stand near the tank. _________________________________
5. The dolphins will splash you. ______________________________

B. Write each sentence correctly. If it is not a sentence write fragment.

6. Kinds of dolphins ________________________________
7. dolphins are intelligent animals _________________________
8. are dolphins and porpoises alike _________________________
9. dolphins live in warm waters ____________________________
10. smaller than whales _________________________________

At Home: Write two questions about an animal you are interested in. With a family member, find out the answers. Then write the information as statements.
Subjects in Sentences

REMEMBER THE RULES

- The subject of a sentence names the person, place, or thing the sentence is about.
  
  Dr. Seuss wrote many books for children.

A. Underline the subject in each sentence.

1. Dr. Seuss is a famous children’s book author.
2. The author has invented some funny characters.
3. He uses nonsense words to make a point.
4. His books talk about important topics.
5. One of the topics is the environment.
6. The title of one his books is The Lorax.
7. Dr. Seuss became interested in animals when he was a little boy.
8. His father ran a zoo.
9. The boy drew all the animals.
10. People all over the world read his books.

B. Choose a subject from the box that best completes each sentence. Use each word once. Write it on the line provided.

Books  Children  Many writers  Oh, the Places You’ll Go!  Horton

11. ________________ is another book by Dr. Seuss.
12. ________________ are fun to read.
13. ________________ get ideas for writing from pictures.
14. ________________ love to read books by Dr. Seuss.
15. ________________ is a character Dr. Seuss invented.
Predicates in Sentences

REMEMBER THE RULES

• The predicate of a sentence tells what the subject does or is.

* Brian takes a walk in the woods.
* He looks at the trees and the animals.

A. Underline the predicate in each sentence.
1. Brian walks in the woods every day.
2. He likes to watch the animals.
3. A robin sings in a nearby tree.
4. The sunlight shines on the green leaves.
5. A squirrel gathers acorns under the tree.

B. Complete each sentence by writing a predicate.
6. Brian ____________________________
7. He ____________________________
8. The trees ____________________________
9. The squirrels ____________________________
10. Brian ____________________________

The predicate of a sentence tells what the subject does or is.
Combining Sentences: Compound Sentences

REMEMBER THE 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.

The garden was full of rabbits, and they were eating the plants.

Write each pair of sentences as one sentence. Use a comma before the word and.

1. The gardener chased the rabbits out. He built a fence.

2. The lettuce was green. That is why the rabbits liked it.

3. The rabbits waited. Then they dug a hole under the fence.

4. The gardener saw the rabbits. He started to laugh.

5. The gardener left the rabbits alone. The rabbits ate the lettuce.
Mechanics and Usage: Correcting Run-on Sentences

REMEMBER THE RULES

• A run-on sentence contains two or more sentences that should stand alone.
  
  The circus came to town the children were excited.

• You can correct a run-on sentence by separating two complete ideas into two sentences or by rewriting it as a compound sentence.
  
  The circus came to town. The children were excited.
  
  The circus came to town, and the children were excited.

Correct the run-on sentences by making them into two sentences.

The crowd cheered they clapped hard.

1. ____________________________________________

2. ____________________________________________

The dogs jumped through hoops they jumped over each other.

3. ____________________________________________

4. ____________________________________________

Elephants stood on their hind legs they let people ride on their trunks.

5. ____________________________________________

6. ____________________________________________

Magicians did tricks they made rabbits disappear.

7. ____________________________________________

8. ____________________________________________

Clowns ran into the audience they made people laugh.

9. ____________________________________________

10. ____________________________________________

At Home: Write a run-on sentence about the circus. Then show a family member how to make it into two separate sentences or one compound sentence.
Mixed Review

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

Read each sentence. Write the subject on the subject line and the predicate on the predicate line.

**Zebras live in Africa.**
1. Subject: ____________________________
2. Predicate: ____________________________

**Zebras have stripes.**
3. Subject: ____________________________
4. Predicate: ____________________________

**The stripes help to protect the zebras.**
5. Subject: ____________________________
6. Predicate: ____________________________

**A zebra is a grazing animal.**
7. Subject: ____________________________
8. Predicate: ____________________________

**Grazing animals eat mostly grass and plants.**
9. Subject: ____________________________
10. Predicate: ____________________________

**At Home:** Find out other facts about zebras. Write two compound sentences using the information you find. Share the new facts with a family member.
Common Errors with Fragments and Run-on Sentences

REMEMBER THE RULES

• Correct a fragment by adding a subject or a predicate. fragment: The snow. sentence: The snow came down.

• Correct a run-on sentence by rewriting it as two sentences or as a compound sentence.
run-on sentence: It is cold we are making angels.
two sentences: It is cold. We are making angels.
compound sentence: It is cold and we are making angels.

Complete the story below. Rewrite run-on sentences.

As I looked out the window, I saw a blizzard heading our way.
The __________________ looked like giant icicles. You ___________________________. Suddenly, the ________________ was dark. The lights went out Mom found a flashlight. ____________________________

You could hear a pin drop. Soon, I ___________________________.
When ____________________________?
At last, the storm was over the sun came out!

Then we _________________________________!
Study Skills: Dictionary

REMEMBER THE RULES

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

• **Guide words** show the first and last words on a page.
• **Entry words** are all the words explained in a dictionary. They are listed in alphabetical order.
• **Pronunciation** is shown in ( ) to help you sound out a word.
• **Definition** is the meaning of the word. Each meaning is numbered.

---

**park ➤ poodle**

**park** 1. A piece of land used by people for enjoyment and recreation. 2. A large area of land left in its natural state. *Noun.*
• To leave an automobile or other vehicle in a place for a time: *We parked the car.* *Verb.*

**park** (pärk) *noun, plural parks; verb, parked, parking.*

---

A. Use this example from a dictionary page to answer these questions.

1. What are the guide words? ______________________________

2. Could the word *paint* appear on this page? __________________

3. How many definitions are given for the entry word? ______________

4. What is the pronunciation for the word *park*? ______________

5. Which parts of speech can *park* be used as? ______________

B. Circle the word in ( ) that could appear on this page.

6. (pyramid, piano)

7. (play, palace)

8. (pass, practice)

9. (page, paste)

10. (penny, pool)
A time-order word or phrase tells when things happen and in what order.

- **first**
- **before**
- **immediately**
- **next week**
- **after**
- **one day**
- **a long time ago**
- **yesterday**
- **as soon as**
- **tomorrow**
- **then**
- **while**

A. Underline the time-order word or phrase in each sentence.

1. We went fishing yesterday.
2. Mom said we could leave as soon as I got some worms.
3. After I got the worms, we climbed into the car.
4. We got to the lake before lunch.
5. We ate lunch first.

B. Write each sentence on the line. Use a word or words from the box above to complete each sentence.

6. _______ we ate, Mom told us a story.

7. _______ there was a king who loved fish.

8. The king went fishing _______ and caught a goldfish.

9. The fish _______ begged to be let go.

10. _______ the fish was free, it gave the king two wishes.
Composition: Main Idea and Supporting Details

- The **main idea** is what a piece of writing is all about.
- In a **paragraph**, all sentences should tell about one main idea.
- The main idea is usually stated in a **topic sentence**.
- **Supporting details** help to develop the main idea.
- If a detail does not tell about the main idea, take it out.

A. Read the sentences below. Write **yes** if the sentence supports the topic sentence, or main idea. Write **no** if it does not.

**topic sentence:** Our trip to the dude ranch was exciting.

1. First, we took a train to the ranch in Wyoming. _________________
2. Trains travel on tracks. ________________________________
3. We went to see the horses right away. _________________________
4. Next year, we are going camping. ____________________________
5. I picked out the horse I wanted to ride. ______________________

B. Write a topic sentence that could begin a paragraph for each of the following topics.

6. **My First Horseback Ride**

   _____________________________________________________________

7. **How to Ride a Horse**

   _____________________________________________________________

8. **Differences Between a Horse and a Mule**

   _____________________________________________________________

9. **How to Take Care of a Horse**

   _____________________________________________________________

10. **Fun on a Dude Ranch**

     ____________________________________________________________

---

At Home: Look at a favorite book with a family member. Pick out the main idea in three paragraphs in the book.
Features of Personal Narrative

A personal narrative is writing that tells a true story about your own life. A good personal narrative:

• tells a story from the writer’s personal experience using words like I, my, and me.
• expresses the writer’s feelings.
• has an interesting beginning, middle, and ending.
• uses time-order words to share events in the order they happened.

Read the short personal narrative below. Then answer the questions.

The moving van was just pulling away. I really didn’t want to move, but Dad took a new job in a new city. I was going to miss all my friends. We were friends since we were little. Before I got into the car, I ran next door to say good-bye to Amanda, my very best friend. It was sad to say good-bye.

1. What makes this a personal narrative?

________________________________________________________________________

2. What words show that this is a personal narrative?

________________________________________________________________________

3. What happened before the writer got into the car?

________________________________________________________________________

4. What feelings does the writer show?

________________________________________________________________________

5. What words or phrases tell you about the writer’s feelings?

________________________________________________________________________
Prewrite: Personal Narrative

Think of a special person to write about. Brainstorm why this person is special to you, and what you like to do together. Organize your ideas on the cluster map below.

At Home: With a family member, think of a favorite person and three reasons why you like that person so much. Then write a paragraph about the person.
An important step in writing is revising your first draft. In this way you can make your writing better.

A. Read the first draft of the personal narrative below. Then follow these steps to revise it.
   - Use time-order words to help tell the story in order.
   - Choose words that let the reader know how you felt.
   - Add details that make your writing clearer.
   - Include a good ending.

Fun in the Sun

Last summer, I went to visit my grandparents. They live in California. I flew there with my older brother. The airplane ride took four hours. We landed in California. There were Grandmother and Grandfather welcoming us!

We had a long drive to their house. I fell asleep in the car. The house is right by the ocean. At night, I could hear the waves. The sound put me to sleep.

My grandparents own a boat. We went out almost every day. One day we saw dolphins. We stayed in California for two weeks. I was sorry to leave.

B. Use the changes you marked to write the revised personal narrative on another piece of paper.
Proofread: Personal Narrative

Read the personal narrative about a visit to a museum. Look for incorrect capitalization and punctuation. Check for sentence fragments, and correct any spelling errors.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go. The first two errors are marked for you.

B. Use the corrections and changes you marked to write the new paragraph on another sheet of paper.

one day, my grandparents took me to a museum. It was called the Museum of natural History. Their were all kinds of displays. Things about animals. Won display showed the bones of a dinosaur. It was so interesting. There was a giant skeleton of a stegosaurus. grandma said the tyrannosaurus was her favorite. Grandpa’s favorite, too. I loved going to the museum.

At Home: Write a short paragraph about dinosaurs. Include three errors in your writing. Then show a family member how to proofread and make corrections.
A. Write the noun or nouns in each sentence.

1. The new swimming pool is open. ________________________
2. It is behind the school. ________________________
3. Marcia wants to swim. ________________________
4. Marcia packs a towel. ________________________
5. The bus arrives on time. ________________________
6. The driver stops on her street. ________________________
7. Vic waves as she gets on the bus. ________________________
8. Oki is also going to the pool. ________________________
9. Marcia and Oki find a seat together. ________________________
10. The bus stops near the school. ________________________

B. Read each sentence. Write the noun from the box that best completes each sentence.

| chair | sun | whistle | children | pool |

11. The ________________________ shines down brightly.
12. The ________________________ splash each other.
13. A lifeguard sits on a ________________________ above the pool.
14. He wears a silver ________________________ around his neck.
15. Marcia swims slowly across the ________________________.
At Home: Think of a place near your home. Tell a family member about three singular and three plural things that you see there.
A. Read each sentence. Circle the plural noun in each sentence.

1. We discussed our hobbies in class.
2. Do you like raising bunnies?
4. Ben collects pennies.
5. Does Ana gather strawberries?

B. Read each sentence. Write the plural form of each noun in ( ).

6. Many (family) go to the country fair. ____________________________
7. Some bring their (puppy). ____________________________
8. Did you see those little (baby)? ____________________________
9. Try some muffins from the town (bakery). ____________________________
10. For a few (penny), you can play ring toss. ____________________________
11. The girls dress like (lady) from long ago. ____________________________
12. The children ride (pony) around the ring. ____________________________
13. Look at the (guppy) in the tank. ____________________________
14. I like the two white (bunny) over here. ____________________________
15. The man is telling (story) to the children. ____________________________
More Plural Nouns

REMEMBER THE RULES

- Some nouns have special plural forms.
  
  *The two men and three women won a prize.*

- A few nouns have the same singular and plural forms.
  
  *The picture showed two deer and three sheep.*

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
<td>moose</td>
<td>moose</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
<td>fish</td>
<td>fish</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
<td>trout</td>
<td>trout</td>
</tr>
</tbody>
</table>

A. Read each sentence. Circle the plural noun in each sentence.

1. Two bighorn sheep looked down from the mountain.
2. Several men were fishing in a stream.
3. One man caught three big trout.
4. He threw two smaller fish back into the stream.
5. Two big moose walked by.

B. Read each sentence. Write the plural form of each noun in ( ).

6. Three (deer) ran into the forest. __________________________
7. Two (woman) walked along the forest path. ____________________
8. Did you see the (child) walking? _____________________________
9. Several (mouse) nibbled on the leaves. _______________________
10. Five (goose) swam in the lake. ______________________________

At Home: Draw an outdoor scene that includes two sheep, three moose, and two deer. With a family member, label the animals in your picture, using the correct plural form.
Common and Proper Nouns

REMEMBER THE RULES

- A common noun names any person, place, or thing.
  - boy  state  cat  day

- A proper noun names a special person, place, or thing and begins with a capital letter.
  - Juan  New Mexico  Tiger  Tuesday

A. Read the paragraph. Decide if each underlined word is a common noun or a proper noun. Write common or proper on the numbered line below.

  I live in a small town\(^1\) in Colorado\(^2\). I go to Rio Lindo School\(^3\). Mr. Banks\(^4\) is my teacher. Every Monday\(^5\) afternoon I play soccer\(^6\). Our team plays against the team\(^7\) from Richmond\(^8\). I bring my dog\(^9\) Scout to the field. Scout\(^10\) likes to watch me play.

1. ______________________  6. ______________________

2. ______________________  7. ______________________

3. ______________________  8. ______________________

4. ______________________  9. ______________________

5. ______________________ 10. ______________________

B. Write a proper noun for each common noun.

11. day ______________________

12. school ______________________

13. city or town ______________________

14. teacher ______________________

15. street ______________________

At Home: Draw a picture of four or five stores in your town. With a family member, print the name on each store. Use a capital letter for important words.
Mechanics and Usage: Capitalization

REMEMBER THE RULES

• Begin each important word of a **proper noun** with a capital letter.
  - **Sarita**  **Alaska**  **Echo Bridge**

• **Capitalize** the name of a **day**, **month**, or **holiday**.
  - **Saturday**  **May**  **New Year’s Day**

• **Capitalize** important words in the **title of a book**.
  - *The Mouse and the Motorcycle*

A. Read each sentence. Write the proper noun in ( ) correctly on the line.

1. Habib is reading a book called (bringing the rain to kapiti plain).

2. It tells about life in (africa).

3. The story is about a herdsman named (ki-pat).

4. The illustrations are by (beatriz vidal).

5. The author lives in (kenya).

B. Write each proper noun correctly.

6. naomi is reading the legend of the indian paintbrush.

7. The story tells how the plains indians lived.

8. The chief had a horse called runs swiftly.

9. Most of the story takes place in south dakota.

10. habib and naomi will finish their books by friday.

---

**At Home:** Pick one of your favorite books at home. Have a family member find ten proper nouns in the book. As they read them to you, write each one using correct capitalization.
Mixed Review

REMEMBER THE RULES

- A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing.
  - Singular → clock  Plural → clocks
- A common noun names any person, place, or thing. A proper noun names a special person, place, or thing and begins with a capital letter.
  - Common → state  Proper → Florida

A. Complete the sentences by writing the proper noun in () correctly.

1. An early submarine was designed by ___________________. (David Bushnell)
2. The name of the ship was the ____________________. (turtle)
3. ___________________ built a copper-covered submarine. (Robert Fulton)
4. He called this submarine the ____________________. (Nautilus)
5. Fulton tried to sell his invention to ____________________. (France)

B. Write each underlined noun. Write whether the noun is singular or plural.

6. A submarine is an underwater ship.

   It dives and rises by filling tanks with air or water.

8. A propeller pushes a submarine forward.

9. The periscope lets the navigator see outside.

10. Small fins help submarines move through the ocean.

At Home: With a family member, think of something you would like to invent. Give your invention a name. Write three sentences about it, using common and proper nouns.
A. Circle the possessive noun in each sentence.

1. The Emperor penguin’s home is in the Antarctic.
2. This seabird lives in one of the world’s coldest climates.
3. The penguin feeds on the ocean’s fish.
4. The seabird’s fat, round body keeps heat inside.
5. The penguins live in groups on the region’s ice.

B. Read each sentence. Write the possessive form of the noun in ( ).

6. The female (penguin) single egg is laid in March. ________________
7. The (Antarctic) icy winds can chill the egg. ________________
8. The (egg) safety is important to both parents. ________________
9. The (male) job is to keep the egg warm. ________________
10. The (chick) mother cares for it when it hatches. ________________
Plural Possessive Nouns

REMEMBER THE RULES

- Add an apostrophe (’) to make most plural nouns possessive.
  
  *The buses’ wheels came to a stop.*
- Add an apostrophe (’) and an -s to form the possessive of plural nouns that do not end in s.
  
  *The people’s cabins were ready.*

A. Decide whether each word is a singular possessive noun or a plural possessive noun. Write singular or plural on the line.

1. Saturday’s ________________  6. insects’ ________________
2. friends’ ________________  7. children’s ________________
3. parents’ ________________  8. teacher’s ________________
4. Julio’s ________________  9. Marie’s ________________
5. women’s ________________  10. workers’ ________________

B. Read each sentence. Write the possessive form of the plural noun in ( ).

11. The (owls) hoots floated across the water. ________________
12. The (explorers) canoes were parked on the beach. ________________
13. The men stared at the (bears) footprints. ________________
14. Were the (animals) eyes watching them from behind the trees?
   ________________
15. The (men) cameras clicked as they went to work. ________________
Combining Sentences: Nouns

REMEMBER THE RULES

• You can make your writing more interesting by combining sentences.
• Use the word and to join the two nouns. Leave out the words that repeat.

\[Eagles\ \text{have powerful wings. Snow geese have powerful wings.}\]

\[\downarrow\]

\[Eagles\ \text{and snow geese have powerful wings.}\]

Read each pair of sentences. Circle the parts that are alike.

1. During the fall, the days get shorter.
2. During the fall, the days get colder.
3. Animals migrate to find food.
4. Animals migrate to find warmth.
5. Cranes fly south.
7. Birds fly along the East Coast.
8. Birds fly along the West Coast.
9. The sun guides the birds.
10. The stars guide the birds.

At Home: Write two short sentences about birds you have seen near your home. Show them to a family member. Tell how to combine the sentences using and.
Mechanics and Usage: Abbreviations

**REMEMBER THE RULES**

- An **abbreviation** is a shortened form of a word. An abbreviation begins with a **capital letter** and ends with a **period**.
- You can abbreviate titles before a name.
  
  Dr. Shin  Mrs. Mendez  Mr. Martin
- You can abbreviate the days of the week.
  
- You can abbreviate some months.
  

A. Write each abbreviation correctly.

1. Dec _______________  
6. jan. _______________

2. Sat _______________  
7. Dr Diaz _______________

3. tues. _______________  
8. wed. _______________

4. mrs. Lin _______________  
9. mr. Masako _______________

5. Mar _______________  
10. Mrs Field _______________

B. Circle the correct abbreviation for each sentence.

11. _______________ was a snowy month.  
    Dec  Dec.

12. My teacher’s name is _______________ Avila.  
    Mr.  mr

13. I saw my dentist, _______________ Hayes.  
    Dr.  Dr

14. It will be finished by _______________ noon.  
    Fri.  Fri

15. Please call _______________ night.  
    Mon  Mon.
Mixed Review

**REMEMBER THE RULES**

- A possessive noun shows who or what owns something.
- Add an apostrophe (’) and an -s to a singular noun to make it possessive.
  
  *The clown’s shoes were huge.*
- Add an apostrophe to make most plural nouns possessive.
  
  *The animals’ trainers taught them new tricks.*
- Add an apostrophe and an -s to form the possessive of plural nouns that do not end in -s.
  
  *The children’s seats were next to the ring.*

A. Write the possessive form of each underlined noun.

1. the tiger tail ____________________________

2. the elephants trunks ____________________________

3. the ringmaster hat ____________________________

4. the monkey suit ____________________________

5. the jugglers act ____________________________

B. Write each sentence. Add an apostrophe to the underlined noun to show possession.

6. The lion cage was big.

7. The dogs costumes were blue.

8. The children laughter was loud.

9. The clowns cars were small.

10. The trapeze artist act was wonderful.

**At Home:** With a family member, cut out five nouns from an old magazine or newspaper. Paste them on another sheet of paper. Write the possessive form of each noun.
Common Errors with Plurals and Possessives

**REMEMBER THE RULES**

- **A plural noun** names more than one person, place, or thing.
  - children, parks, trees
- **A possessive noun** shows who or what owns or has something.
- To form the possessive of a singular noun, add an ‘s.
  - *The dog’s tail is short.*
- To form the possessive of a plural noun that ends in -s, add an apostrophe (’).
  - *The dogs’ tails are short.*
- To form the possessive of a plural noun that does not end in -s, add an ‘s.
  - *The children’s pets play in the park.*

Write each underlined word correctly on the line.

1. Peters’ dogs are beagles. __________________________
2. His grandparents dog is a collie. ___________________
3. The dog’s names are Ruff, Mishka, and Poco. ___________
4. The dogs’ play in the park together. __________________
5. At the park, they see two kittens’. ___________________
6. One kittens fur is orange. __________________________
7. Both kittens’ tails are long. __________________________
8. Peters father throws a ball to Mishka. _________________
9. Mishkas’ mouth opens wide to catch the ball. ___________
10. Peoples like to watch the dogs play in the park. ___________
Study Skills: Card Catalog

REMEMBER THE RULES

- To locate information in the library, use the Library Card Catalog or PAC (Public Access Catalog).
- The card catalog lists books and materials in the library.
- The card catalog contains a title card and an author card for every book. Each nonfiction book has a subject card.
- Every book has a call number.

Use the author cards to answer the questions below.

Card A

<table>
<thead>
<tr>
<th>CALL NUMBER: J599.53 CERULLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHOR: Cerullo, Mary M.</td>
</tr>
<tr>
<td>TITLE: Dolphins: What They Can Teach Us</td>
</tr>
<tr>
<td>SUMMARY: Focuses on the behavior of these large sea animals and their interactions with humans.</td>
</tr>
<tr>
<td>SUBJECTS: 1. Sea animals 2. Dolphins</td>
</tr>
</tbody>
</table>

Card B

<table>
<thead>
<tr>
<th>CALL NUMBER: J591.5 COSGROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHOR: Cosgrove, Margaret</td>
</tr>
<tr>
<td>TITLE: Animals Alone and Together</td>
</tr>
<tr>
<td>PUBLISHED: Dodd, Mead and Company, New York: 1978</td>
</tr>
<tr>
<td>SUMMARY: Examines the main groupings in which animals live and the behavior of animals in groups.</td>
</tr>
<tr>
<td>SUBJECTS: 1. Animal habitats 2. Group behavior in animals</td>
</tr>
</tbody>
</table>

Card A

1. Who wrote this book on dolphins? ____________________________
2. When was this book published? ____________________________
3. What is the call number of the book?_______________________
4. What subject cards will help you find other books on dolphins?
   _______________________________________________________
5. Tell one thing about dolphins you will find in this book.
   _______________________________________________________

Card B

7. What is the call number of this book?_______________________
8. Who wrote this book? ____________________________
9. What two other subjects could help you research this topic?
   _______________________________________________________
10. Write one thing you might learn about animals in this book.
   _______________________________________________________

At Home: With a family member, go to your local library. Look up a book in the card catalog, write down the call number, and find the book.
Vocabulary: Compound Words

A compound word is a word made from two or more words joined together.

- base + ball = **baseball**
- spot + light = **spotlight**
- side + walk = **sidewalk**
- tea + cup = **teacup**

A. Read each sentence. Draw a line between the two words that form a compound word.

1. Yesterday was Lien’s birthday.
2. Her classmates decided to surprise her.
3. We went to see her that afternoon.
4. As she came downstairs, we sang “Happy Birthday.”
5. We gave her a sweatshirt with her name on it.
6. We went outside and played some games.
7. Then her dad built a fire in the fireplace.
8. We sat around the fire and ate popcorn.
9. Lien’s mom served ricecakes and juice.
10. At sunset we all went home.

B. Make compound words by joining a noun from Box A with a noun from Box B. Use the compound words to solve the riddles.

11. I am something people eat for breakfast.
   
12. I protect a horse’s feet.
   
13. I am an insect with colorful wings.
   
14. I am a small home for a dog.
   
15. I am your father’s father.

At Home: Make up some riddles that have compound words for answers. Read the riddles to family members. Have them guess the compound words.
Composition: Organization

- When you want a reader to follow ideas, events, or instructions, present details in an order that makes sense.
- Begin with a topic sentence that states the main idea.
- When you explain how to do something, organize the details in the order in which the instructions need to be carried out.
- Write exact, step-by-step details.
- Choose words that help explain the order of each step.

Here are directions that tell how to make a jigsaw puzzle, but the ideas are not in order. Number the ideas in an order that makes sense. Write 1 next to the topic sentence. Write numbers 2 through 5 for the other ideas.

_____ Cut out the picture and glue it smoothly onto a piece of cardboard.

_____ Now you can mix up the pieces, put them in a box, and play with your puzzle on another day.

_____ Find a pretty nature picture from a magazine to make your own jigsaw puzzle.

_____ Carefully cut out each piece.

_____ Using a soft pencil, draw squiggly lines on your cardboard picture to make 16 jigsaw puzzle shapes.

At Home: Play a game, such as checkers, with a family member. Write down in order the steps you follow. Play the game again and check the order of the steps.
Features of Explanatory Writing

Explanatory writing gives directions or explains how to do something. Good explanatory writing:
- tells **how to** complete a specific task.
- presents **step-by-step instructions**.
- gives **clear details** that are easy to follow.
- uses **time-order** or **space-order words** to make instructions clear.

Read the paragraph. Write the answers to the questions.

Beavers live in rivers, streams, and lakes. Beavers work together in groups to build a dam. First, they choose a narrow place in a shallow stream. Then, they cut down trees. They do this by standing on their hind legs and gnawing around the tree trunks with their large, powerful teeth. When the tree falls down, the beavers break off the branches. Next, they cut the trunk into smaller pieces and drag the pieces into the stream. Finally, they use sticks, stones, and mud to keep the dam in place and to keep it watertight.

1. What specific task does the author explain?

2. What time-order words help you understand the steps?

3. Write a detail from the paragraph.

4. What space-order words does the author use?

5. What is the last step in building a dam?

---

**At Home:** Find out how a bird builds a nest. Explain it to a family member, using clear, step-by-step directions.
At Home: Ask an adult family member to help you make scrambled eggs. List the directions in order as you make them.

At Home: Ask an adult family member to help you make scrambled eggs. List the directions in order as you make them.

McGraw-Hill Language Arts
Grade 3, Unit 2, Explanatory Writing,
pages 124–125
An important step in writing is revising your first draft. In this way you can make your writing better.

A. Read the first draft below about how to make a set of wind chimes. Then follow these steps to revise it.
   - Add time-order words to help the reader understand the order of the steps.
   - Add details to make the writing more interesting.
   - Fix choppy sentences by combining two short sentences with and.

Would you like to make a set of wind chimes? Collect materials that will make a noise. These might be paper clips, beads, pieces of wood, or keys. You will also need a wire hanger and some string. Next, cut pieces of string. Tie pieces of string to the objects. Then, tie the other end of the pieces of string to the wire hanger. Hang the hanger in a place where the wind will blow through it. Now, you can enjoy the sounds of your wind chime!

B. Use the changes you marked to write the revised directions on another sheet of paper.

At Home: Write a set of instructions for making a simple craft project. Work with a family member to revise the instructions by adding more details.
Proofread: Explanatory Writing

PROOFREADING MARKS

indent
add
take out
Make a capital letter.
Make a small letter.
Check spelling.
Add a period.

Read the paragraph about making a string telephone. Check for errors in capitalization and punctuation. Correct any spelling mistakes. Make sure the writing makes sense.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the "add" mark to show where punctuation marks should go.

Have you ever played the Telephone Game. You can have fun making a string telephone. first, punch a small hole. Punch one in the bottom of two paper cups. Next, tie a knot in one end of a long piece of string. Pull the unknotted end through the hole in the first cup. The strings knot should be inside the cup. Then, pull the string through the hole in the second cup.

First, tie another knot in the other end of the string. Now, you and a friend can play the Telephone game with your string telephone!

B. Use the corrections and changes you marked to write the new paragraph on another sheet of paper.
Action Verbs

**REMEMBER THE RULES**

- An action verb is a word that shows action.

   *Mark and Brian make a lemonade stand.*

A. Circle the action verb in each sentence.

1. Mark pulls the wagon to the corner.
2. Brian mixes lemonade.
3. The boys draw signs for the stand.
4. They work together.
5. Brian gets the stand ready.
6. Mark pours the lemonade into the cups.
7. Brian wants the first taste.
8. He drinks it all in one gulp!
9. People come for a drink of lemonade.
10. The boys hope for a hot day.

B. Write the action verb that belongs in each sentence. Choose the verbs from the box.

<table>
<thead>
<tr>
<th>add</th>
<th>cut</th>
<th>taste</th>
<th>squeeze</th>
<th>stir</th>
</tr>
</thead>
</table>

11. First we ________________ the lemons in half.
12. Next we ________________ the lemon juice out.
13. Then we ________________ sugar and water.
14. After that we ________________ them up together.
15. Finally we ________________ the lemonade.

At Home: Tell your family how to make lemonade. Use action words.
Write the verb in ( ) in the present tense. Check the spelling of the verbs.

1. In fairy tales, the princess (find) her prince. ________________________
2. Even a frog (turn) into a prince. ________________________
3. Sometimes the princess (search) for her prince. ________________________
4. Sometimes she (wish) for the prince to come. ________________________
5. The witch (try) to keep them apart. ________________________
6. But a fairy (help) them get together. ________________________
7. The prince (kiss) the princess. ________________________
8. The princess (marry) the prince. ________________________
9. The town (buzz) about the news. ________________________
10. The couple (live) happily ever after. ________________________
11. A fairy tale (tell) a make-believe story. ________________________
12. Someone in the story (use) magic powers. ________________________
13. The fairy godmother (fix) the problem. ________________________
14. The bad witch (lie) to the princess. ________________________
15. The princess (know) the truth in the end. ________________________

At Home: Tell a family member what a character does in a fairy tale or other story you have heard. Use present-tense verbs.
Subject-Verb Agreement

REMEMBER THE RULES

• A verb in the present tense must agree with its subject.
  Hank works on a computer.
• Do not add -s or -es to a present-tense verb when the subject is I or you or is plural.
  I work on a computer.
  You work on a computer.
  They work on a computer.

A. Draw a line under the subject. Circle the verb that agrees.

  1. We learn in many ways.
  2. Children listen to stories.
  3. You ask questions.
  4. Students read good books.
  5. They also play computer games.

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

  6. Many people (work) on computers.

  7. Artists (draw) pictures on computers.

  8. Doctors (look) at the inside of patients.

  9. A police officer (find) suspects.

  10. A teacher (grade) students.

At Home: Discuss with your family how computers help us in our lives. Use correct subject-verb agreements.
REMEMBER THE RULES

- The greeting and closing of a letter begins with a capital letter and ends with a comma.

  Dear Sarah,  
  Sincerely,  
  Martin Miller

Write each item correctly.

1. Dear Mrs. Zelinsky

6. dear Dr. DeSoto

2. yours truly, Saul

7. Your friend Alex

3. Dear carmen,

8. Dear Anastasia

4. Sincerely Aaron

9. Forever yours Bea

5. Love, Grandpa joe

10. love Bill

At Home: With a family member, write a letter to a relative.
Be sure to write the greeting and closing correctly.
Mixed Review

REMEMBER THE 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 neighbor builds a fence.
  He studies a plan to build it.
• If the subject of a sentence is plural or is I or you, do not add -s or -es to the verb in the present tense.
  I watch him build the fence.

A. Read each sentence. Circle the action verb.
1. Several people work on the new fence.
2. One man carries some long boards.
3. Another man stacks boards on the platform.
4. One worker places the boards side by side.
5. She quickly cuts the boards into thin pieces.
6. One worker finds the hammer and nails.
7. Another worker nails the boards in place.
8. Together, they build the fence quickly.
9. My friends and I paint the new fence.
10. We finish the job in two hours.

B. Read each sentence. Write the correct form of the verb on the line.
11. My cousin (repair) houses.
12. He (spread) new plaster on the walls.
13. He (fix) the doors and windows.
14. He and a friend (replace) the roof.
15. Then they (paint) the house inside and out.

At Home: With a family member, think of an activity you do around the house. Write three sentences about the activity. Use action verbs correctly.
Past-Tense Verbs

REMEMBER THE RULES

- A verb in the **past tense** tells about an action that has already happened.
- Add **-ed** to most verbs to form the past tense.
  
  \[ \text{walk} + \text{ed} = \text{walked} \]

Write the sentence using the past tense of the verb in ( ).

1. We (study) about inventions last month.

2. We (talk) about different ideas.

3. We (decide) on an invention.

4. We (work) together on it.

5. The teacher (help) us.

6. Ahmed (plan) the work.

7. I (create) the design.

8. We (gather) the materials.

9. Some of us (glue) the parts.

10. Jan (spill) the glue!

---

**At Home:** Ask your family what inventions have changed their lives. Listen for past-tense verbs.
Future-Tense Verbs

REMEMBER THE RULES

• A verb in the future tense tells about an action that is going to happen.
• Use will with action verbs in the future tense.
  
  I will sing at the show.
  I will win first prize.

Write each verb in ( ) in the future tense.

1. We (have) a talent show.
2. The students (love) the show.
3. Mrs. Patterson (play) the piano.
4. A group of girls (dance) in the show.
5. Lisa (perform) gymnastics.
6. Everyone (clap) a lot for her.
7. Roy and his brother (do) magic tricks.
8. Erin (tell) funny jokes.
9. The show (start) after school.
10. We (see) many talented students!
11. The audience (sit) in the chairs.
12. We (pull) the curtains open.
13. Mr. Nguyen (operate) the lights.
14. Mrs. Patterson (start) the music.
15. Everyone (cheer) for the performers.

At Home: Ask your friends and family how they will use their talents. Use future-tense verbs to tell them what you plan to do.
Combine each pair of sentences by using **and** to combine the predicates.

1. We washed our hands. We gathered the ingredients.

   ____________________________

2. I poured the milk. I mashed the bananas.

   ____________________________

3. Terri mixed in the oil. Terri stirred in the raisins.

   ____________________________

4. Rita measured the flour. Rita added it to the batter.

   ____________________________

5. Mother filled the pan. Mother put it in the oven.

   ____________________________

---

**At Home:** Read a recipe with one of your family members. Then use **and** to retell how to make the recipe.
Mechanics and Usage: Commas in Dates and Places

REMEMBER THE RULES

- Use commas to separate the items in dates and names of places.

\[
\begin{align*}
\text{June 21, 1990} \\
\text{Boston, Massachusetts}
\end{align*}
\]

A. Write the dates on the lines following the sentences. Add commas where they are needed.

1. The Clark family’s vacation starts on June 10 2002.

2. Mrs. Clark was born in Chicago on August 7 1960.


4. They moved on March 3 1996.

5. They will return from vacation on July 6 2002.

B. Write the underlined place names on the lines following the sentences. Add commas where they are needed.

6. Sarah Clark hopes to visit Chicago Illinois.

7. Mr. Clark comes from Amarillo Texas.

8. Sarah was born in Charleston South Carolina.


10. The family moved there from Dallas Texas.

At Home: Talk with your family about the places they have visited. Write a list of the cities and states. Use commas between the cities and states.
At Home: With your family, play Verb Charades. A player acts out two actions. Another person must use a combined sentence with and to describe the two actions.
Common Errors with Subject-Verb Agreement

REMEMBER THE RULES

Remember that the subject and verb in a sentence must 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 Dad serve the spaghetti.*
  
  This sentence is **correct**:  *My Dad serves the spaghetti.*

• 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:  *My two aunts sips water.*

  This sentence is **correct**:  *My two aunts *sip* water.*

• If the subject has two nouns joined by *and*, then the verb must tell about two subjects.

  This sentence is **not** correct:  *Li and I asks Dad for more.*

  This sentence is **correct**:  *Li and I *ask* Dad for more.*

Choose the verb in ( ) that agrees with the subject. Write the correct verb on the line.

1. We (go, goes) to the mountains.

2. Max’s dad (bring, brings) a big tent.

3. He (help, helps) us set it up.

4. Bill (gathers, gather) sticks for the fire.

5. We all (sing, sings) songs.

6. Bill (sleeps, sleep) in a sleeping bag.

7. Gloria (watch, watches) the stars.

8. Max (write, writes) letters by the fire.

9. We (hear, hears) a coyote howl.

10. I (try, tries) to sleep, but I can’t!

At Home: Play a game of charades with your family. Act out verbs like *jump, bend, point.* Then write what each person is doing. Make the subjects agree with the verbs.
Study Skills: Note-Taking and Summarizing

**REMEMBER THE RULES**

- To remember facts that you find in a newspaper, magazine, or encyclopedia, take notes.
- Take notes on the main idea and the important details.
- Write single words, groups of words, or sentences.

Read the article. Follow the directions to write notes. Use single words, groups of words, or sentences.

The red kangaroo keeps cool in Australia’s hot, dry climate. These animals can go for long periods without water. They feed in the evening, grazing on grass and leaves. During the day, they rest in the shade. On very hot days, they may cool off in a hole they dig in the soil. If the temperature gets very high, you’ll see them licking their front legs to cool off, or panting heavily to get rid of body heat.

1. Write a note on the main idea of this paragraph.

2. Write about the red kangaroo’s need for water.

3. Write a note about how they spend time at night.

4. Write a note about how they stay cool during the day.

5. Write about how they get rid of body heat.

B. Use your notes to write a summary of the article on another sheet of paper. Briefly state the main idea. Then add the important details. Use five complete sentences for your summary.
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>not, the opposite of</td>
<td>disagree, dislike</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>rewrite, replace</td>
</tr>
<tr>
<td>un-</td>
<td>not, opposite</td>
<td>unkind, untie</td>
</tr>
</tbody>
</table>

A. Add un- or re- to each underlined word. Write the new word.

1. Mia is able to go to the game. ________________
2. She has to write her book report. ________________
3. It is fair that she has to miss the game. ________________
4. We will play the videotape for her. ________________
5. We have to wind the tape first. ________________

B. Add un-, re-, or dis- to each underlined word. Write the new word.

6. Let’s pack the video camera and film right now. ________________
7. Please play the tape of the game. ________________
8. That player is willing to accept the umpire’s decision. ________________
9. Now the coach and the umpire are agreeing. ________________
10. The fans like waiting for the action to start. ________________

At Home: Have a book chat with a family member. Show them books that you like to reread. Invite them to tell you about any books they like to reread.
Composition: Leads and Endings

- The **lead** is the opening of a piece of writing.
- A good lead makes the readers want to read more.
- The lead may give the main idea.
- The **ending** is the last part of a piece of writing.
- A good ending makes the readers feel the writing is finished.
- The ending may draw a conclusion, restate the main idea, or sum up what the writer said.

  **Lead** → *Guess what I saw this morning?*
  **Ending** → *I never saw that skunk again!*

Read each topic and the sentences that follow. Write **lead** or **ending** on the line to identify each sentence.

**A Visit to the Zoo**
1. We didn’t know what kind of animals we would see at the zoo. ______
2. Our day at the zoo turned out to be unforgettable. ________________

**Making Homemade Applesauce**
3. Finally, put the applesauce in a bowl and eat it. ________________
4. You can make applesauce at home, and here’s how. ________________

**The Day My Best Friend Moved**
5. My worst day was when my best friend moved. ________________
6. I waved good-bye as they drove away. ________________

**My First Boat Ride**
7. That was a ride I will always remember. ________________
8. One day I went for a ride on my uncle’s boat. ________________

**Announcing a School Carnival**
9. Come to the school carnival for fun and games. ________________
10. So come one, come all, and join the fun! ________________

---

**At Home:** Talk with your family about special places you have gone. Make up good leads and endings together to tell the stories of your adventures. Looking at photographs may help you remember.
Features of Persuasive Writing

Persuasive writing tries to make people think or act in a certain way. Good persuasive writing:
• clearly states an opinion about a topic.
• gives convincing reasons and facts to support the main idea.
• organizes the reasons in an order that makes sense.
• uses opinion words:
  think  believe  can  must  need  should

Read the persuasive writing below. Then write the answers to the questions.

I believe we need to save our rain forests! Every day many acres of rain forest are destroyed. Many products we use, like foods and medicine, come from rain forests. Many of the world’s animals and plants are found in rain forests. We should not destroy the rain forests, or we will be destroying places where many animals and plants live.

1. What is the writer’s opinion?

2. What words in the first sentence express an opinion?

3. What is the first reason the writer gives to support this opinion?

4. What is another reason the writer gives to support this opinion?

5. What opinion words does the writer use?
Prewrite: Persuasive Writing

Think of a project you think your class should do. State your opinion in the **first Opinion box** below. List your reasons. In the **second Opinion box**, state your opinion on how to do the project. Then list your reasons.

<table>
<thead>
<tr>
<th>Opinion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason</td>
</tr>
<tr>
<td>Reason</td>
</tr>
<tr>
<td>Reason</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opinion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason</td>
</tr>
<tr>
<td>Reason</td>
</tr>
</tbody>
</table>

**At Home:** With a family member, look at advertisements in magazines. Decide whether sentences in them express facts or opinions. Decide if the opinions are supported by facts.
An important step in writing is revising your first draft. In this way you can make your writing better.

A. Read the first draft below. Then follow these steps to revise it.
   • Add an opinion word to “sell” your idea.
   • Add a fact to support your opinion.
   • Give reasons in an order that makes sense.

   Our class should make bird feeders and place them outside our classroom windows. There are lots of birds in our neighborhood. Winter is coming.

   I think an empty carton makes a nice bird feeder. You can cut off the front of the carton to make a place for the seed. We could learn a lot about birds by watching them. You can make a roost for the birds. Just cut holes in the bottom of the carton and push a pencil through the holes.

B. Use the changes you marked to write the revised persuasive paragraph on another sheet of paper.

McGraw-Hill Language Arts
Grade 3, Unit 3, Persuasive Writing,
pages 208–209

At Home: Write a paragraph to persuade your family about what is the best sport. Ask if they were persuaded. Then revise what you wrote, adding facts to support your opinion.
Proofread: Persuasive Writing

Read the first part of a letter to Principal Jones. Check to see if there are any errors in the agreement of verbs. See if commas and capital letters have been used where they belong. Also, look for spelling errors.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

345 Westlake avenue
Sleepy Lake OH 45201
march 12, 2001

Dear Principal Jones

Our class believes we should make bird feeders and place them outside our classroom windows.

We have noticed that there are many birds in the neighborhood.

Winter is coming and food are hard to find. Also, we can learn a lot about birds by watching them use our bird Feeders.

B. Use the corrections and changes you marked to write the new letter on another sheet of paper.
Main and Helping Verbs

**REMEMBER THE RULES**

- The **main verb** tells what the subject does or is.
  
  *Dad is washing the car.*

- The **helping verb** helps the main verb show an action.
  
  *Dad is washing the car.*

A. Circle the main verb in each sentence.

1. I am squirting water from the hose.

2. Dad is scrubbing the tires.

3. Mom will wipe the windows.

4. My sister has vacuumed the inside.

5. Our family will ride in a clean car.

B. Write each sentence. Draw one line under the main verb. Draw two lines under the helping verb.

6. Our family is driving to the mountains.

7. We are singing silly songs.

8. I am looking for license plates.

9. My sister is listening to music.

10. We will stop for lunch soon.

At Home: Ask a family member to name a favorite hobby. Write three sentences about the hobby using main and helping verbs.
Using Helping Verbs

**REMEMBER THE 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.

* Rosa has planned a dinner.
* She had sent an invitation to Mrs. Reinstein.
* The Reinsteins have said yes.

A. Circle the correct helping verb in each sentence.

1. Rosa’s children (have, has) cleaned the house.
2. Rosa’s husband (have, had) vacuumed the living room.
3. My aunt (have, has) dressed in her best clothes.
4. Mrs. Reinstein (has, have) brought Rosa some flowers.
5. Rosa (has, have) placed the flowers in a vase.

B. Write each sentence. Choose the correct helping verb in ( ).

6. Rosa (have, has) made a wonderful dinner.

7. She (have, had) followed a new recipe.

8. Anna (have, had) helped with the salad.

9. The guests (have, has) tasted the food.

10. The Reinsteins (have, has) enjoyed the meal.

At Home: With a family member, talk about a special meal your family has had. Write three sentences about the meal, using at least one helping verb with a main verb.
Linking Verbs

**REMEMBER THE RULES**

- An **action verb** shows action.  
  *We drove in our car to the zoo.*
- The **linking verb be** does not show action.  
  *We are so excited!*

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

1. The zoo is quiet today. __________________________

2. The lions are in their cave. ________________________

3. I looked for an elephant. _________________________

4. The elephant is behind the tree. __________________

5. The animals sleep in their cages. __________________

B. Read each sentence. If the sentence has an action verb, circle the verb. If the sentence has a linking verb, underline the verb.

6. We are at the reptile exhibit.

7. A snake slithers in its cage.

8. My sister is afraid of snakes.

9. Some lizards sleep under rocks.

10. My mom and I watch the reptiles.

At Home: Ask family members to tell about their favorite zoo animals. Write three sentences about the animals. Use action verbs and linking verbs.
Using Linking Verbs

REMEMBER THE RULES

• Use *is*, *am*, and *was* with singular subjects.
  
  *Leroy is my friend.*

• Use *are* and *were* with plural subjects and *you*.
  
  *Leroy and Jeff are in my class.*

A. Circle the correct linking verb. Write it on the line.

1. Today _________ my first day at camp.  
   is  are

2. I _________ very excited.  
   is  am

3. Mandy and Eric _________ at camp, too.  
   is  are

4. Last year, painting _________ my favorite activity.  
   was  were

5. Mandy and I _________ the best artists.  
   was  were

B. Rewrite each sentence using the correct form of the linking verb *be*.

6. My friends and I (are, is) in soccer class.

7. I (is, am) a soccer goalie.

8. Eric (is, are) good at soccer.

9. Our coach (was, were) on the Olympic team.

10. He and his team (were, was) medal winners.

At Home: Ask members of your family what hobby or sport they like to do. Write their responses in complete sentences. Use one linking verb for each sentence.

McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs, pages 246–247
Mechanics and Usage: Commas in a Series

**REMEMBER THE RULES**

- Use **commas** to separate words in a series.

  *Sam, Charlie, and Phil are my best friends.*

**A.** Read each sentence. Underline the words in a series.

1. Sam, Charlie, and I went to the lake.

2. My friends and I like to swim, fish, and sail.

3. I caught a trout, a bass, and a catfish.

4. The sail on our boat is red, white, and blue.

5. We enjoy splashing, swimming, and diving in the lake.

**B.** Write each sentence. Add commas where needed.

6. Today Sam Charlie and I went hiking.

   ____________________________

7. We passed woods fields and flowers.

   ____________________________

8. We saw butterflies squirrels and birds.

   ____________________________

9. A wren a jay and a robin flew by.

   ____________________________

10. We snacked on nuts fruit and popcorn.

   ____________________________

---

**At Home:** With a family member, talk about an outside activity you enjoy. Write a sentence about three things you like about the activity. Be sure to place commas as needed.
At Home: With a family member, think about a place you both would like to visit. Write a story about going there. Use main verbs and helping verbs.

REMEmber the Rules

- The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action.
  
  My aunt **is** visiting Australia.

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

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

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

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

A. Circle the main verb. Draw a line under the helping verb.

1. Uncle Tony and Aunt Greta are seeing wonderful things in Australia.
2. They have sailed in Sydney Harbor.
3. Uncle Tony has petted a koala!
4. Aunt Greta is writing to us every week.
5. They had promised to take lots of pictures.

B. Circle the correct verb in ( ). Then write each sentence.

6. Last week, Uncle Tony ____ in a mine. (were, was)
   
7. Aunt Greta ____ beautiful coral. (have seen, has seen)

8. Uncle Tony ____ pictures the day before. (had taken, have taken)

9. Today they ____ the desert. (is seeing, are seeing)

10. I ____ they come home soon! (were hoping, am hoping)
Irregular Verbs

REMEMBER THE RULES

• Irregular verbs have a special spelling for the past tense.

  We go on vacation.
  We went on vacation.

• Some irregular verbs change their spelling when used with the helping verb have.

  We see many exciting sights.
  We have seen many exciting sights.

A. Circle the irregular verb in each sentence.

1. I went to California with my family.

2. My grandmother came with us.

3. Dad did all the driving.

4. We saw the beautiful ocean.

5. Grandmother had seen the ocean many times before.

B. Rewrite each sentence. Change each verb in ( ) to past tense.

6. Dad (say) the trip would take several hours.

   Dad said the trip would take several hours.

7. We had (go) about 150 miles.

   We had gone about 150 miles.

8. We (come) to a rest stop.

   We came to a rest stop.

9. My sister and I (run) outside.

   My sister and I ran outside.

10. I (do) a few jumping jacks.

    I did a few jumping jacks.

At Home: Talk to a family member about a vacation you
have taken or would like to take. Write about it. Be sure to
use two irregular verbs in your writing.
More Irregular Verbs

REMEMBER THE RULES
• Irregular verbs do not add -ed to form the past tense.
• Irregular verbs have a special spelling for the past tense.
  We eat pizza.
  We ate pizza.

A. Circle the irregular verb in each sentence.

1. We gave Liona a surprise party.

2. Everyone brought gifts.

3. We sang a song for her.

4. Everyone ate a lot of good food.

5. I grew tired by the end of the party.

B. Write each sentence. Change each verb in ( ) to past tense.

6. Dad had (bring) some flowers.

7. He (give) the flowers to Liona.

8. Liona (begin) to thank him.

9. Then Dad (sing) Liona a special song.

10. Dad had (give) the best gift.

At Home: Write about a special gift you have given to someone. Be sure to use at least one irregular verb. Show your writing to a family member.
Contractions with *Not*

**REMEMBER THE RULES**

- A *contraction* is a shortened form of two words.
- An *apostrophe* (’) shows where one or more letters are missing.
  
  \[ \text{do + not} = \text{don’t} \quad \text{are + not} = \text{aren’t} \]
- The word *won’t* is a special contraction. The spelling of *will* changes.
  
  \[ \text{will + not} = \text{won’t} \]

A. Circle the contraction in each sentence. Write the two words that make up the contraction.

1. My mom says that years ago there weren’t any telephones.

2. I can’t imagine life without a telephone.

3. I wouldn’t be able to call my friend Mandy.

4. We couldn’t share our secrets.

5. Aren’t you glad Alexander Graham Bell invented the telephone?

B. Combine each word from the box with the word *not* to form a contraction. Write the contractions on the lines.

6. __________________

7. __________________

8. __________________

9. __________________

10. __________________
Combining Sentences: Verbs

REMEMBER THE RULES

- You can combine two sentences with the same subjects. Use the word **and** to join the predicates.

  *The volcano* erupted.
  *The volcano* sent lava down the hillside.
  *The volcano* erupted **and** sent lava down the hillside.

Read each pair of sentences. Circle the subjects that are the same. Write each pair of sentences as one sentence. Use the word **and** to join the predicates.

1. Carmen saw a movie about volcanoes.
   Carmen wanted to learn more.

2. The earth contains melted rocks.
   The earth is filled with hot gases.

3. The melted rock moves upward.
   The melted rock breaks through.

4. Some volcanoes erupt loudly.
   Some volcanoes throw rocks up.

5. The lava flows down quickly.
   The lava is very hot.

---

**At Home:** Ask a family member to tell one sentence about the weather. Add a sentence of your own. Combine the two sentences using **and.**
Mechanics and Usage: Apostrophes

REMEMBER THE RULES

- Use an apostrophe (’) with nouns to show possession.
- Add ’s to singular nouns or plural nouns that do not end in -s.
  
  *Ana’s T-shirt*

- Add an apostrophe to plural nouns ending in -s.
  
  *artists’ paintings*

- Use an apostrophe in a contraction to show where letters are missing.
  
  *do not → don’t*

A. Circle each word that contains an apostrophe. Write contraction on the line if the word is a contraction.

1. It isn’t hard to design a T-shirt. _______________________

2. Wouldn’t you like to try? _______________________

3. We can use our friends’ computer. _______________________

4. It shouldn’t be hard with graphic software. _______________________

5. Don’t forget the transfer paper. _______________________

B. Underline each word that contains an apostrophe. Write possession or contraction to show how the apostrophe is used.

6. It doesn’t take long to choose a nice design. _______________________

7. Next, type in the club’s name. _______________________

8. Place the transfer paper on the printer’s tray. _______________________

9. Aren’t you proud of your design? _______________________

10. Mom won’t mind pressing it onto your shirt. _______________________

At Home: Ask your family to talk about what they did today. Listen for any contractions they use. Explain how to use an apostrophe in contractions.
REMEMBER THE RULES

- Irregular verbs do not add -ed to form the past tense. Irregular verbs have a special spelling.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
</tbody>
</table>

- To combine two sentences with similar subjects, use the word and to join the predicates.

A. Write the past-tense form of a verb from the box to complete these sentences. Use each verb only once.

1. Grandpa ________________ us new kites. (bring)
2. Today we ________________ them to the beach. (go)
3. The wind ________________ to blow. (begin)
4. We ________________ fast along the sand. (run)
5. Our colorful kites ________________ up high. (give)

B. Write each pair of sentences as a combined sentence.


7. She finds colorful material. She uses strong string.

8. She creates patterns. She cuts them out.

9. Grandma draws butterflies. Grandma sews them into kites.

10. Her kites have tails. Her kites look wonderful.

At Home: With a family member, draw a design for a kite. Write two sentences describing it. Then show how to combine the two sentences.
Common Errors with Past-Tense Verbs

REMEMBER THE RULES

- Some verbs have special spellings to show the past tense. They are called irregular verbs.
  \[ do \rightarrow \text{past tense} = \text{did} \]
  This sentence is not correct: We done all of our homework.
  This sentence is correct: We did all of our homework.
- Some irregular verbs have a different spelling when used with the helping verb have.
  \[ do \rightarrow \text{past tense with helping verb} = \text{have done} \]
  This sentence is not correct: We have did our homework.
  This sentence is correct: We have done our homework.

A. Write the past tense of the verb in ( ).
1. My brother and I (go) outside. ________________
2. It (begin) to rain. _________________________
3. We (run) through the puddles. ______________
4. After the storm, the sun (come) out. __________
5. We (see) a rainbow across the sky. __________

B. Write each sentence. Replace the incorrect verb in ( ) with the correct verb.
6. The rainbow had (gived) my brother and me an idea.

7. We had (saw) a cartoon about a leprechaun.

8. The leprechaun had (went) to the end of the rainbow.

9. We (bringed) an umbrella.

10. We (beginned) our adventure.
Study Skills: Graphs

REMEMBER THE 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 show and compare information.
- A circle graph compares parts of a whole.
- A line graph shows changes over a period of time.

A. Write which graph (the bar graph, the circle graph, or the line graph) would help you answer the following questions.

1. What time do most children watch TV? _________________

2. How many children like to watch sports? _________________

3. How many children watch TV at 8:00? _________________

4. How much TV do four children watch? _________________

5. How many children like watching the news best? _________________

B. Can you find the information on one of these graphs? Write yes or no.

6. Children like playing outdoors more than watching TV. _____________

7. Four children watch between 3 and 4 hours of television. _____________

8. More children watch TV at 5:00 than at 6:00. _____________

9. Ten children eat dinner at 6:00. _____________

10. Children like watching cartoons more than the weather. _____________

At Home: Take a survey of the favorite television shows of family members. Show the information on a graph.

McGraw-Hill Language Arts
Grade 3, Unit 4, Study Skills, pages 272–273
Vocabulary: Suffixes

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

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>kicker</td>
<td>one who kicks</td>
</tr>
<tr>
<td>-or</td>
<td>visitor</td>
<td>one who visits</td>
</tr>
<tr>
<td>-less</td>
<td>winless</td>
<td>without winning</td>
</tr>
<tr>
<td>-able</td>
<td>avoidable</td>
<td>able to be avoided</td>
</tr>
<tr>
<td>-ly</td>
<td>seriously</td>
<td>in a serious way</td>
</tr>
<tr>
<td>-ful</td>
<td>joyful</td>
<td>full of joy</td>
</tr>
</tbody>
</table>

A. Read each sentence. Circle each word with a suffix.

1. The Rockets were hopeful about the game.
2. Although winless, the team prepared for a win.
3. They had practiced seriously all week.
4. Every player worked hard.
5. With hard work, a victory was attainable.

B. Read each sentence. Underline each word with a suffix. Then write the word with a suffix on the line.

6. The Rockets were fearless.

7. With teamwork, they would be successful.

8. Kathleen was the Rockets’ best kicker.

9. Kathleen aimed every shot perfectly.

10. The Rockets’ goal of a win was reachable.

At Home: With a family member, remember a sporting event you went to or watched on TV. Write three sentences about the event. Be sure to include at least three words with suffixes.
Composition: Writing Descriptions

- A writer uses description to paint a clear and colorful picture for the reader.
- A **description** can describe persons, places, or things.
- A descriptive paragraph has a **main idea sentence**.
- Use **sensory details** to describe how things look, sound, smell, taste, and feel.
- Include only details that say something important about the main idea.
- Put the details in an **order that makes sense**.
- Use **similarities and differences** in writing that compares.

A. In each sentence, circle the word or words that describe how something looks, sounds, smells, tastes, or feels.

1. The beautiful ocean beach is my favorite place to play.

2. I can smell the fresh salt air as soon as we get out of the car.

3. I can’t wait to take off my shoes and feel the hot sand on my feet.

4. When I get thirsty, Mom gives me the sweet lemonade we brought.

5. If I get tired, the waves crashing on the shore put me to sleep.

B. Add a sensory detail on the line to complete each sentence.

6. Yesterday we went to the ________________ beach.

7. I packed some sandwiches that smelled ________________.

8. On the way, we drove past ________________ trees.

9. The ________________ music on the car radio made me happy.

10. When I felt the water at the beach, it was ________________.

---

**At Home:** Choose a food item that you would eat at the beach. With a family member, talk about some sensory details that describe this food. Then write a paragraph to describe it.
Features of Writing That Compares

Writing that compares looks at two things and describes how they are alike and how they are different. Successful writing that compares:

• explains **how two things are alike.**
• explains **how two things are different.**
• uses **compare and contrast words.**

Choose one of the following pairs of things to compare. Circle your choice.

- a penny and a nickel
- a frog and a toad
- a pumpkin and an orange

Write at least two ways the items are alike.

1. ____________________________________________
2. ____________________________________________

Write at least two ways the items are different.

3. ____________________________________________
4. ____________________________________________
5. On another sheet of paper write a paragraph comparing the two items. Use descriptive details and words that compare and contrast.

At Home: Look for two items to compare. With a family member, write at least three sentences comparing these two items. Read your sentences to your family.
Choose two insects you would like to compare. Write their names on the lines below. Brainstorm a list of several facts about each insect. Use the Venn diagram to organize your facts about the two insects.

Name_________________________ Date_________ Practice 60b

Prewrite: Writing That Compares

How they are different:

How they are alike:

How they are different:

At Home: With a family member, compare two rooms in your house. Make a Venn diagram to organize your information.
Revise: Writing That Compares

One way to revise your writing when you are comparing two things is to elaborate. When you elaborate, you add details that help make your writing clearer.

A. Read the first draft of a report about bees and wasps. Add the numbered information below to make the report more informative. Write the number of each piece of information where you want to add it. Use the “add” symbol \( \wedge \). The first one is done for you.

1. using their four wings
2. female
3. Like all insects,
4. For instance,
5. \( \wedge \) which builds its home from mud.

B. Use the changes you marked to write the revised report on another sheet of paper.
Proofread: Writing That Compares

Read these paragraphs about bees and wasps. Check for spelling and punctuation errors. See if capital letters are used correctly. Read aloud to check for correct forms of linking verbs.

A. Use the proofreading marks to mark the ten errors in the report.

Bees and Wasps

At first glance, bees and wasps is very similar. You can find both kinds of inseks flying around the garden using their four wings. The Female bee and female wasp can both sting. Like all insects, bees and wasps have six legs and three body parts.

But their is several differences between the be and the wasp. For instance, bees live in hives, but wasps bild their homes from mud. bees eat the nectar from flowers, but wasps eat other insects

B. Use the corrections and changes you marked to write the new paragraphs on another sheet of paper.

At Home: Write a paragraph comparing two things in your home, such as two lamps or two toys. Ask a family member to proofread your paragraphs with you.
Pronouns

**REMEMBER THE RULES**

- A pronoun is a word that takes the place of one or more nouns.

  Jenna plays the piano. → She plays the piano.

Rewrite each sentence. Replace the underlined words. Use the correct pronoun in ( ).

1. The boys decided to buy lunch. (He, They)

2. Jared realized that he did not have money. (He, You)

3. Just then Jared saw his sister walk by. (her, it)

4. Marcia was sure to have money for lunch. (She, They)

5. Marcia told Jared she would lend the money to him. (it, them)

6. Now Jared and Josh could buy lunch. (they, he)

7. Marcia had lunch with the boys. (them, it)

8. Marcia, Jared, and Josh ordered a pizza. (They, We)

9. Jared wanted the pizza to have extra cheese. (them, it)

10. Marcia said, “Josh and I don’t want extra cheese.” (We, You)

**At Home:** Ask a family member to help you name your relatives. Use pronouns to tell how they are related to you.
Subject Pronouns

REMEMBER THE RULES

• Use a subject pronoun as the subject of a sentence.

Roberto took a picture. → He took a picture.

A. Circle the subject pronoun in each sentence.

1. We did all of our homework.
2. They knew all of the answers on the test.
3. It was a very hard test.
4. Last week I spent more time studying.
5. You never know when the teacher will give a surprise test.
6. Tonight we will do our homework after supper.
7. He can help us with the math.
8. She always does her work before going out to play.
9. This time I will get a good grade on the test.
10. Now we are very proud of our grades.

B. Rewrite the sentences. Replace each underlined subject with a subject pronoun.

11. Ushi and her brother Liko woke up late for school.

12. The alarm clock did not ring.

13. Ushi gets very upset when she is late.

14. Liko does not worry if he is late.

15. You and I can be late together.

At Home: Talk to a member of your family about any topic for five minutes. Listen for subject pronouns as you talk. Make a list.
Object Pronouns

REMEMBER THE RULES

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

\[
\begin{align*}
\text{Julia chased the rabbits.} \\
\downarrow \\
\text{Julia chased them.}
\end{align*}
\]

A. Read each sentence. Then write **subject pronoun** or **object pronoun** to tell what each underlined word is.

1. I have to go out in the rain this morning. ________________
2. If I wear my new shoes, I will ruin them. ________________
3. Luckily, Dad bought boots for me. ________________
4. I must remember to thank him. ________________
5. They will protect my new shoes from the rain. ________________

B. Rewrite the sentences. Replace each underlined noun or nouns with an object pronoun.

6. My brother Sam took Linda and me to the movies.

______________

7. We were very excited to see the new movie.

______________

8. Everyone who wanted tickets had to wait in line.

______________

9. Sam bought something to eat for Linda and me.

______________

10. We ate the food while we waited for our tickets.

______________

At Home: Draw a picture of a scene from your favorite movie. Show the picture to a family member. Use object pronouns to tell about your drawing.
REMEMBER THE RULES

• Use the pronouns I and me to write about yourself.
• Use I in the subject of a sentence.
  \[
  \text{I finished all my homework.}
  \]
• Use me after an action verb and words such as in, for, with, by, or at.
  \[
  \text{Bryant visited me.}
  \]

A. Write I or me to complete each sentence.

1. _________ want to go out to play.
2. My friends and _________ will go to the park.
3. They want _________ to come now.
4. _________ cannot go yet.
5. It is time for _________ to practice playing the piano.

B. Read the sentences. If the underlined word is correct, write correct on the line. If it is incorrect, rewrite the sentence to make it correct.

6. Miko played tag with Gina and I.

7. I fell down while running away.

8. Gina helped me get up.

9. Gina and me started running again.

10. Miko, Gina, and I played until dark.
Mixed Review

**REMEMBER THE RULES**
- A pronoun is a word that 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.
- Use an object pronoun after an action verb, or after words such as for, at, of, with, and to.

Louise plays the trombone. → She plays the trombone.
Miguel sings with Mr. Bartlett. → Miguel sings with him.

**A. Write a pronoun to replace the underlined word or words.**

1. Ashley and Maria play the violin. __________________________

2. Every day, Pam and I hear them practice. __________________________

3. Our office is next to the practice room. __________________________

4. The music doesn’t bother Pam or me. __________________________

5. Pam enjoys listening to the music. __________________________

**B. Read each sentence. Write a pronoun to replace the underlined word. Write S beside the subject pronouns. Write O beside the object pronouns.**

6. **Dr. Willis** works one office away.
   __________________________

7. He and his daughter are dentists.
   __________________________

8. The violins inspire **Dr. Willis** to sing.
   __________________________

9. The violins inspire his daughter to hum.
   __________________________

10. **Our office building** is a musical place.
    __________________________

---

**At Home:** Play a pronoun game. Ask a family member to say something about a famous person, using a pronoun instead of his or her name. Try to guess who the person is.
Pronoun-Verb Agreement

REMEMBER THE RULES
• An action verb in the present tense must agree with its subject pronoun.

She needs help with homework.
They help Maria.

A. Circle the subject pronoun. On the line, write the verb in ( ) that agrees with the subject pronoun.

1. We (need, needs) a new computer.
2. He (like, likes) to play games on the computer.
3. I (want, wants) to use it to do my homework.
4. We (go, goes) to the computer store.
5. They (show, shows) us a great computer.
6. I (ask, asks) if I can use it for homework.
7. She (say, says) it will work well for homework.
8. He (hope, hopes) it comes with games.
9. She (point, points) to many games.
10. We (buy, buys) a new computer.

B. Read the sentences. If the underlined verb is correct, write correct on the line. If it is incorrect, rewrite the sentence to make it correct.

11. She visit her friend.
12. He feels tired today.
13. You needs to rest.
14. We lets him go to sleep.
15. They play the next day.

At Home: Make flashcards for She, He, It, We, You, and They. With a family member, take turns making up sentences that begin with these pronouns. Use present-tense action verbs.
Possessive Pronouns

REMEMBER THE RULES

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

  John’s house is in the country.
  His house is in the country.

A. Read each sentence. Circle the possessive pronoun and underline the noun that belongs with it.

1. Stephen and I are riding our bikes this morning.
2. We are going to a sports store in his neighborhood.
3. I would like to replace my helmet.
4. Stephen is shopping for a baseball glove for his sister.
5. The sports store has not opened its doors yet.
6. Finally, the owner arrives carrying her keys.
7. “Where are your helmets?” I ask eagerly.
8. Soon she is busy helping other customers with their questions.
9. Stephen and I see a helmet and ask the store owner for her opinion.
10. She agrees that our choice is a good one.

B. Write each sentence using the correct possessive pronoun in ( ).

11. Stephen wants to buy Carey a glove like (my, mine).
12. I tell him, “(Your, Yours) sister will like this one.”
13. Stephen pays for the glove and puts it in (he, his) backpack.
14. We see Carey park (her, hers) bike outside the store.
15. Stephen says, “She almost saw (mine, my) surprise!”

At Home: Find three items at home that belong to other family members. Use possessive pronouns to tell who owns the items.
Pronoun-Verb Contractions

REMEMBER THE RULES

• A contraction is a shortened form of two words. There are many pronoun-verb contractions.
• An apostrophe (‘) replaces any letters that are left out.

They are big basketball fans. → They’re big basketball fans.

Replace the underlined contractions with the two words that make up the contraction. Write the new sentence.

1. I’ve been invited to the game.

2. It’s the biggest event of the year.

3. We’ve been practicing for a long time.

4. He’ll help me get more practice time.

5. The coach told me, “You’ll win!”

6. He’s a good coach and he works hard.

7. We’re good players, my parents said.

8. They’re excited about the game.

9. I’ll ride with my team on the bus.

10. We’ll have fun on the trip.

At Home: Write “You’re__,” “I’m__,” “It’s__,” and “We’re__” on index cards. With a family member, take turns picking cards and completing the sentences.
Mechanics and Usage: Contractions and Possessive Pronouns

REMEMBER THE RULES

- The words *its*, *your*, and *their* are possessive pronouns.
  - *They have to do their chores before they can play.*
- The words *it's*, *you're*, and *they're* are contractions.
  - *They're going to do the chores quickly so they can play.*

Rewrite each sentence using the correct word in ( ).

1. (Your, You’re) telephone is ringing.

2. (Its, It’s) probably a friend calling.

3. (Your, You’re) going to answer it, aren’t you?

4. The phone stops (its, it’s) ringing.

5. Your friends ride (their, they’re) bikes.

6. They arrive at (your, you’re) house.

7. (They’re, Their) knocking on the door.

8. They say, “You didn’t answer (you’re, your) phone.”

9. (It’s, Its) because you were eating.

10. Now that (their, they’re) here, you can play.

At Home: Write a pair of words on slips of paper. For example, *its*, *it’s*, *your*, *you’re*. With your family, take turns using them in sentences.

• The words *its*, *your*, and *their* are possessive pronouns.
  - *They have to do their chores before they can play.*
• The words *it’s*, *you’re*, and *they’re* are contractions.
  - *They’re going to do the chores quickly so they can play.*
Mixed Review

REMEMBER THE RULES

- A **possessive pronoun** shows who or what owns something.
  
  *the book that belongs to you* → *your book*

- A **contraction** is a shortened form of two words. An **apostrophe (’)** replaces the letters that are left out.
  
  *you are* → *you’re*

- Do not confuse possessive pronouns with contractions.

  **Possessive Pronouns:** their, *your*, its
  
  **Contractions:** they’re, you’re, it’s

A. Read each sentence. Circle the correct pronoun or contraction.

1. Is that (your, you’re) book?

2. *(My, mine) book is written by the same author.*

3. Jim likes (he’s, his) new book about airplanes.

4. Rita and Angela say that (they’re, their) books are about horses.

5. Camilla says that (she’s, hers) tells about animals of the sea.

6. Today our library got (its, it’s) loan from the city library.

7. Let’s see if (their, they’re) books on tropical fish arrived.

8. *(Its, It’s) possible they did not have those books.*

9. We can use (their, they’re) book list to order other books.

10. *(Your, You’re) going to like this book on aquariums.*

B. Read each sentence. Write the contraction for the two words in parentheses.

11. *(You will) plan the Book Swap.* __________________________

12. *(I am) making signs to display.* __________________________

13. *(He will) set up the shelves.* __________________________

14. *(I have) spoken to the librarian.* __________________________

15. *(We are) sharing our books.* __________________________

---

**At Home:** Ask permission to gather together books or other objects that belong to members of your family. For each object, write a label that uses a possessive pronoun.
Common Errors with Pronouns

REMEMBER THE RULES

It is important to use the right subject and object pronouns.

• Use a **subject pronoun** as the subject of a sentence.
  
  This sentence is **not** correct:  *Me* learned to scuba dive last year.
  
  This sentence is correct:  *I* learned to scuba dive last year.

• Use an **object pronoun** after an action verb, or words such as *for, at, of, with,* and *to.*
  
  This sentence is **not** correct:  *Mom took I* to the scuba class.
  
  This sentence is correct:  *Mom took me* to the scuba class.

• Use an **apostrophe** (‘) in a contraction but not with a possessive noun.
  
  This sentence is **not** correct:  *Its* fun to go scuba diving!
  
  This sentence is correct:  *It’s* fun to go scuba diving!

Write the correct pronoun from the box to replace each underlined word or words. You will use some pronouns more than once.

<table>
<thead>
<tr>
<th>we</th>
<th>me</th>
<th>him</th>
<th>its</th>
</tr>
</thead>
<tbody>
<tr>
<td>us</td>
<td>he</td>
<td>they</td>
<td>she</td>
</tr>
</tbody>
</table>

1. Mom and **I** went scuba diving last week. 

2. The big tank helped **myself** breathe underwater. 

3. Our guide led **Mom and me** toward some pink rocks. 

4. The guide turned over a rock and tiny fish swam out. 

5. The clear mask helped the guide see the fish. 

6. Mom saw some giant clams. 

7. Dad and Mom took pictures of the boats. 

8. Dad let **myself** take pictures of a seal. 

9. You could barely see it’s nose above the water. 

10. Mom asked Dad and **me** to pose for a picture. 

---

At Home: Play Pronoun Charades with your family. Each person acts something out. Say what the person is doing, using a pronoun in place of the person’s name.
Study Skills: Encyclopedia

REMEMBER THE RULES

- An encyclopedia is a set of books that contains information about people, places, and things. Each book in an encyclopedia is called a volume.
- The letter or letters on the spine of a volume show what articles are in the volume. The articles are in alphabetical order.
- The numbers on the spines of the volumes help people keep the volumes in order.
- An encyclopedia has an index volume that lists all the topics in the encyclopedia in alphabetical order.
- An encyclopedia on CD-ROM contains all the information in a set of encyclopedias on a computer disk.

In which volume would you find an article on the topics listed below? Write the correct volume number and letter or letters on the lines.

1. fly fishing
2. iguanas
3. Quebec
4. xylophone
5. Edgar Degas
6. computers
7. Senegal
8. Minnesota
9. Beverly Cleary
10. photography

At Home: Look up your state in an encyclopedia. Write one interesting new thing you learned about your state. Share this information with a family member.
Vocabulary: Homophones

• Words that sound alike but have different spellings and different meanings are called **homophones**.

<table>
<thead>
<tr>
<th>Homophones</th>
<th>Homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>blew, blue</td>
<td>no, know</td>
</tr>
<tr>
<td>sun, son</td>
<td>to, two, too</td>
</tr>
<tr>
<td>rode, road, rowed</td>
<td>ours, hours</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>there, their</td>
<td>creak, creek</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>would, wood</td>
<td></td>
</tr>
</tbody>
</table>

Choose the correct homophones to complete the rhyme. Write each correct homophone on the line.

1. The day was fine. The sky was (blue, blew).
2. Hong See wondered what to (do, due).
3. “I (know, no) that I could work,” she said.
4. “I think I’ll (roe, row) my boat instead.”
5. She drove her car along the (road, rode).
6. Behind her car a boat she (towed, toad).
7. The trip took Hong See just two (ours, hours).
8. She parked her car behind some (flowers, flours).
9. The winding (creak, creek) looked so inviting!
10. Now Hong See’s day (would, wood) be exciting.

**At Home:**
Write a shopping list using incorrect homophones for the words one, two, four, and eight. Show the list to family members. Explain the homophones.
Composition: Outlining

- Use an **outline** to organize your ideas. Write the **topic** at the top of the outline.
- List the **main ideas**. Give your main idea a Roman numeral and a period.
- List **supporting details** under each main idea. Give each detail a letter.
- Use words, phrases, questions, or sentence fragments in an outline.

Juan learned some interesting facts about giant pandas. He made a list of things he learned.

- ✔ **Climbs trees to escape its enemies**
- ✔ **Eats bamboo and bamboo shoots**
- ✔ **Black and white coat**
- ✔ **The size and shape of a bear**
- ✔ **Found only in China**
- ✔ **Has short black ears**
- ✔ **Has long, strong claws**
- ✔ **Large black patches around its eyes**

Juan made an outline. His first main idea is listed beside I on the outline. Choose five facts that belong with this idea. Write one fact beside each letter in the outline.

<table>
<thead>
<tr>
<th>Topic: The Giant Panda</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Body features of the giant panda.</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td>D.</td>
</tr>
<tr>
<td>E.</td>
</tr>
</tbody>
</table>
Read the paragraph about weather vanes. Then answer the questions.

1) A weather vane can decorate your home and tell you the wind’s direction. 2) It is shaped like an arrow with big fancy letters that stand for the four directions: North, South, East, and West. 3) Sometimes the arrow is painted gold and has a gold rooster standing on it. 4) As the wind blows, the arrow swings around to show the wind’s direction. 5) The arrow always points into the wind. 6) In summary, people like weather vanes because they look nice and tell about the wind, too.

Write the number of the sentence or sentences that answers each question.

1. Which sentence introduces the main idea? ________________
2. Which sentences give details about the main idea? ________________
3. Which sentences tell how a weather vane looks? ________________
4. Which sentence begins with connecting words? ________________
5. Which sentence draws a conclusion? ________________
Prewrite: Expository Writing

Think of a topic for a report about pets. You may wish to write a report on how to care for a pet. Write your topic. Now plan your report. What main ideas fit under the topic of caring for a pet? What supporting details would fit under each main idea? Write main ideas and details where they belong on the outline chart below.

Topic:

I.

A.

B.

II.

A.

B.

III.

A.

B.

At Home: Make a chart with the topic “Thoughtful Behavior Between Family Members.” Write three main ideas. Ask family members to help you add supporting details for each main idea.
An important step in writing is revising your first draft. In this way you can polish your writing and add or take out information.

A. Read the first draft below. Then follow these steps to revise it.
   - Add important details that will help the reader understand exactly what you mean.
   - Use a connecting word to connect one thought with another.

Feed your pet every day. You can buy prepared food for most pets. These foods have the vitamins and minerals your pet needs.

Make sure your pet has a home. Pet birds should live in cages that are large enough for them. Indoor pets like dogs and cats need a place to sleep. They should have a pet bed or a basket. If your dog lives outdoors, provide it with a doghouse.

It takes time and planning to take care of a pet. A pet is a wonderful friend. Do your part to keep the friendship going.

B. Use the changes you marked to write the revised report on pets on another sheet of paper.
Proofread: Expository Writing

Read the paragraphs from a report on caring for your pet. Check to see if there are any errors in writing contractions. Make sure that possessive pronouns are used correctly.

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

Don’t give your dog or cat a bath too often. Too many baths will make your pet’s skin dry and itchy. If your cat or dog’s coat gets muddy, wipe off the mud and let its coat dry. Then brush it well.

If you have pet birds or gerbils, be sure to clean their cages often. Keep their food dishes full. Give them fresh water every day.

B. Use the corrections and changes you marked to write the new paragraphs on another sheet of paper.
**Adjectives That Tell What Kind**

**REMEMBER THE RULES**

- An adjective is a word that describes a noun.  
  *Look at the wonderful plants.*
- An adjective can tell *what kind.*  
  *Let’s plant a new garden.*

A. Draw a line under each adjective. Draw two lines under the noun the adjective describes.

1. A helpful woman answered our questions.
2. Bright sun helps the flowers grow.
3. Ferns like moist soil and shade.
4. These vines will climb the stone wall.
5. Here are tall plants.
6. They have purple flowers.
7. We’ll plant these flowers in the back row.
8. I found some short plants.
9. We also need new tools.
10. We’ll have a beautiful garden.

B. Complete each sentence with an adjective from the box.

<table>
<thead>
<tr>
<th>deep</th>
<th>full</th>
<th>hard</th>
<th>large</th>
<th>young</th>
</tr>
</thead>
</table>

11. Planting a garden is ___________ work.
12. Our shovels dig ___________ holes.
13. Help me move this ___________ rock.
14. Here is a ___________ pail of water.
15. We planted the ___________ plants carefully.

**At Home:** Look for flower pictures in books or magazines with a family member. Take turns using adjectives to describe them.
Adjectives That Tell *How Many*

**REMEMBER THE RULES**
- An **adjective** can tell *how many*.
- *Few, many,* and *several* are special adjectives that tell *how many*.
  
  - *Four* children are on the swings.
  - *Many* children are playing tag.

A. Draw a line under each adjective that tells *how many*. Circle the noun that the adjective describes.

1. Many children are on the playground.
2. Three teachers are here, too.
3. Four children play hopscotch.
4. Several children stand in a circle and play catch.
5. They are juggling with three balls.
6. A few children are on the climbing bars.
7. Two girls have climbed high.
8. One boy suggests a game of tag.
9. He calls to several classmates.
10. I jump rope with five friends.

B. Complete each sentence. Write an adjective that tells *how many*.

11. _______________ teacher knows a new game.
12. _______________ children want to learn the game.
13. We line up in _______________ lines.
14. _______________ children are in each line.
15. Suddenly _______________ bells announce the end of recess.

At Home: Ask a family member to help you write a description of a game you like to play. Use adjectives that tell *how many*.
Articles

REMEMBER THE RULES

- Articles are the special adjectives *a*, *an*, and *the*.
- Use *a* before singular nouns that begin with a consonant.
- Use *an* with singular nouns that begin with a vowel.
- You can use *the* before both singular and plural nouns.

\[a\text{ den} \quad an\text{ animal} \quad the\text{ river}\]

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

1. (A, An) river otter is a large animal.
2. (A, An) otter’s body may be over three feet long.
3. (The, A) otter’s fur is dark brown.
4. A young otter is called (an, a) cub.
5. Otters live near (an, a) river or stream.
6. Otters often live at (a, the) end of a river.
7. They eat (an, the) fish that live in the river.
8. (A, An) adult otter is a wonderful swimmer.
9. (A, The) otter’s den is usually in the riverbank.
10. Otters look for (a, an) hole or stump for their den.

B. Write *a*, *an*, or *the* to complete each sentence.

11. Cora saw ________________ otter once.
12. She watched it in ________________ otter pool at the zoo.
13. ________________ otter swam and played in the water.
15. Cora hoped ________________ otter was happy.

McGraw-Hill Language Arts
Grade 3, Unit 6, Adjectives and Adverbs,
pages 402–403

At Home: With a family member, read a library book about an animal you like or have seen. Count the articles *a*, *an*, and *the* on at least one page.
Adjectives That Compare

REMEMBER THE RULES

- Add -er to an adjective to compare two nouns.
  
  I am shorter than Mia and Meg.

- Add -est to an adjective to compare more than two nouns.
  
  I am the shortest girl in the class.

A. Underline the correct adjective in ( ) to complete the sentence.

1. Gina is (taller, tallest) this year than last year.
2. Her legs are (longest, longer) than her pant legs.
3. Her sleeves are (shorter, shortest) than her arms.
4. Her brother’s clothes are (newest, newer) than hers.
5. This dress is the (cool, coolest) one Gina has ever seen.
6. Its colors are the (brighter, brightest) of all.
7. This sweater is (softer, softest) than the red one.
8. Gina’s jeans are (dark, darker) than her sister’s jeans.
9. We wear these jackets in the (colder, coldest) weather of all.
10. Gina’s green hat is (warmer, warmest) than her old red hat.

B. Write the correct form of an adjective from the box to complete each sentence.

<table>
<thead>
<tr>
<th>old</th>
<th>tall</th>
<th>short</th>
<th>small</th>
<th>young</th>
</tr>
</thead>
</table>

11. Gina puts her ______________ clothes in a pile to give away.
12. Gina is the ______________ of three sisters.
13. Her old clothes will fit her ______________ sister, Kate.
14. Olivia is the middle sister, but she is ______________ than Kate.
15. Olivia is the ______________ of the girls.

At Home: Use adjectives to compare yourself to your family members. Make up a few sentences, for example:

I am taller than my sister.
Spelling Adjectives That Compare

REMEMBER THE RULES

- For adjectives ending in a consonant sound and y, change the y to i and add -er or -est.
  
  tasty  tastier  tastiest

- For adjectives ending in e, drop the e, and add -er or -est.
  
  rare  rarer  rarest

- For adjectives that have a single vowel sound before a final consonant, double the final consonant and add -er or -est.
  
  red  redder  reddest

A. Write the correct form of the adjective in ( ) to complete each sentence.

1. Today is the _______________ day all week. (sunny)

2. It is the _______________ day to pick apples. (nice)

3. The apples are _______________ on this tree. (big)

4. This is the _______________ apple I’ve ever seen. (huge)

5. This apple is the _______________ of all. (shiny)

B. Write the correct form of an adjective from the box to complete each sentence.

<table>
<thead>
<tr>
<th>dirty</th>
<th>dry</th>
<th>heavy</th>
<th>large</th>
<th>muddy</th>
</tr>
</thead>
</table>

6. Let’s get a _______________ basket than this one.

7. The ground is _______________ over here.

8. My shoes are _______________ than yours!

9. Look! Dad’s shoes are _______________ of all.

10. Dad carried the _______________ bag of apples.
At Home: With a family member, write down a story conversation. Each of you write what one character says. Use commas correctly after first words.

A. Add a comma where it belongs in each sentence.
1. Girls and boys this is our aquarium guide, Mr. Jackson.
2. Hello this is what we’ll see today in the aquarium.
3. Carlos you can watch the seals in the outside pool.
4. Jenna I’ll take you to the inside tide pool.
5. Children you’ll all see the huge tank inside.
6. Mr. Jackson will we see sharks?
7. Yes there are several sharks in the huge tank.
8. Okay are there any more questions?
9. Angie I can’t wait to see the seals.
10. Peter I can’t wait to see the sharks!

B. Write more sentences about seals, sharks, or other animals you might see at the aquarium. Begin three sentences with a person’s name. Begin two sentences with words such as yes, no, and okay.

11. 
12. 
13. 
14. 
15. 

REMEMBER THE RULES
• Use a comma after the name of a person being spoken to.
  Willie, have you been to the aquarium?
• Use a comma after words such as yes and no when they begin a sentence.
  Yes, my class went there last year.
Mixed Review

**REMEMBER THE RULES**

- An adjective can tell what kind or how many.
  
  *The United States has wonderful vacation spots.*
  
  *There are fifty national parks.*

- Add -er to an adjective to compare two nouns.
  
  *Yosemite National Park in California is larger than Acadia in Maine.*

- Add -est to an adjective to compare more than two nouns.
  
  *Yellowstone is the oldest of all the national parks.*

- Use the article an before singular nouns that begin with a vowel.
  
  Use a before singular nouns that begin with a consonant.

Circle the correct article in ( ) in each sentence. Then, write the sentence on the lines, using the correct form of the underlined adjective.

1.–2. The large number of natural arches in the world are in (an, a) park in Utah.

3.–4. The funny animal I saw in the Everglades was (an, a) otter.

5.–6. In Acadia, the black skimmer is (a, an) pretty bird than the gull.

7.–8. Crater Lake is (a, an) color that looks dark than ink.

9.–10. The scary snake I saw was (an, a) rattlesnake in Big Bend National Park.
Adverbs

REMEMBER THE RULES

- An adverb is a word that tells more about a verb.
- An adverb tells where, when, or how.

Mary and Leila come here to help. → where
We secretly make plans. → how
Tomorrow, Ema will be surprised. → when

A. Draw one line under the verb in each sentence. Circle the adverb that tells about the verb.

1. We decorate outside for the party.
   → decorated
2. Mary and I move the table there.
   → move
3. We neatly arrange the chairs.
   → arrange
4. Yesterday, Mr. Malik bought the party food.
   → bought
5. Later, we will help Mr. Malik.
   → help

B. Circle the adverb in each sentence. Write on the line whether it tells when, where, or how about the verb.

6. Tomorrow Leila will make some decorations.
   → will make
7. She always makes wonderful and colorful things.
   → makes
8. She never has food on the table when she works.
   → works
9. Music plays softly while she makes a paper dragon.
   → plays
10. There are pieces of colored paper everywhere.
    → are
11. She carefully cuts and pastes the parts together.
    → cuts
12. She puts the finished dragon inside her room to dry.
    → puts
13. When it is dry, she quickly attaches it to a string.
    → attaches
14. We bring the dragon outside and hang it on the porch.
    → bring
15. The paper dragon sways gently in the wind.
    → sways

At Home: How would you decorate your home for a party?
Take turns with a family member describing the decorations and how you would make them. Use adverbs.
Adverbs That Tell How

REMEMBER THE RULES

- Some **adverbs** tell *how* an action takes place.
- Adverbs that tell *how* often end with -**ly**.

*I sleep soundly at night.*

A. Underline the adverb that tells *how* in each sentence. Circle the verb that the adverb describes.

1. The day started early.
2. I eagerly ate breakfast.
3. Carelessly, I dropped my cereal bowl.
4. Buster the dog barked loudly at me.
5. I spoke to Buster sternly.
6. Grandma gently calmed me down.
7. I quickly headed to school.
8. Something unexpectedly tripped me.
10. I entered the school nervously.

B. Write each sentence. Add -**ly** to the word in ( ) to form an adverb. Circle the verb it describes.

11. My teacher greeted me (kind)

12. I (sad) explained about the book.

13. I waited (anxious) for more disasters.

14. The day passed (slow)

15. I went home that afternoon (careful)

At Home: Write three sentences about your day. Use adverbs to describe the verbs you use. Share your sentences with a family member.
Adverbs That Tell *When* or *Where*

**REMEMBER THE RULES**

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

  - *Soon* the school day ends. → *when*
  - *Tami sits outside* and dreams. → *where*

**A.** Circle the adverb in each sentence. Underline the verb it describes.

1. Tami often dreams about boats.
2. First, she pictures ocean waves.
3. Small boats sail everywhere.
4. Next, Tami imagines ocean sounds.
5. She hears seagulls overhead.
6. Now Tami sits in her own boat.
7. She looks ahead.
8. A large ship sails close.
9. Tami turns her boat away.
10. The wind and waves carry her far.

**B.** Circle the adverb in each sentence. Write *when* or *where* to show what the adverb tells.

11. Soon Dad calls her for dinner.  
12. Tami goes inside.  
13. Then she tells Dad about the boats.  
14. We’ll go to the library tomorrow.  
15. There we’ll find books about boats.

---

**At Home:** Make up an adventure with a family member. Use adverbs that tell *when* and *where.*
Combining Sentences: Adjectives and Adverbs

**REMEMBER THE RULES**

- Two sentences can be combined by adding an adjective or an adverb to one sentence.
  
  *We hung a birdfeeder. The birdfeeder is outside.*
  
  *We hung a birdfeeder outside.*

**A.** Add an adjective or adverb to one of the sentences in each pair. Write the new sentence.

1. We watch the bluejays. The bluejays are blue and white.

2. The bluejays sing. They sing cheerfully.

3. One bluejay takes a seed. It is a black seed.

4. The bluejay flies away. The bluejay flies quickly.

5. The bluejay will return. It will return soon.

**B.** Combine the sentences, using the adjectives. Write the new sentence.

6. Al has a lizard. The lizard is green.

7. The snake lives in a terrarium. The terrarium is small.

8. Jamie’s pet is a bird. The bird is noisy.

9. The bird likes to squawk. The bird squawks often.

10. Amy has a cat. The cat is smart.

**At Home:** Watch an animal and write sentences about what it does. Ask a family member to help you combine sentences that are similar.
Mechanics and Usage: Quotation Marks

**REMEMBER THE RULES**

- **Quotation marks** (" ") come at the beginning and end of the exact words a person says.
  
  "I have an idea," Beni said.

A. Add quotation marks where they are needed in each sentence.

1. Let’s play Alphabet Spy, said Beni.
2. Does everyone know how to play? he asked.
3. Then he said, You start, Kara.
4. I see an acorn, Kara said.
5. There’s a ball! called out Sandy.
6. I spy a chipmunk, added Fred.
7. Sandy laughed and said, That’s not a chipmunk.
8. It’s a red squirrel, Kara explained.
9. Okay, I spy a car, said Fred loudly.
10. I can see a dog, said Beni eagerly.

B. Rewrite these sentences to continue the game. Add quotation marks where they are needed.

11. I see your elbow, Kara said to Sandy.

12. Sandy said to Fred, I see your feet.

13. I’m looking at a gate, Fred said to Kara.

14. Beni announced, Look, there’s a horse!

15. Kara added, I can see some ivy.

**At Home:** Play Alphabet Spy with a family member. Write the sentences each person says as you play the game. Don’t forget to add the quotation marks.
Mixed Review

REMEMBER THE RULES

• An adverb is a word that tells more about a verb.
• Adverbs that tell how often end with -ly.
  
  Simon plays the violin beautifully.
• Some adverbs tell when or where an action takes place.
  
  He plays downstairs.
• Two sentences can be combined by adding an adjective or an adverb to one sentence.
  
  Mr. Trent listens. He listens eagerly. Mr. Trent listens eagerly.

A. Read each sentence. Circle each adverb. Draw a line under each verb. Write how, when, or where to tell about each adverb.

1. Sonia strums her guitar wildly. ____________________
2. She always breaks the strings. ____________________
3. Danielle practices the piano quickly. ____________________
4. Her friends are waiting for her nearby. ____________________
5. They ask her to play later. ____________________

B. Combine each pair of sentences by adding an adjective or an adverb to one of the sentences. Write the new sentence on the line.

6. Mr. Trent teaches music. He teaches music happily.


8. Walter plays a violin. It is small.

9. Amelia comes to band practice. She comes early.

10. Mr. Trent leads the band. The band is talented.

At Home: Write some sentences about when you played or listened to music. Use adverbs that tell how, when, and where. Read your sentences to a family member.
Common Errors with Adjectives

**REMEMBER THE RULES**

- For most short adjectives, add *-er* to compare two nouns and *-est* to compare more than two.
  
  \[
  \text{clean} + \text{er} = \text{cleaner} \quad \text{clean} + \text{est} = \text{cleanest}
  \]

- For long adjectives, use *more* to compare two nouns and *most* to compare more than two.

  **Not Correct:** *The blue dress is beautifuler than the pink dress.*

  **Correct:** *The blue dress is more beautiful than the pink dress.*

  *The lavender dress is the most beautiful dress of all.*

- When an adjective ends in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.

  **Not Correct:** *funny + er = funneryer or funny + est = funnyest*

  **Correct:** *funny + er = funnier funny + est = funniest*

- When an adjective ends with a single vowel and a single consonant, double the consonant before adding *-er* or *-est*.

  \[
  \text{red} + \text{er} = \text{redder} \quad \text{red} + \text{est} = \text{reddest}
  \]

Circle the correct adjective in ( ) in each sentence.

1. Our town has the (most greatest, greatest) carnival in the county.
2. The Ferris wheel is (bigger, more bigger) than the one at the park.
3. The tent is (prettier, more pretty) than the one at the zoo.
4. Even the popcorn is the (tastyest, tastiest).
5. The stuffed dog I won is (more cuter, cuter) than the one I already have.
6. We saw the (most wonderful, wonderfulest) puppet show.
7. It was the (funnyest, funniest) puppet show I have ever seen.
8. I laughed (harder, more harder) than I have ever laughed before.
9. The puppets were (beautifuler, more beautiful) than in the last show.
10. The colors were the (most brightest, brightest) I have ever seen.

**At Home:** With a family member, write three sentences about a favorite movie or event. Use adjectives that compare to describe the event.
Study Skills: Thesaurus

REMEmBER THE RULES

- **Synonyms** are words that have almost the same meaning.
  - cold ➔ chilly
- **Antonyms** are words that have opposite meanings.
  - cold ➔ hot
- A **thesaurus** is a book that can help you find the exact word you want to use to make your meaning clear.

**quiet adj.** with little or no noise.  
*The town is quiet after a snowstorm.*  
calm free of excitement or strong feeling; quiet. *The sea was calm.*  
peaceful calm; undisturbed.  
*The woods are peaceful at the end of the day.*  
**antonyms:** loud, noisy

**right adj.** free from error; true.  
*Theo’s answer was right.*  
correct agreeing with fact or truth.  
*Let me show you the correct way to mow the lawn.*  
exact very accurate; completely correct.  
*Larry knew the exact number of books in the pile.*  
**antonyms:** wrong, mistaken

The thesaurus page above shows the entry words **quiet** and **right**. Use these entries to answer the questions.

1. What are two synonyms for **quiet**? __________________________
2. What are two antonyms for **right**? __________________________
3. What is the definition of **right**? __________________________
4. What part of speech is **quiet**? __________________________
5. What definition is given for **peaceful**? __________________________
6. What are two antonyms for **quiet**? __________________________
7. What are two synonyms for **right**? __________________________
8. What is the definition of **quiet**? __________________________
9. What part of speech is **right**? __________________________
10. What sample sentence is given for **quiet**?

---

**At Home:** Play a synonym game with your family. They call out a word and you call out a synonym for the word. Give points for each correct synonym. Keep score.
Vocabulary: Synonyms and Antonyms

A. Read the sentences. Write the synonym in ( ) for each underlined word.

1. My uncle is a **fine** musician.
   (good, tall) ______________

2. When he was a boy, he **saw** many concerts on television.
   (read, watched) ______________

3. He **loved** the sound of the piano.
   (looked, liked) ______________

4. He told his family he **wanted** to learn to play it. (liked, wished) ______________

5. He took lessons and he learned very **quickly**.
   (much, fast) ______________

B. Draw lines to match each word on the left with its antonym on the right.

6. brave ______________ last
7. clean ______________ smooth
8. first ______________ slow
9. rough ______________ cowardly
10. quick ______________ dirty

At Home: Play antonym charades with your family. Take turns acting out action words. Then call out an antonym for the word.
Composition: Beginning, Middle, End

- All good writing has a **beginning** that grabs the reader’s attention, a **middle** that tells what happens, and an **end** that tells how everything turns out.

- **Beginning**: tells who and what the story is about and when and where it takes place
- **Middle**: tells the story events, actions, and problems
- **End**: tells how it all turns out in a way that makes sense

A. Read the sentences in the scrambled story below. Put them in an order that makes sense. On the lines, write whether the sentence is a beginning, middle or end.

1. Timmy hung a bell on the cat. ____________________________
2. One day the mice had a meeting. ____________________________
3. The mice were never afraid of the cat again. ____________________________
4. Timmy Mouse had an idea. ____________________________
5. They all agreed on a plan. ____________________________

B. Write a good beginning or end for these topics.

6. The Little Pig (beginning)

   ____________________________________________

7. Wait Until It Snows (end)

   ____________________________________________

8. Grandmother’s Attic (beginning)

   ____________________________________________

9. The Frogs’ Holiday (end)

   ____________________________________________

10. The Treasure Hunt (beginning)

    ____________________________________________

---

**At Home**: Make up a story with your family. One person starts with a beginning. The next tells the middle. Continue until everyone has had a chance. The last person tells the end.
Features of a Story

Stories can be real or make-believe. A good story:
• has an interesting **beginning, middle, and end**.
• has a **plot** with a problem that needs to be solved.
• has **characters** who make things happen and a **setting**
  where the action takes place.
• uses **describing words** to tell about the characters,
  setting, and events.

A. Follow the directions.
1. Draw a circle around a topic you would like to write about. Or you can
   choose another topic.
   
   A Space Trip
   Best Day of the Week
   It Lives Under My Bed
   The Problem with Moving

   My topic is: ________________________________

2. Describe the main character.
   ________________________________

3. Where will the story take place? Describe the setting.
   ________________________________

4. What problem will your main character have to solve?
   ________________________________

5. How will your story end?
   ________________________________

B. Write your story. Include describing words to tell about the characters,
   setting, and events. Use another sheet of paper.
Prewrite: A Story

Choose a topic for a story. Use one from this list or use an idea of your own.

A Day on an Island  A Strange Sound  Life on Mars

A good story has a beginning, a middle, and an end. Complete the story map to help you organize your ideas.

Main character:

Setting:

Beginning:

Middle:

End:

At Home: Write a story with your family. Choose a topic from this page, or think of a new one. Then take turns writing the beginning, middle, and end of the story.
Revise: A Story

An important step in writing your story is revising your first draft. In this way you can make your story clearer for readers.

A. Read the story below. Then follow these steps to revise it.
   • Use vivid words that create a clear picture.
   • Take out a sentence that does not support the main idea.
   • Add a sentence to give the story a better ending.
   • Add a title.

   As the airplane landed in Ecuador, in South America, Stanley thought this would be his worst vacation. Why had his parents made him travel with his uncle to some faraway islands?

   Stanley’s vacation last year to Florida was a lot of fun. The tour guide met Stanley and his uncle at the airport and took them to the islands. On the islands, Stanley saw many sights. He saw dolphins, sea lions, penguins, tortoises, and iguanas. Everywhere he looked, he saw volcanoes and other interesting landforms.

   The Galapagos Islands were nice.

B. Use the changes you marked to write the revised story on another sheet of paper.

At Home: Write a story with your family about a trip you would like to take. Have one person start the story and the others take turns adding to it. Make sure it has a beginning, middle, and end.
Read the story about Stanley’s vacation. See if there are any spelling errors. Check for correct capitalization and end punctuation. Are there quotation marks at the beginning and end of a person’s exact words?

A. Use the proofreading marks from the box to mark ten errors you find. You can use the “add” mark to show where punctuation marks should go.

PROOFREADING MARKS

 indentation
 add
 take out
 Make a capital letter.
 Make a small letter.
 Check spelling.
 Add a period.

A Vacation to Remember

As the airplane landed in Ecuador, in South America, Stanley thought this would be his worst vacation. Why had his parents made him travel with his uncle to some faraway islands. The tour guide met Stanley and his uncle at the airport and took them to the islands. On the islands, Stanley saw many fascinating sights. He saw dolphins, sea lions, Penguins, tortoises, and iguanas? Everywhere he looked, he saw volcanoes and other beautiful landforms. The Galapagos Islands were Spectacular. “This turned out to be my best vacation ever! exclaimed Stanley.

B. Use the corrections and changes you marked to write the new story on another sheet of paper.

At Home: Ask a family member to write a short paragraph about a favorite place, making five grammar or spelling errors. Then proofread the paragraph to find the errors.