

THIRD GRADE

GRAMMAR

Bundle 6

THIRD GRADE GRAMMAR



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

Prefixes

THIRD GRADE GRAMMAR



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Suffixes

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Shades of Meaning

Prefixes

Suffixes

Shades of Meaning

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Dictionary Skills

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Multiple Meaning Words

THIRD GRADE GRAMMAR



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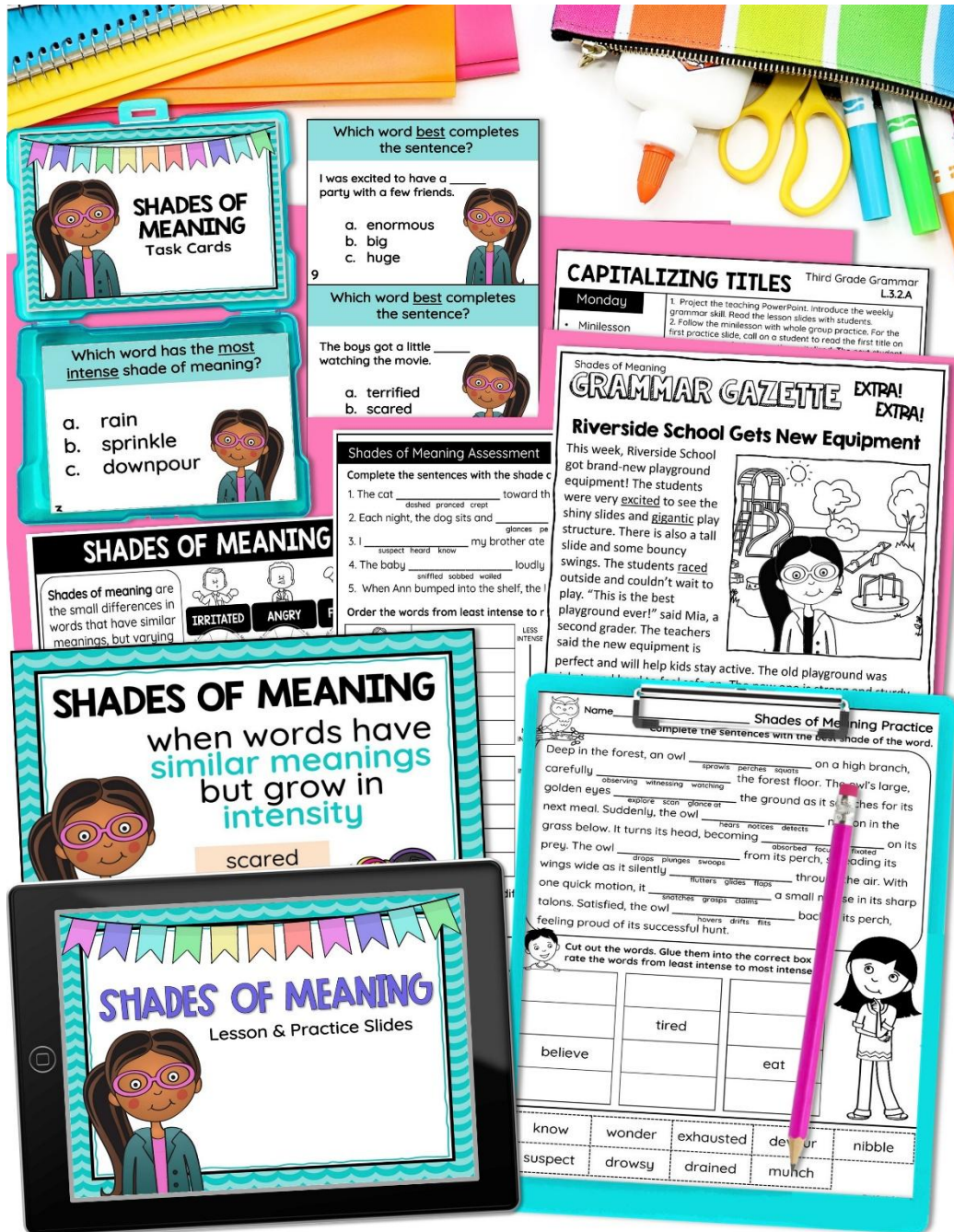
Literal & Nonliteral Language

Dictionary Skills

Multiple Meaning Words

Literal & Nonliteral Language

Get 6 full weeks of lessons & activities



Sample Unit

INSIDE YOU'LL GET:

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

NEVER SCRAMBLE
FOR GRAMMAR
ACTIVITIES AGAIN!



Meaningful daily grammar practice

PREFIXES

Third Grade Grammar
L.3.4.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 two practice slides, guide students in identifying the prefix and root word in each word, then tell the meaning of the word. There are two other practice slides to help students practice with understanding the meaning of prefixes. 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 words in 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. 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.
<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

WHAT'S THE ENTRY? PRACTICE

GUIDE WORD 1	ENTRY WORD	GUIDE WORD 2
happen		hazy
healthy		helmet
hope		house
humble		hyper

Move the words to the correct word.

TALK ABOUT IT

Review: Tell your partner what guide words are.



What word would you find on a page with the guide words coat and corn?

What is pronunciation?

The pronunciation is listed after the entry word. It tells how to say the word.

livid • local
liv • id /li-ved/ *adj* 1 very angry 2 dark bluish gray in color [*livid* bruises]
liz • ard /li-zard/ *n* a reptile with movable eyelids, ears on the outside of the body, and usually four legs

What is the definition?

Each word's definition, or meaning, is given next. Words with multiple meanings will have multiple definitions listed next to numbers.

1 very angry 2 dark bluish gray in color [*livid* bruises]
a reptile with movable eyelids, ears on the outside of the body, and usually four legs
a South American animal that has a long neck and is used for carrying loads on its back

What are guide words?

Guide words are the words at the top of each page in a dictionary that tell the first word and the last word found on that page.

What is a dictionary?

A dictionary is a book that gives information about words. The words are listed in alphabetical order.

Have you ever come across a new word in a book or in conversation?



You can use a book called a dictionary to figure out what new words mean!



livid • local
liv • id /li-ved/ *adj* 1 very angry 2 dark bluish gray in color [*livid* bruises]
liz • ard /li-zard/ *n* a reptile with movable eyelids, ears on the outside of the body, and usually four legs

Day 2 Partner & Independent Practice

ADD THE CONJUNCTION PRACTICE

We had a snack, we watched TV.

Lee will not sing, will he dance.

The book is exciting, it is long.

TALK ABOUT IT

Review:
Tell your partner what a coordinating conjunction is.

Can you use a coordinating conjunction in a sentence?

Fun partner practice slides!

Name _____ Coordinating Conjunctions Practice

Fill in the blank with the coordinating conjunction that best completes the sentence.

1. We could eat now, _____ we could wait.
2. Gary got hurt, _____ he didn't cry.
3. I studied hard, _____ I got a good grade.
4. We can't find the ball, _____ can we find the bat.
5. Jan feels happy, _____ today is her birthday!



WORD BANK

so
yet
for
or
nor

Use the coordinating conjunction to combine the two independent clauses given. Write the new sentence on the line.

Colt doesn't like rain. He doesn't like snow. (nor)

I brought my lunch. I forgot my drink. (but)

Fran went on the swings. Leah played tag. (and)

Anya couldn't open the jar. She asked for help. (so)



Worksheets for additional practice

Day 3 Center activity

CHOOSE HOW YOU USE THEM!

for early finishers

for test prep

as a gallery walk

as a grammar center

as independent practice

SUFFIXES Task Cards

Which word means
to make bright?

brighten
brightly
brighter

2

Which word has a suffix?

This shirt is not
washable.

9

Write the meaning of the word.

collector

5

96 Task cards & recording sheets

Day 5 Assessment

Prefix Assessment Name _____

Match each prefix with its meaning.

- _____ re- A. not
- _____ mis- B. too much
- _____ im- C. again
- _____ dis- D. wrongly
- _____ pre- E. the opposite of
- _____ over- F. before

Complete the chart below.

WORD	PREFIX	ROOT WORD	MEANING
nonsense			
undercooked			
insecure			

Complete each sentence by adding the prefix that makes the most sense to the root word in parentheses.

- Jess was _____ when her best friend moved away. (happy)
- When the bridge collapsed, the city had to _____ it. (build)
- The dog looks very thin, so we think he is _____. (fed)
- My room is so _____ I can't find anything! (organized)
- Lea _____ for her trip, so she had extra clothes. (packed)
- It is _____ to fly without a set of wings. (possible)

Write two sentences about working on an assignment or completing a test at school. Use at least two words with prefixes. Circle the words with prefixes in your sentences.

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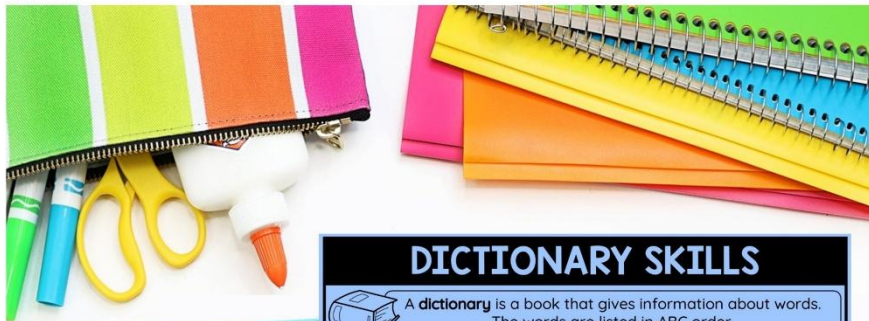
Students take an easy-to-grade assessment

With simple questions to determine if students can:

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

Day 5 Grammar Glossary

GRAMMAR GLOSSARY



DICTIONARY SKILLS

A dictionary is a book that gives information about words. The words are listed in ABC order.

ENTRY WORDS	PART OF SPEECH	PLURAL FORM	DEFINITIONS	GUIDE WORDS
tells the words listed in the dictionary	tells if the word is a noun, verb, adjective, adverb, etc.	tells how the plural form is spelled	the meanings of the entry words (if there is more than one, each will be numbered)	the first and last words found on the page
moose /mooss/ n (pl moose)	a large, heavy animal of the deer family that lives in the cold forests of North America, Europe, and Asia. Males have large antlers.	mop /mop/ 1 n a long stick with a sponge or bundle of string on one end used to clean floors 2 vb (mopping; mopped) to clean a floor or soak up liquid with a mop, cloth, or sponge 3 n a thick, tangled mass (a mop of hair)	moose • mortal	
PRONUNCIATION	EXAMPLE	VERB TENSES		
tells how to say the word	tells how the word is	tells the spelling of tenses		

Name _____

Third Grade GRAMMAR GLOSSARY

Grammar Glossary

CHOOSE HOW YOU USE IT

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

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CAPITALIZING TITLES

When we capitalize titles we must follow special rules. Not every word always gets a capital letter!

ALWAYS CAPITALIZE	DO NOT CAPITALIZE
✓ the first and last words in a title	✗ articles (a, the, an)
✓ nouns, verbs, adjectives, adverbs, and pronouns	✗ coordinating conjunctions (AND, OR)
✓ subordinating conjunctions	✗ short prepositions (at, on, to, for, from, in, etc.)

The Cat in the Hat Harold and the Purple Crayon

Example

DICTIONARY SKILLS

A dictionary is a book that gives information about words. The words are listed in ABC order.

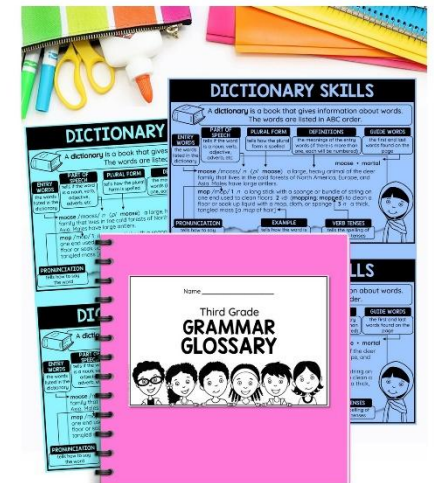
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PRONUNCIATION	EXAMPLE	VERB TENSES		
tells how to say the word	tells how the word is	tells the spelling of tenses		

moose a large heavy animal of the deer family.

mop a long stick with a sponge or a bundle of strings on one end used to clean floors.

mope to behave as if in low spirits.

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.

Day 4 Apply the skill in writing

CHOOSE FROM 3 FORMATS TO EASILY DIFFERENTIATE


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.

Prefixes
GRAMMAR GAZETTE EXTRA!
EXTRA!
The Mystery of the Burnt Bread

This morning, a young baker named Leo had a small problem at Mr. Crumb's Bakery. Leo was excited to bake his first batch of bread all by himself. He premeasured all the ingredients the night before so he didn't make a mistake. But when the bread came out of the oven, it was too crunchy! It smelled funny, and it wasn't as soft as he had hoped. It just was a little too crunchy.



3

Prefixes
GRAMMAR GAZETTE EXTRA!
EXTRA!




2

Prefixes
GRAMMAR GAZETTE EXTRA!
EXTRA!

Title _____

Written by _____



1

Prefixes
GRAMMAR GAZETTE EXTRA!
EXTRA!

Word bank to help you write a news story.

read unsure mistake oven
bakery prepare measure stir

7 Full-page grammar posters

MULTIPLE MEANING WORD

a word that can have **more than one meaning**

I hit the ball with a **bat**.
The **bat** flew in the cave.



LITERAL LANGUAGE

language and text

GUIDE WORDS

words at the top of each page in a **dictionary** that tell the **first word** and **last word** found on that page

NONLITERAL LANGUAGE

language and text that means something **different** than what it says

My backpack is so full that it **weighs a ton!**



SUFFIX

letters added **at the end** of a word that **change** its meaning



breakable



colorful

PREFIX

letters added **in front** of a word that **change** its meaning



unzip

reread



SHADES OF MEANING

when words have **similar meanings** but grow in **intensity**

scared

frightened

terrified



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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Minilesson PowerPoint Task Cards Passage Writing Worksheet Assessment

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Prefixes Suffixes Shades of Meaning

THIRD GRADE GRAMMAR THIRD GRADE GRAMMAR THIRD GRADE GRAMMAR

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Dictionary Skills Multiple Meaning Words Literal/Nonliteral

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to see units for
every third grade
grammar & language standard

- ★ 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!