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.

At Home: Find a picture of a place you would like to visit. Write three sentences about it. Share your sentences with a family member.
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.
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 _____.

At Home: Use these commands at home with a family member. Did you find the unknown number again?

► Critical Thinking
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.
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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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. ___________________
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.

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

At Home: With a family member, find a weather forecast in the newspaper. Write two sentences about the forecast. Underline the predicates in each sentence.

Critical Thinking
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? ________________
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. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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
Common Errors with Fragments and Run-on Sentences

A Good Combination

Rewrite Juanita’s letter. Correct run-on sentences by writing them as two sentences or as a compound sentence. Change sentence fragments to complete sentences. Make sure all sentences begin with a capital letter.

Dear Selena,

Yesterday, my guinea pig escaped from his cage. Have I sent you a picture? His name is Snickerdoodle; he is cute. Carrots are snickerdoodle’s favorite. He eats them all the time. I used a carrot to find him. I found him under my bed; he was scared. When he came out, he climbed into my arms. So happy. He is safe in his cage now.

Love,
Juanita
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.  __  __  __  __  

6.  __  __  __  __  __  __  

2.  __  __  __  __  __  

7.  __  __  __  __  __  __  

3.  __  __  __  __  __  

8.  __  __  __  __  

4.  __  __  __  __  __  

9.  __  __  __  __  

5.  __  __  __  

10.  __  __  __  

The book we use to find word meanings is the

1 2 3 4 5 6 7 8 9 10
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.

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
Composition: Main Idea and Supporting Details

What’s Happening Here?

Look at the picture and decide what it is about. Write the main-idea sentence on the first line. Then write four more sentences that give supporting details for the main idea.

---

At Home: Have a family member help you to cut out pictures from an old magazine. Then, write a sentence that gives the main idea of each picture.
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.

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.

```
swamp alligator helicopter dolphin beaver
library panda leopard scientist swallow
```


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**McGraw-Hill Language Arts**
Grade 3, Unit 2, Nouns,
pages 78–79

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**Critical Thinking**

At Home: With a family member, find pictures of animals in magazines. Use nouns to name things you see in the pictures.
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 matches bring big crowds. All the benches were filled. Latecomers had to sit on boxes behind the lines. The sun was bright. Most people were wearing dark glasses.

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 games.

The coaches shook hands. People checked their watches. The buses 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.
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

McGraw-Hill Language Arts
Grade 3, Unit 2, Nouns,
pages 82–83

At Home: Write some riddles using the plural nouns you have been studying. Think of clues to help a family member guess the plural nouns. Give the correct spelling for their answers.
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
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.

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<tr>
<th></th>
<th>people</th>
<th>places</th>
<th>things</th>
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At Home: With a family member, make a list of your favorite things. Tell which are common nouns, like flowers or baseball, and which are proper nouns, such as people you know.

➤ Critical Thinking
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.
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

At Home: Play a noun game with your family. Take turns naming a common noun or a proper noun for each letter of the alphabet.
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

2. 

3. 

4. 

5. 

6. 

7. 

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

At Home: Ask a family member to name three animals. Write a sentence about each animal, using possessive nouns.

Critical Thinking
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.
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.

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

**At Home:** With a family member, plan a party for a birthday in your family. Write an invitation. Use abbreviations whenever possible.
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

26  ▶ Critical Thinking
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.

At Home: With a family member, choose three items that belong to friends or other family members. Then write three sentences about the items, using plural and possessive nouns.
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.”

<table>
<thead>
<tr>
<th>Call Number</th>
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<tr>
<td>2.</td>
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</table>
Vocabulary: Compound Words

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

1. __________rise    __________shine    __________burn
2. __________color    __________proof    __________fall
3. __________flake    __________fall    __________drift
4. __________coat    __________fall    __________bow
5. __________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.

6. goldhay    stackfish

7. cakedream    cupday

8. teapop    corncup

9. broomweed    seastick

10. toothbone    pasteback

At Home: List 20 word parts that can be put together to make 10 compound words. Write them on two sets of index cards. Take turns with a family member forming compound words.
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
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

At Home: Ask family members about their favorite summer activities. Write their answers as sentences. Be sure to use action verbs.
Present-Tense Verbs

Verb Puzzle

Crossword Puzzle

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.

Across

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

Down

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

Critical Thinking

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 ____________________________

At Home: Have your family help you find out more about a job you are interested in. Write what you learn. Be sure subjects and verbs agree.
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.

1. yours truly, Carol
2. Love, grandma
3. dear Mr. Keats,
4. Your Friend, Josh
5. Dear mrs. Plunkett,
6. Dear Sir
7. sincerely yours, Uncle Rudy
8. Dear Dr. Huzig
9. dear Roberto,
10. Love Joy

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.
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.

- Past-tense verbs formed by dropping the final e and adding -ed:
  1. 
  2. 
  3. 
  4. 

- Past-tense verbs formed by changing the final y to i and adding -ed:
  5. 
  6. 
  7. 
  8. 

- Past-tense verbs formed by doubling the final consonant before adding -ed:
  9. 
  10. 
  11. 
  12. 

- Past-tense verbs formed by adding -ed:
  13. 
  14. 
  15. 

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

Critical Thinking
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
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

At Home: Check the Internet or an encyclopedia with a family member. Find out the birthplaces and dates of birth of three presidents. Write the information, using commas in the correct places.

Critical Thinking
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 ran onto the field.
   The Tigers waved to the crowd.

2. The Ravens’ pitcher were young.
   The Ravens’ pitcher were inexperienced.

3. Big Bob Avila swung his bat.
   Big Bob Avila hit a home run.

4. Then the Ravens made hits.
   The Ravens scored runs.

5. The Ravens took the lead.
   The Ravens won the game.

Critical Thinking

Extend

Name ___________________________ Date ____________

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

At Home: With a family member, write a letter to a relative. Tell what you have been doing. Then circle each present-tense verb you wrote. Check for subject-verb agreement.
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.
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.

9. A new box of cereal is ____________________.

At Home: Write the prefixes dis-, re-, and un- on index cards. Show the cards to a member of your family. Write down as many words as they can think of for each prefix.

McGraw-Hill Language Arts
Grade 3, Unit 3, Vocabulary, pages 190–191
Write a lead or ending next to each picture.

Lead:  

Ending:  

Lead:  

Ending:  

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.
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.

<table>
<thead>
<tr>
<th>has placed</th>
<th>am watering</th>
<th>have planted</th>
</tr>
</thead>
<tbody>
<tr>
<td>will bloom</td>
<td>is sprouting</td>
<td>is growing</td>
</tr>
</tbody>
</table>

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.

October 18
The seed ______________________.

October 28
The stem ______________________ taller each day.

November 2
Soon the flower ______________________.

At Home: With a family member, choose a plant that you would like to grow. Write about the plant. Be sure to use at least two helping verbs with two main verbs.
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. ☑
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**
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 Earth. ________
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 smallest 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.
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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

At Home: Write a sentence about three things you like to do with your family. Be sure to use commas where needed.

Critical Thinking
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.
Irregular Verbs

Help the mouse through the maze. First, read the sentences below. Underline the correct form of the verb in () to complete each sentence. Then draw a line to follow the path with the correct irregular verbs.

1. We (saw, seen) Max’s mouse.
2. Max (say, said) his mouse was smart.
3. The mouse (run, ran) through the maze.
4. First, the mouse (went, gone) to the right.
5. The mouse had already (went, gone) the wrong way.
6. The mouse had (come, came) to a dead end.
7. The mouse now (went, gone) the other way.
8. The mouse (saw, seen) the cheese.
9. The mouse (ran, run) quickly through the maze.
10. The mouse had (did, done) it!
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, ghavbre saumng with have ———— ————
3. past tense of go ewemntr ————
4. past tense of grow gferedw ————
5. past tense of come cvaomne ————
6. past tense of run, hjasds rtuan with has ———— ————
7. past tense of go, hjaed gfionme with had ———— ————
8. past tense of say soaird ————
9. past tense of do, hgaeve dosner with have ———— ———— ————
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.

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!
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.
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?

At Home: Have a family member ask you yes/no questions. Use a contraction in some of your answers.
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 put in a roll of film.
Mariel’s dog chased it.
The porcupine never came back.
She opened the lens.
The porcupine waddled away.
Mariel ran after him.
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.
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 ____________________
2. say ____________________
3. come ____________________
4. run ____________________
5. eat ____________________
6. bring ____________________
7. give ____________________
8. sing ____________________
9. go ____________________
10. begin ____________________

At Home: With a family member, choose an activity you like to do together at home. Then write three sentences about the activity, using irregular past-tense verbs.

Critical Thinking
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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>free time/playing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Vocabulary: Suffixes

A. Complete the words in each newspaper headline by adding the correct suffixes from the box.

-er  -or  -able  -less  -ful  -ly

SUCCESS _______ STUDENTS THANK TEACH _______

ROOKIE PITCH _______ THROWS SCORE _______ GAME!

DEPEND _______ SPACECRAFT HAS FAULT _______ RECORD!

NEW CONDUCT _______ PROUD _______ LEADS ORCHESTRA

B. Write a short newspaper story of your own. Imagine that you are a reporter. In your story, use words with some of these suffixes: -er, -or, -able, -less, -ful, -ly. Be sure to include a headline.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>Sensory Details Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>sights</td>
</tr>
</tbody>
</table>

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

Critical Thinking
At Home:

Use pronouns to make up two riddles about objects or people. Ask family members to solve them.
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 ________.

<table>
<thead>
<tr>
<th>We</th>
<th>He</th>
<th>She</th>
<th>You</th>
<th>It</th>
<th>They</th>
<th>I</th>
</tr>
</thead>
</table>

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

Critical Thinking
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 _________ 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 _____________.

At Home: With a family member, check out your local newspaper. Look for five hidden object pronouns inside words.
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.

McGraw-Hill Language Arts
Grade 3, Unit 5, Pronouns,
pages 328–329
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. _________________________

At Home: With a family member, label pieces of paper with names of people you admire. Write sentences about these people on the paper. Use pronouns instead of names.
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)
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.

At Home: Have each family member label a possession. Make another label for the same item, using a possessive pronoun. For example: Mom’s glasses/Her glasses.

McGraw-Hill Language Arts
Grade 3, Unit 5, Pronouns, pages 334–335
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.
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.

At Home: Ask a family member to draw a picture. Write a caption for it, using a possessive pronoun and a contraction.
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
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 __________.

---

At Home: With a family member, find photos of your family. Write a sentence about each picture. Use pronouns instead of names. Read each sentence and ask family members to guess which photo it describes.

**Critical Thinking**
Study Skills: Encyclopedia

Where Is the Answer?

In which encyclopedia volume would you find the answer to each question? Write the volume number on the line.

1. How tall does a pineapple plant usually grow? ___________
2. Why is the oboe a difficult instrument to play? ___________
3. What does an egret eat? ___________
4. Which four states have the best climate for growing citrus fruit? ___________
5. Where is Jasper National Park located? ___________
6. What is ginger commonly used for? ___________
7. What is the most important farm product of Indiana? ___________
8. Where is Morocco located? ___________
9. What is Elizabeth Blackwell famous for? ___________
10. How many rings does the planet Saturn have? ___________

At Home: With a family member, write three questions about a place, a person, or an animal. Find the answers in an encyclopedia. Share what you learned with the rest of your family.
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

At Home: Think of three sentences using homophones. Tell them to two or more family members. Then, tell how to spell the homophones correctly.
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.

<table>
<thead>
<tr>
<th>Topic: Season</th>
<th>Topic: Pet</th>
<th>Topic: Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>spring</td>
<td>fish</td>
<td>baseball</td>
</tr>
<tr>
<td>summer</td>
<td>cat</td>
<td>basketball</td>
</tr>
<tr>
<td>autumn</td>
<td>dog</td>
<td>soccer</td>
</tr>
<tr>
<td>winter</td>
<td>rabbit</td>
<td>skating</td>
</tr>
</tbody>
</table>

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.

**Critical Thinking**
Adjectives That Tell *What Kind*

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

<table>
<thead>
<tr>
<th>bright</th>
<th>fancy</th>
<th>front</th>
<th>huge</th>
<th>rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>small</td>
<td>steep</td>
<td>tall</td>
<td>wide</td>
</tr>
</tbody>
</table>

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.

At Home: Ask family members to draw a room in your home. Take turns describing the drawings. Use adjectives that tell *what kind.*

*McGraw-Hill Language Arts*
Grade 3, Unit 6, Adjectives and Adverbs, pages 398–399

Critical Thinking
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 __________________________

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

At Home: Try writing a poem with a member of your family. Write about something funny that happened at your house. Use a, an, and the at least once.

Critical Thinking
Adjectives That Compare

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

- dark
- curly
- fast
- small
- long
- straight
- round
- tall
- short
- thick

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

Critical Thinking
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*.

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

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**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. ______________________________________

McGraw-Hill Language Arts
Grade 3, Unit 6, Adjectives and Adverbs, pages 410–411

At Home: With a family member, write a list of different kinds of food. Have each person say an adjective to describe each kind of food.

► Critical Thinking
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.
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.
14. Students laugh everywhere in the room!

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

At Home: Hide something in your house. Using adverbs, give a family member directions to find the “treasure.”

Critical Thinking
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)
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.

---

**At Home:**

Continue this story with a family member. Write four sentences describing the inside of the castle. Then, combine the sentences.
The conversation below is hard to follow because it is written without quotation marks. Rewrite the paragraph using quotation marks to help make it clear who is speaking.

Kit, do you know how to use chopsticks? Owen asked. No, but I’m trying to learn, Kit replied. I read that Chinese and Japanese chopsticks are different, Owen said. Do you mean that chopsticks aren’t all alike? Kit asked. Chinese chopsticks have flat ends, Owen explained. Owen added, They’re about ten inches long. How are Japanese chopsticks different? asked Kit. One end is pointed, Owen replied. They are shorter and come in two sizes, Owen added. That’s a good idea, Kit said.
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 *noddston.*
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.
15. Liang, lower the curtain *clebly.*

**At Home:** With a family member, take turns making up sentences with nonsense words in place of adverbs. Can the other person think of adverbs to put in place of the nonsense words?
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

1. Jerome’s dog is _________________ than Julie’s dog.
2. Julie’s hair is _________________ than Jake’s hair.
3. The hair on Jake’s dog is _________________ than the hair on Jerome’s dog.
4. Julie’s dog is the _________________ dog.
5. Jake’s dog is _________________ than Jerome’s dog.
6. The hair on Julie’s dog is _________________ than the hair on Jerome’s dog or Jake’s dog.
7. 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.
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

At Home: With a family member, make a list of five words for a story. Write the story using the words and some synonyms for those words. Read the story to your family.

Critical Thinking
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.

<table>
<thead>
<tr>
<th>beautiful</th>
<th>big</th>
<th>easy</th>
<th>early</th>
</tr>
</thead>
<tbody>
<tr>
<td>shiny</td>
<td>short</td>
<td>smart</td>
<td>strong</td>
</tr>
</tbody>
</table>

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 ______________.

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.
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