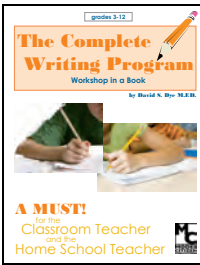
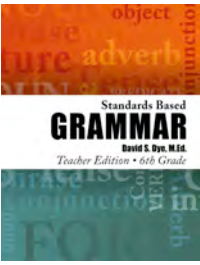
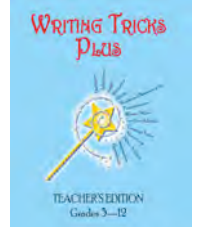
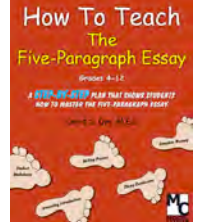
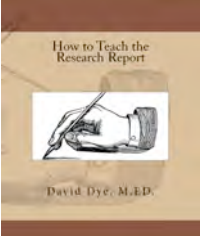


I'd like to thank you for previewing this product. CreateBetterWriters.com was created to help teachers improve the writing skills of their students. Don't forget to sign up for our free newsletter at CreateBetterWriters.com which includes free worksheets every month. Newsletter members routinely receive discounts on products and services. Below is a catalog showing a few of our current products. I wish you the very best in your effort to strengthen your students' writing.

All the best,  
David Dye

	<p>Find out how to teach your students the five aspects of great writing, no matter what the grade level. This is truly <u>The Complete Writing Program</u>. Supplement your current writing program or follow the year long lesson plan. Content includes The Writing Process, Descriptive Writing, Vocabulary Development, Variety of Sentence Structure, Letter Writing, Report Writing, and much more. Furthermore, the special assessment component shows you how to teach your students how to assess each other's writing. No longer will you have to correct every single piece of writing your students complete. Let them assess each other and reinforce for each other the lessons you have taught throughout the year. Work smarter, not harder with <u>The Complete Writing Program</u>.</p>
	<p><u>Standards Based Grammar</u> meets every standard required for your grade level. This step-by-step program uses worksheets to introduce grammar, punctuation, and writing skills. Mastery of each skill is achieved through the journal assignments, which force your students to prove that they have acquired each skill. Use the parent checklists to show parents their children's strengths and areas of need for additional support at home. Use the teacher checklists to keep track of skills mastered by each student. This program is powerful enough to use exclusively as your daily grammar program, yet affordable enough to use as a supplement. Over a hundred lessons, ready to teach, right now!</p>
	<p>Tired of reading the same boring sentences? Show your students more than a dozen exciting ways to write intelligent sentences. Students learn to use a variety of sentence structures and make their writing come alive. Techniques such as Dialogue, Interrupters, Simile/Metaphor, Phrases in a Series, Hyperbole and more will have your students writing stronger sentences today. <u>Writing Tricks Plus</u> is organized into units that require students to master each trick, practice the tricks within journal assignments, model and assess the tricks for each other, and much more.</p>
	<p><u>How To Teach The Five-Paragraph Essay</u> is the definitive book on essay writing. Your students will master this very important skill using a simple, easy to learn format. They will be prepared for any timed test as they gain the ability to prewrite, write, and revise their writing in about an hour. Furthermore, your students will learn to write Interesting Introductions, Classy Conclusions, and Terrific Transitions.</p>
	<p><u>How To Teach The Research Report</u> is the definitive book on report writing. This book takes the incredibly difficult task of research report writing and breaks it into simple, easy-to-follow steps. Begin with the one-paragraph research report and teach the basics of report writing. Progress to the five-paragraph research report using the exact same techniques. Finally, the students are ready to make the smooth transition to the 3 - 5 page research report. A must for any classroom from grades five through twelve.</p>

# **Standards Based Grammar**

## **Grade 3**

By David S. Dye M.Ed.



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Mesquite, NV 89027

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## About This Book

For years I've been looking for a grammar program that teaches the dozens of basic grammar rules my upper elementary school students need to know. Their lack of basic grammar skills left me with the feeling that they had to be seeing the rules I was teaching for the very first time. The blank stares I received when mentioning words like “possessive nouns” and “subject-verb agreement” had to mean that the teachers from my students' previous grades had never taught them. However, I soon realized when reviewing grammar concepts only months after teaching them, I would receive those same blank stares.

So what's the problem? Obviously I did not teach the concepts correctly, right? Maybe. I can say that many of my students would receive an A on most of my grammar tests. They could identify grammar concepts in worksheets and in Daily Oral Language. Unfortunately, these skills were not being transferred into their written and spoken language.

As a result, I have modified my grammar program every year of my teaching career for fourteen years. I have looked for a comprehensive grammar program that would help all of my students apply and retain the grammar concepts they need in order to speak and write effectively. I've used grammar programs provided by literature companies. I've spent hundreds of dollars on workbooks that teach specific concepts. I've spent hours writing worksheets to help my students master the English language. Despite all of this, I remained frustrated with the lack of progress my students were making in grammar.

What I wanted was a program that would help identify every skill my students should know by the end of the year. Also, I wanted to identify the skills my students should have mastered by the time they arrived in my class. Finally, I wanted to know what skills my students would be required to know in future grades so that I could introduce them to these concepts. It has become painfully clear that grammar is so complex that many students need a systematic program that allows them to master certain skills while preparing them for mastery of other skills. For students to master basic grammar, teachers of many grade levels will need to work together and create a plan.

The purpose of this book is to give teachers the plan they need to achieve the goals listed above. Grammar standards from grades three through eight ( from the National Language Arts Framework) have been collected in an attempt to identify the basic skills our students need to master. In addition, extensive research has been done in an effort to identify specific lessons that will help build students' communication skills. As a result, not only does this book meet the national language arts standards for grammar, it goes far beyond.

Another benefit of this book is that it is systematic. It begins with the most basic of concepts and builds as you move through the units. Lower grades, or classes with students who are behind, can spend more time on certain concepts, while the upper grades can move more rapidly to get to the more difficult concepts. Furthermore, teachers can feel confident that the students are mastering the skills at their grade level while preparing them for instruction in the future.

You now have a fantastic system that will help build your students' language skills. With just fifteen to twenty minutes a day, students of all levels will grasp English like they never have before. English language learners, students with learning difficulties, and children who live in homes where English is not modeled correctly will benefit tremendously as they are taught English one step at a time. This program gives them a clear focus for the attainment of basic grammar. This is the ambition and the goal of Standards Based Grammar.

## Using This Book

Below is a list of the special features of this book. If you are using this as your classes' grammar program exclusively, here is the basic procedure for the program:

- A. Review each worksheet prior to the lesson. Focus on getting the students to understand the vocabulary. Begin each lesson by review the vocabulary from the previous lesson.
- B. Do test review worksheets and Literature Scavenger Hunts to prepare for each test.
- C. Give the unit assessments. Correcting these can be time consuming. Many teacher correct these as a class.
- D. Decide what you consider "Mastery". Record "Mastery" or "Non-Master" on the Parent Checklist for each student.
- E. Transfer information from Parent Checklists to the students' Student Checklist. Your students can now take home their test and Parent Checklist.
- F. Optional: Check off each skill taught on the Teacher Checklist. This will help you keep track of topics covered.

### Features:

#### Grammar Standards Teacher Checklist

1. The Teacher Checklist allows the teacher to check off the standards that are required for their grade level, as well as the grade levels below and above them.
2. Color in the boxes when the subjects have been taught. This will help you make sure no skills have been left out.

#### Yearly Checklist / Grade Level Checklist

1. Use this page to keep track of the skills mastered by each student. Have this page for each student stored in a folder. As you complete each unit, mark the results from their tests on the page.
2. You can use classroom volunteers or aides to help struggling students improve in the areas they have yet to master.

## **Features ( Continued )**

### **Student Worksheets**

1. Many concepts are taught on one worksheet. The worksheets that follow allow practice in order to achieve mastery. However, it is crucial that you prepare ahead of time to deliver appropriate instruction of each concept.
2. The lessons on the worksheets are meant to be a spring board for your discussions about the grammar concepts. Most lessons can be reviewed quickly and taught with little preparation.
3. It is important that students have a chance to practice at home. Many worksheets have enough practice activities for the students to complete half at school and half as homework.
4. More worksheets may be required to achieve your goal of mastery. However, at least this program allows you to systematically identify when to teach a concept and when more help is required.
5. If more practice worksheets are needed, many teachers use the worksheets from their district's language arts program. Organize these worksheets based on where they are found in Standards Based Grammar.

### **Extensions**

1. Many worksheets have “extensions” at the bottom. These are journal activities that help reinforce the concepts within the context of writing. This is an excellent way to help solidify the grammatical skills in the minds of the students.
2. In most cases, there is an extension on every other worksheet. Use the extension during your students' journal time, give it as homework, or complete it during class as an additional grammar activity.

### **Tests and Assessments**

1. Every skill in each unit is assessed. Use the tests to keep track of student progress.
2. You can use whatever scale you feel is appropriate to grade the tests. For the difficult units, it is recommended that the standard grading scale be relaxed. One suggestion is to make the highest score an A, while the other students' grades are lowered from there.
3. There are three assessments throughout the book to evaluate the students' retention of the material. It may be helpful to identify the standards for your grade level on these assessments. If several of your students struggle, you may need to re-teach some sections.



## **Parent Checklists**

1. This is a way for you to keep the parents involved in the progress of their child. After each test, check off the skills that have been mastered and the skills that have not been mastered. Send it home with the students.
2. This gives the parents the opportunity to practice these skills at home with their child. It may be helpful to direct the parents to a local teacher supply store where workbooks are available. Also, you can prepare packets of materials to send home for further practice.
3. In many cases, “Non-Mastery” may be checked for many or all of the skills taught. It is important that the parents understand that the goal of this program is to achieve mastery. While students may have a general understanding of a concept, mastery means a complete understanding and the ability to use the skill in the context of speaking and writing. Therefore, many parents might panic when they see so many skills marked “Non-Mastery.” It may be helpful to put the students’ grade on the checklist to help ease the parents’ anxiety. The parents will know that their child may not have mastered many concepts, but a C on the test will help them understand that their child is making progress.

## **Literature Scavenger Hunts**

Train your students to review grammar even when you are not studying grammar. By doing the Literature Scavenger Hunts, students learn to find grammar and punctuation skills within professional writing.

Simply have your students use any reading book to find samples of the grammar concepts that you have been studying. The worksheet will guide them. At times, some grammar skills are difficult to find, even for the best of students. Typically, if student find most of the skills on each worksheet, credit should be given.

3<sup>rd</sup> Grade  
Grammar Standards  
Teacher Checklist

	Mastery	Non-Mastery
1. Parts of Speech: Noun Definitions and ID – Unit 1		
2. Parts of Speech: Possessive Nouns – Unit 1		
3. Parts of Speech: Plural Noun Spelling Rules – Unit 1		
4. Capitalization – Unit 2		
5. Parts of Speech: Pronouns – Unit 3		
6. Parts of Speech: Verbs – Unit 3 (Past, Present, and Future)		
7. Parts of Speech: Adjectives – Unit 3		
8. Parts of Speech: Contractions – Unit 3		
9. Comma Rules: Dates – Unit 4		
10. Comma Rules: City, State / Addresses – Unit 4		
11. Comma Rules: Lists – Unit 4		
12. Comma Rules: Adjectives – Unit 4		
13. Comma Rules: Letters – Unit 4		
14. Four (4) Types of Sentences – Unit 5		
15. Subjects and Predicates – Unit 5		
16. Finding Subjects and Predicates – Unit 5		
17. Phrases – Unit 6		
18. Fragment and Run-On Sentences – Unit 6		
19. Title or Topic Sentence? – Unit 6		
20. Subject-Verb Agreement – Unit 6		
21. Homonyms – Unit 7		
22. Compound Words – Unit 7		
23. A vs. An – Unit 7		
24. Friendly Letters – Unit 8		
25. Using Prefixes and Suffixes to Determine Meaning – Unit 9 un, re, pre, bi, mis, dis er est ful		
26. Using Suffixes – Unit 9 er est ful		

3<sup>rd</sup> Grade  
Grammar Standards  
Student Checklist

\_\_\_\_\_  
Student Name

	Mastery	Non-Mastery
1. Parts of Speech: Noun Definitions and ID – Unit 1		
2. Parts of Speech: Possessive Nouns – Unit 1		
3. Parts of Speech: Plural Noun Spelling Rules – Unit 1		
4. Capitalization – Unit 2		
5. Parts of Speech: Pronouns – Unit 3		
6. Parts of Speech: Verbs – Unit 3 (Past, Present, and Future)		
7. Parts of Speech: Adjectives – Unit 3		
8. Parts of Speech: Contractions – Unit 3		
9. Comma Rules: Dates – Unit 4		
10. Comma Rules: City, State / Addresses – Unit 4		
11. Comma Rules: Lists – Unit 4		
12. Comma Rules: Adjectives – Unit 4		
13. Comma Rules: Letters – Unit 4		
14. Four (4) Types of Sentences – Unit 5		
15. Subjects and Predicates – Unit 5		
16. Finding Subjects and Predicates – Unit 5		
17. Phrases – Unit 6		
18. Fragment and Run-On Sentences – Unit 6		
19. Title or Topic Sentence? – Unit 6		
20. Subject-Verb Agreement – Unit 6		
21. Homonyms – Unit 7		
22. Compound Words – Unit 7		
23. A vs. An – Unit 7		
24. Friendly Letters – Unit 8		
25. Using Prefixes and Suffixes to Determine Meaning – Unit 9 un, re, pre, bi, mis, dis er est ful		
26. Using Suffixes – Unit 9 er est ful		

# Unit 1

## Parts of Speech: Nouns

### Noun Definition and Identification

#### Possessive Nouns

#### Plural Noun Rules

Grammar Standards – Unit 1

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Student

**Parts of Speech**

	Mastery	Non-Mastery
1. Noun Definitions and Identification		
2. Possessive Nouns		
3. Plural Noun Spelling Rules		

Grammar Standards – Unit 1

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Student

**Parts of Speech**

	Mastery	Non-Mastery
1. Noun Definitions and Identification		
2. Possessive Nouns		
3. Plural Noun Spelling Rules		

- Note:  
15 Samples from Unit 1 (41 Pages Total)

**\*\*Note:**

The last page, from Unit 2, shows a sample of a journal extension. Unit 1 has a lot of writing embedded in the unit. Therefore, there are no journal extensions. The goal of this program is to have the students use the grammar and punctuation rules in the context of their writing. The last sample about Capitalization shows how students will apply what they've learned within the context of writing.

Name: \_\_\_\_\_

**Nouns**  
**Possessive Nouns**  
**#5**

Write the definition of a possessive noun:

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I. Change each phrase below into possessives.

1. The purse of the lady - \_\_\_\_\_
2. The wool of the sheep - \_\_\_\_\_
3. Computers of the lab - \_\_\_\_\_
4. Ideas of several girls - \_\_\_\_\_
5. Crust of the bread - \_\_\_\_\_
6. The game of the students - \_\_\_\_\_
7. The puppy of the brothers - \_\_\_\_\_
8. The rider of the horse - \_\_\_\_\_

II. Tell what each noun below owns. Be sure to add the ( 's ) or ( ' ).

- |                      |                   |
|----------------------|-------------------|
| 1. pencil - _____    | 6. team - _____   |
| 2. frogs - _____     | 7. fish - _____   |
| 3. countries - _____ | 8. men - _____    |
| 4. song - _____      | 9. bikes - _____  |
| 5. folders - _____   | 10. house - _____ |

III. Write any two ( 2 ) possessives from above in a sentence.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**Nouns**  
**Possessive Nouns**  
**#6**

I. Make a list of twelve (12) items that someone or something might own on a farm. Be creative.

**Examples:** pigs' trough      farmer's tractor

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

II. Write a story about an exciting day on the farm. Use at least six ( 6 ) possessives from your list above.

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Name: \_\_\_\_\_

**Nouns**  
**Possessive Nouns**  
**#7**

I. Select a picture from a magazine or a poster with a lot of action.  
Write eight (8) possessives using the picture for ideas.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

II. Write a story about the picture. Use the words from your list above.

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# Noun Spelling



## Rule #

If a word ends in “y”, preceded by a consonant, change the “y” to “i” and add “es”.

country - countries  
hobby - hobbies  
melody - melodies  
berry - berries

mystery - mysteries  
beauty - beauties  
injury - injuries  
supply - supplies

spy - spies  
lady - ladies  
sky - skies  
fly - flies

cry - cries  
try - tries  
copy - copies

## Rule #

If a word ends in “y”, preceded by a vowel, just add “s” to make the word plural.

chimney - chimneys  
cowboy - cowboys

turkey - turkeys

valley - valleys

birthday - birthdays

## Rule #

If a word ends in “f” or “fe”, the “f” or “fe” is usually changed to “v” and “es” is added to make the word plural. Chief and belief are two exceptions.

half - halves  
wolf - wolves  
calf - calves

thief - thieves  
leaf - leaves  
wife - wives

loaf - loaves  
self - selves  
elf - elves

life - lives  
knife - knives  
shelf - shelves

## Rule #

If a word ends in “o”, just “s” is added to make the word plural.

piano - pianos  
banjo - banjos

photo - photos  
patio - patios

solo - solos  
igloo - igloos

rodeo - rodeos

\* Sometimes exceptions are made plural by adding “es”

potato - potatoes  
hero - heroes

tomato - tomatoes

buffalo - buffaloes

tornado - tornadoes

## Rule #

Some words form their plurals in unusual ways.

ox - oxen  
child - children  
sheep - sheep

foot - feet  
woman - women  
man - men

tooth - teeth  
goose - geese

mouse - mice  
deer - deer

## Rule #

If a word ends in “ss”, “x”, “z”, “sh”, or “ch” the suffix “es” is usually added to make the word plural.

tax - taxes  
church - churches  
punch - punches  
patch - patches

branch - branches  
guess - guesses  
flash - flashes  
lunch - lunches

glass - glasses  
waltz - waltzes  
hunch - hunches  
bunch - bunches

fox - foxes  
buzz - buzzes  
crutch - crutches  
touch - touches

Name: \_\_\_\_\_

# Rules #1 and #2



## Rule #

If a word ends in "y", preceded by a consonant, change the "y" to "i" and add "es".

Examples: fly = flies      copy = copies

**Directions:** Rewrite the singular nouns as plurals.

- try - \_\_\_\_\_
- hobby - \_\_\_\_\_
- spy - \_\_\_\_\_
- country - \_\_\_\_\_
- mystery - \_\_\_\_\_
- beauty - \_\_\_\_\_
- cry - \_\_\_\_\_
- lady - \_\_\_\_\_

If a word ends in "y", preceded by a vowel, just add "s" to make the word plural.

## Rule #

Examples: turkey = turkeys      valley = valleys

- chimney - \_\_\_\_\_
- birthday - \_\_\_\_\_
- cowboy - \_\_\_\_\_
- donkey - \_\_\_\_\_
- key - \_\_\_\_\_
- toy - \_\_\_\_\_
- monkey - \_\_\_\_\_
- bay - \_\_\_\_\_

**Directions:** Write four (4) sentences using one plural word from each list.

Example: It took three tries for Santa to climb down the chimneys.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name: \_\_\_\_\_

## Rules #1 and #2 Part 2

I. Write rules #1 and #2 below and give two (2) examples:

**Rule #1** - \_\_\_\_\_

Example #1 \_\_\_\_\_ Example #2 \_\_\_\_\_

**Rule #2** - \_\_\_\_\_

Example #1 \_\_\_\_\_ Example #2 \_\_\_\_\_

II. Rewrite the singular nouns as plurals. Write the number of the rule next to each word.

**Rule #**

**Rule #**

1 1. melody - melodies

\_\_\_\_\_ 11. birthday- \_\_\_\_\_

\_\_\_\_\_ 2. cowboy - \_\_\_\_\_

\_\_\_\_\_ 12. injury - \_\_\_\_\_

\_\_\_\_\_ 3. sky - \_\_\_\_\_

\_\_\_\_\_ 13. monkey- \_\_\_\_\_

\_\_\_\_\_ 4. copy - \_\_\_\_\_

\_\_\_\_\_ 14. berry - \_\_\_\_\_

\_\_\_\_\_ 5. chimney - \_\_\_\_\_

\_\_\_\_\_ 15. supply - \_\_\_\_\_

\_\_\_\_\_ 6. donkey - \_\_\_\_\_

\_\_\_\_\_ 16. bay - \_\_\_\_\_

### Blank on Sample

**Directions:** Write four (4) sentences using one plural word from rules #1 and #2.

Example: It took three tries for Santa to climb down the chimneys.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Name: \_\_\_\_\_

## Rules #1 and #2 Part 3

I. Write the **plural** forms of the words below in a sentence.

1. ( hobby / birthday ) \_\_\_\_\_  
\_\_\_\_\_

2. ( fly / berry ) \_\_\_\_\_  
\_\_\_\_\_

3. ( mystery / turkey ) \_\_\_\_\_  
\_\_\_\_\_

4. ( lady / chimney ) \_\_\_\_\_  
\_\_\_\_\_

5. ( supply / valley ) \_\_\_\_\_  
\_\_\_\_\_

II. Write the **plural** forms of the words below three times.

1. country - \_\_\_\_\_

2. injury - \_\_\_\_\_

3. cowboy - \_\_\_\_\_

4. spy - \_\_\_\_\_

5. bay - \_\_\_\_\_

6. copy - \_\_\_\_\_

7. beauty - \_\_\_\_\_

8. melody - \_\_\_\_\_

Name: \_\_\_\_\_

## Rules #1 and #2 Quiz

1. hobby - \_\_\_\_\_

12. country - \_\_\_\_\_

2. turkey - \_\_\_\_\_

13. mystery - \_\_\_\_\_

3. berry - \_\_\_\_\_

14. melody - \_\_\_\_\_

4. fly - \_\_\_\_\_

15. supply - \_\_\_\_\_

5. birthday - \_\_\_\_\_

16. shelf - \_\_\_\_\_

**Blank on Sample**

# Rules #3 and #4



**Rule # 3** If a word ends in “f” or “fe”, the “f” or “fe” is usually changed to “v” and “es” is added to make the word plural. Chief and belief are two exceptions.

Examples: half = halves      knife = knives

**Directions:** Rewrite the singular nouns as plurals.

- |                  |                   |
|------------------|-------------------|
| 1. wolf - _____  | 7. calf - _____   |
| 2. wife - _____  | 8. loaf - _____   |
| 3. leaf - _____  | 9. life - _____   |
| 4. thief - _____ | 10. elf - _____   |
| 5. self - _____  | 11. shelf - _____ |

If a word ends in “o”, just “s” is added to make the word plural.

\* Sometimes exceptions are made plural by adding “es”:

potato / tomato / buffalo / tornado / hero

**Rule # 4** 

- |                    |                    |
|--------------------|--------------------|
| 1. banjo - _____   | 6. buffalo - _____ |
| 2. potato - _____  | 7. tomato - _____  |
| 3. igloo - _____   | 8. solo - _____    |
| 4. rodeo - _____   | 9. hero - _____    |
| 5. tornado - _____ | 10. patio - _____  |

**Directions:** Write four (4) sentences using one plural word from each list.

Example: Three wolves chased the buffaloes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Name: \_\_\_\_\_

## Rules #3 and #4 Part 2

I. Write rules #3 and #4 below and give two (2) examples:

**Rule #3** - \_\_\_\_\_

Example #1 \_\_\_\_\_ Example #2 \_\_\_\_\_

**Rule #4** - \_\_\_\_\_

Example #1 \_\_\_\_\_ Example #2 \_\_\_\_\_

II. Rewrite the singular nouns as plurals. Write the number of the rule next to each word.

**Rule #**

**Rule #**

3 1. leaf - leaves

\_\_\_\_\_ 11. rodeo - \_\_\_\_\_

\_\_\_\_\_ 2. hero - \_\_\_\_\_

\_\_\_\_\_ 12. thief - \_\_\_\_\_

\_\_\_\_\_ 3. wolf - \_\_\_\_\_

\_\_\_\_\_ 13. solo - \_\_\_\_\_

\_\_\_\_\_ 4. patio - \_\_\_\_\_

\_\_\_\_\_ 14. tornado - \_\_\_\_\_

\_\_\_\_\_ 5. buffalo - \_\_\_\_\_

\_\_\_\_\_ 15. loaf - \_\_\_\_\_

### Blank on Sample

Directions: Write four (4) sentences using one plural word from rules #3 and #4.

Example: The wives took many photos of the children.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



Name: \_\_\_\_\_

## Rules #3 and #4 Part 3

I. Write the **plural** forms of the words below in a sentence.

1. ( thief / piano ) \_\_\_\_\_  
\_\_\_\_\_

2. ( elf / igloo ) \_\_\_\_\_  
\_\_\_\_\_

3. ( knife / potato ) \_\_\_\_\_  
\_\_\_\_\_

4. ( shelf / photo ) \_\_\_\_\_  
\_\_\_\_\_

5. ( hero / tornado ) \_\_\_\_\_  
\_\_\_\_\_

II. Write the **plural** forms of the words below three times.

1. half - \_\_\_\_\_

2. banjo - \_\_\_\_\_

3. wolf - \_\_\_\_\_

4. tomato - \_\_\_\_\_

5. patio - \_\_\_\_\_

6. wife - \_\_\_\_\_

7. solo - \_\_\_\_\_

8. rodeo - \_\_\_\_\_

Name: \_\_\_\_\_

## Unit 1 Nouns Test

I. **Noun Definitions:** Put an “x” below each word that fits the noun on the left.

	Singular	Plural	Common	Proper	Possessive
1. book's	_____	_____	_____	_____	_____
2. Amy	_____	_____	_____	_____	_____
3. armies	_____	_____	_____	_____	_____
4. Utah's	_____	_____	_____	_____	_____
5. toy	_____	_____	_____	_____	_____

**Blank on Sample**

II. **Possessive Nouns:** Change each phrase below into possessives.

1. bone of the dog - \_\_\_\_\_
2. laughter of the students - \_\_\_\_\_
3. bottle of the baby - \_\_\_\_\_
4. laces of the shoes - \_\_\_\_\_
5. ideas of the women - \_\_\_\_\_
6. owner of the toy - \_\_\_\_\_

### III. Plural Noun Spelling Rules:

Directions: Change these singular nouns into plural nouns.

1. hobby - \_\_\_\_\_

13. country - \_\_\_\_\_

2. half - \_\_\_\_\_

14. sheep - \_\_\_\_\_

3. turkey - \_\_\_\_\_

15. mystery - \_\_\_\_\_

4. wife - \_\_\_\_\_

16. berry - \_\_\_\_\_

5. fly - \_\_\_\_\_

17. knife - \_\_\_\_\_

6. birthday - \_\_\_\_\_

18. banjo - \_\_\_\_\_

**Blank on Sample**

**Unit 1**  
**Nouns Test**  
**Answer Key**

Name: \_\_\_\_\_

I. **Noun Definitions:** Put an "x" below each word that fits the noun on the left.

	<b>Singular</b>	<b>Plural</b>	<b>Common</b>	<b>Proper</b>	<b>Possessive</b>
1. book's	<u>  X  </u>	_____	<u>  X  </u>	_____	<u>  X  </u>
2. Amy	<u>  X  </u>	_____	_____	<u>  X  </u>	_____
3. armies	_____	<u>  X  </u>	<u>  X  </u>	_____	_____
4. Utah's	<u>  X  </u>	_____	_____	<u>  X  </u>	<u>  X  </u>
5. toy	<u>  X  </u>	_____	<u>  X  </u>	_____	_____

Blank on Sample

II. **Possessive Nouns:** Change each phrase below into possessives.

- bone of the dog -   **dog's bone**
- laughter of the students -   **students' laughter**
- bottle of the baby -   **baby's bottle**
- laces of the shoes -   **shoes' laces**
- ideas of the women -   **women's ideas**
- owner of the toy -   **toy's owner**

### III. Plural Noun Spelling Rules:

Directions: Change these singular nouns into plural nouns.

1. hobby - hobbies

13. country - countries

2. half - halves

14. sheep - sheep

3. turkey - turkeys

15. mystery - mysteries

4. wife - wives

16. berry - berries

5. fly - flies

17. knife - knives

**Blank on Sample**

Name: \_\_\_\_\_

**Capitalization**  
**Common and Proper Nouns**  
**#2**

**Directions:** Write “Proper” or “Common” on the left line. Next, rewrite the word. Capitalize the first letter if it is a proper noun. Finally, write “Person”, “Place”, or “Thing” on the next line.

<b>Proper / Common Noun</b>		<b>Rewrite Word</b>	<b>Person, Place, or Thing</b>
_____	1. HOME	_____	_____
_____	2. PACIFIC OCEAN	_____	_____
_____	3. DR. DREW	_____	_____
_____	4. PIZZA	_____	_____
_____	5. BANK	_____	_____
_____	6. CIRCUS	_____	_____
_____	7. OLYMPICS	_____	_____
_____	8. PRINCIPAL	_____	_____
_____	9. MARS	_____	_____
_____	10. PENCIL	_____	_____
_____	11. MEXICO	_____	_____
_____	12. CLOCK	_____	_____

**Extension:** Where did your friends go? Write five ( 5 ) sentences about people you know. Tell the exact place where they went.

Example: Yesterday, Betty went to Boston.