

Sentences

Vacation Memories

Karl took pictures on his vacation. He is putting them in a scrapbook. Help Karl tell what happens in each picture. Choose the complete sentence. Write it on the line below.



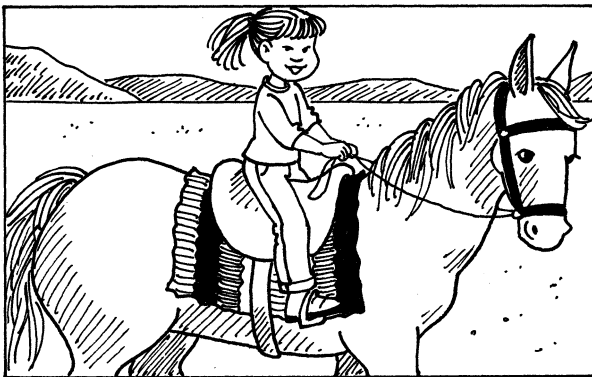
I hiked up a hill.

Steep hill.



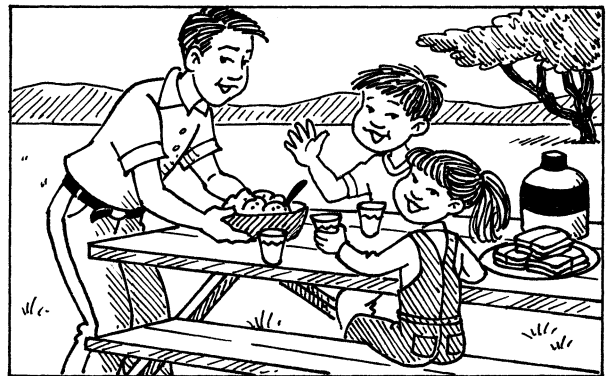
My large hat.

I am wearing a cowboy hat.



Sister on a horse.

My sister went horseback riding.



This is my family on a picnic.

My family picnic.



Statements and Questions

Space News

Be a reporter. Complete the interview. Write the missing statements and questions.

Q: _____

S: We visited the planet Mars.

Q: What kind of climate does Mars have?

S: _____

Q: _____

S: Intelligent creatures live there.

Q: What do the creatures look like?

S: _____

Q: _____

S: They are very friendly.

Q: What else did you see?

S: _____

Q: _____

S: I would like to go back to Mars someday.

At Home: Plan to interview a family member. Write three questions. Write his or her answers using complete sentences.

McGraw-Hill Language Arts
Grade 3, Unit 1, Sentences,
pages 4–5

Commands and Exclamations

Find the Unknown Number

Find the unknown number. First, circle all the commands. Then, follow each command to find the unknown number. You may write in the space below.

1. This is a clever trick!
2. Get a pencil.
3. This is a fun thing to do!
4. Pick a number from 1 through 10 and write it in the space below.
5. Add six to that number.
6. Write the sum.
7. This is so simple!
8. Subtract four from the total.
9. That was easy!
10. Next, add five to the difference.
11. Finally, subtract the number you started with.
12. You found the unknown number!
13. Try this again with a different number.
14. Just follow the commands.

Now complete the sentence: The unknown number is _____.

Mechanics and Usage: Sentence Punctuation

Two by Two!

Each group of words below is made up of two sentences. Draw a line between the two sentences. Then write the sentences separately on each of the lines. Start each sentence with a capital letter and use the correct end punctuation.

1. you can grow a plant put a potato into a jar of water

2. is your jar deep enough the potato will grow a long root

3. find a sunny spot the sunlight will help the plant grow

4. what else can we grow let's grow the biggest carrots ever

5. I can't wait to start a real garden we can plant many vegetables

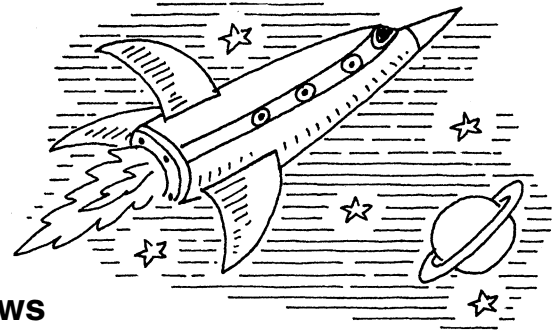


At Home: How does a plant start to grow? Work with a family member to write a statement, a command, a question, and an exclamation about how to start growing a plant.

**McGraw-Hill Language Arts
Grade 3, Unit 1, Sentences,
pages 8–9**

Mixed Review

Imagine you are a space explorer. A reporter is asking you questions about your adventures. Answer each question with one or more statements.



Outer Space News

Q: Where did you go on your last adventure?

Q: What is the climate like there?

Q: Did you find any intelligent life? What kind?

Q: What do these creatures look like?

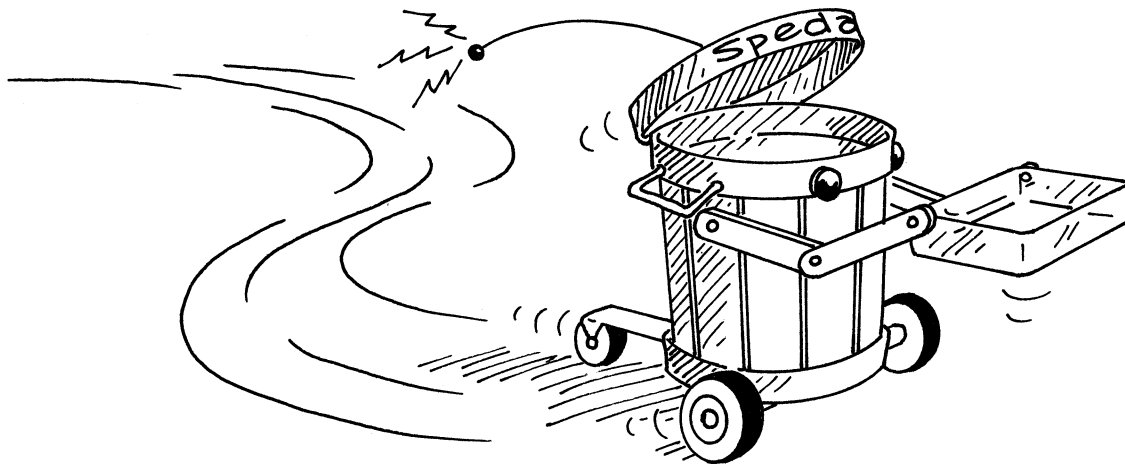
Subjects in Sentences

Read the numbered sentences in the paragraph. Write the subject of each sentence on the numbered lines below.

Mobot and Speda

1. Thousands of robot makers exist. 2. Many young people make robots. 3. These young inventors work in their basements and garages. 4. One boy named his robot Mobot. 5. Mobot is a remote-controlled machine. 6. This machine can go forward and backward. 7. Another teenage inventor used a garbage can and a baking pan to build a robot she called Speda. 8. Speda is operated by sound signals. 9. Builders of robots are called roboticists. 10. A roboticist must know a lot about technology.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



McGraw-Hill School Division

At Home: With a family member, look in a magazine to find sentences about machines. Point out the subject in each sentence.

**McGraw-Hill Language Arts
Grade 3, Unit 1, Sentences,
pages 12–13**

Predicates in Sentences

Stormy Predicates

A. Circle the predicate in each sentence.

1. The forecaster called for rain today.
6

2. I didn't take an umbrella with me.
4

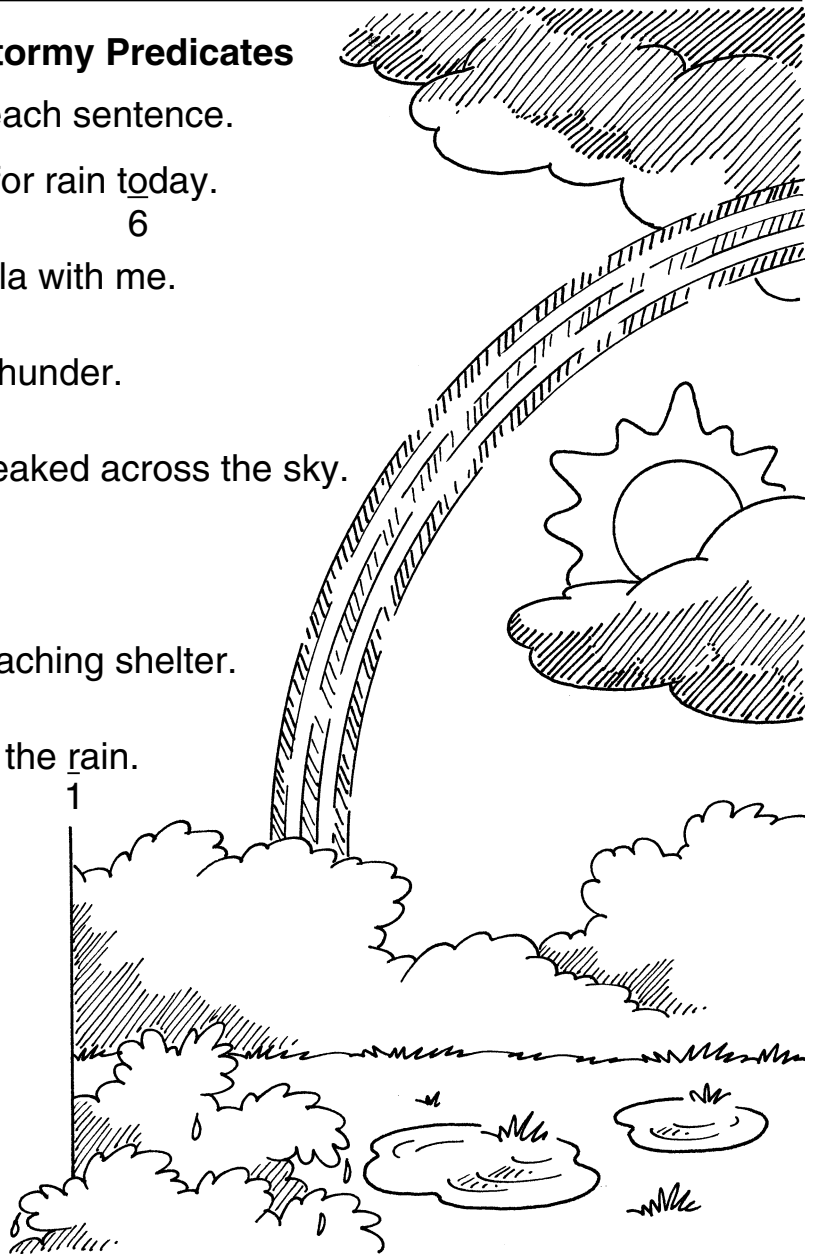
3. I heard the rumble of thunder.
5

4. A flash of lightning streaked across the sky.
3

5. Rain poured down.
7

6. I got soaked before reaching shelter.
2

7. The sun chased away the rain.
1



B. In each sentence above, find the underlined letter and number. Then write the letter that matches the number below. Hint: The word you spell will answer the riddle. What kind of rain will not make you wet?

1 2 3 4 5 6 7

Combining Sentences: Compound Sentences

Riddle Rewrite

Here are some riddles for you to answer. Combine the sentences of the riddle using the word *and*. Choose a word from the box to answer the question. Then write the answer on the line.

elephant	corn	yardstick	newspaper	tree
----------	------	-----------	-----------	------

1. It is black and white. It is read all over.

What is it? _____

2. It has three feet. It cannot run.

What is it? _____

3. It has an ear. It cannot hear.

What is it? _____

4. It has a trunk. It cannot be locked.

What is it? _____

5. It has bark. It cannot bite.

What is it? _____

At Home: Make up a riddle using two sentences joined by *and*. Ask family members to find the answer to the riddle.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 1, Sentences,
pages 16–17

Mechanics and Usage: Correcting Run-on Sentences

Read the paragraph about a farm. Some of the sentences are run-on sentences. Correct the run-on sentences by writing them on the lines below, either, as two separate sentences or by adding a comma and *and*.

Sara and her class visited a farm. The farmer showed them all kinds of animals the children saw many cows and sheep. Sara liked the little lamb. The children explored a huge field of corn they picked peas in the vegetable garden. Soon it was time to go home. The children thanked the farmer Sara said good-bye to the lamb.



1. _____

2. _____

3. _____



Mixed Review

Write a complete sentence that tells about a person or character you know. Circle the subject and underline the predicate.

1. your teacher

2. a friend

3. a family member

4. a favorite story character

5. a neighbor

At Home: Write a complete sentence that tells about a family member. Don't name the person. Identify the subject and the predicate. Then, ask your family to guess whom you are describing.

**McGraw-Hill Language Arts
Grade 3, Unit 1, Sentences,
pages 20–21**



Study Skills: Dictionary

In Order

Write the words from the box in alphabetical order. Write each letter on a separate line. Then complete the sentence at the bottom of the page by writing the letters in the correct numbered spaces.

window	draw	dollar	dairy	brow
tiger	machine	write	brown	magazine

1.
 9

6.
 3

2.
 7

7.
 5

3.
 10

8.
 2

4.
 8

9.
 6

5.
 1

10.
 4

The book we use to find word meanings is the

 1 2 3 4 5 6 7 8 9 10

At Home: Ask a family member to make a list of three words for you to look up in a dictionary. Find the words and write the definitions. Share your answers.

McGraw-Hill Language Arts
Grade 3, Unit 1, Study Skills,
pages 30–31

Vocabulary: Time-Order Words

Grace is visiting Chicago with her family. Read her letter to find out what she is doing and when. Complete each sentence with a word from the box. Use as many different time-order words as you can.

last	yesterday	later	then
before	tomorrow	first	after
today	next	early	now

Dear Samantha,

We are having so much fun on our trip. _____ we are going to go to the top of the Sears Tower. The day before _____ we went to Navy Pier. There are all kinds of shops there. We left the hotel _____ in the morning. We walked to a small cafe and ate breakfast _____. _____ we took a cab to the pier. We walked around all the shops _____ going back to the hotel. I can't wait until _____ morning. We are going on a boat ride. I will call you _____ in the week.

Sincerely,

Grace

Nouns

Choose the correct noun from the box below to answer each sentence clue. Next, write your noun next to the correct number in the puzzle. Then, find the word down the column with the arrow that names something in nature.

swamp	alligator	helicopter	dolphin	beaver
library	panda	leopard	scientist	swallow

1. This is a habitat for animals. It is flat and wet.
2. This is a large reptile that has a long tail.
3. This aircraft helps us study animals in the wild.
4. This sea animal is related to the whale.
5. This animal builds a dam in a river for its home.
6. Go to this place to get books and videos about nature.
7. This black and white animal eats bamboo shoots.
8. This is a large wildcat. It can be found in Africa and Asia.
9. This expert might study wild animals and their habitats.
10. This bird has narrow pointed wings and a notched tail.

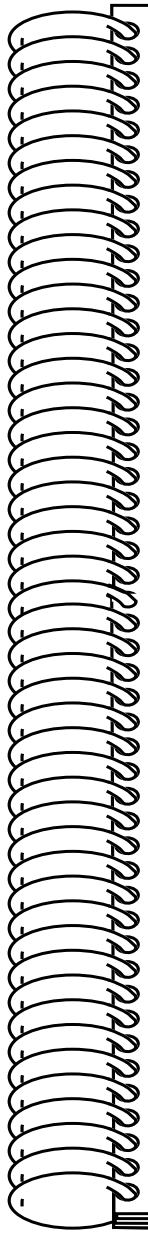


1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

Singular and Plural Nouns

The Tennis Match

Juanita wrote a short report about the town tennis match. She spelled several plural nouns incorrectly. Help her correct her draft. Draw a line through each plural noun that is not spelled correctly. Write the correct spelling in the space above it.



Tennis matchs bring big crowds. All the benches
were filled. Latecomers had to sit on boxes
behind the lineses. The sun was bright. Most
people were wearing dark glasss.

The playeres ran onto the court. Their first set
lasted about an hour. Both of them played well.

There were some excellent volleyes. The town's
favorite player won all six gameses.

The coachs shook hands. People checked their
watches. The busess lined up in front to take the
fans home.

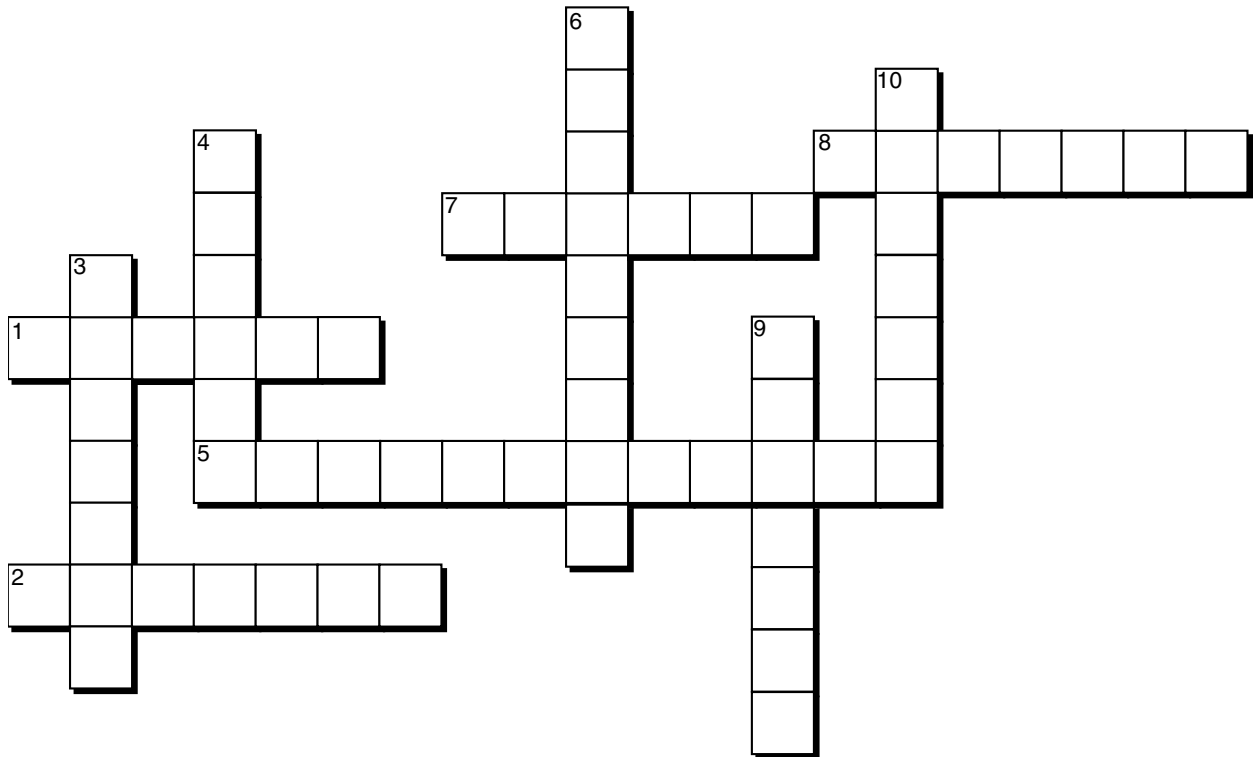
At Home: Place these objects on a table: two toothbrushes, dishes, matches, and boxes. Ask a family member to hold up one or two objects. Spell the noun correctly.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 2, Nouns,
pages 80–81

Plural Nouns with *-ies*

Write the plural of each noun to complete the crossword puzzle.



Across

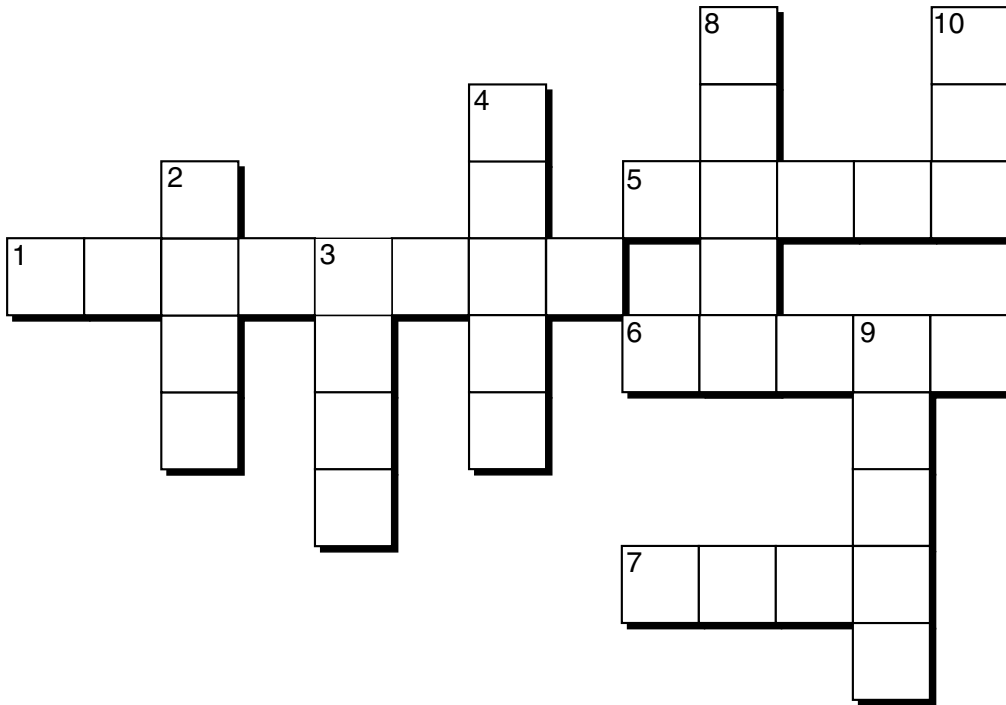
1. baby
2. penny
5. strawberry
7. pony
8. puppy

Down

3. dairy
4. city
6. country
9. daisy
10. bunny

More Plural Nouns

Write the plural of each noun to complete the crossword puzzle.



Across

- 1. child
- 5. woman
- 6. goose
- 7. mouse

Down

- 2. fish
- 3. deer
- 4. tooth
- 8. moose
- 9. sheep
- 10. man

At Home: Work with a family member to make a list of words whose plural and singular forms are the same.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 2, Nouns,
pages 84–85

Common and Proper Nouns

Name That Noun

On the first chart, write common nouns that start with each letter in the word **common**. Place them under the category **people**, **places**, or **things**. On the second chart, write nouns that start with each letter in the word **proper**. Place them under the category **people** or **places**.

	people	places	things
c			
o			
m			
m			
o			
n			

	people	places
p		
r		
o		
p		
e		
r		

Mechanics and Usage: Capitalization

The library cards below indicate the subjects for new books. Make up two book titles for each subject. Think of titles of books that you and your friends would like to read.

Animals of Africa

1. _____
2. _____

Dragons and Dinosaurs

1. _____
2. _____

Stories About Space

1. _____
2. _____

Detective Stories

1. _____
2. _____

At Home: Ask a family member to read aloud part of a book or magazine. Stop the family member at each proper noun and tell where the capital letters belong.

► **Critical Thinking**

Mixed Review

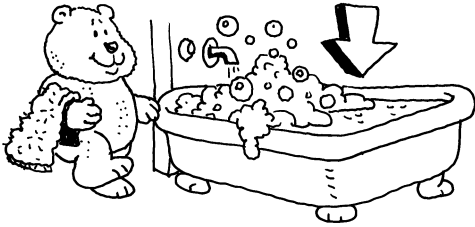
Read each word. Change each common noun to a proper noun.
Change each proper noun to a common noun.

1. park _____
2. city _____
3. Alabama _____
4. Fourth of July _____
5. street _____
6. building _____
7. river _____
8. country _____
9. Wednesday _____
10. January _____
11. restaurant _____
12. book _____

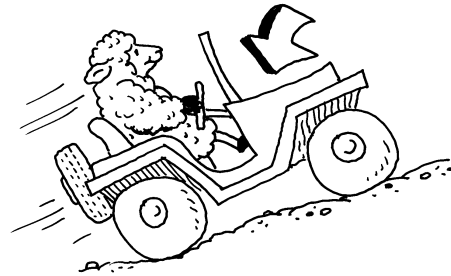
Singular Possessive Nouns

Animal Rhymes

The pictures below show animals with things they have or own. Write two rhyming words that describe what each picture shows. The first one is done for you.



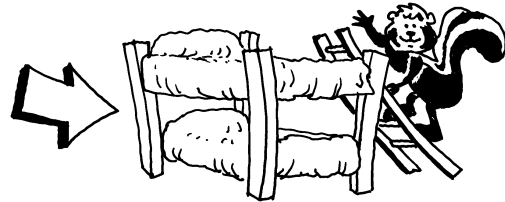
1. _____ cub's tub



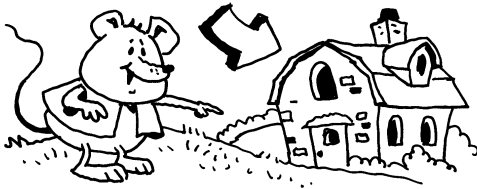
5. _____



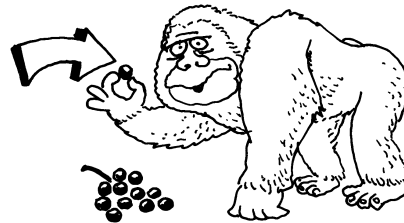
2. _____



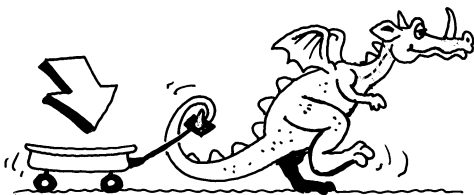
6. _____



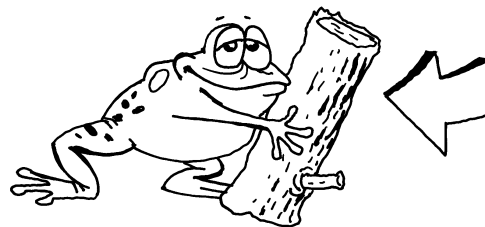
3. _____



7. _____



4. _____



8. _____

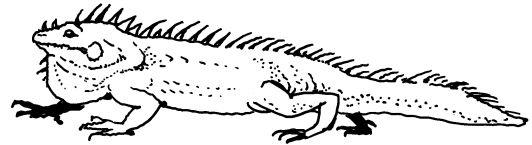
At Home: Make up a story to go with one of the pictures. Write it on a piece of paper. Spell possessive nouns correctly. Show your story to a family member.

McGraw-Hill Language Arts
Grade 3, Unit 2, Nouns,
pages 92–93

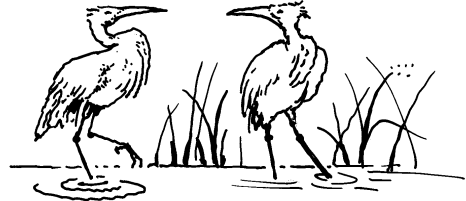
Plural Possessive Nouns

Lulu read a book about the Galapagos Islands. She gave a book talk and showed pictures of the unusual animals that live there. Which group of words correctly tells about each picture? Circle the answer.

1. the iguana's spiny head
the iguanas' spiny heads
the iguanas spiny heads



2. the herons long legs
the heron's long legs
the herons' long legs



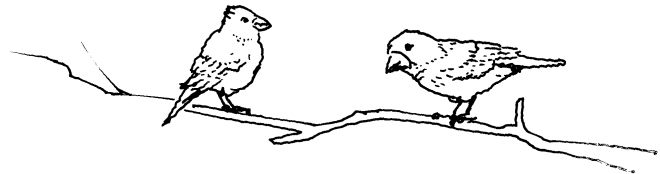
3. the crab's big claws
the crabs big claws
the crabs' big claws



4. the tortoises' thick shells
the tortoise's thick shell
the tortoises thick shells



5. the finch's wings
the finches' wings
the finches wings



6. the seals' wet skin
the seal's wet skin
the seals wet skin



Combining Sentences: Nouns

Pia is sending an e-mail message about a trip to the zoo to all third graders and their parents. Pia wants to combine some of her sentences to make the message more interesting. Help Pia combine sentences by joining the underlined nouns. Rewrite the e-mail on the lines below. Remember to use the word *and*.

Let's Meet at the Zoo

Come to Zoo Day on Saturday. Third graders are invited. Parents are invited. In the aquarium, you will see angelfish. In the aquarium you will see parrotfish. Cobras can be found in Snakeland. Boa constrictors can be found in Snakeland. Take a train to Cat Country. Take a train to Hippo River. Don't miss Gorilla World. Don't miss Monkey Island. At noon, enjoy some sandwiches. At noon, enjoy some lemonade.

At Home: Ask a family member to think of two sentences about zoo animals. Write them down. Then tell how to combine the two sentences using *and*.

McGraw-Hill Language Arts
Grade 3, Unit 2, Nouns,
pages 96–97

Mechanics and Usage: Abbreviations

Pig's Big Week

Do you remember the story of "The Three Little Pigs"? Help one of the pigs rewrite the notes in his diary. Use abbreviations for titles, days, and months.

Day	Date	Notes
Sunday	September 28	Met Doctor Smith for lunch. His friend, Mister Jones, sells bricks.
Monday	September 29	Built brick house. Invited Doctor Smith over.
Tuesday	September 30	Knock on door— Mister Wolf. Told him to come back in December.
Wednesday	October 1	Mister Wolf back. Wants to pick apples. Told him to come back in late October.

Day	Date	Notes
		_____ _____
		_____ _____
		_____ _____
		_____ _____

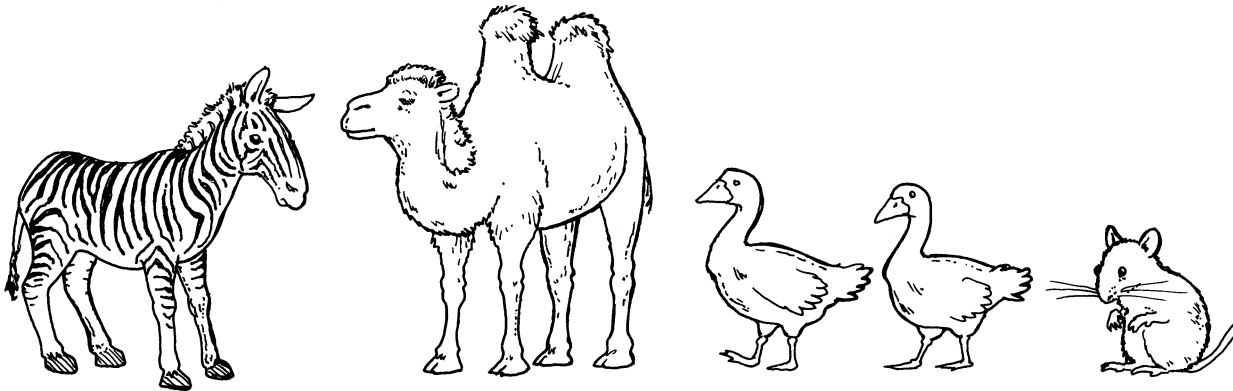
Mixed Review

Animal Parts

Which animal owns which part? Find the noun in the box that fits one of the descriptions below. Then, write the correct possessive form of the noun on the line. Some words will not be used.

zebra	elephant	rabbit	camel	giraffe	whale
hippo	fox	mouse	fly	ant	geese

1. A _____ neck is long and graceful.
2. A _____ back has two big humps.
3. A _____ ears are long.
4. A _____ whiskers are long and thin.
5. The _____ tails have white feathers.
6. The _____ trunks carry branches.
7. A _____ stripes are black and white.



At Home: Cut out pictures of animals from old magazines. Then cut the pictures in half. Put two different parts together. With a family member, make up names for the new animals.

McGraw-Hill Language Arts
Grade 3, Unit 2, Nouns,
pages 100–101

Common Errors with Plurals and Possessives

Swap the Words!

Megan is the new class reporter. She wrote the paragraph below about the school's Swap Shop. Help Megan fix the plural and possessive words. Draw a line through each plural and possessive noun that is not spelled correctly. Write the correct spelling above it.

The Swap Shop

The Swap Shop had its first meeting today. The teachers' came to help. Jerry traded his mystery book for Josés harmonica. Everybody loved Mary's seashelles. She wanted to trade them for Theresas' lunch box. It has pictures of daisys on it. But Mary swapped the seashell's for Fausto's red mittens. I swapped my poster for Cory's box of crayones. I liked Mara's finger puppets, too. The puppets's costumes were made of ribbons. They had bells on their foots. All the childrens had fun at the Swap Shop. The next meeting is on Monday.

Study Skills: Library Resources

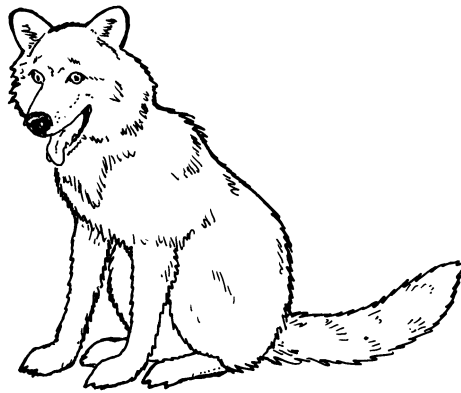
Imagine that you are a librarian. You need to make out an author card for a new book. Use the information below to fill in the author card.

The title of the book is *The Wolf Is Coming!* by Elizabeth MacDonald. The call number is JPB MACD. It was published by Dutton Children’s Books, New York, in 1997.

The summary should read:

“This funny tale is designed to amuse young readers who enjoy animal tales.”

The book can be found under the subjects “Animal Stories—fiction” and “Tales—fiction.”

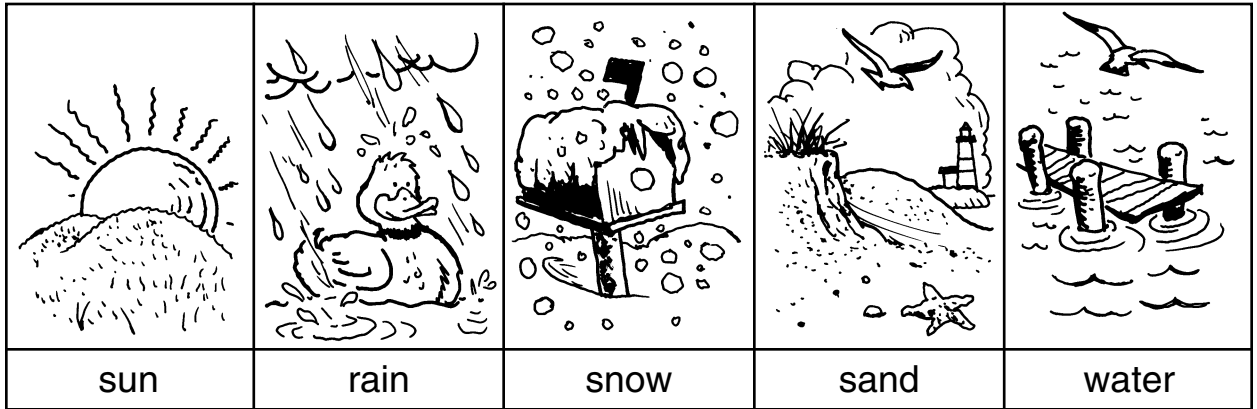


Call Number	
Author	
Title	
Published	
Summary	
Subjects	1.
	2.

At Home: Go to the library and use the card catalog to find a book on a subject you like. Bring the book home and show it to a family member. Explain how the card catalog helped you find the book.

**McGraw-Hill Language Arts
Grade 3, Unit 2, Study Skills,
pages 110–111**

Vocabulary: Compound Words



A. Choose one of the words above to complete the three compound words in each row.

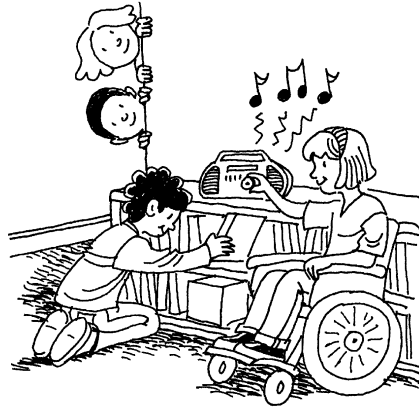
- _____rise _____shine _____burn
- _____color _____proof _____fall
- _____flake _____fall _____drift
- _____coat _____fall _____bow
- _____paper _____box _____bag

B. Fix the mix-ups! Look at each pair of mixed-up compound words. Join the correct word parts and write the real words on the lines.

- goldhay stackfish _____
- cakedream cupday _____
- teapop corncup _____
- broomweed seastick _____
- toothbone pasteback _____

Composition: Organization

Hiromi wants to write to her friend Jia and tell her about a game called Chase the Music. The steps are listed in order below, but they are too long. Take out the extra words or sentences. Use time-order words. The topic sentence has been written for you.



How to Play Chase the Music

- ✓ Set up a CD player and a CD, or some other source, to play music.
- ✓ Ask four or five friends to play the game, and choose one person to be IT.
- ✓ Ask IT to leave the room while the other children hide an object.
- ✓ Ask IT to come back in and search for the object.
- ✓ As IT gets closer to the object, play the music louder.
- ✓ IT wins when she or he finds the object. Then another person becomes IT.

Dear Jia,

Here is a great new game.

Your friend,

Hiromi

At Home: Think of a game you could play. Make cards telling how to play the game in 3 to 5 steps. Play the game with a family member. See if they can follow your instructions.

**McGraw-Hill Language Arts
Grade 3, Unit 2, Composition,
pages 114–115**

Action Verbs

Think of things people do in the summer. Create sentences with the words below. Use action verbs. Write about yourself or someone you know in your sentences. Underline the action verbs.

1. ice cream truck

2. swimming pool

3. at the picnic

4. computer games

5. vacation

6. at the beach

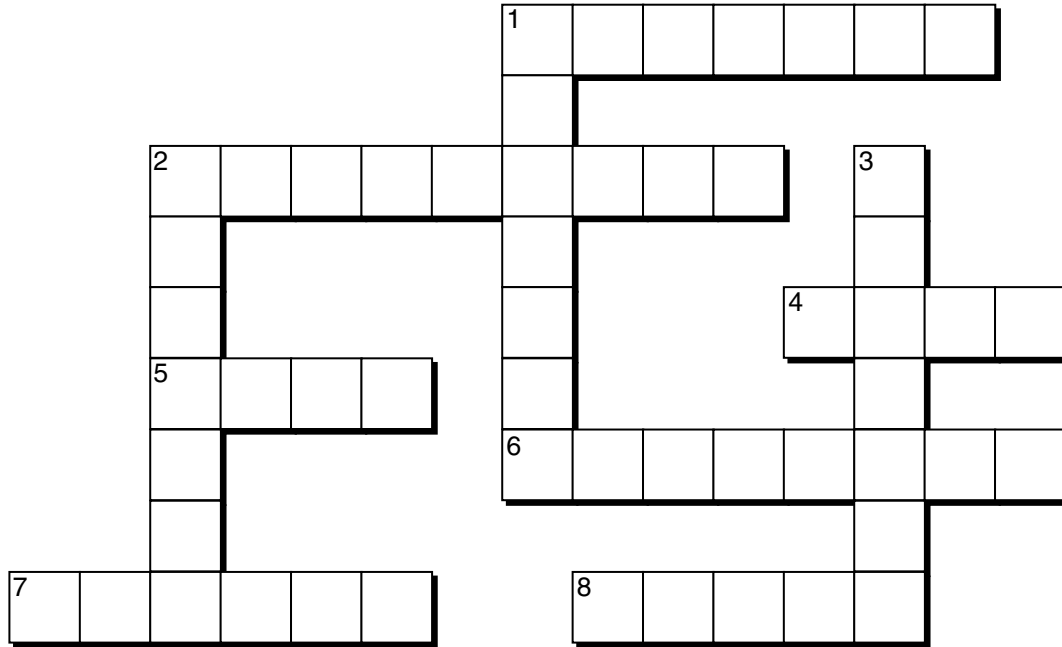
7. on an airplane

8. car



Present-Tense Verbs

Verb Puzzle



Solve the crossword puzzle. Write the present-tense form of the verb in () that agrees with the subject.

Across

1. Little Red Riding Hood (carry) a basket.
2. The spider (frighten) Miss Muffet.
4. The goose (lay) golden eggs.
5. Puss 'n Boots (lie) to help his master.
6. The wolf (splash) in the water.
7. Georgie Porgie (kiss) the girls.
8. The cow (jump) over the moon.

Down

1. The fox (catch) the gingerbread man.
2. Mary's lamb (follow) her to school.
3. Humpty Dumpty (crash) on the floor.

At Home: Imagine you meet your favorite storybook character. Tell your family what happens. Use present-tense verbs.

McGraw-Hill Language Arts
Grade 3, Unit 3, Verbs,
pages 162–163

Subject-Verb Agreement

How many jobs can you describe? Complete the sentences below in your own words. Be sure to use the correct form of the verbs you choose. The first one is done for you.

1. Firefighters save people _____.
2. A farmer _____.
3. A baseball player _____.
4. Chefs _____.
5. Pilots _____.
6. Computer _____.
7. Teachers _____.
8. A dentist _____.
9. Authors _____.
10. A carpenter _____.

Mechanics and Usage: Letter Punctuation

Find the Secret Word

Correct the greetings and closings below. Follow the key to color in each numbered column in the grid. Then read the secret word.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. yours truly,
Carol 2. Love,
grandma 3. dear Mr. Keats, 4. Your Friend,
Josh | <ol style="list-style-type: none"> 5. Dear mrs. Plunkett, 6. Dear Sir 7. sincerely yours,
Uncle Rudy 8. Dear Dr. Huzig 9. dear Roberto, 10. Love Joy |
|---|--|

	1	2		3	4	5		6	7	8		9	10	

Key

- A. If a capital letter is missing in a greeting, color in all of the squares in that numbered column.
- B. If a capital letter is missing in a closing, color in only the bottom square in that numbered column.
- C. If there is an extra capital letter in a closing, color in the top and bottom squares.
- D. If a comma is missing in a greeting, color in the top four squares.
- E. If a comma is missing in a closing, color in the top, middle, and bottom squares.

At Home: Write a secret message and send it in a letter to a friend. Use the correct greeting and closing.

► **Critical Thinking**

Mixed Review

A Tall Tale

Imagine being as tall as a building. Describe yourself by writing a present-tense action verb to complete each sentence. Use the correct form for each verb.



1. I _____ the tallest skyscraper.
2. I _____ in the deepest part of the ocean.
3. I _____ a bulldozer in my hand.
4. I _____ a pet elephant that fits in my pocket.
5. I _____ 50 pieces of toast for breakfast.
6. I _____ the clouds.
7. I _____ over a large bridge.
8. I _____ on top of buildings.

Past-Tense Verbs

Write the past-tense form of the verbs in the box that belong in each category below.

chew	hike	tape	flap	fry	cry	kick	carry
peel	plug	bake	rip	share	tip	worry	

Past-tense verbs formed by dropping the final *e* and adding *-ed*:

1. _____ 3. _____
2. _____ 4. _____

Past-tense verbs formed by changing the final *y* to *i* and adding *-ed*:

5. _____ 7. _____
6. _____ 8. _____

Past-tense verbs formed by doubling the final consonant before adding *-ed*:

9. _____ 11. _____
10. _____ 12. _____

Past-tense verbs formed by adding *-ed*:

13. _____ 15. _____
14. _____

At Home: Find the past-tense words in your favorite story. Point out the words with *-ed* endings to a family member.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 3, Verbs,
pages 170–171

Future-Tense Verbs

What Will Happen Next?

Read each scene below. Complete the last sentence in each scene. Use future-tense verbs to tell what will probably happen.

1. Sandy practices the violin and the piano. She has a piano concert tomorrow. So, today, Sandy _____

2. Rocky plays basketball with Bob and Stu every Saturday. This Saturday, Bob is away, visiting his uncle. So, today, Rocky _____

3. At the store, Carl wants to buy a toy and a shirt. Carl has only enough money for the toy. So, at the store, Carl _____

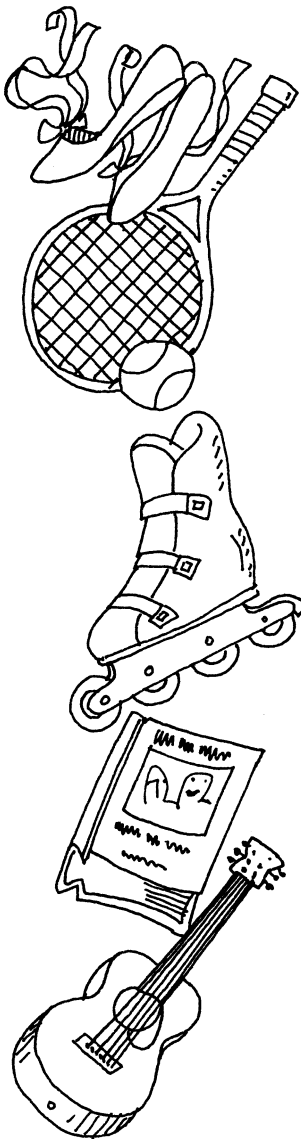
4. Mr. Hammad goes to the beach every sunny weekend in the summer. This Saturday will be hot and clear. So, this Saturday, Mr. Hammad _____

5. For his birthday, Charlie can have a sleepover party at home or go out to the movies. Charlie would rather have a party at home. So, for his birthday, Charlie _____

Combining Sentences: Verbs

Interview your teacher and four classmates. Find out two facts about each of them. Join these two facts by writing a sentence using the word *and*.

Example: *Diane draws pictures and reads books.*



My teacher: _____

Classmate 1: _____

Classmate 2: _____

Classmate 3: _____

Classmate 4: _____

At Home: Interview your family and friends at home about what they like to do. Use *and* to combine sentences.

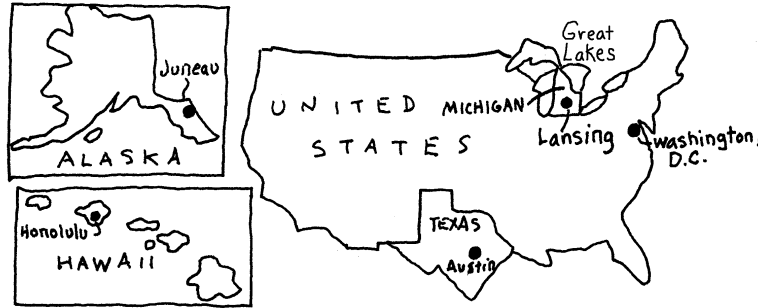
► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 3, Verbs,
pages 174–175

Mechanics and Usage: Commas in Dates and Places

Where and When?

A. Look at the map. Find the answers to these questions. Write the city and state names. Use commas in your answers.



1. Write where the president of the United States lives.

2. Name the capital of the state that is a group of islands in the Pacific Ocean.

3. Name the capital of the largest southern state.

4. Name the capital of the state that has a very cold climate and is in the far northwest.

5. Name the capital of the state that is bordered by three of the Great Lakes.

B. Write out the dates, spelling out the name of the month. Place commas where they belong.

6. 8/2/1933 _____

7. 4/4/1999 _____

8. 1/30/2002 _____

9. 12/19/1900 _____

10. 5/7/1899 _____

Mixed Review

Batter Up!

Lois is a student reporter. She watched the baseball game and took notes. Then she typed the story into her laptop computer and e-mailed it to the newsroom. Help fix Lois’s story by following the directions.

The underlined verbs are incorrect. Write the correct past-tense verbs on the lines. Then combine the sentences and rewrite them correctly below.

- 1. The Tigers runned onto the field. _____
 The Tigers wave to the crowd. _____
- 2. The Ravens’ pitcher were young. _____
 The Ravens’ pitcher were inexperienced. _____
- 3. Big Bob Avila swinged his bat. _____
 Big Bob Avila hitted a home run. _____
- 4. Then the Ravens maked hits. _____
 The Ravens score runs. _____
- 5. The Ravens taken the lead. _____
 The Ravens wonned the game. _____

At Home: Write a letter to a family friend. Tell about some of your school activities. Ask a family member to help you improve your letter. Look for ways to combine short sentences with *and*.

McGraw-Hill Language Arts
Grade 3, Unit 3, Verbs,
pages 178–179

Common Errors with Subject-Verb Agreement

The Explorers Club went on a field trip to an ancient cave and then wrote a letter to their teacher. Help them correct the errors in subject-verb agreement in their sentences.

Read the letter. Write the correct form for each underlined present-tense verb on the lines below.



Dear Mrs. Robin,

Anita, Ray, and Rosa (1) writes this letter to you from outside an ancient cave. We (2) knows that woolly mammoths once lived near here. Now, spiders and insects (3) crawls around the cave floor. They (4) needs the cave's mosses to live. We (5) steps carefully when we walk.

Bats (6) lives in this cave, too. Bats usually just (7) hangs peacefully on the walls here. They (8) likes the darkness of the cave.

All day the water (9) drip down from the roof of the cave. It (10) evaporate and forms beautiful stalactites. It's time to go and look for fossils! We will be back at school soon.

Sincerely,

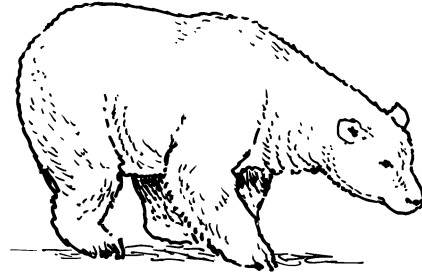
Three Explorers

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Study Skills: Note-Taking and Summarizing

Read the article. Then write a summary in your own words. Remember to include the main idea and the important details.



Life on the Arctic Tundra

The Arctic tundra is a frozen land at the top of the world. It has long, cold winters and short summers. Yet many animals have adapted to life there.

The polar bear is at the top of the Arctic tundra food chain. This strong, active animal has a thick white coat that keeps it warm. It is an excellent seal hunter because its fur-covered feet and strong claws give it a solid grip on the snow and ice.

The musk ox has a warm, thick, shaggy coat that protects it from the raw Arctic weather. Musk oxen travel in herds for warmth and protection. Their short, wide hooves give them a firm grip on the ice.

Farther down on the Arctic tundra food chain is the Arctic fox. Its thick coat turns white during the long winter. It stays warm by digging a series of connected tunnels in the deep snow for its family.

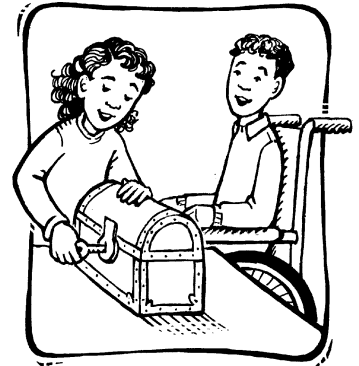
At Home: Talk to a family member about a favorite book. Give a summary of the book. Remember to include the main idea and important details.

**McGraw-Hill Language Arts
Grade 3, Unit 3, Study Skills,
pages 188–189**

Vocabulary: Prefixes

Puzzling Prefixes

Add the prefixes *dis-*, *re-*, and *un-* to the underlined words to complete each sentence. Then, write the new words in the spaces below. Finally, use the letters in the column of boxes to finish the sentence in number 9.



1. This is my lucky day. It is certainly not _____.
2. To open a box that is locked, you must _____ it.
3. When you put numbers in order again, you _____ them.
4. If you shape clay again and again, you _____ the clay.
5. Does the coach agree with the umpire or _____ with him?
6. One and two are not equal. They are _____.
7. Did you like the game we played, or did you _____ it?
8. If you read a book over again, you _____ it.

1.	_____	□	_____
	2.	□	_____
	3.	□	_____
4.	_____	□	_____
5.	_____	□	_____
	6.	□	_____
7.	_____	□	_____
8.	_____	□	_____

9. A new box of cereal is _____ .

Composition: Leads and Endings

Write a lead or ending next to each picture.



Lead: _____



Ending: _____



Lead: _____



Lead: _____



Ending: _____

At Home: Play a matching game with your family. Write several leads and endings for writing topics on small pieces of paper. Ask family members to take turns matching the leads with the endings.

► **Critical Thinking**

**McGraw-Hill Language Arts
Grade 3, Unit 3, Composition,
pages 192–193**

Main and Helping Verbs


Science Study

Samantha's class is studying plants. Samantha is keeping a journal about her plant. Use the main and helping verbs in the box below to help Samantha complete her journal.

has placed
will bloom

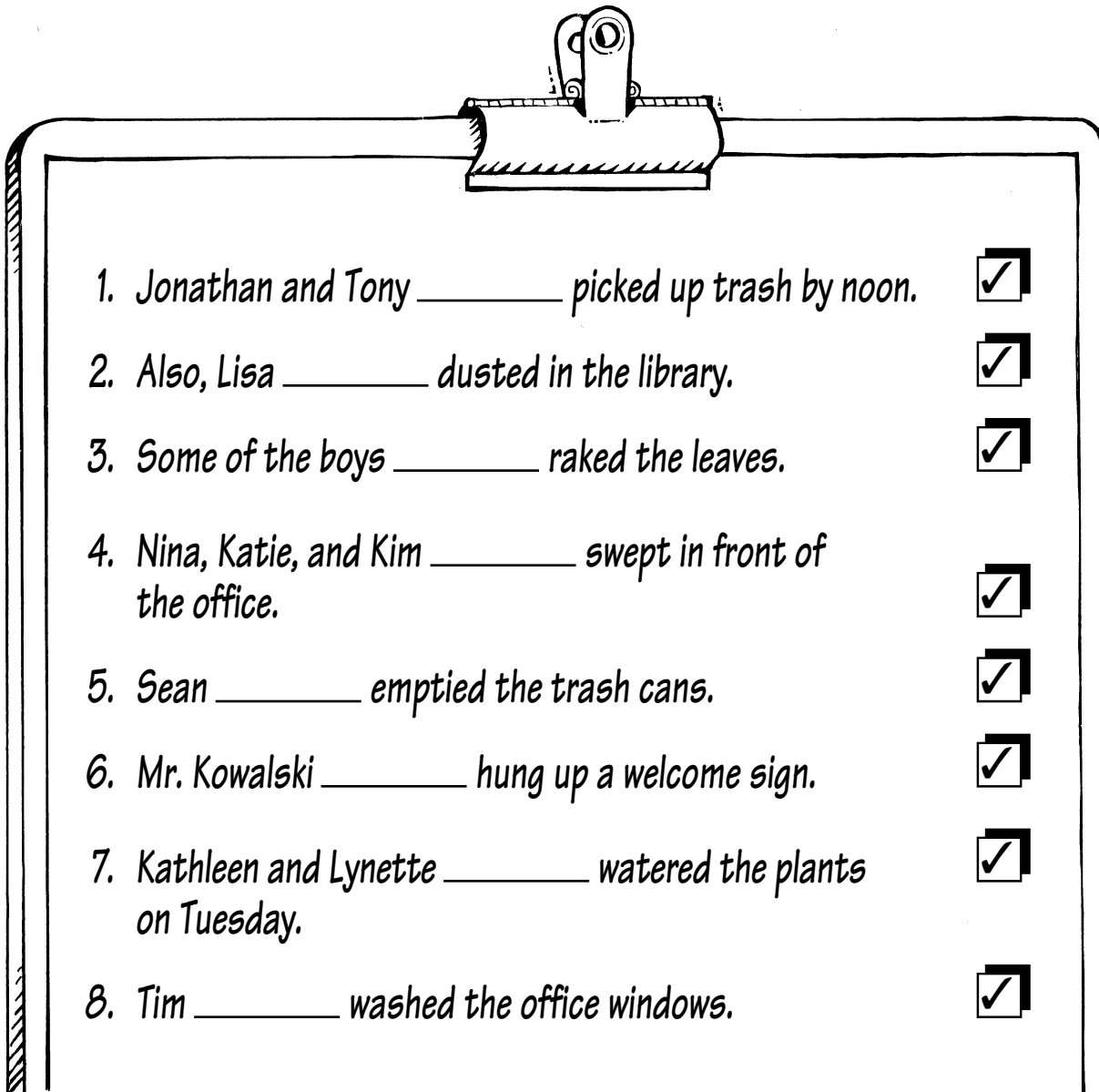
am watering
is sprouting

have planted
is growing

	<input type="radio"/> My Plant Journal by Samantha
	October 9 I _____ a seed in some soil.
	October 10 My teacher _____ my plant under the light.
	October 11 I _____ the seed a little bit every day.
	<input type="radio"/> October 18 The seed _____.
	October 28 The stem _____ taller each day.
	November 2 Soon the flower _____.

Using Helping Verbs

Mr. Kowalski's class is helping Mr. Carpenter, the janitor, get the school ready for Open House. Mr. Carpenter has made a list of what each student has been doing to help. Write the helping verb **have**, **has**, or **had** to complete each sentence.



1. Jonathan and Tony _____ picked up trash by noon.

2. Also, Lisa _____ dusted in the library.

3. Some of the boys _____ raked the leaves.

4. Nina, Katie, and Kim _____ swept in front of the office.

5. Sean _____ emptied the trash cans.

6. Mr. Kowalski _____ hung up a welcome sign.

7. Kathleen and Lynette _____ watered the plants on Tuesday.

8. Tim _____ washed the office windows.

At Home: With a family member, write a checklist of things you do to help at home. Be sure to include helping verbs with the main verbs.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs,
pages 242–243

Linking Verbs

A Letter to a Pen Pal

Circle the correct linking verb in (). Then complete the following letter about yourself.

Dear Pen Pal,

My name (is, am) _____. I (am, is) _____ years old. Last year I (were, was) in the _____ grade. This year I (are, am) in the _____ grade. Last year my best friends (were, was) _____. This year my best friends (is, are) _____.

Please write back soon to tell about yourself. I look forward to hearing from you.

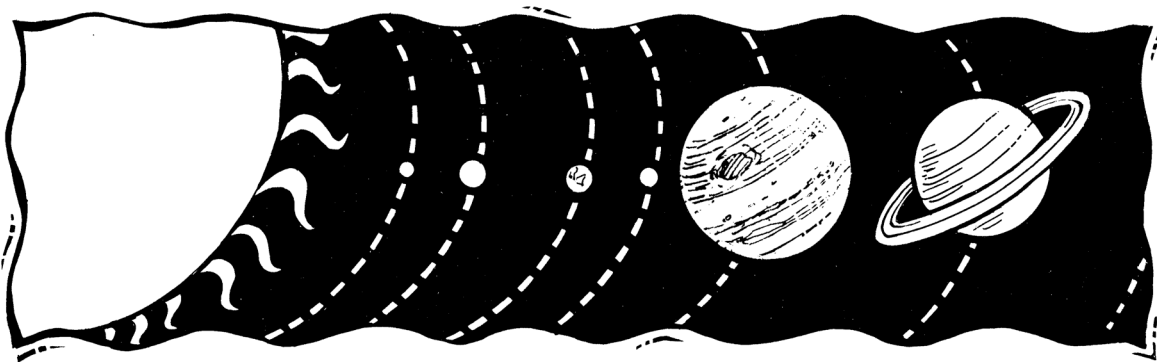
Your friend,

Using Linking Verbs

Mystery Planet

Put a ✓ in the box next to each sentence that uses the correct form of the verb *be*. Then, on the lines, write the underlined letter in each checked sentence to spell the name of the mystery planet.

- 1. The book "A Journey into Space" is interesting. _____
- 2. Some planets is smaller than Earthh. _____
- 3. Venus and Earth are about the same size. _____
- 4. The mystery planet is the biggest planet. _____
- 5. Pluto are the ninth planet from the sun. _____
- 6. Venus and Mars are Earth's closest neighbors. _____
- 7. Mars are the "Red Planet." _____
- 8. Mercury is one of the smallestt planets. _____
- 9. Venus is the brightest planet. _____
- 10. The mystery planet is the second-brightest planet. _____



The mystery planet is _____.

At Home: With a family member, look outside after dark. Write three sentences about the night sky above your home. Use linking verbs correctly.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs,
pages 246–247

Mechanics and Usage: Commas in a Series

Follow the directions below. Remember to use commas where needed.

1. Write a sentence that includes the names of members of your family.

2. Write a sentence that tells about your three favorite foods.

3. Write a sentence that tells about three things you like to do in school.

4. Write a sentence using three words that describe your favorite book.

5. Write a sentence telling about your three favorite animals.

Mixed Review**Cookie Classic**

The Loring family is baking cookies today. Read about what happens. Write the correct helping verb in each sentence. Choose from the verbs in the box. You may use them more than once.

are
have
has
had
is
am



Mom, Randy, and I _____ making chocolate chip cookies today. They _____ been our favorite cookies for a long time. Mom _____ turned on the oven. We _____ mixed the butter and eggs. Mom _____ measured the flour and salt. I _____ found the baking soda. We _____ putting the chocolate chips in the batter now. Mom _____ greased the trays earlier. She _____ helping us put the cookies in the oven.

We _____ baked all the cookies! Dad _____ eating them. He shouts, "These cookies _____ never tasted better!" Mom says, "I _____ making another batch."

Randy and I _____ helping Mom make more cookies.

At Home: With a family member, write about how to make a favorite recipe. Use helping verbs.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs,
pages 250–251

More Irregular Verbs

Matt made some mistakes typing this list of irregular verbs. Help Matt correct his list. There is one irregular verb in each line. The letters are in the right order, but there are extra letters that you must cross out. Write the irregular verb in the blanks.

1. past tense of begin vbregfasn _____
2. past tense of sing,
with have ghavbre saumng _____
3. past tense of go ewemntr _____
4. past tense of grow gferedw _____
5. past tense of come cvaomne _____
6. past tense of run,
with has hjasds rtuan _____
7. past tense of go,
with had hjaed gfionme _____
8. past tense of say soaird _____
9. past tense of do,
with have hgaeve dosner _____
10. past tense of give gheavbe _____

At Home: Write three sentences, using irregular verbs, that describe someone in your family. Share your writing with a family member.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs,
pages 254–255

Contractions with *Not*

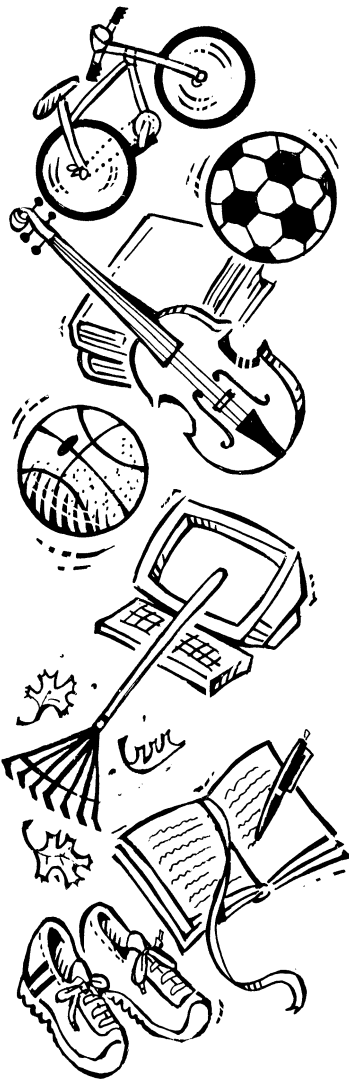
Circle the two words in each sentence that can be made into a contraction. Write the words as a contraction on the line. Put each letter or apostrophe on a separate space. Then complete the sentence at the bottom of the page. To do this, write the circled letters in order.

1. The show has not started yet.
2. I wonder why the curtains are not opening.
3. I have not heard the music start.
4. The conductor does not have his music.
5. His music is not where he left it.
6. The show cannot begin without music.
7. I did not expect to wait so long.

You _____ seen anything yet!

Combining Sentences: Verbs

What do people with different kinds of jobs do? Find out about each of the people listed below. Write a sentence that tells two things they might do. Remember to combine the predicates in each sentence. The first one is done for you.



1. a musician A musician writes music and plays an instrument.

2. a scientist _____

3. a computer programmer _____

4. a librarian _____

5. a gardener _____

6. a sports player _____

7. a teacher _____

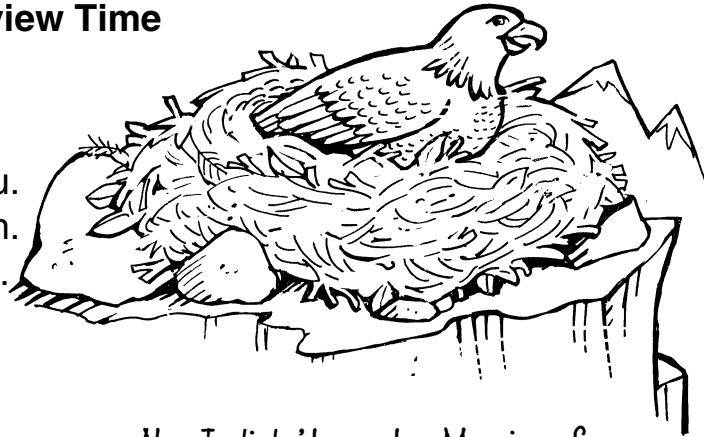
At Home: Write two sentences telling about what you like to do in your free time. Then combine the two sentences, using *and*. Show your writing to a member of your family.

McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs,
pages 258–259

Mechanics and Usage: Apostrophes

Interview Time

You are asked to take the role of an eagle on a high mountain. A TV host comes to interview you. Write an answer to each question. Use a contraction in your answer. The first one is done for you.



1. Did you go to Mexico for the winter? No, I didn't go to Mexico for the winter.
2. Have you always lived on this mountain? _____
3. Could you live in a birdhouse? _____
4. Can you swim? _____
5. Do you like to eat flowers? _____
6. Were you diving for fish this morning? _____
7. Is it easier for you to walk than to fly? _____

Mixed Review

Porcupine Encounter

Mariel and her dog met a porcupine! Read about their adventure. Draw a line to match the first part of each sentence with the second part. Cross out the words that you drop, and insert the word *and* when you combine the sentences. The first one is done for you.



1. Mariel bought a new camera.
2. She checked the settings.
3. She looked through the lens at a porcupine.
4. The porcupine sniffed the ground.
5. Then Mariel's dog saw the porcupine.
6. Mariel shouted at the dog.
7. The porcupine turned.
8. The dog barked.
9. The porcupine shot its quills at the dog.
10. Mariel's dog ran away from the porcupine.
11. Mariel picked up her dog.
12. The porcupine went back into the woods.

She centered the picture.

The porcupine faced the dog.

The porcupine backed away.

Mariel's dog went back to Mariel.

~~Mariel~~ and ~~Mariel~~ put in a roll of film.

Mariel's dog chased it.

The porcupine never came back.

She opened the lens.

~~and~~ The porcupine waddled away.

Mariel ran after him.

~~and~~ The dog ran toward the porcupine.

Mariel took him home.

At Home: Play "Finish My Sentence" with a family member. One person says or writes a sentence. The other person says or writes something to combine with that sentence. Use *and* between verbs.

McGraw-Hill Language Arts
Grade 3, Unit 4, Verbs,
pages 262–263

Common Errors with Past-Tense Verbs

In the Past

Write the past tense of each verb below. Then find and circle the past-tense verb in the grid. Words can be read across or down.

1. see _____

6. bring _____

2. say _____

7. give _____

3. come _____

8. sing _____

4. run _____

9. go _____

5. eat _____

10. begin _____

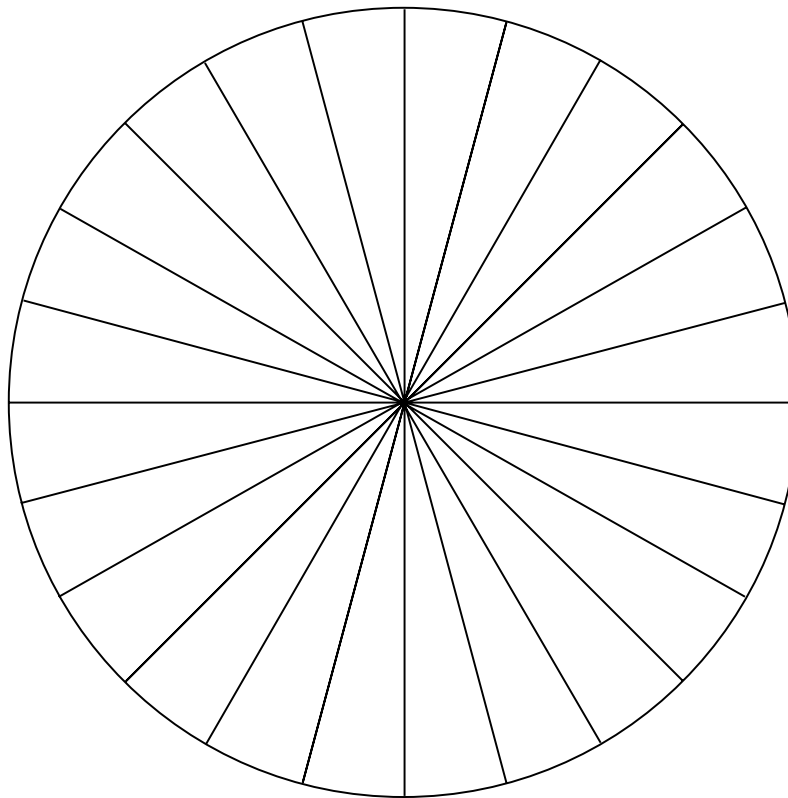
s	e	a	n	t	b	r	i	g	o	w	l	g
a	n	g	i	v	g	o	n	r	e	s	s	a
n	o	c	a	m	e	d	c	w	e	t	r	u
r	a	o	t	s	a	g	o	e	d	r	e	d
a	b	r	e	n	c	r	w	e	n	t	e	e
b	r	e	n	t	o	e	a	t	e	d	l	y
s	o	n	g	h	t	e	n	s	a	i	d	e
e	u	s	r	e	d	d	o	l	n	g	h	d
e	g	h	t	s	a	n	g	e	d	o	r	u
d	h	t	w	a	r	m	a	g	o	w	a	e
c	t	e	n	w	a	b	v	d	m	e	n	t
e	f	g	h	i	l	b	e	g	a	n	m	n
c	p	m	e	d	s	a	y	e	d	a	r	s
b	r	i	g	h	t	l	e	n	b	e	g	e

Study Skills: Graphs

How many hours did you spend in school yesterday? How many hours did you spend on homework? Fill in the chart below with a list of how many hours you spent on each activity. Then give each activity a color.

Now look at the circle graph. It has 24 parts. Each part stands for one hour. Color in the circle graph to match how many hours you spent on each activity.

Activity	Hours	Color
sleeping	_____	_____
eating	_____	_____
in school	_____	_____
doing homework	_____	_____
free time/playing	_____	_____



At Home: Talk with your family about how you would like to spend a weekend. Use their suggestions to make a circle graph showing how much time you would spend on your favorite weekend activities.

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

Composition: Writing Descriptions

Where Am I?

Think of a favorite place. Then follow these steps.

1. Think of words that describe what you see, hear, smell, taste, and feel when you are in the place. Write the words in the chart.

Sensory Details Chart

sights	sounds	smells	tastes	feel/touch

2. Use your sensory details to write a paragraph that describes the place. Be careful not to say where you are! End your paragraph with the question "Where am I?"


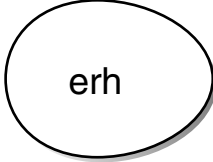
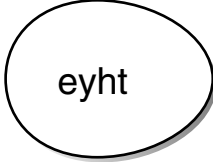
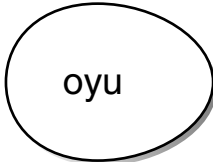
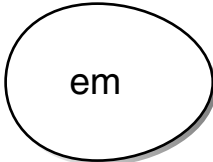
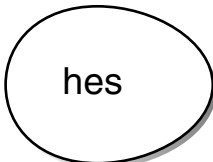
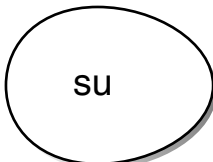
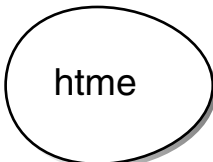
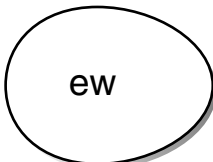
At Home: Play "Where Am I?" with your family. Describe a place using words for all your senses. Can your family guess where you are?

McGraw-Hill Language Arts
Grade 3, Unit 4, Composition,
pages 276–277

Pronouns

Unscrambled Eggs

Unscramble the pronoun in each egg. Write the pronoun in the sentence with the same number.

- | | | | | | |
|----|--|----|---|----|--|
| 1. |  | 2. |  | 3. |  |
| 4. |  | 5. |  | 6. |  |
| 7. |  | 8. |  | 9. |  |

1. Tad likes eggs. Mom always cooks them for _____.
2. Today Tad asks _____ to make scrambled eggs.
3. Mom goes to get the eggs, but _____ are not there.
4. _____ know that sometimes there are just no eggs left in the carton.
5. "Now what will Mom cook for _____?" thinks Tad.
6. Mom already knows just what _____ will do.
7. "Someone else will cook breakfast for _____ today," says Mom.
8. Mom and Tad go out to eat. The chef at the restaurant will cook for _____.
9. Tad orders breakfast. "_____ would both like scrambled eggs," says Tad.

Subject Pronouns

Fill in the Rhyme

Work with a partner to write silly poems using subject pronouns and words that rhyme. Fill in the first blank with a subject pronoun from the box. Finish the second line with a word that rhymes with the word at the end of the first line.

Example: They bought a mug
 That had a bug.

We

He

She

You

It

They

I

- | | |
|--|--|
| 1. _____ like to fish
In a _____. | 2. _____ see a boy
With _____. |
| 3. _____ goes to town
With a _____. | 4. _____ play all day
Then _____. |
| 5. _____ wants to go
To a _____. | 6. _____ will wait
On _____. |
| 7. _____ have fun
In the _____. | 8. _____ likes to sing
About _____. |

At Home: Make up a first line of a silly poem. Use a subject pronoun. Ask a family member to help you finish the poem with rhyming words.

McGraw-Hill Language Arts
Grade 3, Unit 5, Pronouns,
pages 324–325

Object Pronouns

Challenge Hide and Seek

Read each pair of sentences. Find the hidden object pronoun in the underlined word or words in the first sentence. Circle the object pronoun. Then write it on the line to complete the second sentence.

Example: *I took out a book with my library card.*

*I carried _____ **it** _____ in my backpack.*

1. My Dad and I decided to paint the outside of our house.
We asked Mother to help _____.
2. My younger brother, Tim, wanted to help, too.
“I will help _____,” Tim said.
3. Dad said that Tim and I were both important helpers.
I told Tim I would be happy to paint with _____.
4. Mother brought the materials we would need to paint.
She put _____ on the porch.
5. Tim knocked over a little paint can with his foot.
He spilled _____ on the porch floor.
6. Mother knew just what to do with the spilled paint.
She told us to help _____ paint the rest of the porch.
7. Tim and I grabbed the messy paintbrushes.
We used _____ to paint the porch.
8. Tim and I finished some of the painting all by ourselves.
I was proud that no one had to help _____.

Mechanics and Usage: Using *I* and *Me*

What Am I?

Write **I** or **me** to complete the riddles. Then circle the answer to the riddle.

1. _____ am a kind of tool.

Use _____ if you need to pound a nail.

What am I? shovel hammer log

2. You can drink _____ if you are thirsty.

_____ will give you strong bones.

What am I? milk a lake pizza

3. If you live far from school, _____ will pick you up at your house.

Some people in cities ride on _____ to get to work.

What am I? horse plane bus

4. _____ go hand in hand with paper.

If you want to write, you can use _____.

What am I? book desk pen

Make up a riddle about an object. Use **I** and **me** in your clues. Include the answer.

At Home: Share your riddle with family members. Ask them to make up a riddle using *I* and *me* for you to solve.

Mixed Review

Message Mix-Up

Ms. Joanne Brown is a detective. Her partner wrote down a phone conversation but forgot to use some pronouns. Write a pronoun on the lines below to replace each underlined word or group of words.

“This is Detective Brown,” (1) Detective Brown said.

“This is Mr. Jones,” a voice said. “I need your help. Somebody sent me a mysterious message. (2) The message was in my mailbox this morning. I don’t know what it means.”

“Calm down, Mr. Jones,” Detective Brown said. “Look at the message closely. What does (3) the message say?”

“*Not sad, not May fool’s, not night,*” (4) Mr. Jones said. “These words are making me feel confused.”

“The problem is for (5) you and me to solve,” the detective said. “Read (6) the words again, and (7) you and I will figure out the message.”

(8) Mr. Jones and Detective Brown were quiet for a minute. “*Not sad* could mean happy,” (9) Mr. Jones said. “And *not night* could mean day.”

“Then (10) you and I have solved the mystery,” said Detective Brown. “The message is Happy April Fool’s Day!” (11) Detective Brown announced.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

Pronoun-Verb Agreement

Tongue Twister Sentences

A tongue twister is a sentence that has words beginning with the same sound. Write tongue twisters using the subject pronoun and the present tense of the verb in ().

1. (He) (hike) _____

2. (We) (watch) _____

3. (It) (imagine) _____

4. (We)(wave) _____

5. (You) (yell) _____

6. (She) (set) _____

7. (I) (iron) _____

8. (He) (hurry) _____

At Home: Interview a few family members about their jobs. Use pronoun-verb agreement when you write their answers.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 5, Pronouns,
pages 332–333

Possessive Pronouns

Puzzling Pronouns

Read each pair of sentences. Then, in the correct space in the puzzle, write the possessive pronoun that completes the second sentence.

ACROSS

2. I like flowers.

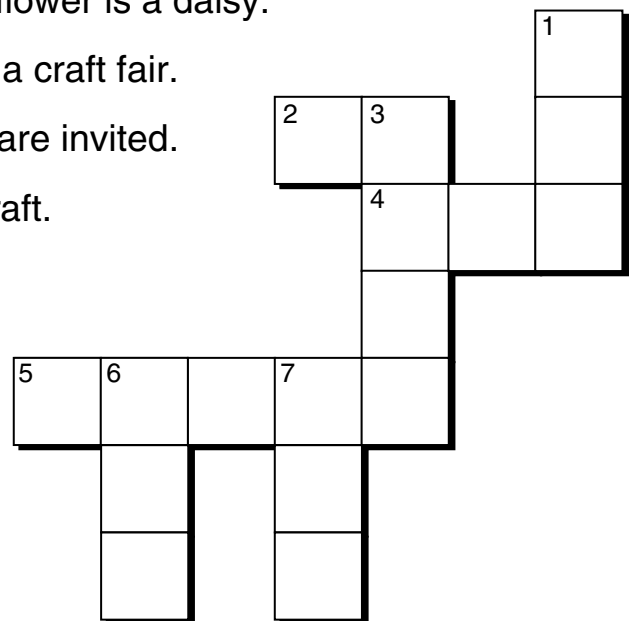
_____ favorite flower is a daisy.

4. My classmates and I are having a craft fair.

_____ parents are invited.

5. Bill and Ally both do the same craft.

_____ craft
is woodworking.



DOWN

1. Erin makes clay animals.

_____ favorite
animal is an elephant.

3. Do you like to do a craft?

What is _____
favorite thing to do?

6. Justin makes model cars.

_____ craft is
very interesting.

7. Justin can't bring in his latest model.

_____ paint is still wet.

Pronoun-Verb Contractions

Draw lines from each word on the left to each possible correct contraction ending on the right. Find as many contractions as you can.

they	'll
we	's
it	'm
I	've
you	're
he	

Use some of the contractions from the list above to finish the riddles. Remember to begin the first word in a sentence with a capital letter.

1. What did one elevator say to the other elevator?

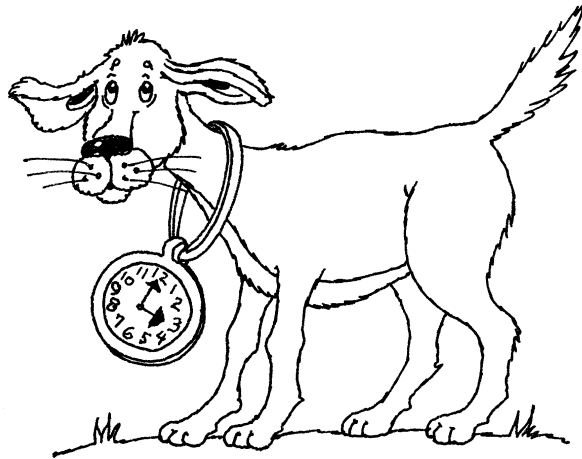
"I think _____
coming down with something."

2. Why does Rover go tick-tock?

Because _____ a watchdog.

3. Why is the letter *a* like noon?

_____ in the middle of day.



At Home: Ask a family member to write five sentences beginning with *she*, *he*, *they*, *you*, and *it*, followed by a contraction. Tell which two words the contraction stands for.

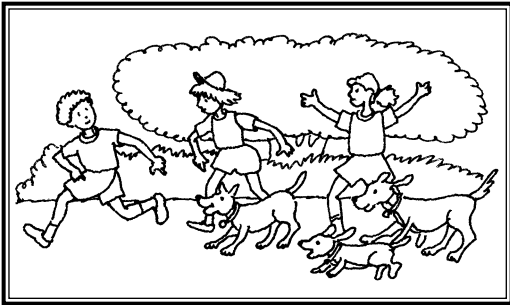
McGraw-Hill Language Arts
Grade 3, Unit 5, Pronouns,
pages 336–337

Mechanics and Usage: Contractions and Possessive Pronouns

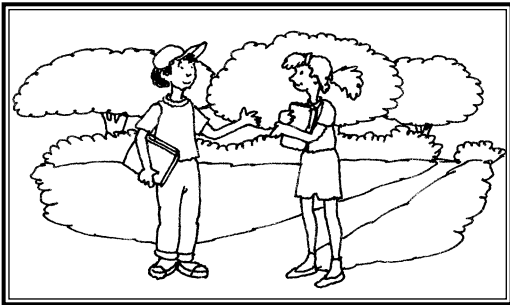
Picture Perfect

Look at each picture. Complete the sentences using a possessive pronoun and a contraction from the box.

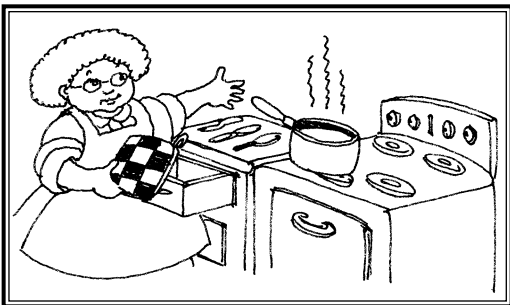
it's its your you're their they're



_____ playing games in the
park with _____ dogs.



_____ talking with _____
friend about the things you both like
to do after school.



_____ handle is too hot to touch.
_____ a good idea to get a
potholder first.

Mixed Review

- A. The printer printed some verses from familiar rhymes and songs. He forgot to use possessive pronouns. Replace the underlined words with a possessive pronoun.

There was a little girl
Who had a little curl
Right in the middle
Of the little girl's forehead. _____

Three little kittens
Lost three little kittens' mittens
And they began to cry. _____

Jack fell down
And broke Jack's crown,
And Jill came tumbling after. _____

Little Miss Muffet
Sat on a tuffet,
Eating Miss Muffet's
Curds and whey. _____

- B. The printer also forgot to use contractions in these verses. Use a contraction to replace each underlined word or phrase.

If you are happy and you know it
Clap your hands. _____

When the pie was opened
The birds began to sing.
Was not that a dainty dish
To set before the king? _____

Little Bo Peep has lost her sheep
And cannot tell where to find them. _____



At Home: With a family member, chart your reading goals for the month. Write sentences to describe the kind and number of books you plan to read, beginning with "I'll" and "I'm."

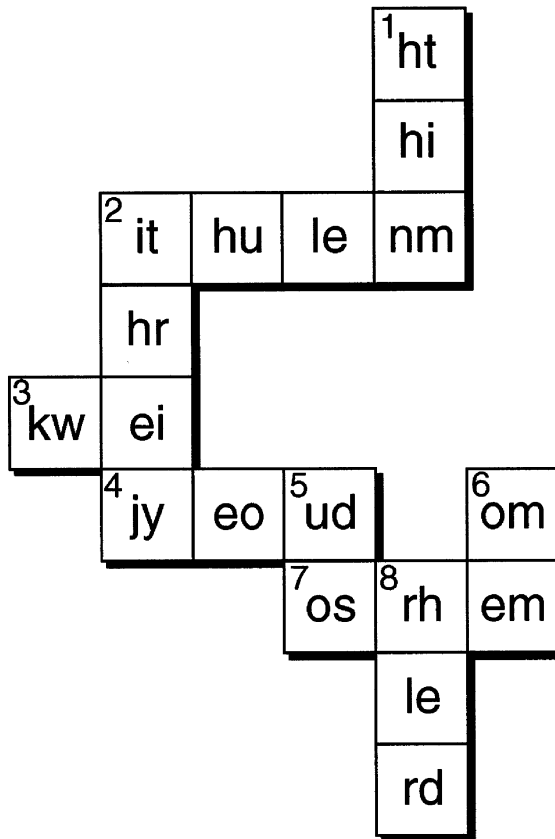
► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 5, Pronouns,
pages 340–341

Common Errors with Pronouns

Criss-Cross

Cross out one letter in each square going across or down to find the hidden pronoun. Write that pronoun in the clue below that has the same number.



ACROSS

2. Jim has many friends.
He likes to play baseball with _____.
3. My brother and I like baseball.
_____ play in the park.
4. I like to pitch the ball.
Do _____ like to pitch?
7. Rosa hit a home run last time.
_____ can really hit that ball.

DOWN

1. Grandma plays golf with Grandpa.
She likes to play with _____.
2. Mom and Dad play tennis.
_____ play every Saturday.
5. My sister and I are learning to play tennis.
Mom is coaching _____.
6. I practiced for an hour yesterday.
Mom gave _____ some good tips.
8. Mom won the city championship game.
Many people came to cheer for _____.

Vocabulary: Homophones

Read the letter. Circle the correct homophones to complete the sentences.

(Dear, Deer) Yolanda,

I went to the circus last (weak, week). It was (great, grate)!

First, an animal trainer in a (red, read) cape came out. She was on a beautiful white (hoarse, horse). She called (eight, ate) gray elephants out to march in the ring. They formed (one, won) big circle all by themselves! They marched around and then took a (bow, bough).

Then the clowns did (their, they're) tricks. (Four, For) of them piled into a tiny car. They (rode, road) around the stage, waving at the crowd. Then a police officer (blew, blue) a whistle and they turned to look. The car drove through a fence and made a big (hole, whole) in it!

Last, the trapeze artists climbed up the (hi, high) ladders. We watched as they (flew, flue) back and forth above the ring. It was like a (seen, scene) from a movie!

It was a wonderful (knight, night). I only wish you could have been (there, their) with me.

Your cousin,

Juan

Composition: Outlining

My Favorite Things

Think about your favorite things, such as a favorite sport, a favorite pet, or a favorite season.

Next, choose a topic from the chart below. Circle your favorite thing or add a new thing of your own.

Topic: Season	Topic: Pet	Topic: Sport
spring	fish	baseball
summer	cat	basketball
autumn	dog	soccer
winter	rabbit	skating

In the outline below, complete the topic and the main-idea sentence. Then think of two reasons why you chose that thing. Write your reasons under the main idea.

Topic: My favorite _____

I. My favorite _____ is _____.

A. _____

B. _____

At Home: Ask family members about their favorite foods, sports, or movies. Collect their answers. Then, make an outline of your family's favorite things. Display it in your home.

**McGraw-Hill Language Arts
Grade 3, Unit 5, Composition,
pages 354–355**

Adjectives That Tell *What Kind*

Complete each sentence to describe the little house below. Use an adjective from the box to complete each sentence.

bright	fancy	front	huge	rounded
short	small	steep	tall	wide

The Little House

1. The little house has a _____ roof.
2. The roof has _____ trim.
3. The _____ window is upstairs.
4. The second floor has a _____ porch.
5. _____ flowers grow in window boxes.
6. A _____ porch is on the first floor.
7. The _____ door is in the middle of the house.
8. _____ windows are beside the door.
9. A _____ tree grows beside the house.
10. A _____ path leads to the porch steps.



Adjectives That Tell *How Many*

A Number of People

Look at the class photograph. On each line below, write a sentence about the number of people in the picture that fit that category. Use the adjectives *one, six, seven, nine, ten, eleven, eighteen, few, many, and several*.

1. wearing glasses _____
2. black hair _____
3. wearing striped shirts _____
4. teacher _____
5. boys _____
6. girls _____
7. people sitting _____
8. people standing _____
9. total students _____
10. people waving _____



McGraw-Hill School Division

At Home: Look at family photos with a family member. Take turns using adjectives that tell *how many* to describe what you see.

McGraw-Hill Language Arts
Grade 3, Unit 6, Adjectives and Adverbs,
pages 400–401

Articles

Poem Times Three

Write **a**, **an**, or **the** to complete each line of the three poems.

There once was _____ artist named Sam,
Who drew a small sketch of _____ ham.

When _____ picture was done,

Sam called for _____ bun

And made _____ sandwich of ham.

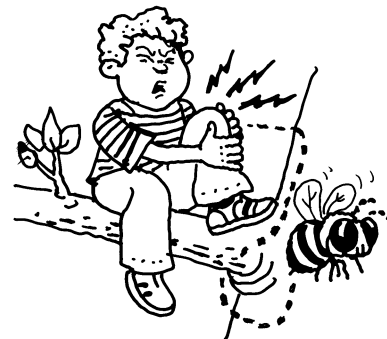


There once was _____ boy in a tree
Who was stung on _____ knee by a bee.

Said the boy to _____ ant,

“_____ thing I just can’t

Understand is why _____ bee chose me.”

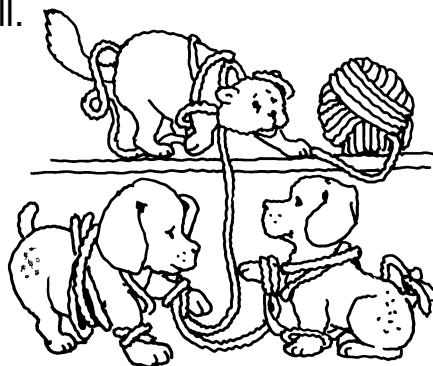


My cat likes to play with _____ ball
Of red yarn that he rolls in _____ hall.

When _____ puppies join in,

_____ ball spins and spins

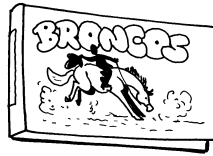
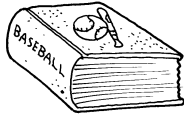
And tangles _____ pets one and all.

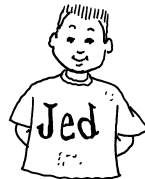
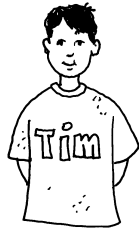


Adjectives That Compare

For each picture, write two sentences to compare what you see.
Choose an adjective from the box for each sentence.

dark	fast	long	round	short
curly	small	straight	tall	thick







At Home: Play "I Spy" with a family member. For clues, use adjectives that compare.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 3, Unit 6, Adjectives and Adverbs,
pages 404–405

Spelling Adjectives That Compare

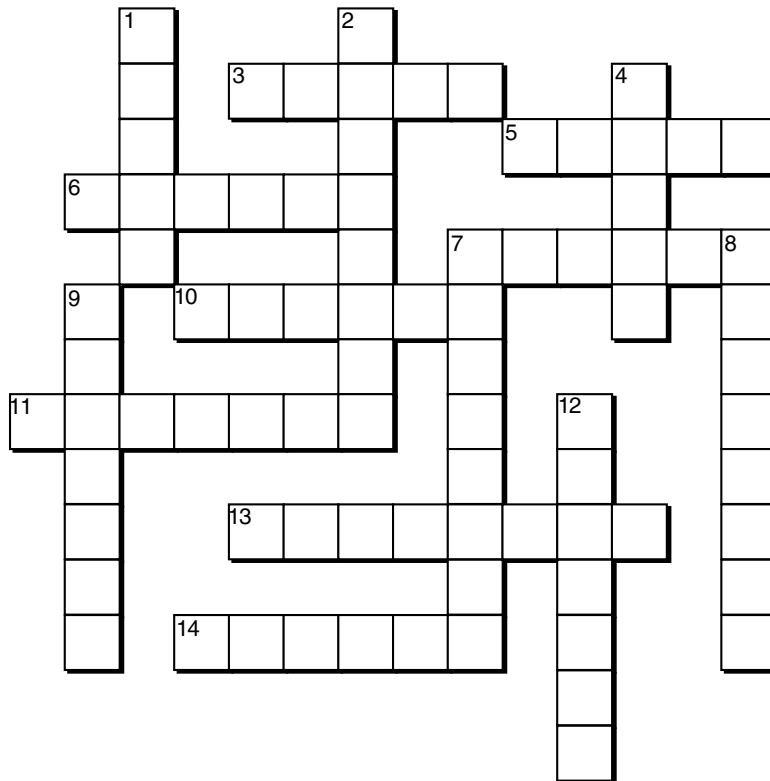
Solve the crossword puzzle. Write each adjective with the ending shown in ().

Across

- 3. fine (er)
- 5. rare (er)
- 6. wet (er)
- 7. safe (est)
- 10. late (est)
- 11. lazy (est)
- 13. jolly (est)
- 14. dim (er)

Down

- 1. wise (er)
- 2. angry (est)
- 4. true (er)
- 7. steady (er)
- 8. thin (est)
- 9. flat (er)
- 12. easy (est)





Mechanics and Usage: Using Commas

Follow each direction below by writing a complete sentence. Begin each sentence with *first*, *last*, *yes*, *no*, or a person's name. Remember to use commas correctly.

Thank a family member for something.

Tell a friend about a book you read.

Write about something you'd like to do. Start the sentence with *yes*.

Write about something you don't want to do. Begin the sentence with *no*.

Tell which thing you do first in the morning—brush your teeth or get dressed. Start the sentence with *first*.

Write about something you do last before you leave school each day. Begin the sentence with *last*.

At Home: Write down a conversation with a family member. Use commas after writing names or words such as *yes* or *no*.

McGraw-Hill Language Arts
Grade 3, Unit 6, Adjectives and Adverbs,
pages 408–409

Mixed Review

Picnic Jamboree

The children of Jingleville brought food to their picnic jamboree last week. Help describe their food. Complete each sentence with an adjective of your choice. Use the correct forms. Then write a list of five of your favorite picnic foods. Use adjectives to describe them.



1. Joe brought _____ pickles to the picnic.
2. Jeanette found _____ pumpkins to carve.
3. Jim thinks the apple pie is _____ than the peach pie.
4. Jill's _____ ham sandwiches filled a basket.
5. Jeremy saw the _____ watermelon he had ever seen.
6. Jamie threw out the _____ potato salad.
7. Jason tasted the _____ cake that his brother baked.
8. Joan watched the _____ ice cream melt in the sun.
9. Janice ate _____ squash all day.
10. John sang a song about the _____ macaroni salad at the picnic.

Here is a description of my favorite food for a picnic:

11. _____
12. _____
13. _____
14. _____
15. _____

Adverbs

Underline the adverb in each sentence. Circle the verb it tells about. Then write the adverb in the correct column at the bottom of the page.

1. Soon we will perform our play.
2. Today we have a long rehearsal.
3. First we practice our parts.
4. We will wear our costumes later.
5. Ms. Belindo quietly gives directions.
6. Jack bravely climbs the beanstalk.
7. The giant waits there.
8. Lew plays a giant perfectly.
9. He certainly acts his part.
10. The giant speaks crossly.
11. Jack looks up at the giant.
12. Suddenly the giant hiccups.
13. Jack turns around.
14. Students laugh everywhere in the room!

When

Where

How

At Home: With family members, take turns acting out common tasks. Use adverbs to describe how you do the action.

Adverbs That Tell *How*

A Special Treasure

Imagine you are looking for a special treasure. Choose one adverb from the box to answer each question. Use each adverb only once. Write a sentence using that adverb. Then circle the verb that the adverb describes.

carefully	clearly	cleverly	quickly	secretly
-----------	---------	----------	---------	----------

How would you look for a treasure?

How would you hide your treasure?

How would you dig a hole for your treasure?

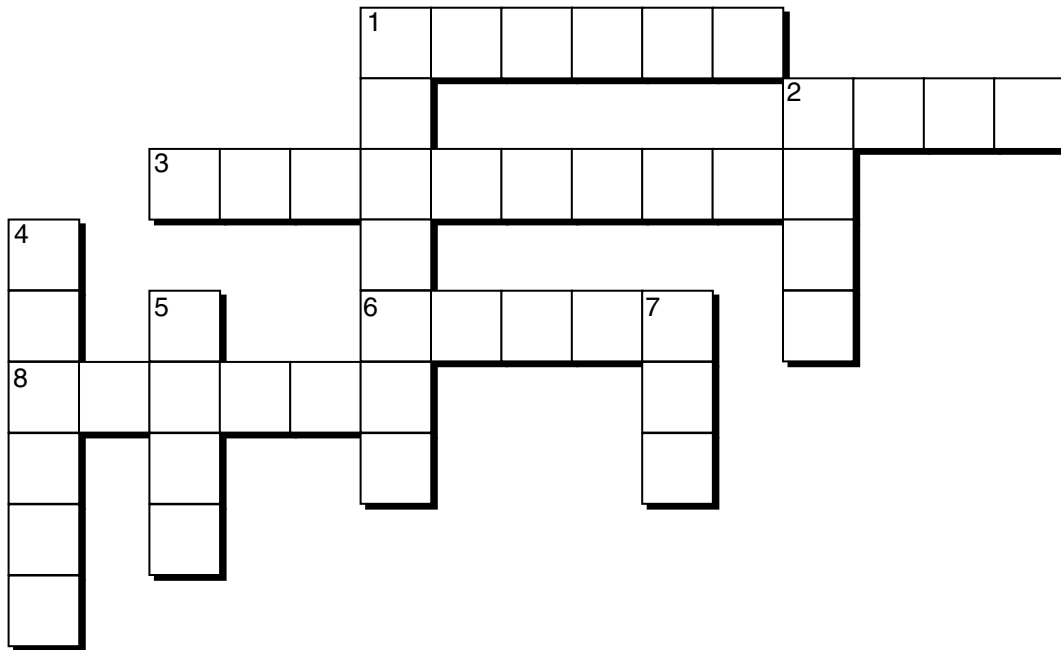
How would you draw a treasure map?

How would you hide your treasure map?

Adverbs That Tell *When* or *Where*

Underline the adverbs in the following sentences. Then write each adverb into the word puzzle below. Follow the directions in () to fit the adverbs into the puzzle.

1. Andy loses his house key again. (6-across)
2. He always loses things. (1-across)
3. He looks everywhere for it. (3-across)
4. He looks down on the floor. (2-across)
5. Andy walks around. (8-across)
6. He digs deep in his backpack. (2-down)
7. Now he waits for his dad. (7-down)
8. Soon his house door opens. (5-down)
9. His dad is home already. (1-down)
10. Andy will keep a spare key nearby. (4-down)



At Home: Ask a family member about a time when something was misplaced or lost. Write down the story and use adverbs to tell *when* and *where*.

McGraw-Hill Language Arts
Grade 3, Unit 6, Adjectives and Adverbs,
pages 416–417

Combining Sentences: Adjectives and Adverbs

Help Scott rewrite his story to make it more interesting. Combine as many sentences as you can by adding adjectives or adverbs from one sentence to another.

At the Castle Gate

Ryan, Julie, and I visited Graystone Castle. We visited it last Saturday afternoon. We met each other at the castle gate. The gate was very large and fancy. Suddenly, the castle gate opened. It opened with a loud, squealing noise. We were scared. I did not see anyone behind the gate. Ryan and Julie did not see anyone behind the gate. Then Julie saw someone. Julie saw someone near a bush next to the gate. It was a woman. She was tall. The woman smiled and spoke to us. She told us that she was the castle guide. As it turned out, we had a great day.



Mixed Review

Play Practice

The students in the school play need help. They need to know *how*, *when* or *where* to do things. In each sentence, replace the nonsense word with an adverb. Write it on the line.

1. Martha, speak your lines sputterly. _____
2. Elvin, move the props noddiston. _____
3. Miguel, put the can of paint spork. _____
4. Melba, try on this costume naby. _____
5. Alani, stack the chairs wubbly. _____
6. Carmen, look conbeena for Mary's shoes.

7. Kai, laugh gorly after you say that line. _____
8. Manny, enter the stage hepper. _____
9. Maria, turn around jerumsa when Manny enters.

10. Pearl, take the tickets didderman. _____
11. Roy, bring the coat rack for this scene nicklin.

12. Maura, make sure the newspaper is ponnypost.

13. Maria, battly pick up the newspaper. _____
14. Chen, stappenduff bring the hat on stage with you.

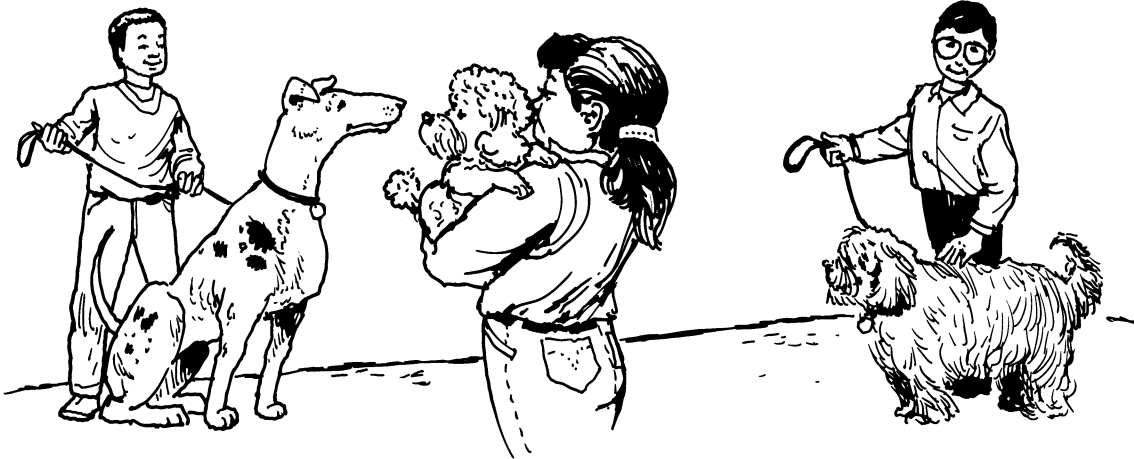
15. Liang, lower the curtain clebly. _____



Common Errors with Adjectives

Look at the picture. Then complete the sentences using the correct form of the adjective. Choose from the word list.

smallest smaller curlier tallest bigger shortest longer shaggier



Jerome

Julie

Jake

- Jerome's dog is _____ than Julie's dog.
- Julie's hair is _____ than Jake's hair.
- The hair on Jake's dog is _____ than the hair on Jerome's dog.
- Julie's dog is the _____ dog.
- Jake's dog is _____ than Jerome's dog.
- The hair on Julie's dog is _____ than the hair on Jerome's dog or Jake's dog.
- Jerome and his dog have the _____ hair.

At Home: Draw a picture of your family, including any pets. With a family member write four sentences comparing the members of your family.

McGraw-Hill Language Arts
Grade 3, Unit 6, Adjectives and Adverbs,
pages 424–425

Study Skills: Thesaurus

In Other Words

Look up each word in a thesaurus. Write two synonyms for each word. Write a sentence using each synonym.

1. cold

2. fast

3. look

4. like

5. walk

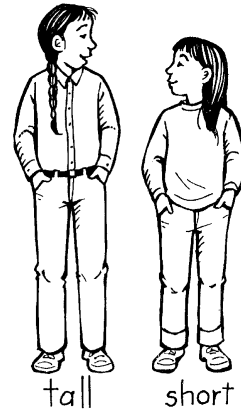
Vocabulary: Synonyms and Antonyms

Going on a Word Hunt

Complete each sentence with a word from the box. Find and circle the answer words in the word hunt below.

Hint: Some words go across, some go down, and some cross each other.

beautiful	big	easy	early
shiny	short	smart	strong



1. An antonym for weak is _____.
2. An antonym for late is _____.
3. A synonym for huge is _____.
4. A synonym for simple is _____.
5. A synonym for clever is _____.
6. An antonym for dull is _____.
7. An antonym for tall is _____.
8. A synonym for pretty is _____.



g	e	n	t	l	e	l	o	b	i	l	c
t	m	e	b	e	a	u	t	i	f	u	l
i	p	t	s	t	r	o	n	g	a	d	u
n	t	a	m	e	l	d	e	c	t	h	m
y	y	e	a	s	y	s	h	o	n	y	s
s	h	o	r	t	e	k	s	h	i	n	y
h	u	s	t	z	o	s	a	d	p	u	d

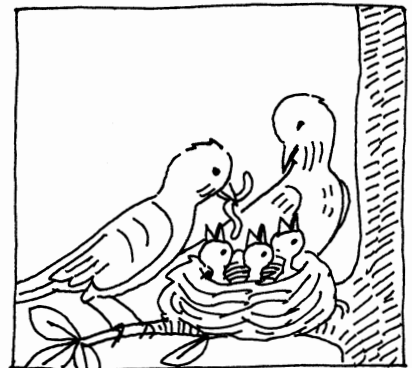
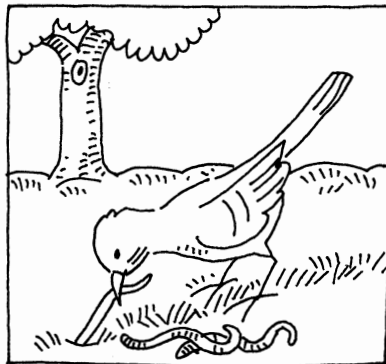
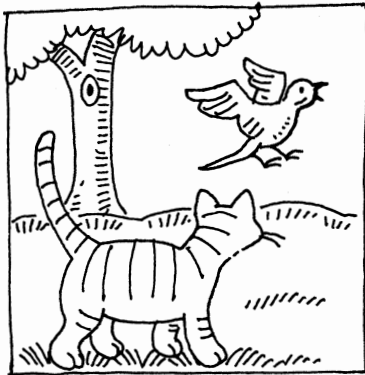
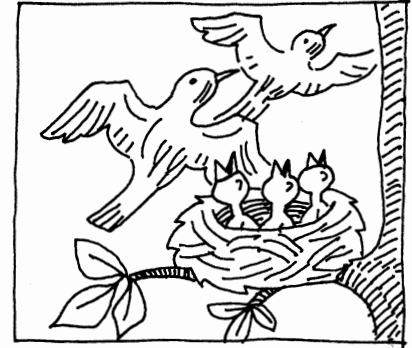
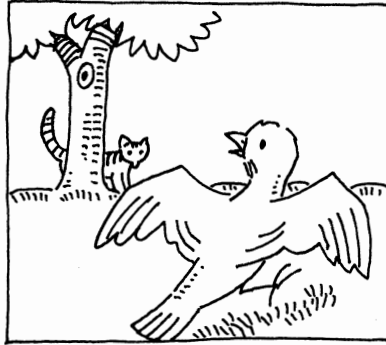
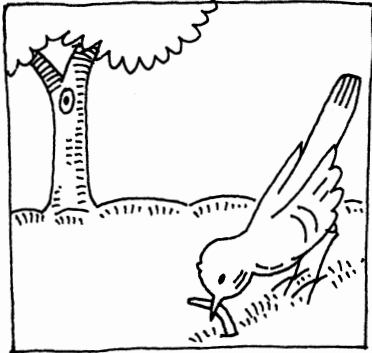
At Home: Choose a word. Have family members pick a synonym and an antonym. Make a word hunt out of the words. Give it to your family members to solve.

McGraw-Hill Language Arts
Grade 3, Unit 6, Vocabulary,
pages 434–435

Composition: Beginning, Middle, End

Robin to the Rescue

Use the pictures below to write a story. Include a clear beginning, a middle that tells what happens, and an end that sums it all up.



Beginning _____

Middle _____

End _____