







Introduction	
H ow to Use This Book	A
M inute Journal	
Scope and Sequence	
G rammar Minutes	8
∆ nswer Kev	108

















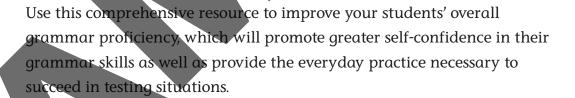


Introduction



The main objective of *Grammar Minutes Grade 3* is grammar proficiency, attained by teaching students to apply grammar skills to answer questions effortlessly and rapidly. The questions in this book provide students with practice in the following key areas of third-grade grammar instruction:

- sentence structure
- nouns
- verbs
- adjectives
- pronouns
- adverbs
- · compound words
- contractions
- articles
- prepositions



Grammar Minutes Grade 3 features 100 "Minutes." Each Minute consists of 10 questions for students to complete within a short time period. As students are becoming familiar with the format of the Minutes, they may need more time to complete each one. Once they are comfortable and familiar with the format, give students a one- to two-minute period to complete each Minute. The quick, timed format, combined with instant feedback, makes this a challenging and motivational assignment that offers students an ongoing opportunity to improve their own proficiency in a manageable, nonthreatening way.









Introduction









How to Use This Book

Grammar Minutes Grade 3 is designed to generally progress through the skills as they are introduced in the classroom in third grade. The Minutes can be implemented in either numerical order, starting with Minute 1, or in any order based on your students' specific needs during the school year. The complexity of the sentences and the tasks within each skill being covered gradually increase so that the first Minute of a skill is generally easier than the second Minute on the same skill. Review lessons are included throughout the book, as well as in an application section at the end of the book.

Grammar Minutes Grade 3 can be used in a variety of ways. Use one Minute a day as a warm-up activity, skill review, assessment, test prep, extra credit assignment, or homework assignment. Keep in mind that students will get the most benefit from each Minute if they receive immediate feedback.

If you use the Minute as a timed activity, begin by placing the paper facedown on the students' desks or displaying it as a transparency. Use a clock or kitchen timer to measure one minute—or more if needed. As the Minutes become more advanced, use your discretion on extending the time frame to several minutes if needed. Encourage students to concentrate on completing each question successfully and not to dwell on questions they cannot complete. At the end of the allotted time, have the students stop working. Read the answers from the answer key (pages 108–112) or display them on a transparency. Have students correct their own work and record their scores on the Minute Journal reproducible (page 6). Then have the class go over each question together to discuss the answers. Spend more time on questions that were clearly challenging for most of the class. Tell students that some skills that seemed difficult for them will appear again on future Minutes and that they will have another opportunity for success.



















Teach students the following strategies for improving their scores, especially if you time their work on each Minute:

- leave more challenging items for last
- come back to items they are unsure of after they have completed all other items
- make educated guesses when they encounter items with which they are unfamiliar
- ask questions if they are still unsure about anything

Students will ultimately learn to apply these strategies to other assignments and testing situations.

The Minutes are designed to assess and improve grammar proficiency and should not be included as part of a student's overall language arts grade. However, the Minutes provide an excellent opportunity to identify which skills the class as a whole needs to practice or review. Use this information to plan the content of future grammar lessons. For example, if many students in the class have difficulty with a Minute on commas, additional lessons in that area will be useful and valuable for the students' future success.

While Minute scores will not necessarily be included in students' formal grades, it is important to recognize student improvements by offering individual or class rewards and incentives for scores above a certain level on a daily and/or weekly basis. Showing students recognition for their efforts provides additional motivation to succeed.













Minute Journal

Name _____

Minute	Date	Score									
1			26			51			76		
2			27			52			77		
3			28			53			78		
4			29			54			79		
5			30			55			80		
6			31			56			81		
7			32			57			82		
8			33			58			83		
9			34			59			84		
10			35			60			85		
11			36			61			86		
12			37			62			87		
13			38			63			88		
14			39			64			89		
15			40			65			90		
16			41			66			91		
17			42			67			92		
18			43			68			93		
19			44			69			94		
20			45			70			95		
21			46			71			96		
22			47			72			97		
23			48			73			98		
24			49			74			99		
25			50			75			100		



Scope and Sequence

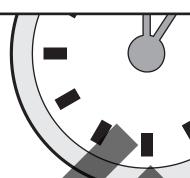
	MINUTE	SKILL	MINUTE	SKILL
	1	Complete Sentences	46	Verbs
	2	Sentence Word Order	47	More Verbs
	3	Subjects	48	Verb Tense
	4	Predicates	49	More Verb Tense
	5	Subjects and Predicates	50	Linking Verbs
	6	Declarative Sentences	51	More Linking Verbs
	7	Interrogative Sentences	52	Helping Verbs
	8	Exclamatory Sentences		More Helping Verbs
	9	Imperative Sentences	54	Irregular Verbs
	10	End Punctuation		More Irregular Verbs
	11	Complete Sentences Review		Verbs Review
	12	Sentence Word Order Review	57	Verb Tense Review
	13	Subjects and Predicates Review	58	Linking Verbs Review
	14	Types of Sentences Review		Helping Verbs Review
	15	End Punctuation Review	60	Irregular Verbs Review
	16	Nouns	61	Adjectives
	17	More Nouns		Adjectives That Compare
	18	Common Nouns	63	Adverbs
	19	Proper Nouns	64	More Adverbs
		More Proper Nouns	65	Compound Words
		Common and Proper Nouns		More Compound Words
		More Common and Proper Nouns		Commas
		Subject Pronouns	7	More Commas
		Object Pronouns		Contractions
		Possessive Pronouns		More Contractions
		More Possessive Pronouns		Adjectives Review
		Nouns Review		Adverbs Review
		Common and Proper Nouns Review		Compound Words Review
	29	Subject and Object Pronouns Review		Commas Review
	20	Possessive Pronouns Review		Contractions Review
		Plural Nouns		Prefixes
		More Plural Nouns		Suffixes
		Singular and Plural Nouns		Synonyms
		More Singular and Plural Nouns		Antonyms
		Irregular Plural Nouns		Homophones
		More Irregular Plural Nouns		Homographs
		Singular Possessive Nouns		Articles
1		Plural Possessive Nouns		Prepositions Prefixes and Suffixes Review
		Collective Nouns		
		More Collective Nouns		Synonyms and Antonyms Review
		Plural Nouns Review	00	Homophones and Homographs Review
		Singular and Plural Nouns Review	87	Articles Review
		Irregular Plural Nouns Review		Prepositions Review
		Possessive Nouns Review		Apply Your Grammar
		Collective Nouns Review		Knowledge











Name	

Write *C* if the sentence is complete or *I* if it is incomplete.

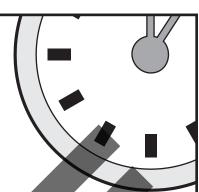
(Hint: Remember that a complete sentence is a group of words that tells a complete thought.)

- 1. The jugglers at the county fair.
- 2. You should stretch before you exercise.
- **3.** The train ride from Washington, D.C.
- 4. The lazy dog.
- **5.** The bee flew from flower to flower.
- **6.** My favorite story is "Hansel and Gretel."
- 7. The animals in the Arctic.
- **8.** Jenny bought purple gloves for winter.
- Regina paints pictures of animals.
- **10.** My house during the storm.









name				
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For Numbers 1–7, write *Yes* if the sentence is in the correct word order or *No* if it is not.

- **1.** My dad is building a tree house for me.
- **2.** The puppy around ran the house.
- **3.** I watching television am.
- **4.** Maggie taught her dog a new trick.
- **5.** The woman waited on the bench.
- **6.** The flowers had a sweet smell.
- **7.** The tent is for our comping trip.

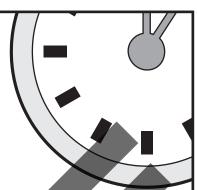
For Numbers 8–10, rewrite the sentences in the correct word order. (Hint: Remember that a sentence must begin with a capital letter.)

- **8.** we have quiet to be library in the.
- writing the students are letters.
- Christopher Columbus about I reading am.









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Circle the subject of each sentence.

(**Hint**: The *subject* of a sentence tells who or what the sentence is about. It is usually at the beginning of a sentence.)

- **1.** Dinner is my favorite meal of the day.
- **2.** My family eats dinner together.
- **3.** My brother puts the dishes on the table.
- **4.** Honey ham is our favorite dish.
- **5.** Apple pie is our favorite dessert.



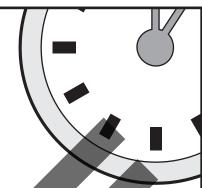
- 7. The dishes are washed right after dinner.
- **8.** Mom and Dad help us clear the table.
- **9.** Rick and the dog go for a walk around the block.
- **10.** I finish my homework before bedtime.











Name ____

Circle the predicate of each sentence.

(**Hint**: The *predicate* of a sentence tells what someone or something is or does. It is usually the last part of a sentence.)

- 1. Tracy bought a gift for the party.
- **2.** The strong wind blew my scarf away.
- **3.** The sleeping tiger did not see the deer.
- **4.** Mrs. Smith runs three miles every morning.
- **5.** Grace went to the movies.
- **6.** We made a sundae with vanilla ice cream.
- **7.** The squirrel put the nuts in its mouth.
- **8.** My big sister is excited about getting a car.
- **9.** Keri and Lucy go hiking at Spring Park.
- **10.** Josh works on his science project at the library.



11