



New Vision International School
Riyadh, Saudi Arabia

INTERNATIONAL

myView
LITERACY

GRADE 3



ENGLISH WORKBOOK



FOR GRAMMAR AND
WRITING LESSONS

NAME : _____

GR. & SEC.: _____

TEACHER : _____

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Name: _____

Date: ____ / ____ / ____

Grammar Lesson #1: Possessive Pronouns

Possessive Pronouns

Pronouns take the place of nouns. Possessive pronouns show who or what owns something. Possessive pronouns take the place of possessive nouns.

- Use possessive pronouns to make your writing smoother and less repetitive.
- Pick the correct possessive pronoun for the noun you replace.
- Use possessive pronouns only when it is clear to whom or to what the pronoun is referring.

My TURN Write the correct possessive pronoun or pronouns for each word.

1. me: _____ or _____
2. you: _____ or _____
3. Jennifer: _____ or _____
4. Antoine: _____
5. Grandma and me: _____ or _____
6. the students: _____ or _____
7. the forest: _____

My TURN Write the correct possessive pronoun to complete each sentence.

8. The band played _____ instruments.
9. The workers used _____ tools to complete the job.
10. We found _____ lost dog.
11. She went to _____ bedroom after dinner.
12. The teachers plan _____ lesson carefully.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson #1: Possessive Pronouns

Directions Write the possessive pronoun in each sentence.

1. Builders use rocks in their work. _____
2. Your walls and floors are made of rock. _____
3. The cement in our driveway comes from rocks. _____
4. Mr. Ferguson used limestone walls in his house. _____
5. Mrs. Ferguson has marble floors in her living room. _____

Directions Choose the possessive pronoun in () that could replace the underlined words in each sentence. Write the sentence.

6. There are white cliffs in England, and the cliffs' color comes from limestone. (their, its)

7. One beautiful area in Arizona stands out because the area's rocks are red. (their, its)

8. We took a road through the mountains, and the mountains' colors amazed us. (our, their)

9. The rocks on your side were yellow, while the rocks on my side were orange. (mine, yours)

Name: _____

Date: ____ / ____ / ____

Grammar Lesson #2: Contractions

Contractions

Knowing the two words that form a contraction can help you decode a contraction and understand its meaning.

- Contractions are shortened forms of two words.
- When a contraction is formed, an apostrophe takes the place of one or more letters.

My TURN

Sort the words by the word used to form the contraction.

it's	hasn't	you've	that's
don't	shouldn't	should've	what's

Contractions formed by combining a word with *is*:

Contractions formed by combining a word with *not*:

Contractions formed by combining a word with *have*:

My TURN Write contractions for the words below.

are not: _____

could have: _____

is not: _____

Name: _____

Date: ____ / ____ / ____

Grammar Lesson #2: Contractions

Directions: Write the contraction in each sentence. Then write the words that make up the contraction.

1. Swimming was popular in ancient Greece, and it's still popular today.

2. Swimmers began competing in the 1896 Olympics, and they've competed ever since.

3. Women didn't compete in the Olympics until 1912.

4. Women should've competed sooner than 1912.

Directions: Write the contraction for the underlined words.

5. I see that you are reading about Natalie Coughlin, my favorite athlete.

6. I had not heard of Janet Evans, who competed in 1988.

7. I could have read about Fanny Durack all afternoon.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 3: Preposition and Prepositional Phrase

Prepositions and Prepositional Phrases

Prepositional phrases add details to sentences and provide clarity to readers. A preposition is the first word in a prepositional phrase. The object of the preposition is the noun or pronoun at the end of the prepositional phrase.

- Some prepositional phrases give additional details about location and direction.
- Some prepositional phrases give additional details about the time of events.
- Some prepositional phrases give additional details about an object, person, or event.

My TURN Underline the prepositional phrases. Circle the prepositions.

1. The mouse ran under the deck.
2. He will be there before school.
3. After sunset, we can see the stars.
4. The dog chased the rabbit around the house.
5. My friend went without me.

My TURN Sort the prepositional phrases into the correct category.

under the umbrella

until noon

for my mom

without a jacket

during the storm

toward the fence

Location and Direction	Time	Description
_____	_____	_____
_____	_____	_____

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 4: Comparing with Adjectives

Comparative adjectives compare two people, places, groups, or things.

Superlative adjectives compare three or more people, places, groups, or things.

- When comparing two people, places, groups, or things, you usually add *-er* to an adjective.
- When comparing three or more people, places, groups, or things, you usually add *-est* to an adjective.

My TURN Complete each sentence by changing the adjective to its comparative or superlative form.

The mouse is _____ than the cat.

quick

The basketball player is the _____ person in school.

tall

The oak tree is _____ than the birch tree.

thick

I think dolphins are the _____ animals in the sea.

smart

Bass Lake is the _____ lake in our county.

large

My TURN Complete each sentence using a **comparative or superlative** adjective.

The monkey is the _____ animal in the jungle.

Our school building is _____ than the post office building.

The teacher's desk is the _____ desk in the room.

The gym is the _____ room in the building.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 4: Comparing with Adjectives

A **comparative adjective** compares two things and has an *-er* ending. A

superlative adjective compares more than two things and has an *-est* ending.

My TURN Write the comparative or superlative adjective that would be used to compare the number of things noted using the adjective shown.

1. smooth (6 things) _____

2. blue (2 things) _____

3. tall (3 things) _____

4. long (7 things) _____

5. soon (2 things) _____

6. cold (2 things) _____

7. brave (2 things) _____

8. bold (4 things) _____

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 5: Adverbs

An **adverb** is a word that can tell when, where, or how something happens.

Yesterday, the family moved into a new home. (when)

They carried boxes inside. (where)

They happily unpacked the boxes. (how)

- Adverbs can come before or after the verbs they describe.
- Adverbs that tell how something happens often end in -ly.
- Related sentences can be joined by using an adverb.

Jangmi packed her clothes. She was sad.

Jangmi sadly packed her clothes.

Directions Underline the adverb in each sentence. Decide what the adverb tells about what happens. On the line, write **when**, **where**, or **how**.

1. Recently Jangmi said good-bye to her house in Korea. _____

2. She walked outside for a while. _____

3. She looked at her bedroom and then sighed. _____

4. Snow was falling softly. _____

5. She hated the idea of moving before. _____

Directions Join the pairs of sentences. Change the underlined word to an adverb by adding *-ly*. Insert the new adverb in the first sentence. Then underline the adverb.

6. The boy wandered through the house. He was restless.

7. Painters had painted each room. They had been careful.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 5: Adverbs

An **adverb** is a word that can tell how, when, or where something happens. Adverbs can tell more about the action of a verb in a sentence.

- Examples of adverbs that tell how something happens: *quietly, quickly, loudly, carefully*
- Examples of adverbs that tell when something happens: *again, always, never, soon*
- Examples of adverbs that tell where something happens: *far, there, ahead, near*

My TURN Underline the adverb in each sentence. Then write *how, when, or where* on the line to identify whether the adverb tells how, when, or where something happens.

1. The green car moved ahead of the blue car. _____
2. He always sends a thank-you note. _____
3. She quickly solves the math problems. _____
4. The turtle walks slowly over the rocks. _____
5. The baby bear hides behind the tree. _____

My TURN Add an adverb to complete each sentence.

6. The soccer player kicks the ball.
7. We travel to get to Grandmother's house.
8. Rain falls during the storm.
9. She arrives on time.
10. The duck swims across the pond.

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 6: Comparing with Adverbs

A **comparative adverb** compares two actions. Comparative adverbs are usually formed by adding *-er* to the end of an adverb. A **superlative adverb** compares three or more actions. Superlative adverbs are usually formed by adding *-est* to the end of an adverb. If an adverb ends in *y*, drop the *y* and add an *i* for both comparative and superlative forms.

My TURN Write sentences using comparative or superlative form of each adverb based on the number of actions shown. Make any necessary spelling changes.

1. fast (3 actions)

2. late (2 actions)

3. hard (6 actions)

4. near (1 action)

5. slow (2 actions)

6. loud (2 actions)

7. far (1 action)

8. early (4 actions)

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 7: Complex Sentences

A **complex sentence** is made of up two clauses: an independent clause and a dependent clause. Having more than one clause is what makes a sentence complex.

- An **independent clause** is a simple sentence. It can stand alone as a complete thought.
- A **dependent clause** begins with a coordinating conjunction. It cannot stand alone as a complete sentence.
- Create a complex sentence by combining an independent and a dependent clause.

Underline the **dependent clause** in each sentence.

1. Before the car moves, buckle your seat belt.
2. Bring your umbrella when you go outside.
3. Until it warms up, we will keep the heat on.
4. When you catch a ball, you need to wrap your hands around it.
5. We checked for the letter after the mail was delivered.

Add a clause to each of the following to make a complex sentence.

6. After leaving school, _____
7. On holiday weekends, _____
8. We play soccer in the park, _____
9. We took our tests on the computer, _____
10. After we baked the pie, _____

Name: _____

Date: ____ / ____ / ____

Grammar Lesson # 8: Pronoun- Antecedent Agreement

Pronoun-Antecedent Agreement

Pronouns are words that take the place of nouns or groups of nouns. An antecedent is the noun or nouns to which the pronoun refers. The pronoun must agree with its antecedent in number (singular or plural) and person.

My TURN Write a sentence using the type of pronoun indicated in the "Person" column. Place an antecedent noun before the pronoun that matches it.

Person

Sentence

1. (first person, singular)

2. (third person, plural)

3. (second person, plural)

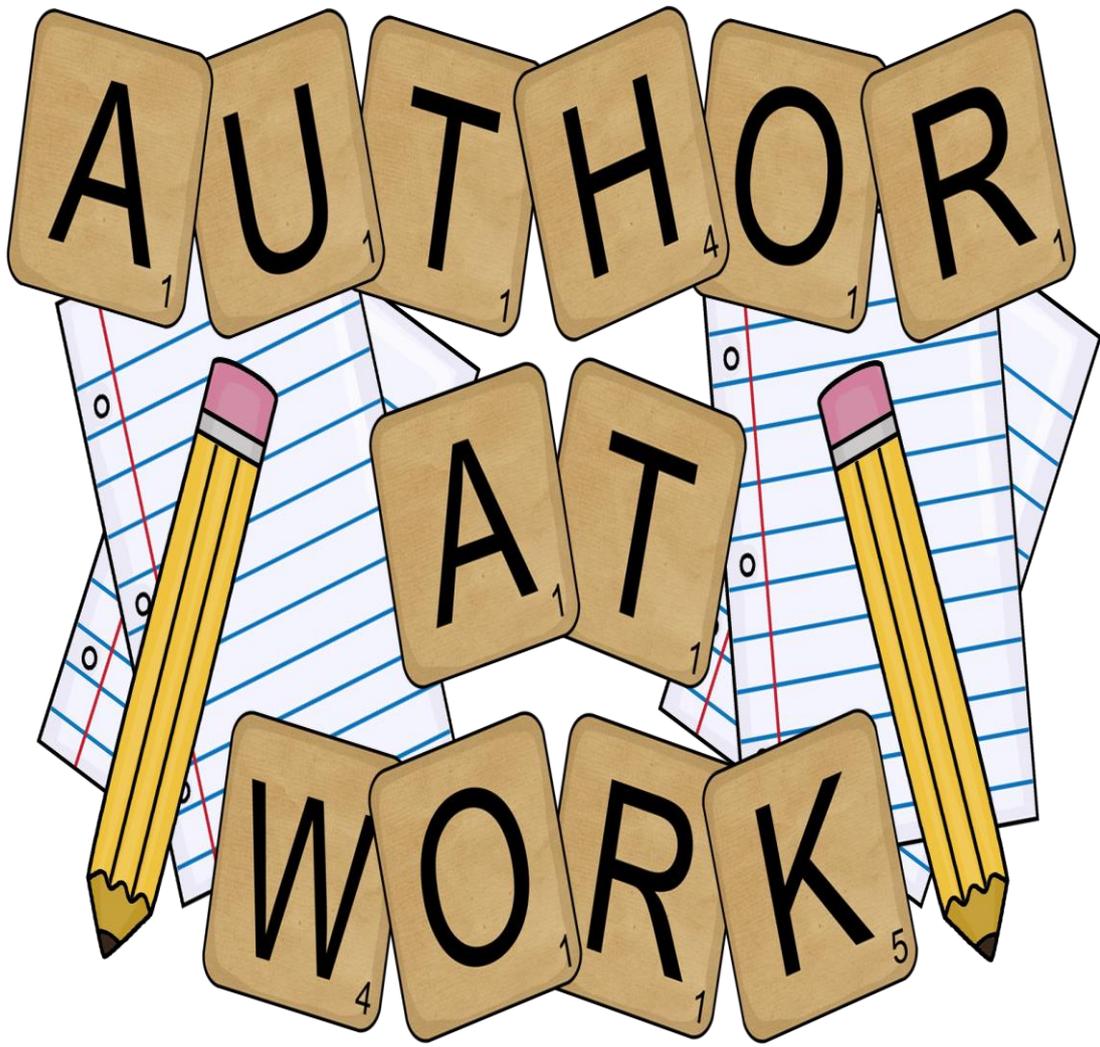
4. (first person, plural)

5. (third person, female)

6. (third person, male)

7. (second person, singular)

8. (first person, plural)



WRITING

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 1: Historical Fiction

What is Historical Fiction?

Historical Fiction takes place in the past. Authors include realistic and factual details about the setting, plot, and characters. The theme, or central message, is made clear through events that happen during a particular time period.

Directions: Fill in the missing dates and describe what happened in each stage in the story "Titanic".

1908

MIDDAY 10th APRIL

11.40^{pm} 11th APRIL 1921

9.30^{pm} 18th APRIL 1921

Name: _____ Date: ____ / ____ / ____

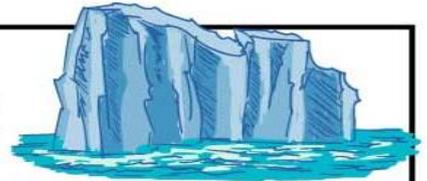
Writing Lesson # 2: Historical Fiction

What is Historical Fiction?

Historical Fiction takes place in the past. Authors include realistic and factual details about the setting, plot, and characters. The theme, or central message, is made clear through events that happen during a particular time period.

Directions: Write the words that will complete the story below.

Story of the Titanic



The Titanic was a _____ ship that
(adjective)
could _____ hold _____ people.
(adverb) (noun; number)
The ship was so _____ that it took
(adjective)
_____ years to build. The ship had
(noun; number)
_____ smoke stacks and
(noun; number) (adjective)
was as long as _____ football fields
(noun; number)
and could hold over 2,000 _____. The
(plural noun)
Titanic _____ in April 1912 from
(verb -ed)
_____, headed for New York.
(proper noun; place)
_____, the ship _____ a _____
(Adverb) (verb -ed) (adjective)
iceberg and _____ in the _____
(verb -ed) (adjective)
Ocean, though some people escaped in
_____ boats. Explorers _____ the
(adjective) (verb -ed)
wreckage of the Titanic on the ocean _____
(noun)
_____ years later.
(noun; number)



Name: _____ Date: ____ / ____ / ____

Writing Lesson # 3: Biography

What is a Biography?

A biography tells about a real person's life. An author of a biography writes about the life events or experiences of someone else.

Remember a Biography usually:

- Take place during a real historical time
- Tells about a person's life in time order
- Give facts and details about the person's life

Directions: Complete the graphic organizer by writing a biography about Mama Mitti (TB 3.2 pp. 135 – 147)

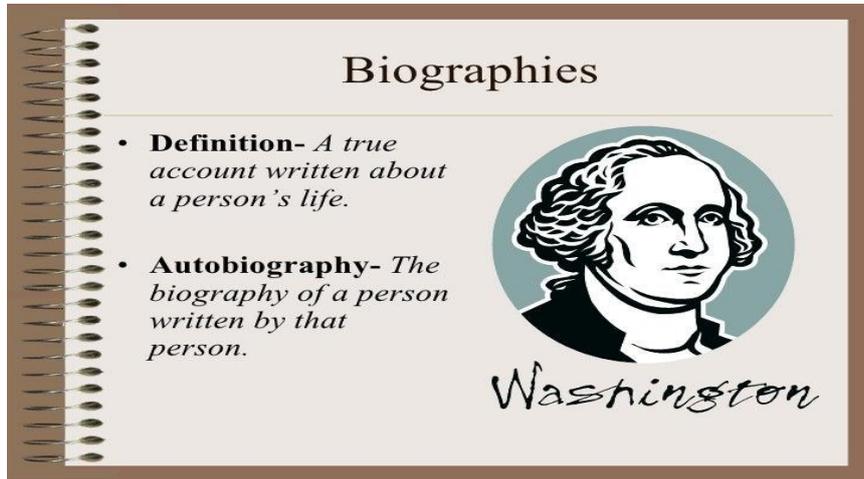
Beginning:

Middle:

Ending:

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 4: Biography



Directions: Complete the graphic organizer by writing the biography of Milton Hersey.

Beginning:

Middle:

Ending:

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 5: Informational Text

What is an Informational Text?

An informational text informs or explains by presenting facts.

Remember n informational text includes:

- An introduction, or general idea about a topic.
- A main idea
- Important details to support the main idea.
- Information about a real person, place, or event.
- Text features that clarify or support understanding of the topic.

The Amazing World of Dolphins

Dolphins are fascinating marine mammals known for their intelligence and playful behavior. These sleek creatures can be found in oceans around the world, swimming gracefully through the water. Dolphins communicate with each other using a series of clicks and whistles, forming tight-knit social groups called pods. They are also known for their acrobatic skills, often leaping out of the water in a display known as breaching. Dolphins have a keen sense of hearing and use echolocation to navigate and find food. These incredible animals captivate both scientists and nature enthusiasts alike with their beauty and charm.

1. What are some characteristics that make dolphins fascinating marine mammals?

2. How do dolphins communicate with each other?

3. Describe the social structures of Dolphins.

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 6: Informational Text

What is an Informational Text?

An informational text informs or explains by presenting facts.

Read the passage below and answer the questions that follow.

Sharks

Sharks are fascinating creatures that live in the ocean. They have sharp teeth and powerful jaws that help them hunt for food. Sharks come in different sizes and colors, with some being as small as a few feet long while others grow to be as big as a school bus.

Questions:

1. What are some characteristics of sharks mentioned in the passage?

- A. Sharp teeth and powerful jaws
- B. Different sizes and colors
- C. Ability to fly in the sky
- D. Preference for living on land

2. How do sharks hunt for food?

- A. Using their sharp teeth and powerful jaws
- B. By climbing trees
- C. By swimming backwards
- D. By asking other fish politely

3. Why are sharks considered fascinating creatures?

- A. Because they can sing underwater
- B. Due to their unique features like sharp teeth and different sizes
- C. Because they are scared of water
- D. Because they only eat vegetables

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 7: Procedural Text

What is a procedural text?

A procedural text is an informational text that explains how to perform a task.

Remember a procedural text:

- Shows a sequence, or order, of steps to complete a task.
- Might use numbers and bullet points to organize instructions and information.
- Includes transitional words, such as next or then, to help readers follow instructions.

A. Prewrite: Write a procedural text using the graphic organizer below.

Title _____

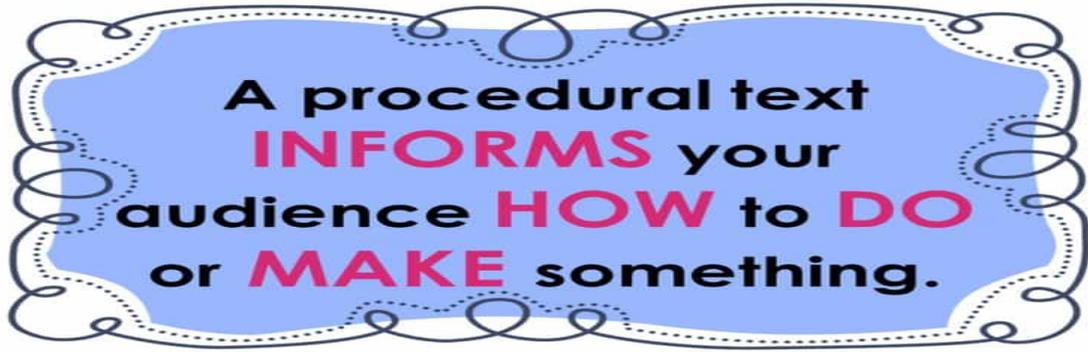
Step 1

Step 2

Step 3

Name: _____ Date: ____ / ____ / ____

Writing Lesson # 8:Procedural Text



A. Prewrite: Write a procedural text using the graphic organizer below.

Title _____

Step 1

Step 2

Step 3

