

3RD GRADE MENTOR SENTENCES – 1ST NINE WEEKS

95+ pages

TEKS aligned

Step by step
guide & plans

Practice tests

terrifying

The

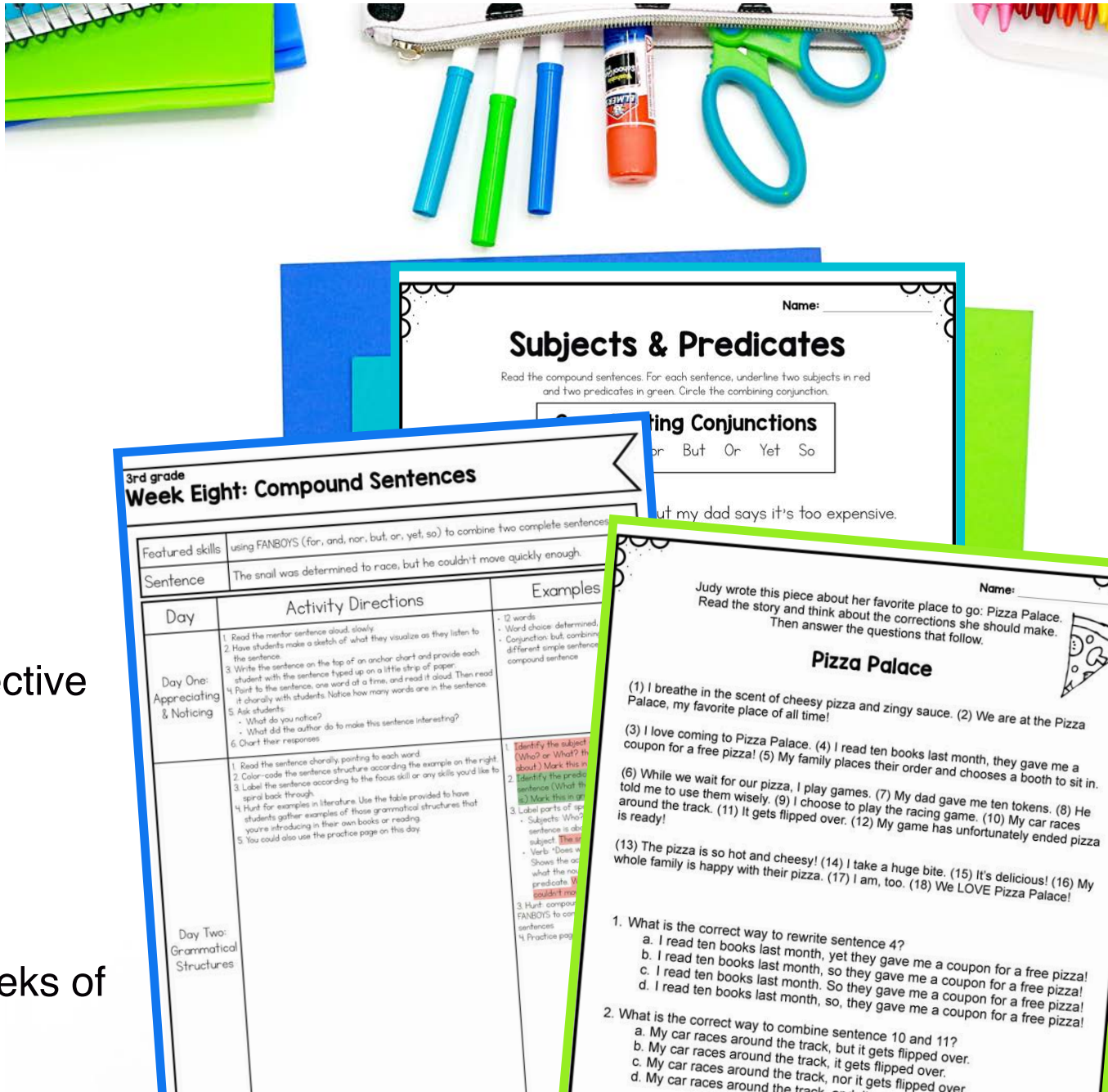
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PARTS OF SPEECH + SENTENCE STRUCTURES

USE THIS WEEKLY ROUTINE TO TEACH GRAMMAR SKILLS!

THIS RESOURCE WILL HELP YOU TEACH...

- ✓ Parts of speech
- ✓ Simple sentence: subject, predicate
- ✓ Past-Tense verbs
- ✓ Future-Tense Verbs
- ✓ Plural Nouns
- ✓ Pronouns: Subjective & Objective
- ✓ Compound Subjects
- ✓ Compound Predicates
- ✓ Compound Sentences (2 weeks of practice)



YOUR WEEKLY GRAMMAR ROUTINE



- ✓ 1. Introduce a new sentence, comprehend it, and notice its parts
- ✓ 2. Dissect the sentence, label it, hunt for examples, and practice with a worksheet
- ✓ 3. Manipulate the sentence to make different structures
- ✓ 4. Dictate & write the sentence
- ✓ 5. Write your own using the skill + a short quiz

Monday

Simple Sentence

Sketch

I visualize...

The tiny turtle speeds quickly across the finish line.

Subject (who)

predicate (does/is what)

Parts of Speech Hunt

What kind? How many?	who?	does/ is what?	in what way?	where? when?
Adjectives	Nouns	Verbs	Adverbs	Prepositions/ Prepositional Phrases
pink snaky funny	shark teacher joke	swims eats washes laughs	quickly slowly creepily noisily	on the table under the sea around the birdhouse

Revisit: Quickly, the tiny turtle speeds across the finish line.

shark 2

- TEKS correlation guide
- A mentor sentence
- Sentence diagram
- Word cards
- Grammar hunt
- Skill practice sheet
- Short quiz
- Answer keys



3rd grade Week Nine: Compound Sentences

Featured skill: using FANBOYS (for, and, nor, but, or, yet, so) to combine two complete sentences.

Sentence	Activity Directions	Examples
Day One: Appreciating & Noticing	Read the marker sentence aloud slowly. Have students make a sketch of what they visualize as they listen to the sentence. Write the sentence on the top of an anchor chart and provide each student with the sentence taped up on a little strip of paper. Read the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. Ask students: - What do you notice? - What did the author do to make this sentence interesting? Chart their responses.	- 13 words - Word choice: magical - Action: I set off towards the faraway castle. - Conjunction: so, combining two different simple sentences into one compound sentence.

Day Two: Grammatical Structures

Compound Sentences Hunt

FANBOYS (circle the conjunction in each sentence)

Compound Sentences

Compound Sentences

Compound Sentences

Read the two sentences. Choose one of the conjunctions from the box below to combine them into one sentence.

For And Nor But Or Yet So

- My dad loves dogs. My dad is allergic to them.
- I forgot my lunch at home. My aunt brought it up to school.
- My hands were sticky. I spilled glue on them.
- You can have a cupcake. You can have a muffin.
- I wanted to swing on the swings. Timothy wanted to play soccer.

Swim Lessons

Name: _____

Kai wrote this composition about his favorite class: swimming. Read the story and think about the corrections he should make. Then answer the questions that follow.

(1) The pool stretches out before me. (2) I'm wearing my suit and ready for my swim lesson! (3) My teacher, Ms. Allie, arrives at the pool. (4) She waves to me. (5) We both get in the water..

(6) First, we work on floating. (7) I try to hold my breath. (8) Some water gets in my nose. (9) Ms. Allie says to make sure to keep my mouth closed. (10) Then we practice climbing out of the pool. (11) Ms. Allie makes me practice. (12) So I can be safe in the water.

(13) Finally, we work on my strokes. (14) I'm learning the backstroke. (15) I raise my arm over the water and push it back behind my ear. (16) I kick my legs and swim across the pool! (17) I love my swimming lessons!

1. What is the correct way to rewrite sentences 4 and 5?

- She waves to me, but we both get in the water.
- She waves to me, and we both get in the water.
- She waves to me, and we both get in the water.
- She waves, to me, and, we both get in the water.

2. What is the correct way to combine sentence 7 and 8?

- I try to hold my breath, but some water gets in my nose.
- I try to hold my breath, some water gets in my nose.
- I try to hold my breath, water getting in my nose.
- I try, to hold my breath, some water gets in my nose.

3. How should sentence 11 and 12 be rewritten?

- Ms. Allie makes me practice, or I can be safe in the water.
- Ms. Allie makes me practice, yet I can be safe in the water.
- Ms. Allie makes me practice, so I can be safe in the water.
- Ms. Allie makes me practice, so I can be safe in the water.

4. What is the correct way to combine sentences 15 and 16?

- I raise my arm over the water and push it back behind my ear, but I kick my legs and swim across the pool.
- I raise my arm over the water and push it back behind my ear, and I kick my legs and swim across the pool.
- I raise my arm over the water and push it back behind my ear, so I kick my legs and swim across the pool.
- I raise my arm over the water and push it back behind my ear, yet I kick my legs and swim across the pool.

5. What is the correct way to combine sentences 17 and 18?

- I love my swimming lessons, but I want to be a professional swimmer.
- I love my swimming lessons, and I want to be a professional swimmer.
- I love my swimming lessons, so I want to be a professional swimmer.
- I love my swimming lessons, yet I want to be a professional swimmer.



PARTS OF SPEECH

Subject:
Who or what is the sentence about?

Predicate:
Does what or is what?

The tiny turtle speeds quickly across the finish line.

Article

Adjective
What kind?

Singular Noun

Prepositional Phr
Where?

Parts of Speech Hunt

Adjectives	Nouns	Verbs	Adverbs	Prepositions/ Prepositional Phrases

3rd grade Week One: Introducing Parts of Speech

Featured skills
Sentence Identifying subject and predicate in a simple sentence.
The tiny turtle speeds quickly across the finish line.

Activity Directions
1. Read the mentor sentence aloud, slowly.
2. Have students make a sketch of what they visualize as they listen to the sentence.
3. Write the sentence on the top of an anchor chart or paper.
4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence.
5. Ask students:
• What do you notice?
• What did the author do to make this sentence interesting?
6. Chart their responses.

Examples

- 9 words
- Specific word choice: speeds, quickly
- Strong verb: speeds
- Alliteration: tiny turtle

Day Two: Identifying subject and predicate in a simple sentence.
1. Read the sentence chorally, pointing to each word.
2. Color-code the sentence structure according to the example on the right.
3. Label parts of speech.
4. Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading.
5. You could also use the practice page on this day.

1. Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. The tiny turtle.
2. Identify the predicate of the sentence (What the subject does or is.) Mark this in green. speeds quickly across the finish line.
3. Label parts of speech.
• Noun: Who? or What? the sentence is about. Part of the subject: Turtle.
• Adjective: What kind? or How many? Part of the subject: tiny.
• Verb: Does what? or "Is what?" describes the action of the noun or shows the action of the verb. Part of the predicate: speeds.
• Adverb: How? Shows how the noun does the verb. Part of the predicate: quickly.
• Prepositional phrase: Where? or When? Part of the predicate: across the finish line.

Leila wrote the following paper about one of her favorite summer activities: making a sand castle. Read the paper and think about the corrections Leila needs to make. Then answer the questions that follow.

Name: _____

Sand Castles

(1) If you're ever looking for a fun summer activity, here's an idea. (2) Building a sand castle it is a fun thing to do. (3) You can build a castle with friends or by yourself!

(4) Sand castles are made of sand they are also made with plastic molds. (5) You can decorate your sand castle with shells, seaweed, or pretty rocks. (6) Sand castles are fun for the whole family try it and see for yourself!

1. What is the correct way to rewrite sentence 2?
 - a. Building a sand castle, it is a fun thing to do.
 - b. Building a sand castle. It is a fun thing. To do.
 - c. Build a sand castle, it is a fun thing to do.
 - d. Building a sand castle is a fun thing to do.

Color-It Up!

Name: _____

A complete sentence has a subject and a predicate. Use a red colored pencil to put a box around the subject and a green colored pencil to put a box around the predicate.

1. Destiny eats a huge hamburger.
2. The funny dog rolls on the grass.
3. A crayon falls off the desk.
4. The pattering rain lands on my window.
5. The delicious soda fizzed in my glass.

Read each sentence. Use the color key below to mark the parts of speech.

Noun: red	Adjective: purple	Prepositional phrase: blue
Verb: green	Adverb: orange	

STUDENTS LEARN ABOUT SIX PARTS OF SPEECH



PAST-TENSE VERBS

Parts of Speech Hunt			
Pronouns	Past-tense verbs	Adverbs	Prepositional Phrases

3rd grade

Subject:
Who or what is the sentence about?

Predicate:
Does what or is what?

I bounced excitedly into the busy pizza place.

Name: _____

Annie wrote the following story about her trip to San Francisco. Read Tamara's narrative and think about the corrections you should make. When you finish, answer the questions that follow.

City by the Bay



My trip to San Francisco was one of the most exciting trips I have ever taken! (2) I loveed every minute. (3) We seen a bridge, a factory, and sea lions!

(4) First, we went to the chocolate factory. (5) They made chocolate, ice cream, and other baked goods. (6) I tried the special rocky road ice cream! (7) My mom buyed a special ornament to remember our trip.

(8) Next, we went to see the sea lions in the harbor. (9) They were arguing about their spots and who got to sit on the floating island. (10) You could hear them from a mile away! (11) They barkt like dogs and it was so noisy.

1. What change, if any, should be made in sentence 2?
a. Change **minute** to **minut**
b. Change **loveed** to **loved**
c. Change **every** to **ever**
d. No change is needed

2. How should sentence 3 be changed?
a. Change **, and to , but**
b. Change **museums** to **museams**
c. Change **We** to **They**
d. Change **seen** to **saw**

3. How should sentence 7 be changed?
a. Change **he** to **she**
b. Change **bought** to **buyed**
c. Change **he** to **she**
d. No change is needed

4. How should sentence 11 be changed?
a. Change **could** to **coud**
b. Change **them** to **they**
c. Change **barkt** to **barked**
d. No change is needed

3rd grade Week Two: Past-Tense Verbs

Featured skills		Adding -ed to change a verb to past-tense	
Sentence		I bounced excitedly into the busy pizza place.	
Day	Activity Directions	Examples	
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: • What do you notice? • What did the author do to make this sentence interesting? 6. Chart their responses.	• 8 words • Specific word choice: busy, bounced, excitedly	
Day Two: Grammatical Structures	1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure according to the example on the right. 3. Label the sentence according to the focus skill or any skills you'd like to spiral back through. 4. Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading. 5. You could also use the practice page on this day.	1. Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. The tiny turtle. 2. Identify the predicate of the sentence (What the subject does or is.) Mark this in green. bounced excitedly. 3. Label parts of speech: • Noun: Who? or What? the sentence is about: Part of the subject: I. • Adjective: What kind? or How many? Part of the subject, describes the noun: tiny (describes pizza place). • Verb: Does what? or Is what? Shows the action of the noun or what the noun is. Part of the predicate: Bounced. • Adverb: How? Shows how the noun does the verb. Part of the predicate: Excitedly. • Prepositional phrase: Where? or When? Into the noisy pizza place. 3. Hunt	

Rewrite It! Name: _____

Read each sentence. Mark out the verb and change it to a past-tense verb.

1. The pencil rolls across the desk.
 2. Sandy laughs at a joke.
 3. Fernie yells at the neighbor.
 4. Gavin looks under the desk for his missing pencil.
 5. Courtney asks for help on her homework.
 6. I start the blender to make a smoothie.
 7. Kathleen races down the hall.
 8. She wants to pass her test.
- The birds tweet in the nest.

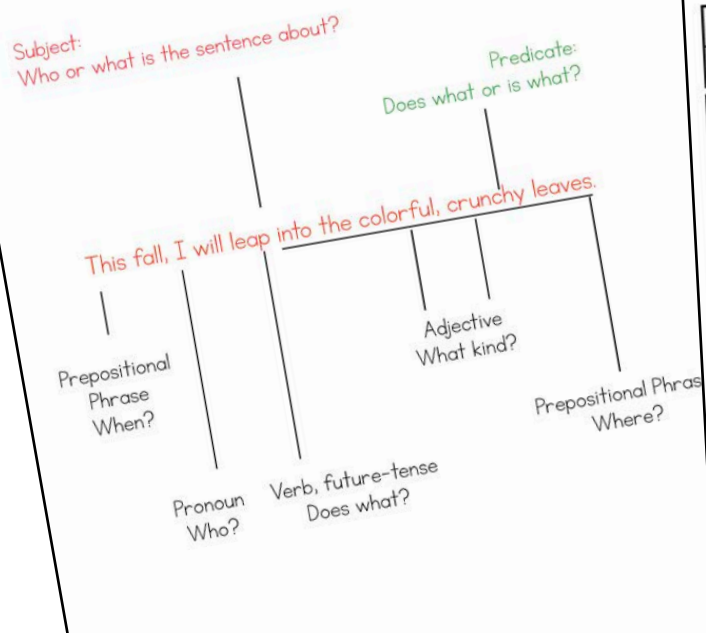
STUDENTS LEARN PAST-TENSE VERBS AND REVIEW PARTS OF SPEECH



FUTURE TENSE VERBS

This	fall,
I	will
leap	

Parts of Speech Hunt		
Prepositional Phrases (when?)	Future-tense verbs (will)	Adjectives



3rd grade
Week Three: Future-Tense Verbs

Featured skills	Adding -ed to change a verb to past-tense	
Sentence	This fall, I will leap into the colorful, crunchy leaves.	

Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: • What do you notice? • What did the author do to make this sentence interesting? 6. Chart their responses.	• 10 words • Alliteration: colorful, crunchy • Word choice: leap, crunchy • Future tense verb: will leap
Day Two: Grammatical Structures	1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure according to the example on the right. 3. Label the sentence according to the focus skill or any skills you'd like to spiral back through. 4. Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading. 5. You could also use the practice page on this day.	1. Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. 2. Identify the predicate of the sentence (What the subject does or is.) Mark this in green. 3. Label parts of speech. • Noun: Who? or What? the sentence is about: Part of the subject. • Adjective: What kind? or How many? Part of the subject describes the noun. Colorful, crunchy are adjectives but they are not part of the subject - they describe the leaves in the preposition. • Verb: "Does what?" or "Is what?" Shows the action of the noun or what the noun is. Part of the predicate. Will leap (future tense). • Adverb: How? Shows how the noun does the verb. Part of the

In the Future... Name: _____

Read each sentence. Rewrite the sentence using future tense verbs.

1. He runs the bases.

2. She sits with her family.

3. You love the newest movie.

4. The baby cries because it's hungry.

5. The car puffs out black smoke.

_____ Name: _____

Kayden wrote the following paper about his favorite topic: stars. Read the story and think about the corrections he should make. Then answer the questions that follow.



My Favorite Star

(1) Do you have a favorite star? (2) I sure do! (3) Read on, because you be surprised about my favorite one!

(4) The next time you look up into the night sky, you noticed the bright points of light. (5) These are stars. (6) The farther away they are, the dimmer and smaller they look. (7) Stars are made of very hot gas. (8) They send out light, and by the time it reaches us, it looks like little dots.

(9) Different stars live for different amounts of time. (10) When they run out of fuel, they died. (11) Then, some will became red giants and others turn into black holes.

2) You might be surprised to learn which star is my f...
4) It's the closest star and gives us light...

STUDENTS LEARN ABOUT FUTURE TENSE VERBS AND REVIEW PARTS OF SPEECH



PLURAL NOUNS

She	piles	spicy
nuts	and	tart
peaches	on	top
		pastries

Subject:
Who or what is the sentence about?

Predicate:
Does what or is what?

He whacked the balloon towards her fiercely.

Verb,
present-tense:
Pronouns Does what?

Prepositional
Phrase

Plurals Hunt				
end in -s	end in -es	drop the y and add -ies	change 'f' to 'v' and add -es	

3rd grade Week Four: Plural Nouns

Featured skills	Adding 's' and 'es', and dropping y and adding 'ies' to make plural nouns.
Sentence	He whacked the balloon towards her fiercely.

Day	Activity Directions	Examples
Day One: Appreciating & Noticing	- Read the mentor sentence aloud, slowly. - Have students make a sketch of what they visualize as they listen to the sentence. - Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. - Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. - Ask students: - What do you notice? - What did the author do to make this sentence interesting? - Chart their responses.	12 words - Word choice: pile, spicy, tart - Plural words: nuts, peaches, pastries
Day Two: Grammatical Structures	- Read the sentence chorally, pointing to each word. - Color-code the sentence structure according to the example on the right. - Label the sentence according to the focus skill or any skills you'd like to spiral back through. - Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading. - You could also use the practice page on this day.	- Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. - Identify the predicate of the sentence (What the subject does or is.) Mark this in green. - Label parts of speech: - Noun: Who? or What? the sentence is about. Part of the subject: He - Adjective: What kind? or How many? Part of the subject, describes the noun, spicy, tart are adjectives but they are not part of the subject - they describe nuts & peaches in the predicate. - Verb: Does what? or 'Is what?' Shows the action of the noun or what the noun is. Part of the predicate: whacked - Adverb: How? Shows how the noun does the verb. Part of the predicate: fiercely

More than one

Name: _____
Read each noun in the table. How will you make it plural? Change the singular nouns to plural nouns and sort them into the three columns.

desk	box	grade	bus	hero
table	knife	teacher	juice	berry
city	shaker	baby	glass	potato
bird	hoof	badge	church	wish
end in -s	end in -es	drop the y and add -ies	change 'f' to 'v' and add -es	

Name: _____
Aliyah wrote this story about her favorite place: the park. Read the story and think about the corrections she should make. Then answer the questions that follow.

The Park

terday, we took a trip to the park down the street. (2) I love going to the park se there are so many fun activits to do! (3) As soon as we got there, I leaped he car. (4) The park was full of childs!

cided to ask someone to play tag with me. (5) I tagged her and ran away. (6) ight me and tagged me back! (7) We ran up the stair's and down the slide. n we swung from the branches of a tree. (9) I had such a good time at the

at change, if any, should be e in sentence 2?
change **there** to **here**
change **fun** to **funny**
change **activits** to **activities**
add a comma after **because**

- How should sentence 4 be changed?
 - Change **was full** to **was filling**
 - Omit of
 - Add a comma after **full**
 - Change **childs** to **children**

INTRODUCE PLURAL NOUNS AND LEARN SPELLING RULES



OBJECTIVE & SUBJECTIVE PRONOUNS

Color Code It

Read each sentence. Circle the subjective pronoun in orange and the objective pronoun in purple.

1. She tossed him the ball.
2. He gave them their homework.
3. They poked them with their finger.
4. You sent me a letter.
5. I handed you an apple.

Subject:
Who or what is the sentence about?

Predicate:
Does what or is what?

Objective pronoun
(receives the action)

He whacked the balloon towards her fiercely.

Verb

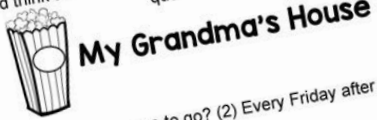
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Pronouns Hunt

Subjective: the subject of the sentence
he, she, I, you, they, we

Objective: receive the action
her, him, them, us, me, you

Caiden wrote this story about his trip to a candy shop. Read the story and think about the corrections he should make. Then answer the questions that follow.



My Grandma's House

(1) Do you have a special place to go? (2) Every Friday after school, we go to my Grandma's House! (3) I love visiting she.
(5) The first thing I do is have a snack. (6) Grandma makes me a fruit tray with cheese on it. (7) Then we go outside to pet her dog, Belle. (8) Belle has a lot of energy and runs everywhere. (9) Sometimes Belle knocks I over when she's running!
(10) Every now and then, we have Family Movie Night. (11) We choose a fun movie and put it on the tv. (12) Grandma makes for us popcorn to share. (13) We put lots of butter on top because that's how we like it! (14) We share the popcorn and watch the movie. (15) Sometimes, Grandma falls asleep on the couch, but it's still fun!

1. What change, if any, should be made in sentence 3?
Change she to her

2. Which pronoun could replace the word "Grandma" in sentence 6?
a. Her
b. Them
c. She

3rd grade Week Five: Objective vs. Subjective Pronouns

Featured skills	Differentiating between subjective (subject pronouns) and objective (those receiving the action)
Sentence	He whacked the balloon towards her fiercely.

Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: • What do you notice? • What did the author do to make this sentence interesting? 6. Chart their responses.	• 17 words • Word choice: whacked, fiercely • Pronouns: he (subjective) • Pronoun: her (objective - receiving the action)
	1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure according to the example on the right. 3. Label the sentence according to the focus skill or any skills you'd like to spiral back through. 4. Hunt for examples in literature. Use the table provided to have students gather examples of those parts of speech that you're introducing in their own books or reading. 5. You could also use the practice page on this day.	1. Identify the subject of the sentence. (Who? or What? the sentence is about.) Mark this in red. 2. Identify the predicate of the sentence. (What the subject does or is.) Mark this in green. 3. Label parts of speech: • Subjective pronoun: Who? or What? the sentence is about. Part of the subject: <u>He</u> • Verb: "Does what?" or "Is what?" Shows the action of the noun or what the noun is. Part of the predicate: <u>whacked</u> • Objective Pronoun: "At to, or for who?" <u>her</u> • Prepositional phrase: Where? or When? Towards: <u>her</u> <u>fiercely</u>

He	whacked	the
balloon	towards	her
fiercely		

He	whacked	the
balloon	towards	

CHOOSE THE CORRECT PRONOUNS FOR EACH SENTENCE



COMPOUND SUBJECTS

Compound Subject Hunt

Compound Subject	Predicate

Compound Subject:
Who or what is the sentence about?

Predicate:
Does what or is what?

Stuffed animals, filthy socks, and plastic figures littered the closet floor.

Verb,

Compound Subjects

Combine the sentences by crossing out the repeated information and using a conjunction to make a compound subject. Pay attention to the subject-verb agreement and make the changes you need to.

1. Martha ran for the ball. Lucy ran for the ball.
2. A dove flew through the air. A grackle flew through the air.
3. My cat Ellie meowed for dinner. My cat Jeannie meowed for dinner.
4. December is a winter month. January is a winter month. February is a winter month.

Stuffed	animals
filthy	socks
and	plastic
figures	littered

3rd grade Week Six: Compound Subjects

Featured skills	Using a conjunction to combine two subjects in one simple sentence.
Sentence	Stuffed animals, filthy socks, and plastic figures littered the closet floor.

Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: - What do you notice? - What did the author do to make this sentence interesting? 6. Chart their responses	- 8 words - Word choice: filthy, littered - Compound subject: Stuffed animals, filthy socks, and plastic figures (conjunction 'and' used to combine multiple subjects into one)
	1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure according to the example on the right. 3. Label the sentence according to the focus skill or any skills you'd like to spiral back through. 4. Hunt for examples in literature. Use the table provided to have students gather examples of those grammatical structures that you're introducing in their own books or reading. 5. You could also use the practice page on this day.	1. Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. 2. Identify the predicate of the sentence (What the subject does or is.) Mark this in green. 3. Label parts of speech: - Subject: Who? or What? the sentence is about. Part of the subject: Stuffed animals, filthy socks, and plastic figures - Adjectives: stuffed, filthy, plastic - Verb: "Does what? or "Is what?" Shows the action of the noun or what the noun is. Part of the predicate: Littered - Object: What receives the action? The closet floor

Casey wrote this composition about his favorite hobby, baking. Read the story and think about the corrections he should make. Then answer the questions that follow.

Baking

- (1) Mmmm! (2) Do you smell that? (3) Hot and delicious cinnamon rolls coming up! (4) I love to bake for family and friends!
- (5) It took me some practice, but I have gotten much better at baking! (6) Cakes can be tricky. (7) Pies can be tricky too.
- (8) Cinnamon rolls are one of my favorite things to bake. (9) Muffins are also one of my favorite things to bake. (10) I make a huge batch and share them with our neighbors. (11) My family gobbles them up too!
- (12) It isn't too hard to learn how to bake, but it takes time. (13) Cookbooks are required. (14) Measuring spoons are required. (15) Measuring cups are required. (15) You can bake too!
- What is the correct way to rewrite sentences 6 and 7?
- a. Cakes can be tricky, pies can be tricky too.
 - b. Cakes can be tricky, pies too.
 - c. Cakes and pies can be tricky.
 - d. Cakes can be tricky pies can be tricky too.
- What is the correct way to combine sentence 8 and 9?
- a. Cinnamon rolls, muffins, are favorite things to bake.
 - b. Cinnamon rolls and muffins are my favorite things to bake.
 - c. Muffins are my favorite things to bake.
 - d. Cinnamon rolls and muffins are my favorite things to bake.

BUILD SENTENCES WITH MORE THAN ONE SUBJECT



COMPOUND PREDICATES

3rd grade
Week Seven: Compound

Featured skills	Using a conjunction to combine two predicates in one simple sentence.
Sentence	The birds squawked and cawed in the noisy tree.
Day	Activity Directions
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: • What do you notice? • What did the author do to make this sentence interesting? 6. Chart their responses.

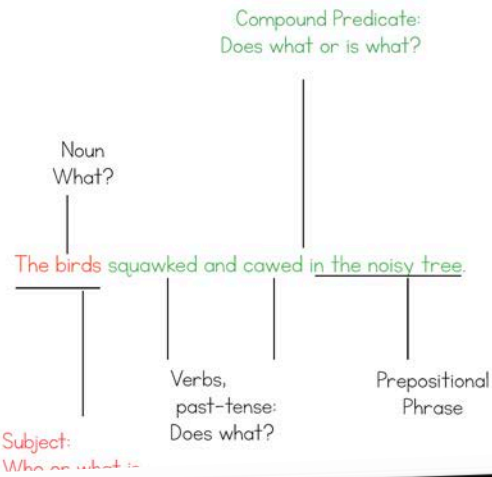
Example:

- 9 words
- Word choice: squawked, noisy
- Compound predicate: cawed (conjunction combine multiple)

1. Identify the subject (Who or What?) Mark it.

2. Identify the predicate (What or What?) Mark it.

3. Label parts: Subject, Verb, Prepositional Phrase.



Compound Predicate Hunt	
Subject	Compound Predicate

Name: _____

Celeste wrote this story about making a craft for fall. Read the story and think about the corrections she should make. Then answer the questions that follow.

My Fall Craft

(1) I love this time of year. (2) The leaves are changing colors. (3) The leaves are falling from the trees. (4) Pumpkins are everywhere! (5) I decided to make a fall craft to celebrate!

(6) First, I pulled out my fall crafty materials. (7) I laid them across my desk. (8) I looked at the fake leaves and the glitter. (9) "I'll make a leaf wreath!" I thought.

(10) I started by getting a paper plate. (11) I cut the middle out to make a wreath. (12) I chose the best leaves. (13) And glued them around the edge of the paper plate. (14) Then I sprinkled it with orange and gold glitter. (15) I loved my wreath! (16) I decided to hang it on my bedroom door.

What is the correct way to rewrite sentences 2 and 3?

- a. The leaves are changing colors. And falling from the trees.
- b. The leaves are changing colors and falling from the trees.
- c. The leaves are changing colors, and the leaves are falling from the trees.
- d. The leaves are changing, colors, and falling, from the trees.

What is the correct way to combine sentence 7 and 8?

- a. I laid them across my desk and looked at the fake leaves and glitter.
- b. I laid them across my desk, looked at the fake leaves and glitter.
- c. I laid them, across my desk, looking at the fake leaves and glitter.
- d. I laid them across my desk. And looked at the fake leaves and glitter.

How should sentence 12 and 13 be written?

- a. I chose the best leaves glued them around the edge of the paper plate.
- b. I chose the best leaves, glueing them around the edge of the paper plate.
- c. I chose the best leaves, glueing them around the edge of the paper plate.
- d. I chose the best leaves, glueing them around the edge of the paper plate.

WRITE SENTENCES WITH COMPOUND PREDICATES



COMPOUND SENTENCES

Noun
Who?
Linking verb
Is what?

The snail was determined to race

Predicate: Does what or is what?

Subject:
Who or what is
the sentence
about?

3rd grade Week Eight: Compound Sentences

Featured skills	using FANBOYS (for, and, nor, but, or, yet, so) to combine two complete sentences.	
Sentence	The snail was determined to race, but he couldn't move quickly enough.	
Day	Activity Directions	Examples
Day One: Appreciating & Noticing	1. Read the mentor sentence aloud, slowly. 2. Have students make a sketch of what they visualize as they listen to the sentence. 3. Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. 4. Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. 5. Ask students: - What do you notice? - What did the author do to make this sentence interesting? 6. Chart their responses.	• 12 words • Word choice: determined, quickly • Conjunction but, combining two different simple sentences into one compound sentence
Day Two: Grammatical Structures	1. Read the sentence chorally, pointing to each word. 2. Color-code the sentence structure according to the example on the right. 3. Label the sentence according to the focus skill or any skills you'd like to spiral back through. 4. Hunt for examples in literature. Use the table provided to have students gather examples of those grammatical structures that you're introducing in their own books or reading. 5. You could also use the practice page on this day.	1. Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. 2. Identify the predicate of the sentence (What the subject does or is.) Mark this in green. 3. Label parts of speech: • Subjects: Who? or What? the sentence is about. Part of the subject: <u>The snail, he</u> • Verb: "Does what?" or "Is what?" Shows the action of the noun or what the noun is. Part of the predicate: <u>Was determined, couldn't move</u> 3. Hunt: compound sentences that use FANBOYS to combine two complete sentences 4. Practice page: Compound Sentences

The snail

was determined

to race

but

he

couldn't move

Subjects & Predicates

Read the compound sentences. For each sentence, underline two subjects in red and two predicates in green. Circle the combining conjunction.

Coordinating Conjunctions

For And Nor But Or Yet So

Compound Sentences Hunt FANBOYS (circle the conjunction in each sentence)

Compound Sentences

I love to go to the movies, but my dad says it's too expensive.
The freezer stopped working, so all the ice cream melted.
I was invited to Maddy's birthday party, so we bought a gift.
The clock struck ten, yet I was wide awake.
My quarter was gone, for I had a hole in my pocket.
Mya can sit...

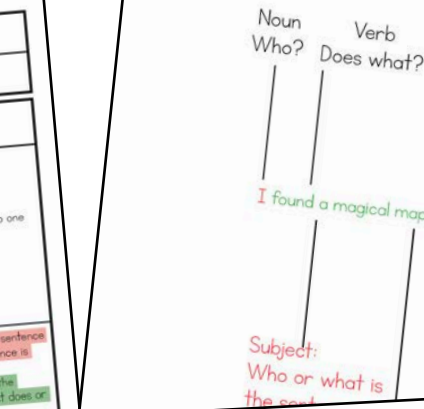
COMBINE SENTENCES WITH CONJUNCTIONS



COMPOUND SENTENCES

3rd grade
Week Nine: Compound Sentences

Featured skills	using FANBOYS (for, and, nor, but, or, yet, so) to combine two complete sentences.	
Sentence	I found a magical map, so I set off towards the faraway castle.	
Day	Activity Directions	Examples
Day One: Appreciating & Noticing	- Read the mentor sentence aloud, slowly. - Have students make a sketch of what they visualize as they listen to the sentence. - Write the sentence on the top of an anchor chart and provide each student with the sentence typed up on a little strip of paper. Then read it aloud. - Point to the sentence, one word at a time, and read it aloud. Then read it chorally with students. Notice how many words are in the sentence. - Ask students: - What do you notice? - What did the author do to make this sentence interesting? - Chart their responses.	13 words - Word choice: magical - Alliteration: magical map - Conjunction: so, combining two different simple sentences into one compound sentence
	- Read the sentence chorally, pointing to each word. - Color-code the sentence structure according to the example on the right. - Label the sentence according to the focus skill or any skills you'd like to spiral back through. - Hunt for examples in literature. Use the table provided to have students gather examples of those grammatical structures that you're introducing in their own books or reading. - You could also use the practice page on this day.	- Identify the subject of the sentence (Who? or What? the sentence is about.) Mark this in red. - Identify the predicate of the sentence (What the subject does or is.) Mark this in green. - Label parts of speech: - Subjects: Who? or What? the sentence is about. subject: I - Verb: "Does what" Shows the action what the noun is predicate: found. - Hunt: compound sentences using FANBOYS to combine



Compound Sentences Hunt FANBOYS (circle the conjunction in each sentence)

Compound Sentences

Brain 20

Name: _____

Kai wrote this composition about his favorite class: swimming. Read the story and think about the corrections he should make. Then answer the questions that follow.

Swim Lessons

(1) The pool stretches out before me. (2) I'm wearing my suit and ready for lesson! (3) My teacher, Ms. Allie, arrives at the pool. (4) She waves to me. (5) Both get in the water..

(6) First, we work on floating. (7) I try to hold my breath. (8) Some water gets on my nose. (9) Ms. Allie says to make sure to keep my mouth closed. (10) Then we practice climbing out of the pool. (11) Ms. Allie makes me practice. (12) So I learn to swim.

(13) Finally, we work on my strokes. (14) I'm learning the backstroke. (15) I raise my arm over the water and push it back behind my ear. (16) I kick my legs and swim faster. (17) I love my swimming lessons!

Name: _____

Compound Sentences

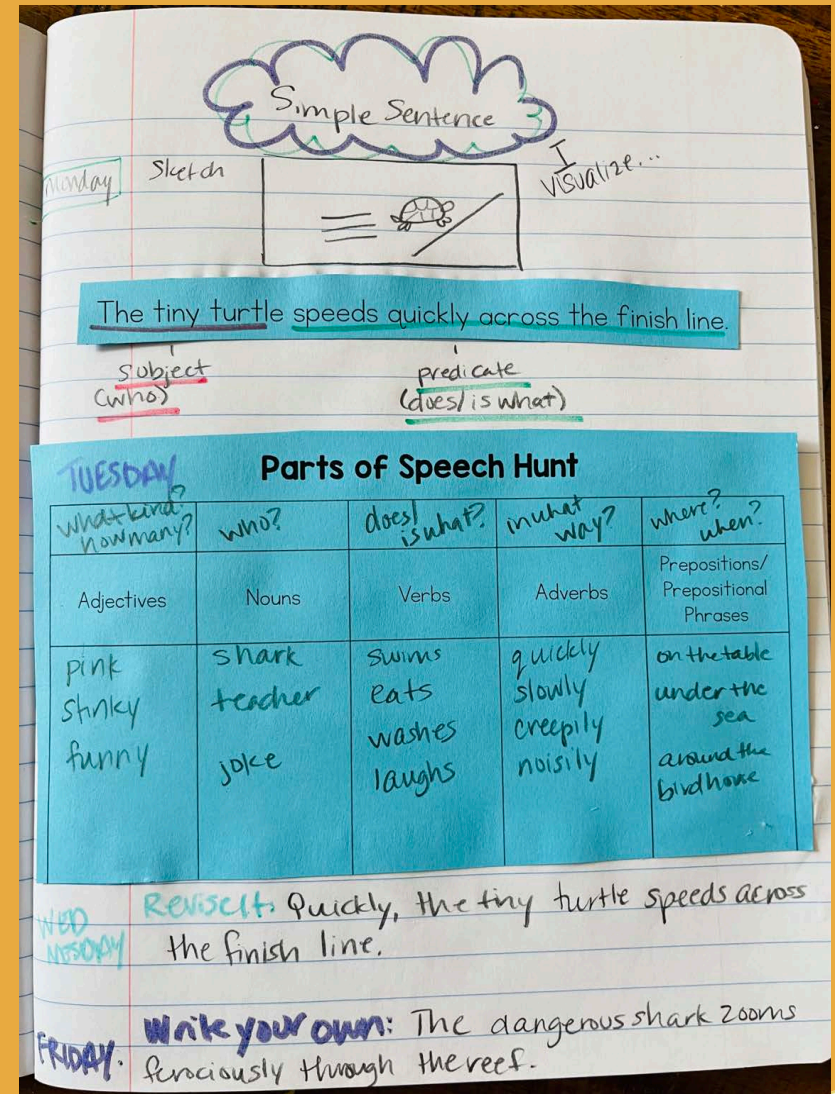
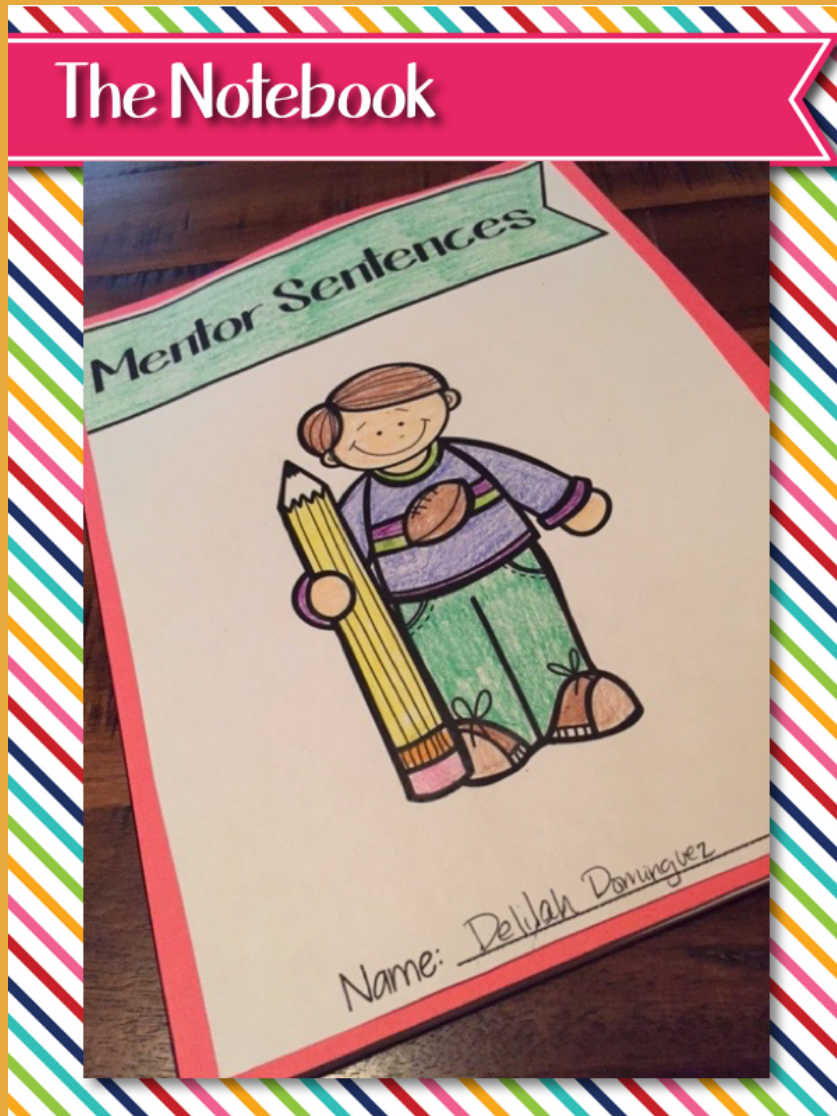
Read the two sentences. Choose one of the conjunctions from the box below to combine them into one sentence.

For And Nor But Or Yet So

- My dad loves dogs. My dad is allergic to them.
- I forgot my lunch at home. My aunt brought it up to school.
- My hands were sticky. I spilled glue on them.
- You can have a cupcake. You can have a muffin.
- I wanted to swing on the swings. Timothy wanted to play soccer.
- I saved some money. I bought my favorite ice cream.

USE SUBORDINATE CONJUNCTIONS TO MAKE COMPLEX SENTENCES

THE NOTEBOOK



Keep everything in one organized spot!