

THIRD GRADE GRAMMAR Bundle 5

THIRD GRADE GRAMMAR



- Minilessons
- PowerPoint
- Task Cards
- Passage
- Writing
- Worksheet
- Assessment

Combining Sentences

THIRD GRADE GRAMMAR



- Minilessons
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Complex Sentences

THIRD GRADE GRAMMAR



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Capitalizing Titles

Combining Sentences

Complex Sentences

Capitalizing Titles

THIRD GRADE GRAMMAR



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Punctuating Dialogue

THIRD GRADE GRAMMAR



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Commas in Addresses

THIRD GRADE GRAMMAR



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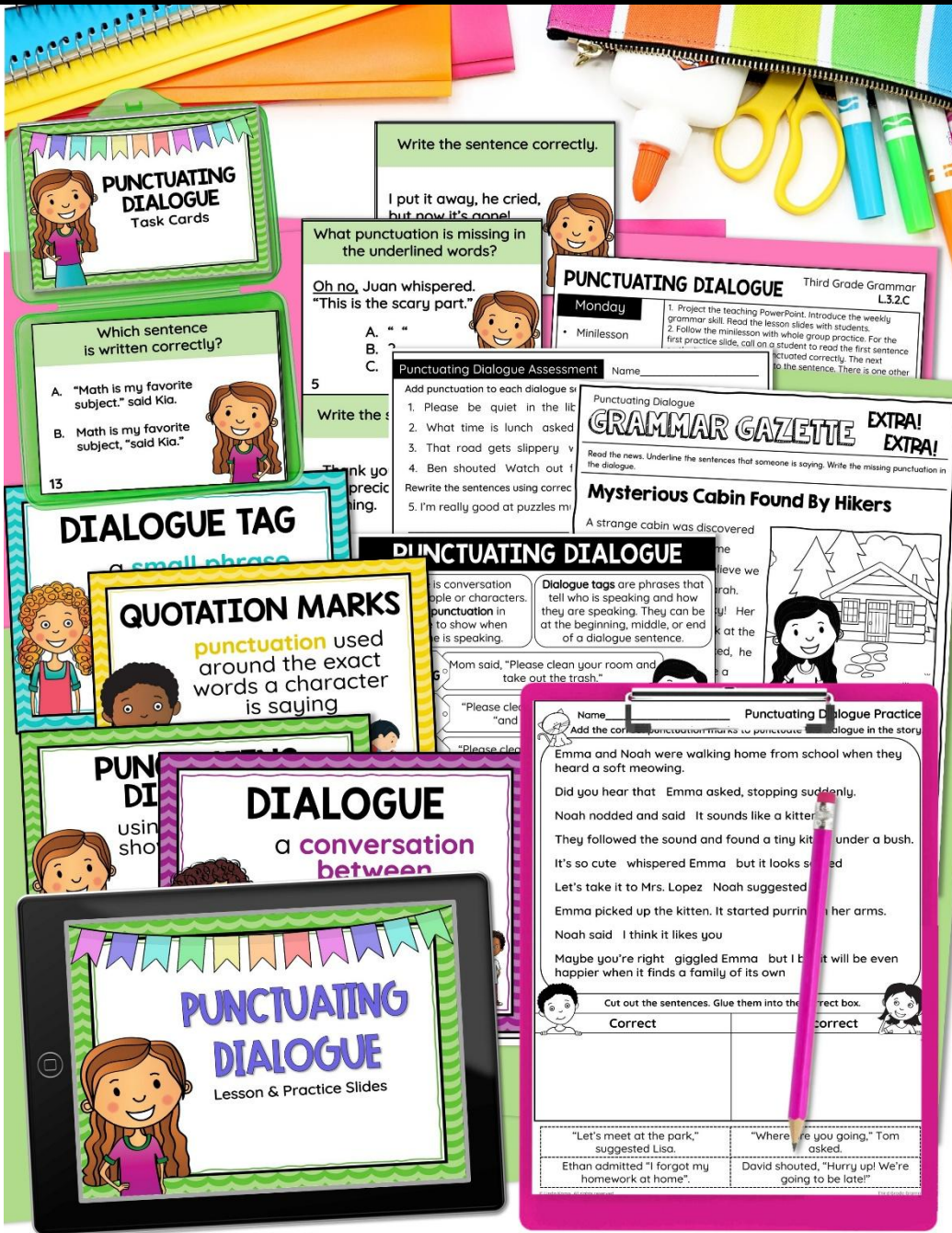
Context Clues

Punctuating Dialogue

Commas in Addresses

Context Clues

Get 6 full weeks of lessons & activities



Sample Unit

INSIDE YOU'LL GET:

- 6 Weeks of lesson plans
- 6 Teaching PowerPoints
- 18 Practice worksheets
- 6 Reading passages
- 6 Writing activities
- 96 Task cards
- 6 Assessments
- 9 Grammar posters

NEVER SCRAMBLE
FOR GRAMMAR
ACTIVITIES AGAIN!



Meaningful daily grammar practice

COMMAS IN ADDRESSES

Third Grade Grammar
L.3.2.B

Monday	<ol style="list-style-type: none">1. Project the teaching PowerPoint. Introduce the weekly grammar skill. Read the lesson slides with students.2. Follow the minilesson with whole group practice. For the first practice slide, call on a student to read the first address on the list. Work with students to determine if the commas are correctly placed. The next student slides a check or X to the word. There are two other practice slides to help students with placing commas in addresses and writing addresses. These can be used to replace the first practice or in addition to the first practice. One of the practice activities can also be used on another day to help students review the skill.3. Students work with a partner for the partner practice slide. Students use a journal, scrap paper, or whiteboards for the writing portion of the slide.
<ul style="list-style-type: none">• Minilesson <p>*Each day's lesson & activity is designed to take 15 minutes.</p>	
Tuesday	<ol style="list-style-type: none">1. Review the minilesson slides if needed. Project the Talk About It slide for students to review further.2. Students complete the practice worksheet.
<ul style="list-style-type: none">• Practice worksheet	
Wednesday	Students continue practice using task cards. Use the cards as a literacy center or place them around the room for students to "room the room" to complete with a partner. Another option is to spread the cards onto desks. Students complete the card and pass it on to the next student. Students can complete the cards in any order.
<ul style="list-style-type: none">• Task Card Center	
Thursday	Students apply the weekly grammar skill to their writing. <ol style="list-style-type: none">1. Choose the option you wish students to use. Easily differentiate for students who need more guidance with the word bank version.2. Students write a short, 3-4 sentence news story about the picture that includes the weekly grammar skill. Students circle the target words in their writing or trade papers with a partner to find and circle them.
<ul style="list-style-type: none">• Writing Grammar Gazette	
Friday	<ol style="list-style-type: none">1. Students glue the Grammar Glossary pages into their notebooks for future reference. Extend the activity with comma manipulatives if desired/needed.2. Students finish the week by taking the assessment.
<ul style="list-style-type: none">• Assessment• Grammar Glossary	

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Third Grade Grammar

You'll get six weeks of ready-to-use lesson plans & no prep activities that follow a consistent weekly routine

Daily Routine

- Monday** Minilesson | Group practice
- Tuesday** Partner practice & worksheet
- Wednesday** Center activity
- Thursday** Reading passage & writing activity
- Friday** Assessment & grammar glossary

Teach, practice or assess in 15 minutes or less!

Day 1 Introduce the Skill

Minilesson & activity slides on PowerPoint

- ★ Teaching slides to introduce the skill
- ★ Interactive slides with moveable pieces to model & practice whole group
- ★ Partner slides to review & practice together

IDENTIFY THE CLAUSES

As soon as I get home, I'm getting a snack.

The baby cried because he was hungry.

Although I was scared, I rode the roller coaster.

What is a complex sentence?



Dependent clauses start with **SUBORDINATING CONJUNCTIONS**. Here are some of the most common subordinating conjunctions.

AFTER	UNLESS	AS LONG AS
ALTHOUGH	BEFORE	EVEN IF
AS	BECAUSE	WHENEVER
WHEN	IF	AS SOON AS
WHETHER		EVEN THOUGH

TALK ABOUT IT

Review:
Tell your partner what a complex sentence is.



Can you write a complex sentence about a rainy day using the conjunction you learned?

What is a complex sentence?



Imagine a **dependent clause** as a tire swing on the tree. It depends on the tree to hold it up and make it work, just like a

What is a complex sentence?

A complex sentence is a sentence that combines a complete thought (**independent clause**) with additional information (**dependent clause**).



For example,
The dog barked because it was hungry.

What is a complex sentence?



Let's take a look at the components of this complex sentence!



When the bell rings, we all go home.

Dependent Clause



Independent Clause



Interactive teaching slides

Day 2 Partner & Independent Practice

IS IT CORRECT?

PRACTICE

I'm so hungry! complained Jacob.



yes



no

Nick said, "Playing in the snow is fun!"

TALK ABOUT IT

Review:

Tell your partner what dialogue is.

Can you write a dialogue sentence using the dialogue tag whispered Kim?

Fun partner practice slides!

Name _____ Punctuating Dialogue Practice

Add the correct punctuation marks to punctuate the dialogue in the story.

Emma and Noah were walking home from school when they heard a soft meowing.

Did you hear that Emma asked, stopping suddenly.

Noah nodded and said It sounds like a kitten

They followed the sound and found a tiny kitten under a bush.

It's so cute whispered Emma but it looks scared

Let's take it to Mrs. Lopez Noah suggested

Emma picked up the kitten. It started purring in her arms.

Noah said I think it likes you

Maybe you're right giggled Emma but I bet it will be even happier when it finds a family of its own

Cut out the sentences. Glue them into the correct box.

Correct

Incorrect

"Let's meet at the park," suggested Lisa.

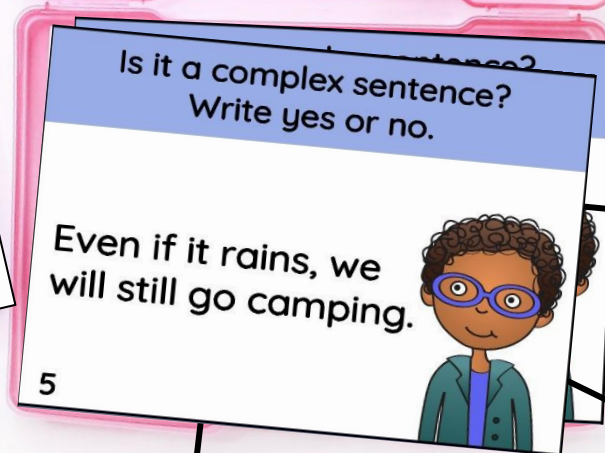
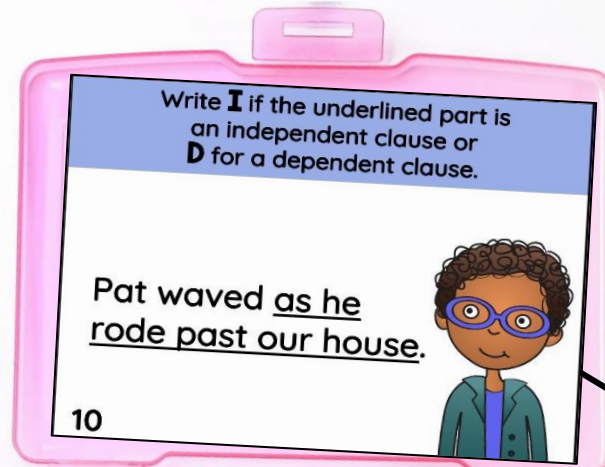
"Where are you going," Tom asked.

Ethan admitted "I forgot my homework at home".

David shouted, "Hurry up! We're going to be late!"

Independent practice worksheets

Day 3 Center activity



CHOOSE HOW YOU USE THEM!

for early finishers

for test prep

as a gallery walk

as independent practice

as a grammar center

96 Task cards & recording sheets

Day 5 Assessment

PUNCTUATING DIALOGUE		Third Grade Grammar L.3.2.C
Monday <ul style="list-style-type: none">• Minilesson <p>*Each day's lesson & activity is designed to take 15 minutes.</p>	<ol style="list-style-type: none">1. Project the teaching PowerPoint. Introduce the weekly grammar skill. Read the lesson slides with students.2. Follow the minilesson with whole group practice. For the first practice slide, call on a student to read the first sentence on the list and tell if it is punctuated correctly. The next student slides a check or X to the sentence. There is one other practice slide to help students practice with punctuating dialogue. This can be used to replace the first practice or in addition to the first practice. One of the practice activities can also be used on another day to help students review the skill.3. Students work with a partner for the partner practice slide. Students use a journal, scrap paper, or whiteboards for the writing portion of the slide.	
Tuesday <ul style="list-style-type: none">• Practice worksheet	<ol style="list-style-type: none">1. Review the minilesson slides if needed. Project the Talk About It slide for students to review further.2. Students complete the practice worksheet.	
Wednesday <ul style="list-style-type: none">• Task Card Center	Students continue practice using task cards. Use the cards as a literacy center or place them around the room for students to "roam the room" to complete with a partner. Another option is to spread the cards onto desks. Students complete the card and pass it on to the next student. Students can complete the cards in any order.	
Thursday <ul style="list-style-type: none">• Writing Grammar Gazette	Students apply the weekly grammar skill to their writing. <ol style="list-style-type: none">1. Choose the option you wish students to use. Easily differentiate for students who need more guidance with the word bank version.2. Students write a short, 3-4 sentence news story about the picture that includes dialogue to demonstrate the weekly grammar skill. Students circle the target words in their writing or trade papers with a partner to find and circle them.	
Friday <ul style="list-style-type: none">• Assessment• Grammar Glossary	<ol style="list-style-type: none">1. Students glue the Grammar Glossary pages into their notebooks for future reference. If you wish to extend the glossary and add a list generating activity, it can be done during your literacy center time or when time allows.2. Students finish the week by taking the assessment.	



Students take an easy-to-grade assessment

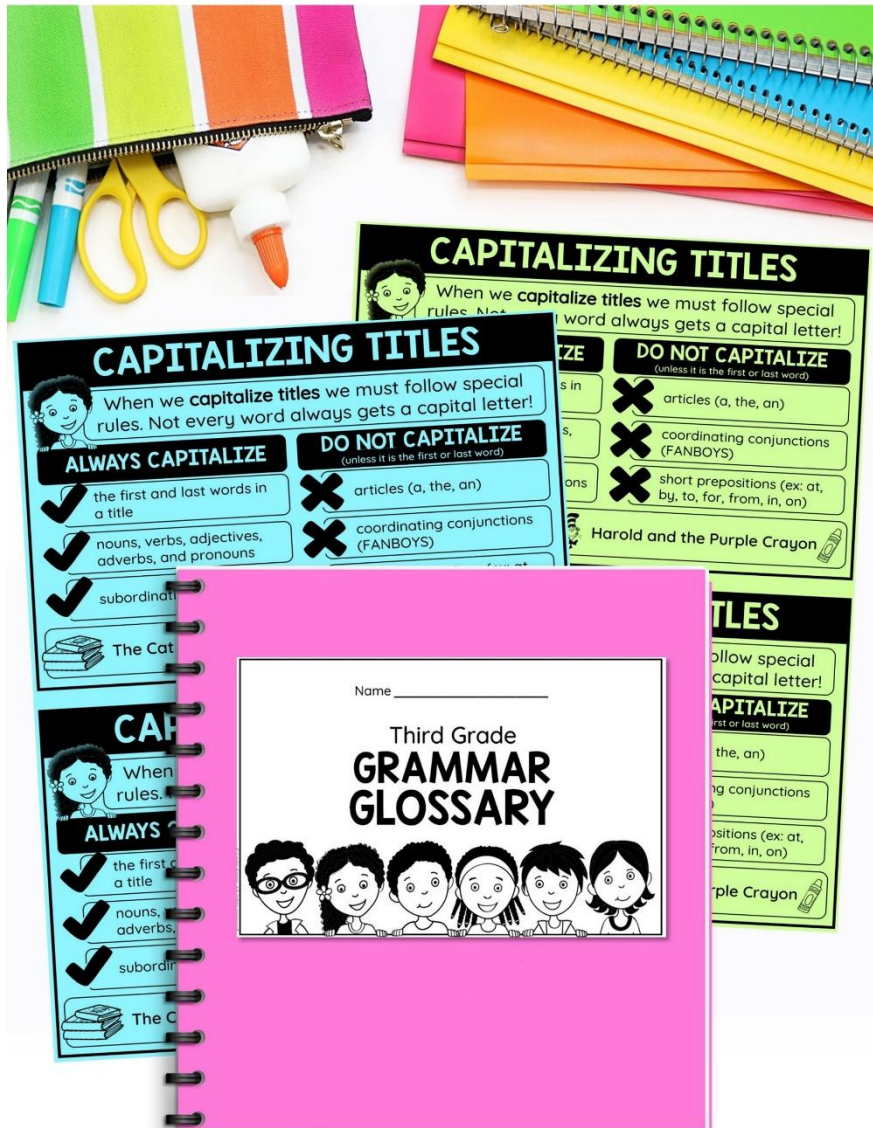
With simple questions to determine if students can:

- ★ identify the skill
- ★ generate examples
- ★ apply the skill in writing

Final assessment for each unit

Day 5 Grammar Glossary

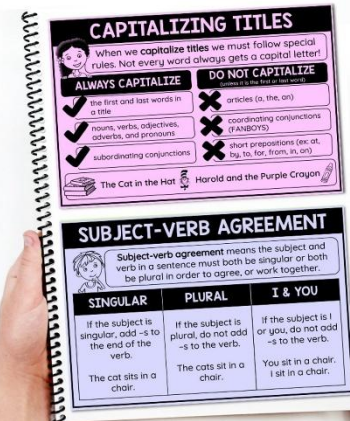
GRAMMAR GLOSSARY



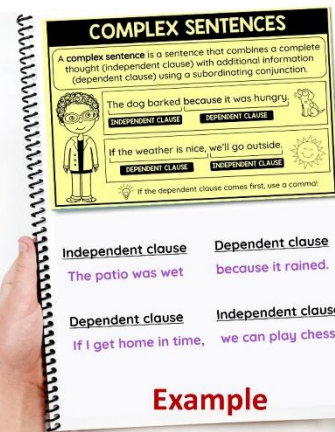
Grammar Glossary

CHOOSE HOW YOU USE IT

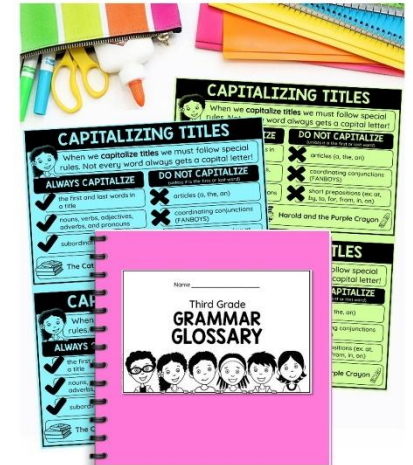
Copy one cover label and one glossary page per student on colored or white paper.



Example



Example



AS A REFERENCE NOTEBOOK

Collect all the grammar units!
Students create a grammar glossary to use as a reference by gluing the pages into a notebook. Glue the label to the notebook's cover.

AS ADDED PRACTICE

Have students generate lists of examples for added practice. Easily differentiate by asking students to generate longer words or choose words from their lists to write sentences.

Students keep reference notebooks

Day 4 Apply the skill in writing

Easily differentiate with three formats to choose from

1. Students write a newspaper story using words in the target skill.

2. Students who need more guidance use the word bank version.

3. Students read the article and circle words in the target grammar skill.


Capitalizing Titles
GRAMMAR GAZETTE EXTRA!
EXTRA!

Read the news. Fill in the blanks by correctly capitalizing the titles given.

Library Hosts Reading Celebration

This Saturday, the Maplewood Public Library will host its annual reading celebration. The event will be held from 10:00 a.m. to 2:00 p.m. from the book _____ by a guest storyteller. A _____ (the tale of peter rabbit) and create their own bunny crafts. Late in the morning, a librarian will read a chapter from _____ (because of winn-dixie) friendship in stories. In the afternoon, students will enjoy listening to _____ including passages from _____

3



Capitalizing Titles
GRAMMAR GAZETTE EXTRA!
EXTRA!

Title _____

Written by _____

2



Use the picture for a news story. Use at least 4 titles in word bank to help you or use your own words.

reading children event
stem sing-along librarians

Capitalizing Titles
GRAMMAR GAZETTE EXTRA!
EXTRA!

Title _____

Written by _____

1



9 Full-page grammar posters

CONTEXT CLUES

clues that readers use to find the meaning of unknown words

Look for **synonyms**, **antonyms**, **pictures**, **definitions**, and **examples**



DIALOGUE TAG

a **small phrase** that identifies who is speaking



"Did you get my

COMMAS IN ADDRESSES

commas are used to **separate parts** of the location like the city and state.



John Doe
123 ABC St.

PUNCTUATING DIALOGUE

using **punctuation** to show when someone is speaking



"Can we go to the park

QUOTATION MARKS

punctuation used around the exact words a character is saying



"Please put the books away." the teacher



DIALOGUE

a **conversation between characters** in a story



"I have a secret", said



CAPITALIZING TITLES

titles have **special rules** for capitalization and sometimes **not every word** gets a capital letter



The Cat in the Hat
Diary of a Wimpy Kid



COMPLEX SENTENCE

a sentence that combines a **complete thought** with **additional information**



The dog barked
because it was hungry.



COMBINING SENTENCES

joining two short **simple sentences** with a conjunction



The dog ate his food.
The cat watched from the window.
The dog ate his food, and the cat watched from the window.



Create a colorful grammar wall!

What teachers are saying...



“This is a fabulous resource. and my students love the presentation slides!” -Rachelle W.



“Great quality and super useful! I appreciate the effort that went into creating this. It is definitely worth it!” -Paris T.



“A well-thought-out resource that my students really enjoyed. It was effective and easy to implement. It saved me a ton of planning time. Highly recommend!” -Shea S.



“My students love these unit. They are easy to use and low prep. I like how it provides differentiation and make my lessons much more engaging! with the curriculum. Great resource!” -Jordan R.

Why use this grammar bundle?

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Complex Sentences

Capitalizing Titles

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Punctuating Dialogue

Commas in Addresses

Context Clues

Bundle 5

Linda Kamp

AROUND the KAMPFIRE

> [Click here](#) <
to see more
3rd Grade units!

- ★ Get 6 weeks of ready-to-use lessons and activities
- ★ Save time and money when you purchase the bundle!
- ★ The skill-building activities easily fit your schedule
- ★ Students practice and apply skills in a variety of ways
- ★ Partner talk engages all students
- ★ Easy to grade activities
- ★ No prep required and perfect for a sub!