

Table of Contents



I ntroduction	3
H ow to Use This Book	4
M inute Journal	6
S cope and Sequence	7
G rammar Minutes.....	8
A nswer Key	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

Use this comprehensive resource to improve your students' overall grammar proficiency, which will promote greater self-confidence in their grammar skills as well as provide the everyday practice necessary to succeed in testing situations.

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.



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

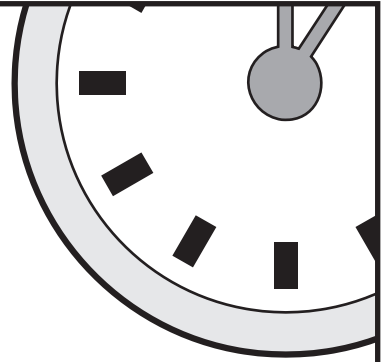


Name _____

Minute	Date	Score	Minute	Date	Score	Minute	Date	Score	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	53.....	More Helping Verbs
9.....	Imperative Sentences	54.....	Irregular Verbs
10.....	End Punctuation	55.....	More Irregular Verbs
11.....	Complete Sentences Review	56.....	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	59.....	Helping Verbs Review
15.....	End Punctuation Review	60.....	Irregular Verbs Review
16.....	Nouns	61.....	Adjectives
17.....	More Nouns	62.....	Adjectives That Compare
18.....	Common Nouns	63.....	Adverbs
19.....	Proper Nouns	64.....	More Adverbs
20.....	More Proper Nouns	65.....	Compound Words
21.....	Common and Proper Nouns	66.....	More Compound Words
22.....	More Common and Proper Nouns	67.....	Commas
23.....	Subject Pronouns	68.....	More Commas
24.....	Object Pronouns	69.....	Contractions
25.....	Possessive Pronouns	70.....	More Contractions
26.....	More Possessive Pronouns	71.....	Adjectives Review
27.....	Nouns Review	72.....	Adverbs Review
28.....	Common and Proper Nouns Review	73.....	Compound Words Review
29.....	Subject and Object Pronouns Review	74.....	Commas Review
30.....	Possessive Pronouns Review	75.....	Contractions Review
31.....	Plural Nouns	76.....	Prefixes
32.....	More Plural Nouns	77.....	Suffixes
33.....	Singular and Plural Nouns	78.....	Synonyms
34.....	More Singular and Plural Nouns	79.....	Antonyms
35.....	Irregular Plural Nouns	80.....	Homophones
36.....	More Irregular Plural Nouns	81.....	Homographs
37.....	Singular Possessive Nouns	82.....	Articles
38.....	Plural Possessive Nouns	83.....	Prepositions
39.....	Collective Nouns	84.....	Prefixes and Suffixes Review
40.....	More Collective Nouns	85.....	Synonyms and Antonyms Review
41.....	Plural Nouns Review	86.....	Homophones and Homographs Review
42.....	Singular and Plural Nouns Review	87.....	Articles Review
43.....	Irregular Plural Nouns Review	88.....	Prepositions Review
44.....	Possessive Nouns Review	89-100.....	Apply Your Grammar Knowledge
45.....	Collective Nouns Review		



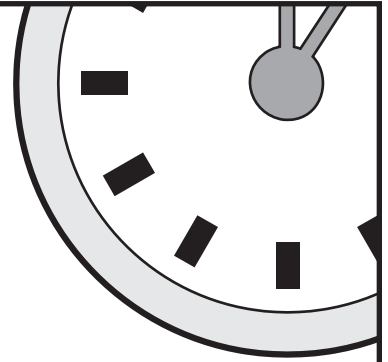
Minute 1

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. _____
9. Regina paints pictures of animals. _____
10. My house during the storm. _____



Minute 2

Name _____

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 camping 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.
9. _____
writing the students are letters.
10. _____
Christopher Columbus about I reading am.



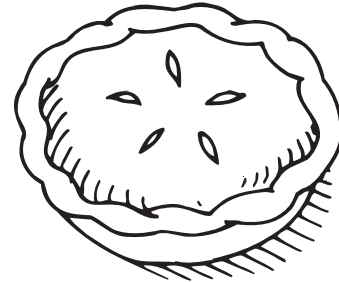
Minute 3

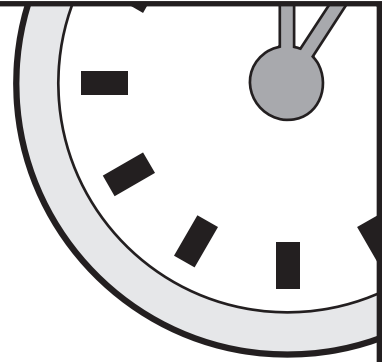
Name _____

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.
6. My parents always ask how our day was at school.
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.





Minute 4

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.

