

Just Turn & Share®
Language Arts Center Series



Science Grammar

Volume 1

(Grade 3)

Real-World
Language Arts
that
students
understand

Kathryn Robinson

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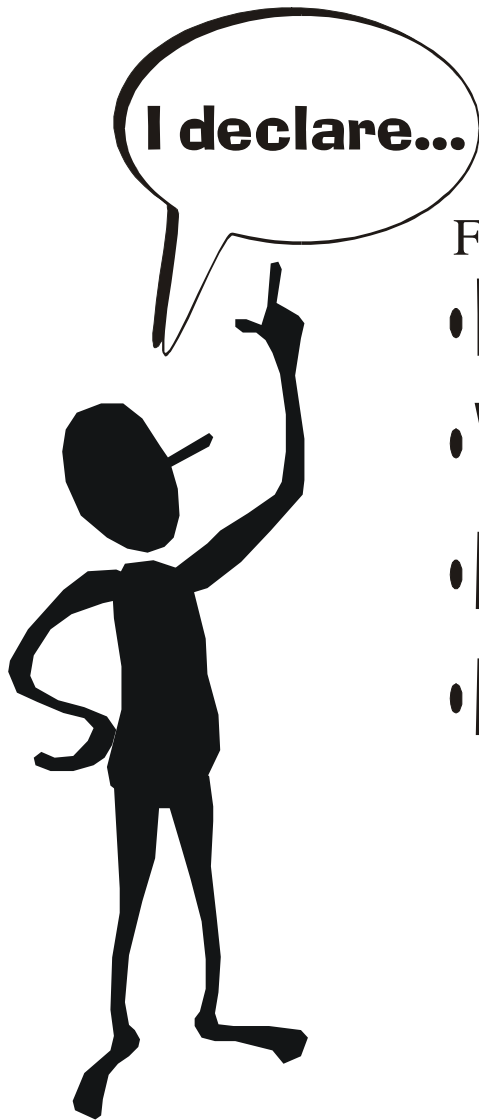
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Types of Sentences

A declarative sentence makes a statement.



For example:

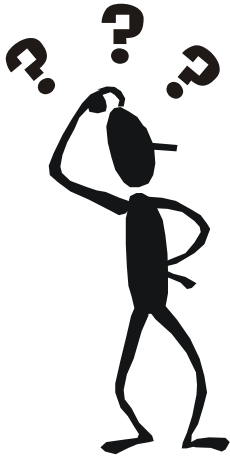
- I like writing in my journal.
- You are a good friend.
- My grandma lives in Missouri.
- Missy has three goldfish.

A declarative sentence ends with a...

period

Types of Sentences

An
interrogative sentence
is a question.



- Who ate the last piece of cake?
- What did you do on the weekend?
- Where is your homework?
- Did you see my dog?

An **interrogation** is a session in which a person is asked several questions.



An interrogative sentence ends with an...
question mark

A large, bold question mark is centered within a dotted circle. The text "An interrogative sentence ends with an..." is written above the question mark, and "question mark" is written below it.

GRAMMAR

(Day #1)

Refer to Types of Sentences (pages 2-3)

Directions: (CCSS.ELA-L.3.2)

- Copy each sentence on a piece of paper.
- Add punctuation marks: either a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

A. What is matter

B. Matter is anything that takes up space

C. Matter comes in three forms: solid, liquid, or a gas

D. In what ways are the three forms of matter similar

E. All forms of matter are made up of tiny particles called atoms and molecules



Physics

The study of matter and energy

Bonus: What is the main idea for this page?

GRAMMAR

(Day #2)

Refer to Types of Sentences (pages 2-3)

Directions: (CCSS.ELA-L.3.2)

- Copy each sentence on a piece of paper.
- Add punctuation marks: either a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

A. What is a solid

B. Matter in its solid state stays in one shape

C. When pressure (*squeezing*) or force is applied to a solid, it can change shape

D. Can a solid change back to its original shape

E. Once a solid has been changed, it usually stays in the new shape unless heating or further pressure is applied



Bonus: What is the main idea for this page?

GRAMMAR

(Day #3)

Refer to Types of Sentences (pages 2-3)

Directions: (CCSS.ELA-.L.3.2)

- Copy each sentence on a piece of paper.
- Add punctuation marks: either a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

A. Matter can be in a liquid form

B. How is a liquid different from a solid

C. Liquids can change shape

D. Water can be poured into a tube, a glass, or a bowl

E. Liquids take the shape of their containers



Bonus: What is the main idea for this page?

GRAMMAR

(Day #4)

Refer to Types of Sentences (pages 2-3)

Directions: (CCSS.ELA-.L.3.2)

- Copy each sentence on a piece of paper.
- Add punctuation marks: either a period at the end of a declarative statement or a question mark at the end of a question.
- If a sentence is a declarative sentence, write “**D**”. If a sentence is an interrogative statement, write “**Int**”.

- A.** What is another form of matter besides a solid or a liquid
- B.** Matter can be in the form of a gas
- C.** In what way is a gas different from a liquid or a solid
- D.** A gas will spread to fill any container that holds it
- E.** Balloons are filled with gases



Bonus: What is the main idea for this page?

Helping Verbs

come before the main verb and help it
state the action or show time.

Anna  is **singing** .

Jose  will **write** to you .

Mom  has been **cleaning** the
the garage for an hour .

Helping Verbs



Forms of the verb: To be...
 I **am**
 you **are**
 he/she/it **is**
 I/he/she/it **was**
 we/you/they **were**
 I **have been**

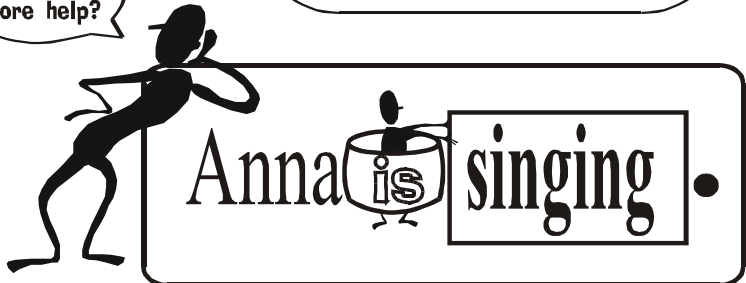
OR

Forms of the following verbs:
can
could
may
might
must
shall
should
will
would

Forms of the verb: to have...
 I/you/they **have**
 he/she/it **has**

Forms of the verb: to do...
 I/you/they **do**
 he/she/it **does**

Do you need more help?



GRAMMAR

(Day #1)

Refer to Helping Verbs (pages 62-63).

Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the verbs contained in each sentence after each letter.
- Write “**HV**” after each helping verb, and “**MV**” after each main verb.

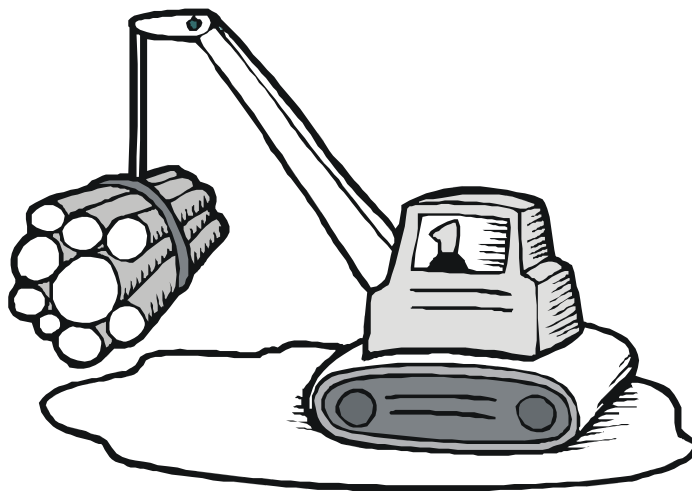
A. Machines can make our lives easier.

B. A car can help us travel great distances more quickly.

C. An airplane can take us many places.

D. Cranes can perform digging jobs that we could not handle.

E. All machines will take a force and change its size and direction.



Bonus: What is the main idea for this page?

GRAMMAR

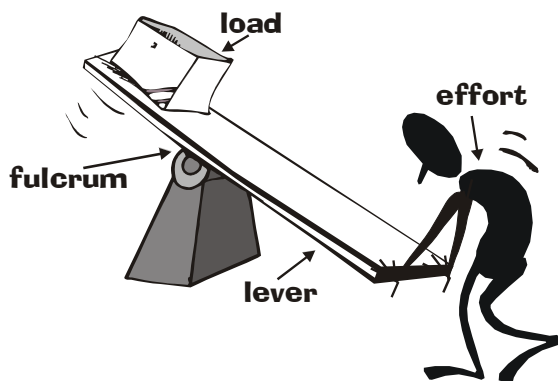
(Day #2)

Refer to Helping Verbs (pages 62-63).

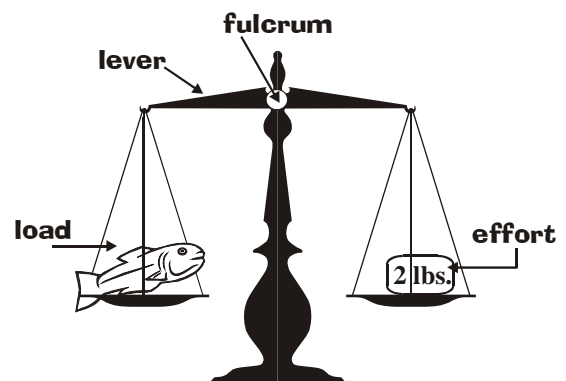
Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the verbs contained in each sentence after each letter.
- Write “**HV**” after each helping verb, and “**MV**” after each main verb.

- A.** Six types of simple machines can ease heavy-duty work.
- B.** A lever is known as a simple machine that must use a bar and a fixed point (*fulcrum*) to lift objects.
- C.** A force applied is called the effort.
- D.** A lever like a shovel can lift a load over a short distance and a lever like a fishing pole can work over a longer distance.
- E.** If the fulcrum is resting close to the object, you can perform the work more easily.



LEVERS



Bonus: What is the main idea for this page?

GRAMMAR

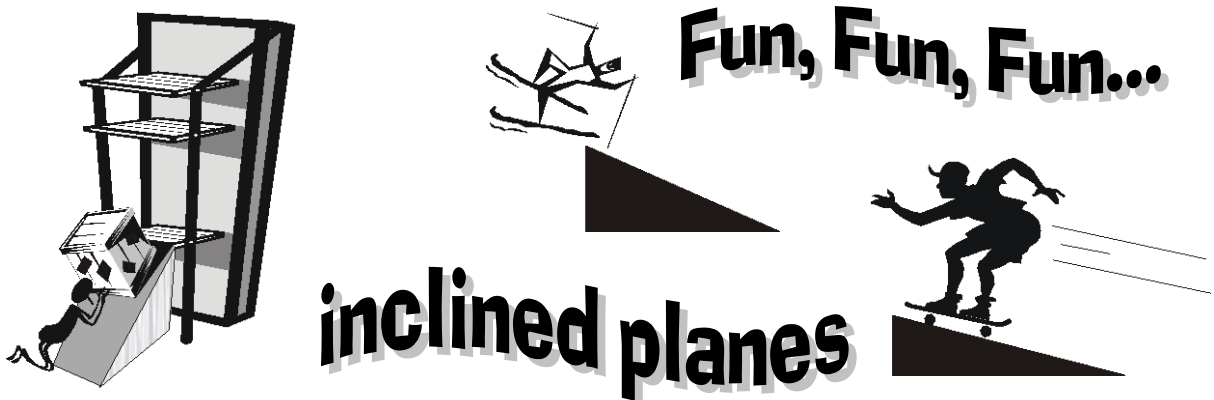
(Day #3)

Refer to Helping Verbs (pages 62-63).

Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the verbs contained in each sentence after each letter.
- Write “**HV**” after each helping verb, and “**MV**” after each main verb.

- A.** An inclined plane is recognized as a simple machine.
- B.** If you push an object up an inclined plane, your work might take longer, but it will be easier.
- C.** Inclined planes cannot change the work needed to raise a heavy object but they can decrease the amount of effort you may need to complete the job.
- D.** The slope of the inclined plane should make most lifting jobs less strenuous.
- E.** Some activities are made more enjoyable when an inclined plane has been used.



Bonus: What is the main idea for this page?

GRAMMAR

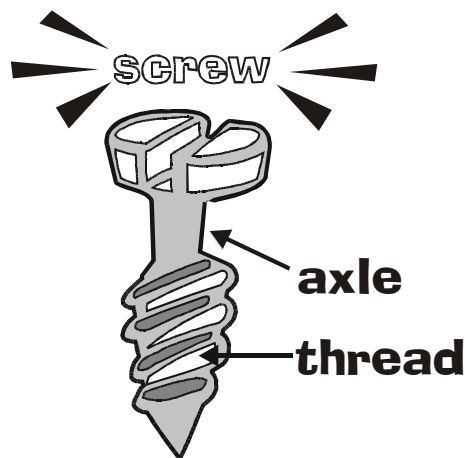
(Day #4)

Refer to Helping Verbs (pages 62-63).

Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the verbs contained in each sentence after each letter.
- Write “**AV**” after each action verb and “**LV**” after each linking verb.

- A.** A screw is considered a simple machine.
- B.** The thread of a screw does match the slope of an inclined plane.
- C.** A screw is used to change the size of the force.
- D.** A small amount of force is used to change a turning force into a strong linear force.
- E.** As you are turning the screw, the axle is exerting great force to move ahead directly into the wood.

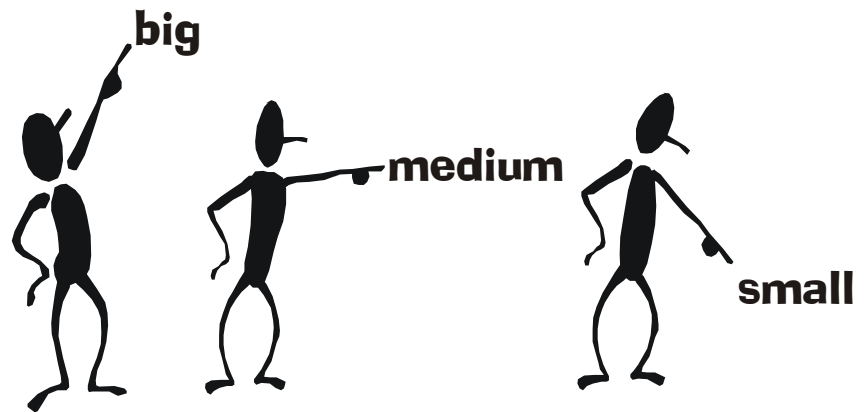


Screws

Bonus: What is the main idea for this page?

Adjectives describe a noun.

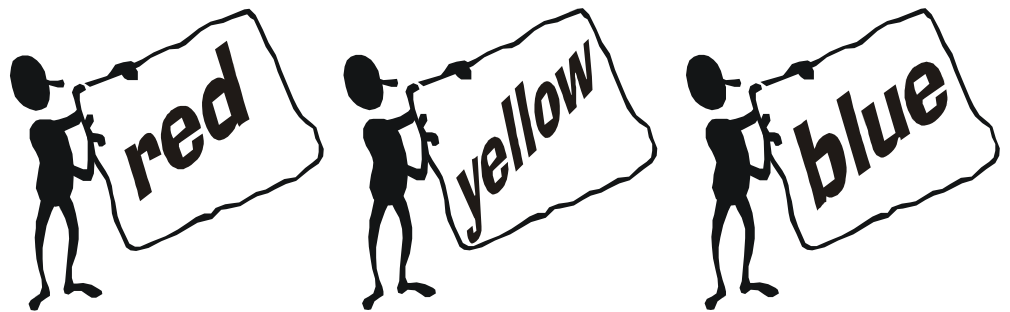
Adjectives tell how big the noun is.



For example:

- The **gigantic** monster stomped down the hill.
- That **little** girl tamed a **six-foot** snake.
- Jack was an **average-sized** boy.
- The **tiny** mouse scooted across the floor.

Adjectives tell the color of the noun.

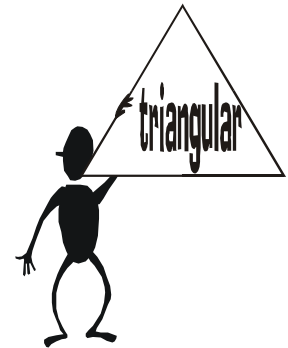
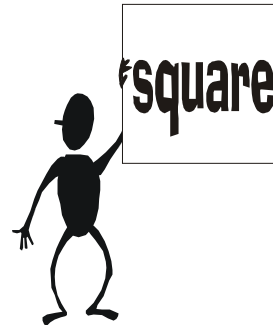


For example:

- One **red** rose blossomed this morning.
- Her **golden** hair glistens in the sun.
- Missy raced down the street on her **purple** bike.
- **Orange** pumpkins were lined up next to the **gray** scarecrow.

Adjectives describe a noun.

Adjectives tell the shape of a noun.



Adjectives describe the texture of a noun.



Adjectives use all of the senses.

A noun could be:



bright
curled
glittery
opaque
puffy
shiny
short
striped
tall
twisted



burnt
dusty
fruity
lemony
mildewy
musty
pungent
rank
rotten
smoky



bitter
chocolaty
minty
salty
sour
spicy
sugary
sweet
tangy
tart



booming
cracking
loud
muted
roaring
screeching
snapping
soft
whispering
whistling



bumpy
fuzzy
hard
oily
rough
sandy
sharp
silky
slick
smooth

Adjectives can also describe:

- ability:** Mark is a skilled athlete.
- condition:** The wrecked car lay in the grass.
- emotion:** The tearful child looked up at Santa.
- inability:** Mr. Jones is a lousy singer.
- mood:** The unhappy boy turned in his test.
- opinion:** Writing is a fabulous subject.
- quantity:** I have two quarters in my pocket.
- time:** It was a long afternoon.

Adjectives appear in different places:

An **adjective** can be:

- **In front of the noun:**

My **old** bike won the race.

- With linking verbs, an **adjective** might be placed **after the noun**:

My dog smells **bad**.

Watch out!!!

good vs. well

- **good** is always an adjective:

This is a **good** song.

- **well** is an adverb meaning to perform capably:

Mary sings **well**.

bad vs. badly

- **bad** is always an adjective:

I feel **bad**.

Feel is a linking verb and must be followed by an adjective.

- **badly** is an adverb describing an action.

I played **badly** today.

GRAMMAR

(Day #1)

Refer to Adjectives (pages 106-108).

Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the adjectives that are in each of the following sentences after the letter.

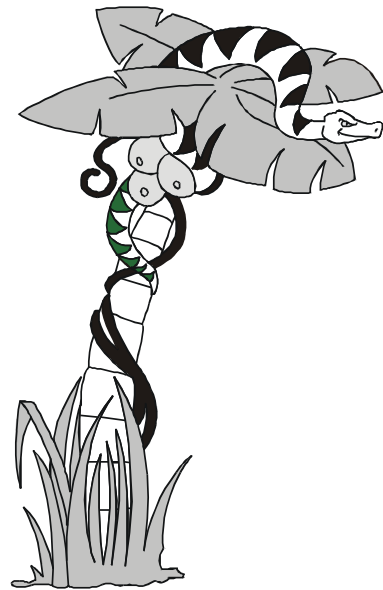
A. Beautiful animals live all over Earth.

B. Many plants grow in several different environments, or habitats.

C. Land and sea organisms depend on each other for survival.

D. Animals and plants share fresh air, available food, and comfortable shelters.

E. Many earthly animals and plants adapt, or *change*, to survive.



Bonus: What is the main idea for this page?

GRAMMAR

(Day #2)

Refer to Adjectives (pages 106-108).

Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the adjectives that are in each of the following sentences after the letter.

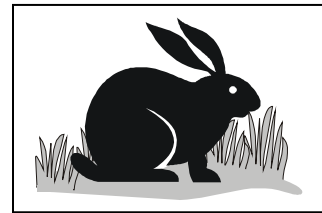
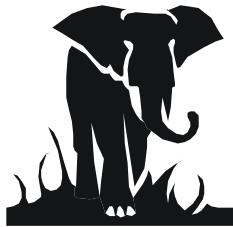
A. Herbivores are plant-eating animals.

B. Domestic and wild rabbits eat green lettuce, crunchy carrots, and succulent plant leaves.

C. Elephants lunch on fresh, green grass and luscious leaves.

D. Domestic hamsters nibble on crunchy lettuce.

E. Wild birds munch on fresh fruit and crunchy tree nuts.



Bonus: What is the main idea for this page?

GRAMMAR

(Day #3)

Refer to Adjectives (pages 106-108).

Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the adjectives that are in each of the following sentences after the letter.

- A.** Many land and air animals use lush plants and plush trees for shelter.
- B.** Eagles build their comfortable nests high up in lofty treetops.
- C.** Cute squirrels construct sturdy nests for their tiny babies in little tree holes.
- D.** Slithering snakes hide amongst camouflaging tree branches.
- E.** Tall trees act as a wild playground for adventurous monkeys.



Bonus: What is the main idea for this page?

GRAMMAR

(Day #4)

Refer to Adjectives (pages 106-108).

Directions: (CCSS.ELA-L.3.1)

- Write the letter for each sentence on a piece of paper.
- List the adjectives that are in each of the following sentences after the letter.

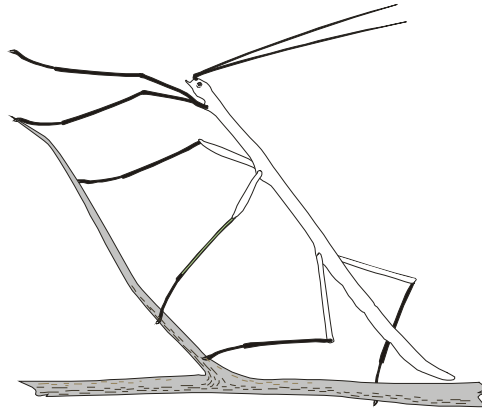
A. Camouflaging creatures use their natural environment for protection.

B. Bright colors, unusual shapes, and natural patterns allow a frightened animal or a sneaky predator to hide in its environment.

C. A white timber wolf can easily hide under drooping snow-covered branches.

D. A dark-green turtle camouflages itself by looking like a normal rock in a pond.

E. The walking-stick bug is almost invisible in tall grass.



Bonus: What is the main idea for this page?