

Daily Skill-Builders

Grammar & Usage

Grades 3-4

Writer

Kathleen Cribby

Editorial Director

Susan A. Blair

Project Manager

Erica L. Varney

Cover Designer

Roman Laszok

Interior Designer

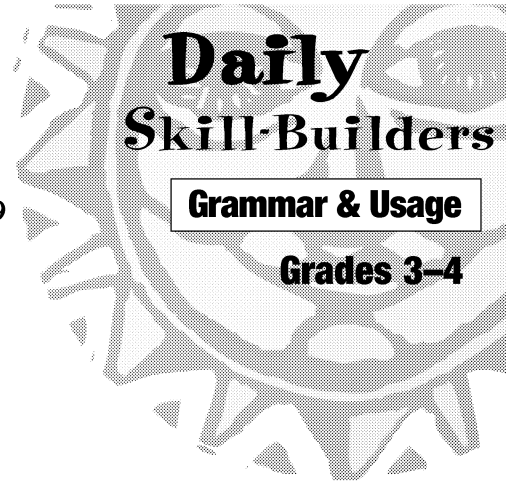
Mark Sayer

Production Editor

Maggie Jones

WALCH  **PUBLISHING**

Table of Contents



To the Teacher v

PARTS OF SPEECH 1-69

Nouns	1
Common	1
Proper	5
Collective	9
Singular and Plural	12
Possessive	16
Verbs	19
Action	19
Linking	26
Helping	29
Tense	31
Irregular	35
Singular and Plural	39
Double Meanings	43
Adjectives	44
Articles	48
Adverbs	52
Pronouns	58
Conjunctions	62
Interjections	64
Parts of Speech Review	67

CAPITALIZATION 70-81

First word, days, months, holidays	70
People, and places	75
In a letter	79
Review	80

PUNCTUATION 82-123

End Marks	82
Period	82
Question Mark	84
Exclamation Point	86
End Mark Review	87
Commas	92
In a series	92
After yes, no, and well	95
Addressing a person	97
Appositives	99
Dates	101
Cities and States/Countries	103

Compound Sentences	107
Comma Review	109
Apostrophes	111
Possessives	111
Contractions	114
Quotations Marks	117
Quotations	117
Titles	119
Parentheses	121



SUBJECTS AND PREDICATES 124–142

Subjects	124
Predicates	128
Complements	132
Review	137
Agreement	138

SENTENCES 143–180

Types of Sentences	143
Simple Sentences	167
Compound Sentences	169
Fragments	175
Run-ons	177

ANSWER KEY 181–195

To the Teacher

Introduction to *Daily Skill-Builders*

The *Daily Skill-Builders* series began as an expansion of our popular *Daily Warm-Ups* series for grades 5–adult. Word spread, and eventually elementary teachers were asking for something similar. Just as *Daily Warm-Ups* do, *Daily Skill-Builders* turn extra classroom minutes into valuable learning time. Not only do these activities reinforce necessary skills for elementary students, they also make skill-drilling an engaging and informative process. Each book in this series contains 180 reproducible activities—one for each day of the school year!

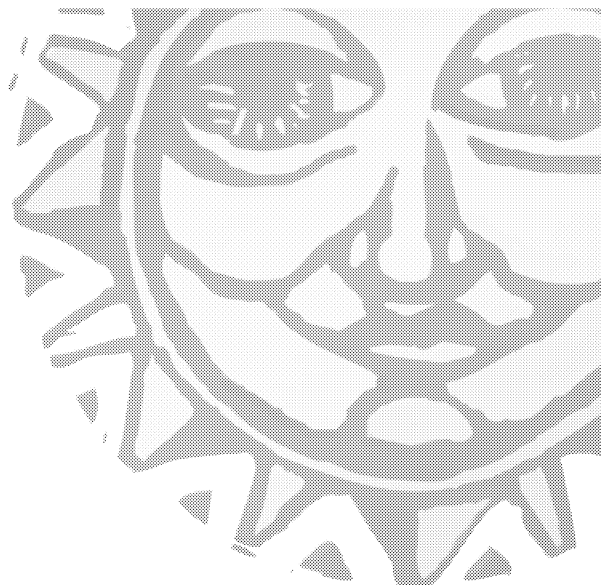
How to Use *Daily Skill-Builders*

Daily Skill-Builders are easy to use—simply photocopy the day’s activity and distribute it. Each page is designed to take approximately ten to fifteen minutes. Many teachers choose to use them in the morning when students are arriving at school or in the afternoon before students leave for the day. They are also a great way to switch gears from one subject to another. No matter how you choose to use them, extra classroom minutes will never go unused again.

Building Skills for All Students

The *Daily Skill-Builders* activities give you great flexibility. The activities can be used effectively in a variety of ways to help all your students develop important skills, regardless of their level.

Depending on the needs of your students and your curriculum goals, you may want the entire class to do the same skill-builder, or you may select specific activities for different students. There are several activities for each topic covered in *Daily Skill-Builders*, so you



can decide which and how many activities to use to help students to master a particular skill.

If a student does not complete an activity in the allotted time, he or she may complete it as homework, or you may allow more time the next day to finish. If a student completes a skill-builder early, you may want to assign another. *Daily Skill-Builders* give you options that work for you.




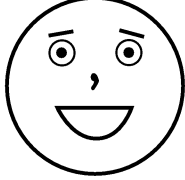
Students in one grade level vary in their abilities, so each *Daily Skill-Builders* covers two grades. In a fourth-grade class, for example, some students may need the books for grades 3–4. Other students may need the greater challenge presented in the 4–5 books. Since all the books look virtually the same and many of the activities are similar, the students need not know that they are working at different levels.

No matter how you choose to use them, *Daily Skill-Builders* will enhance your teaching. They are easy for you to use, and your students will approach them positively as they practice needed skills.

Find the Nouns

A **noun** is a word that names a person, a place, a thing, or an idea.

Examples:

doctor (person) 	beach (place) 	apple (thing) 	happiness (idea) 
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Underline the nouns in the following sentences.

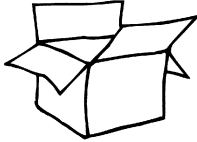
1. Lily jumped over the puddle.
2. Anthony likes to play hockey.
3. Mrs. Mason read a book to our class.
4. George Washington was our first president.
5. The United States is a nice place to live.
6. My dad bought me a new ball.
7. Casey was sad when she spilled her milk.
8. John reads the newspaper every day.
9. Sophie watches the stars at night.
10. Australia is a beautiful country.



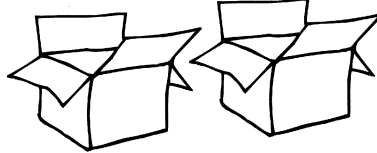
Make It Plural!

A **plural noun** names more than one person, place, thing, or idea. Usually, an **s** is added to a noun in order to make it plural. However, if a singular noun ends in **s**, **x**, **ch**, or **sh**, an **es** is added in order to make it plural.

Example: one box



two boxes



Write the plural form of the following nouns.

- | | | | |
|------------|-------|----------------|-------|
| 1. house | _____ | 2. chick | _____ |
| 3. fox | _____ | 4. church | _____ |
| 5. bush | _____ | 6. class | _____ |
| 7. bucket | _____ | 8. couch | _____ |
| 9. shirt | _____ | 10. book | _____ |
| 11. movie | _____ | 12. bus | _____ |
| 13. radish | _____ | 14. rocket | _____ |
| 15. beach | _____ | 16. carrot | _____ |
| 17. circus | _____ | 18. toothbrush | _____ |
| 19. shoe | _____ | 20. porch | _____ |

What's Your Favorite Sport?

An **action verb** shows that an action is taking place.

Example: Sam **catches** the baseball.

What are your three favorite sports? What actions do you do with each sport? In the boxes below, write the names of your three favorite sports. Then write three sentences for each sport that tell what you do when playing it. Your sentences should contain at least one action verb.

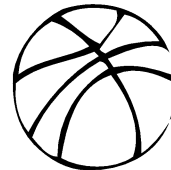
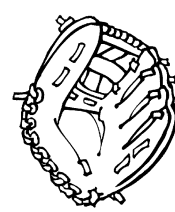
Example:

tennis

I hit the ball.

I swing the racket.

I run around the court.



1.

2.

3.

Double Meanings

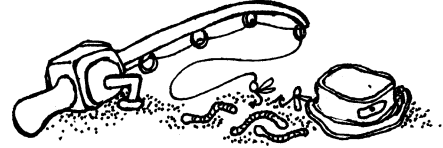
Some words can be used as a **noun** or as a **verb**.

Examples: I love to **fish** with my dad.

(In this sentence, **fish** is a verb.)

The **fish** are really jumping today!

(In this sentence, **fish** is a noun.)



Read the following sentences. Decide whether the word in **bold** letters is a noun or a verb. Write **noun** or **verb** on the line next to the sentence.

1. The **float** is out at the edge of the swim area. _____
2. Can you **float** in the water? _____
3. Don't **jump** into the shallow end of the pool! _____
4. That **jump** was not as high as I thought it was. _____
5. That **shovel** is perfect for digging at the beach. _____
6. Can you **shovel** that snow for us? _____
7. Beauty and the Beast is Erin's favorite **play**. _____
8. Can you come out and **play** after school? _____
9. **Look** at all of the birds! _____
10. Don't give me that **look**! _____

Please Don't Interject!

An **interjection** is a word or group of words used to show strong feeling, emotion, or surprise. An interjection is usually followed by an exclamation point.

Read the following sentences. Circle the interjections. If the sentence does not contain an interjection, do not circle anything.

1. Wow! What a great magician.
2. Can you believe he did that? Jeepers!
3. Ouch! Please don't pinch me!
4. Did you see that?
5. Cool! Can you do that again?
6. Don't run on the pool deck! Oops!
7. Uh-oh! I forgot my swimsuit!
8. Help! I've got my hand stuck!
9. Gosh! I didn't realize that you were so smart!
10. Oh my goodness! That is the neatest thing I have ever seen!
11. Sweet! I wish I could do that!
12. Well, let's get going.

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Sightseeing

You are going sightseeing. Below are two lists. Draw a line from each popular sight to the city and state where it can be found. Ask your teacher or use a reference book if you are not certain of where the sights are located.

Gateway Arch

Golden Gate Bridge

Statue of Liberty

The Alamo

La Brea Tar Pits

Old Ironsides

San Francisco, California

Boston, Massachusetts

Los Angeles, California

St. Louis, Missouri

New York City, New York

San Antonio, Texas



Now that you have matched the sights with their locations, write a sentence about each sight and its location. Be sure to separate the city and state with a comma.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Signs, Signs

Have you ever gone on a trip and played a game in which you looked for street signs? Street signs give drivers hints about things that they should expect. Look at the street signs below. Choose five of them, and write an imperative sentence for each one. Then, draw the sign next to your sentence.

Example: Look out for deer crossing!



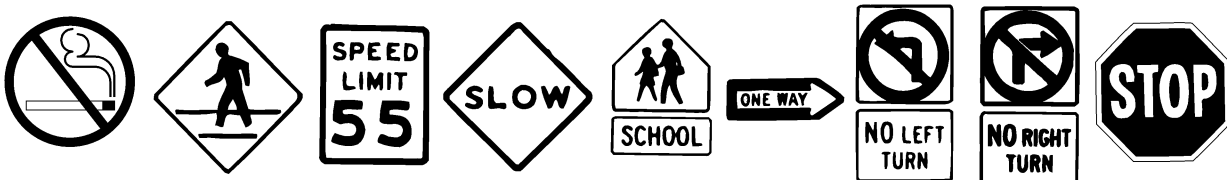
1. _____

2. _____

3. _____

4. _____

5. _____

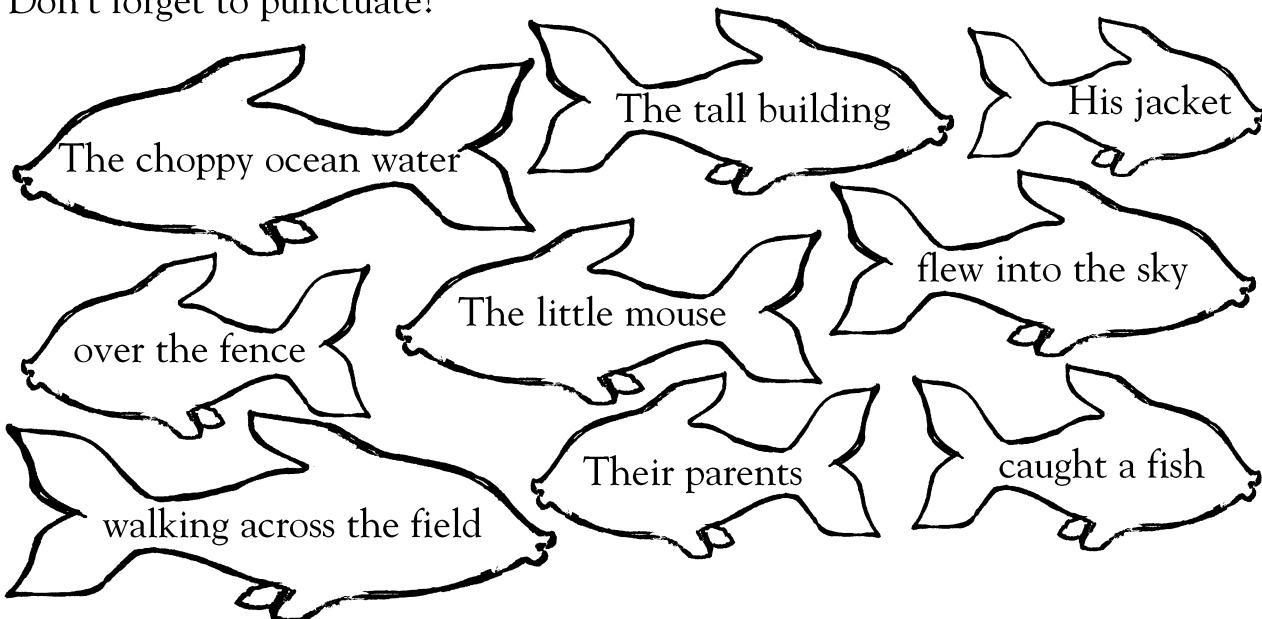


Fishing for Fragments

A **fragment** is a group of words that is used incorrectly as a sentence. A fragment is not a sentence because it is missing part of a sentence, such as a subject or a verb. It may also be a fragment simply because it is not a complete thought.

Examples: The bright red wagon. (lacks a verb)
If you drive right into town. (is not a complete thought)
Running down the street. (lacks a subject)

Choose five of the fragments below and make them into complete sentences. Don't forget to punctuate!



1. _____
2. _____
3. _____
4. _____
5. _____