Evans-Moor’s
Daily Language Review
Home–School Connection Activity Pages

Grade 3

Correct the sentences.
1. Snails has soft bodys and hard shells.
   Snails have soft bodies and hard shells.

2. Turbo shell protects their body.
   Turbo shell protects their bodies.

Write the word will to form the future verb tense.
3. We __________ shop for food, and then we __________ cook.

Add a prefix to form a word that means to heat again.
4. When Mom gets home, we will _______ heat her dinner.
Parts of Speech Picture

Nouns, verbs, adverbs, adjectives, and pronouns are parts of speech.

The parts of speech are used to make sentences. Knowing the parts of speech and what they do in sentences will help your child be a better reader and writer.

**What You Need**

- Parts of Speech Picture (provided) (make photocopies if there is more than one player or if you plan to play the game more than once)

- 5 colored pencils (yellow, green, purple, blue, red)

**How Long It Will Take**

about 30 minutes

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What You Do Together

In this activity, your child will identify words by their parts of speech and will color the spaces around the words to make a picture. Before you begin, review the parts of speech that are part of this activity with your child.

Noun: names a person, place, or thing
Verb: tells about an action
Adverb: describes a verb; tells how, when, or where
Adjective: describes a noun
Pronoun: used in place of a noun so that the noun doesn’t have to be repeated

Your child will use a different color for each part of speech.

Nouns: yellow  Adverbs: purple  Pronouns: red
Verbs: green  Adjectives: blue

Have your child start with one part of speech and color all of the spaces that contain words of that part of speech. After all the spaces have been colored, a picture will appear!
Parts of Speech Picture

Color the picture. Use these colors for each part of speech:

- **Nouns**: Yellow
- **Verbs**: Green
- **Adverbs**: Purple
- **Adjectives**: Purple
- **Pronouns**: Red

Words:
- quickly
- slowly
- loudly
- often
- soon
- run
- eat
- big
- blue
- tall
- two
- busy
- play
- sing
- house
- we
- you
- I
- it
- boy
- him
- she
- cat
- rug
Fun with Idioms

People use idioms in their everyday speaking, as well as in their writing. An idiom is an expression that does not mean exactly what the words say. For example, Look before you leap means “Think carefully about what you are about to do before you do it.”

Fun with Idioms is a game you can play to help your child become familiar with idioms. There are two versions of the game depending on how you want to play: acting out or drawing pictures. For added fun, make your own idiom cards.

What You Need

- idiom cards and idiom list (provided)
- scissors
- paper bag or other container to hold the cards
- pencil and paper (if drawing)

How Long It Will Take

about 25 minutes
What You Do Together

**Preparation**

1. Cut out the idiom cards.
2. Place the cards in a paper bag or other container.

**Acting Out**

1. Player A pulls an idiom card out of the bag. Player A reads the idiom silently (the meaning is given in parentheses). Player A acts out the idiom. He or she may not speak.

2. Using the idiom list, Player B tries to figure out what Player A is acting out in as few guesses as possible. Player B’s score is the number of guesses he or she made.

3. Players switch roles.

4. Players continue taking turns until all of the idioms have been used. The winner is the player with the **fewest** points.
What You Do Together, continued

**Drawing Pictures**

1. Player A pulls an idiom card out of the bag. Player A reads the idiom silently (the meaning is given in parentheses). Player A draws pictures that represent the idiom. He or she may not write words or speak.

2. Using the idiom list, Player B tries to figure out what Player A is drawing in as few guesses as possible. Player B’s score is the number of guesses he or she made.

3. Players switch roles.

4. Players continue taking turns until all of the idioms have been used. The winner is the player with the fewest points.
I’m under the weather.
(I feel sick.)

I have cold feet.
(I’m scared.)

You hit the nail on the head.
(You’re right.)

I’m pulling your leg.
(I’m joking.)

I got up on the wrong side of the bed.
(I’m grumpy.)

Don’t let the cat out of the bag.
(Don’t tell anyone.)

It’s raining cats and dogs.
(It’s raining really hard.)
### Idiom List

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Literal Meaning</th>
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<tbody>
<tr>
<td>I’m under the weather.</td>
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Multiple-Meaning Ice-Cream Cones

Some words can have the same spelling but different meanings. For example, the word *roll* can mean “to move on wheels” or “a small piece of baked bread.”

Knowing a word’s different meanings and parts of speech helps you improve your vocabulary.

**What You Need**

- ice-cream cone templates (provided)
- colored construction paper (three different colors for scoops; brown for cone; red for cherry)
- scissors
- dictionary
- pen or marker
- glue

**How Long It Will Take**

about 20 minutes
What You Do Together

1. Cut out all the template shapes. Using the templates provided and construction paper, cut out enough shapes to make five ice-cream cones: 5 cones, 15 ice-cream scoops, and 5 cherries.

2. On each cone shape, write one of the following multiple-meaning words (or multiple-meaning words of your choice): lock, fly, pool, bill, bat.

3. With your child, use a dictionary to find three different meanings for each word. Work on one ice-cream cone at a time.

4. Have your child write the parts of speech and meanings, each on a different-colored scoop shape.

5. Complete the ice-cream cone by gluing together the scoops, cone, and cherry.

6. Share the multiple-meaning ice-cream cones with your family.

Language Skill: Multiple-Meaning Words

- **light**
  - (adj.) not heavy
  - (adj.) not dark
  - (v.) to make a candle burn
Language Skill: Multiple-Meaning Words

**Ice-Cream Cone Templates**

*Cut along the dotted lines.*

- **Ice-cream scoops**
  - top
  - middle
  - bottom

- **Ice-cream cone**
  - Cherry

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Hot or Not Potato!

A concrete noun names something you can see, hear, touch, taste, or smell: tree, song, sand, cookie, rose.

An abstract noun names something you cannot see, hear, touch, taste, or smell: honesty, joy, hunger, friendship.

Using abstract nouns in your writing allows you to express important ideas, beliefs, and emotions.

Knowing how to use a balance of abstract nouns and concrete nouns in your writing helps you make your meaning clear.

What You Need

- game cards (provided)
- scissors
- paper bag
- 2 potatoes
- marker

How Long It Will Take

about 20 minutes
What You Do Together

In this game, you and your child will take turns identifying nouns as concrete or abstract. Concrete nouns are “Hot Potatoes,” and abstract nouns are “Not Potatoes.”

Preparation

Cut out the cards and place them in a paper bag. Shake the bag to mix the cards. On one of the potatoes, write “Hot Potato” and “Concrete Noun.” On the other potato, write “Not Potato” and “Abstract Noun.”

1. Review with your child concrete nouns and abstract nouns and the difference between them: concrete nouns are words that name people, places, or things that you can see, hear, touch, taste, or smell, such as a potato. Abstract nouns name things that you cannot see, hear, touch, taste, or smell, such as honesty.

2. Player A and Player B sit across from each other with the bag of cards and both potatoes within reach.

3. Player A pulls a card from the bag and reads the word aloud. Player A decides if the word is a concrete noun or an abstract noun. Player A then picks up the appropriate potato and calls out “Hot Potato!” or “Not Potato!” Players discuss the answer. If Player A is correct, he or she keeps the card. If not, the card is returned to the bag.

4. Player B then takes a turn. Play continues until all of the cards have been used.

Optional: Use the blank cards to make your own concrete and abstract noun cards.
**Language Skill:** Abstract Nouns

### Hot or Not Potato! Game Cards

*Cut along the dotted lines.*

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<thead>
<tr>
<th>luck</th>
<th>beauty</th>
<th>journey</th>
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<th>book</th>
<th>rock</th>
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Hot or Not Potato! Game Cards

Cut along the dotted lines.

flame  hose  horn  drums
Comparing Critters

A comparative adjective is used to compare two things. A comparative adjective usually ends in -er.

Example: A cat is bigger than a mouse.

A superlative adjective is used to compare three or more things. A superlative adjective usually ends in -est.

Example: The snail is the slowest of all three animals.

Knowing how and when to use comparative and superlative adjectives is an important part of being a good writer.

**What You Need**

- game cards (provided)
- scissors
- pencil

**How Long It Will Take**

about 30 minutes
What You Do Together

You and your child will take turns forming sentences using comparative and superlative adjectives.

**Preparation**
Cut out the game cards.

**Play the Game**
1. Player A selects a card and reads the word at the top of the card. Player A then reads the first sentence aloud, filling in the blank with the name of an animal. Players may write on the cards or say the words.

2. Player A hands the card to Player B. Player B reads the second sentence aloud, using a different animal name and a comparative adjective.

3. Player B hands the card back to Player A. Player A reads the third sentence, using a different animal and a superlative adjective.

4. Repeat the process for all of the cards.
Comparing Critters Game Cards

Cut along the dotted lines.

**slow**

1. A ___________ is slow.
2. A ___________ is ________________.
3. A ___________ is the ________________ of them all.

**loud**

1. A ___________ is loud.
2. A ___________ is ________________.
3. A ___________ is the ________________ of them all.

**silly**

1. A ___________ is silly.
2. A ___________ is ________________.
3. A ___________ is the ________________ of them all.
Comparing Critters Game Cards

Cut along the dotted lines.

**small**

1. A ___________ is small.

2. A ___________ is ________________.

3. A ___________ is the _______________ of them all.

**tall**

1. A ___________ is tall.

2. A ___________ is ________________.

3. A ___________ is the _______________ of them all.

**big**

1. A ___________ is big.

2. A ___________ is ________________.

3. A ___________ is the _______________ of them all.