

# PARTS OF SPEECH

3<sup>RD</sup>  
Grade



house

noun



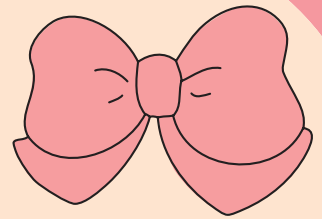
yawning

verb



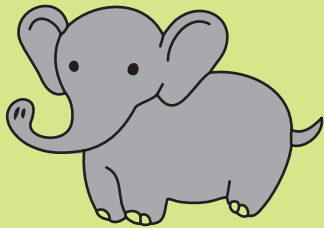
she

pronoun



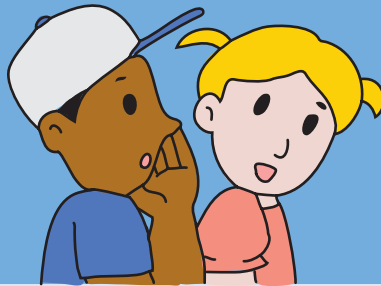
pink

adjective



an

article



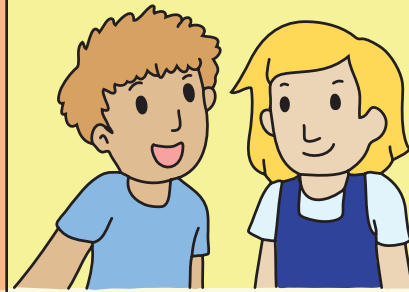
softly

adverb



with

preposition



hey!

interjection

# Table of Contents

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## Parts of Speech

Nouns  
Verbs  
Proper Nouns  
Pronouns \*  
Abstract Nouns #1  
Abstract Nouns #2 \*  
Abstract Nouns #3 \*  
Action Verbs \*  
The Verb "To Be" \*  
Finding Verbs \*  
Adjectives  
Adjectives - Article/Determiner \*  
Comparative and Superlative Adjectives \*  
Adverbs  
Prepositions \*  
Desk Prepositions \*  
Conjunctions \*  
Interjections  
Word Research: Multiple Meanings  
Parts of Speech Flash Cards  
Word Research: Find a Noun that's Also a Verb

*Certificate of Completion*

*Answer Sheets*

*\* Has an Answer Sheet*

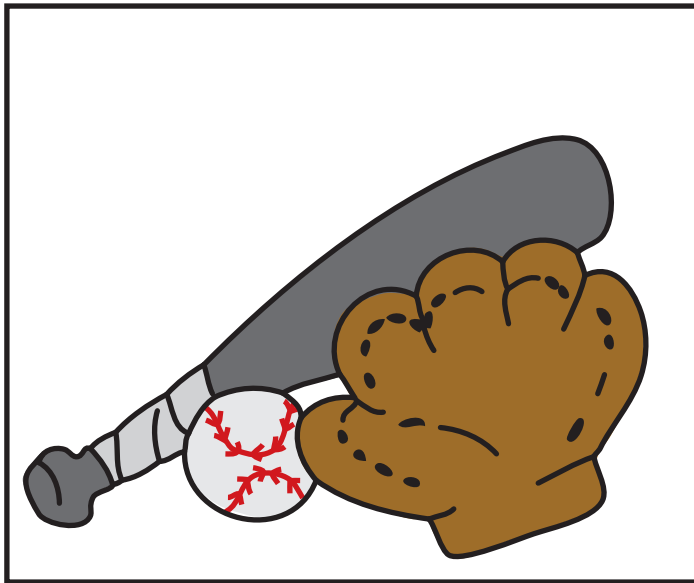
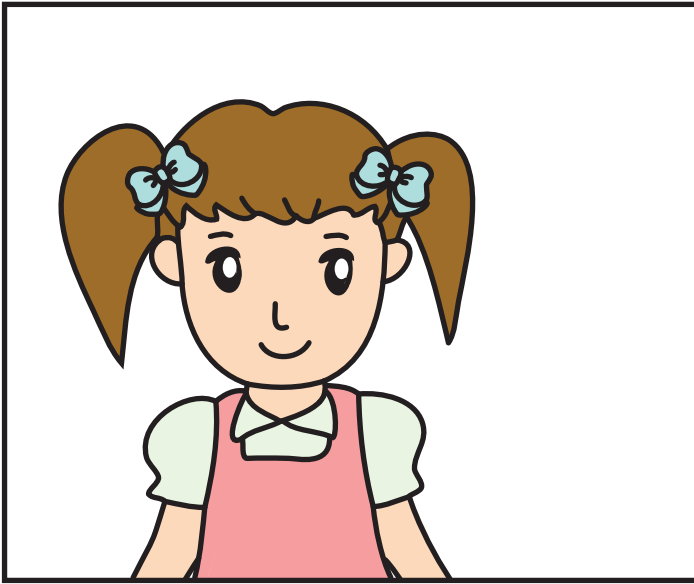
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# Nouns

A noun can be a person, a place, a thing or an idea.

Write in each box if the drawing is a person, place, thing or idea.



## Now you try!

Write down your own examples below.

Person

Thing

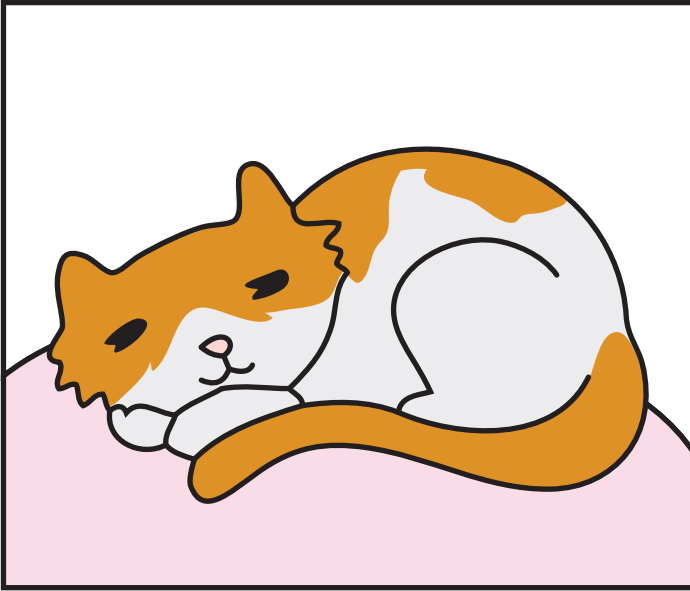
Place

Idea

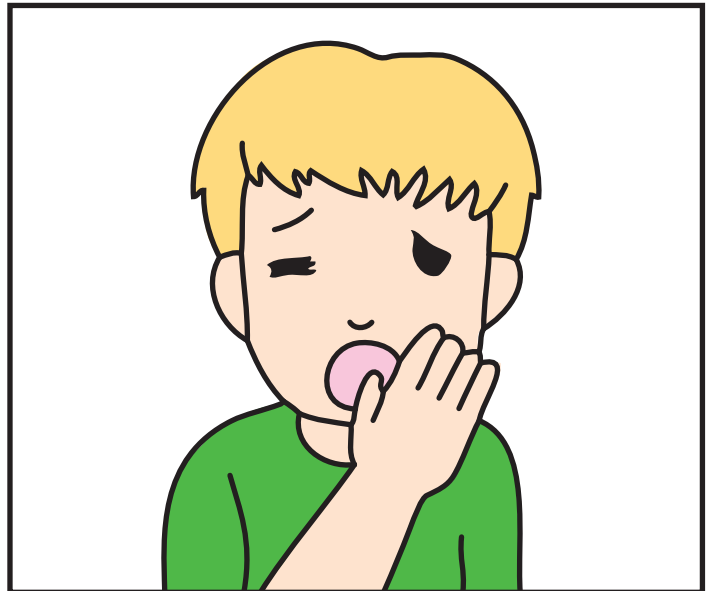
# Verbs



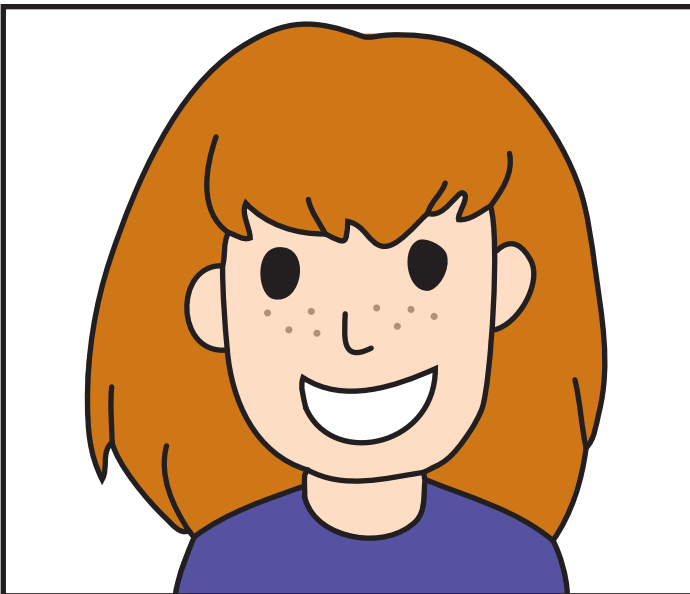
A verb is a word that shows action or state of being.  
Write a verb in the space to describe the action.



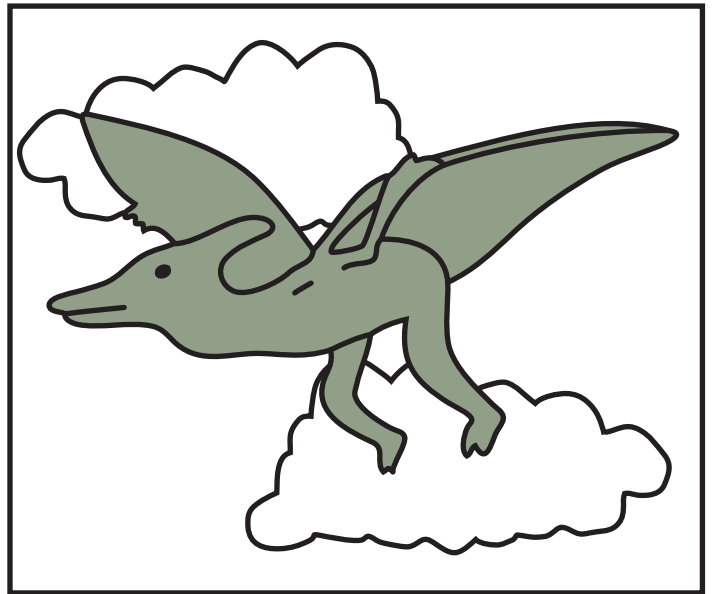
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# Proper Nouns



All nouns fall under one of two categories: common or proper. A proper noun is the name of a specific or unique item or person, and proper nouns are always capitalized.

**Directions:** Follow the example below. Read the common noun. Write a proper noun in the blank space beside it.

## Common Noun

person

city

place

book

movie

restaurant

superhero

## Proper Noun

Martin Luther King, Jr.

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# Pronouns

A pronoun is a word that takes the place of a noun.

Here is a list of the most commonly used pronouns:

he	it	us	that
him	you	we	this
she	I	they	those
her	me	them	these

Let's practice replacing nouns or proper nouns with pronouns.  
Rewrite each sentence. Replace each underlined word(s) with the correct pronoun.

Bob walked to the store.

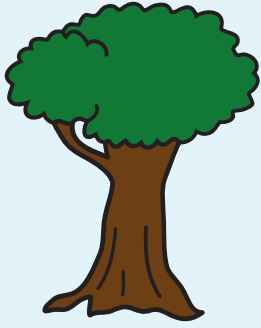
Sherri played ball with Anita and Roxy.

I didn't expect the test to be hard.

Henry made dinner for Susan.

The baby cried all night.

Candy and I played basketball outside.



# Abstract Nouns

You know that nouns are persons, places, and things. Most of these nouns—like the tree in your front yard, your dog, or your Aunt Betty— can be seen, touched, heard, tasted or smelled. These are called concrete nouns. But there are many things that you can't see, touch, smell, hear or taste, like love and happiness. These are called abstract nouns.

**Directions:** Write two sentences with at least ten words in each, using one concrete and one abstract noun.

1.

2.

Now pick two of the abstract nouns you used. Describe each as if it were a physical object or a person.

**Questions to ask yourself:** If your abstract noun were a taste, what would it be? What smell would it be? What would it look like? What would it sound like?

1.

2.



# Abstract Nouns

You know that nouns are persons, places, and things. Most of these nouns—like the tree in your front yard, your dog, or your Aunt Betty— can be seen, touched, heard, tasted or smelled. These are called concrete nouns. But there are many things that you can't see, touch, smell, hear or taste, like anger and joy. These are called abstract nouns.

**Directions:** Is the noun something you can see, hear, touch, taste, or smell?  
If not then it is abstract. Circle only the abstract nouns.

**Example:** The young girl had a childhood that was full of love and happiness.

1. Lara had great trust for the police officer.
2. Climbing that mountain took bravery.
3. Mike shares lots of love with his family.
4. The kitten had a fear of leaving her warm bed.
5. He takes pride in his job.
6. Pam felt a lot of anger when Tina moved away.
7. The dove is a symbol of peace.
8. My grandmother is full of wisdom.
9. Connor has confidence that he'll make the team.
10. Ina is very tall for her age.



# Abstract Nouns

You know that nouns are persons, places, and things. Most of these nouns—like the tree in your front yard, your dog, or your Aunt Betty — can be seen, touched, heard, tasted or smelled. These are called **concrete nouns**. But there are many things that you can't see, touch, smell, hear or taste, like love and happiness. These are called **abstract nouns**.

**Directions:** Underline the nouns. Then write them in the correct column.

1. Geoff's belief was that the rain would stop soon.
2. Devin felt great love for his grandfather.
3. Kate was in misery while she waited for the weekend.
4. Heidi's friends admired her beauty.
5. Ronnie has loyalty to only one football team.
6. Tanya's dream is to become a doctor.
7. Dad made a promise to play with us every day.
8. The science test gives Leo anxiety.
9. Mom told us many stories about her happy childhood.
10. Everyone saw Josh's determination to finish the race.

Abstract	Concrete

# Action Verbs

An action verb is a word that shows action; it tells what someone or something is doing.

**Circle the action verb in each sentence.**

Walter walked to the store.

He searched for the sports aisle.

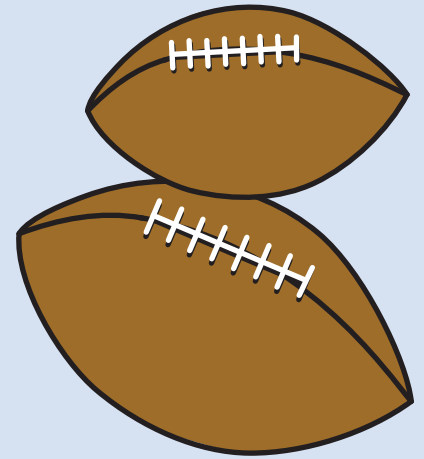
Sue saw him there.

She walked over to him.

They chatted for a while.

Then, Walter looked at his watch.

He shouted goodbye.



**Finish this story using action verbs.**

Walter  to the bus.

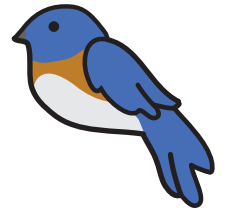
He  his friends.

They  to him.

The boys  off the bus at the park.

They  ball for the rest of the afternoon.

# The Verb "To Be"



The verb "to be" is a little different than action verbs.  
This verb shows state of being rather than action.

Here are the different forms of the verb "to be": is, are, am, was, were

**Circle the "to be" verbs in the following sentences.**

Sheila is tired.

The birds are on the roof.

We were late to the party.

I am hungry.

Kent was in a hurry.

Amy and I are best friends.



**Now rewrite the sentences below.**

**Replace the "to be" verbs with more interesting verbs!**

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# Finding Verbs

You have probably heard that verbs are action words. And that is true. But some verbs are more active than others.

**Here's an example:**

Rosalind loves her pet rat, Sasha.

Where is the verb in that sentence? If you said loves, you would be right. Love isn't an action that we can see like runs or hits or jumps, but it is a verb just the same.

## Part One: Finding Verbs

Read each sentence below. Find the verb and underline it, just like this:

**Example:** Rosalind loves her pet mouse, Sasha.

1. Rosalind feeds Sasha every day.
2. She knows everything about mice.
3. Mouse babies, like human babies, need a lot of sleep.  
*★ Hint: There is only one verb in this sentence. Think about how the word is used in the sentence before deciding which word is the verb.)*
4. Sasha waits patiently for her food.
5. She likes table scraps more than her own food.
6. Her cage stinks sometimes, especially on hot days.
7. Rosalind's little sister Emma hates the smell and holds her nose.  
*★ Hint: There are two verbs in this sentence; they share the same subject.*
8. Emma bothers Rosalind.
9. Rosalind knows that her sister is just teasing.  
*★ Hint: There are two verbs in this sentence; one of them is a helping verb.*
10. Mice and other animals deserve care and respect.



# Finding Verbs

## Part Two: Using Verbs in Sentences

Now it is time to write your own sentences using the verbs below. Make your sentences as fun as you can by writing about something that interests you.

Your sentences need to have at least 10 words. That's right, 10 words or more.

In the sentences you write, make sure you underline the verb you used.

Use one of the following forms of the verb "think" in a sentence: thinks, think, or thought.

1.

Use one of the following forms of the verb "need" in a sentence: need, needs, or needed.

2.

Use one of the following forms of the verb "hold" in a sentence: hold, holds, held.

3.

Use one of the following forms of the verb "deserve" in a sentence: deserve, deserves, or deserved.

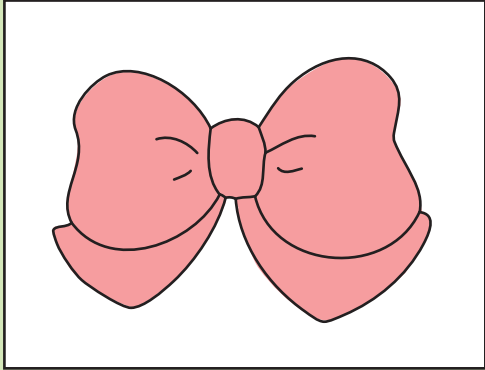
4.



# Adjectives

An adjective is a word that describes a noun.  
Write three adjectives to describe each item.

**Example:**



pink

fluffy

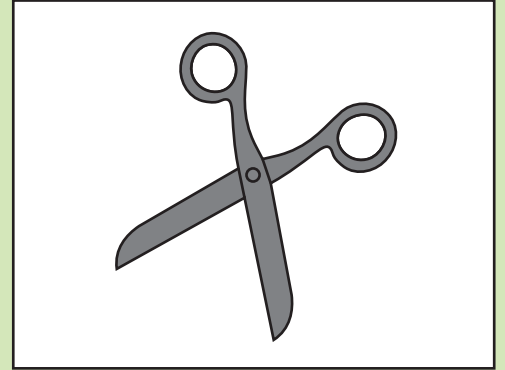
pretty



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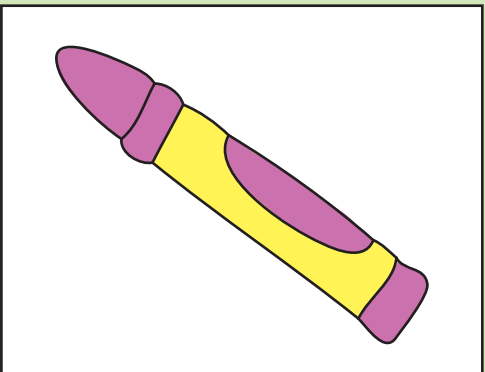
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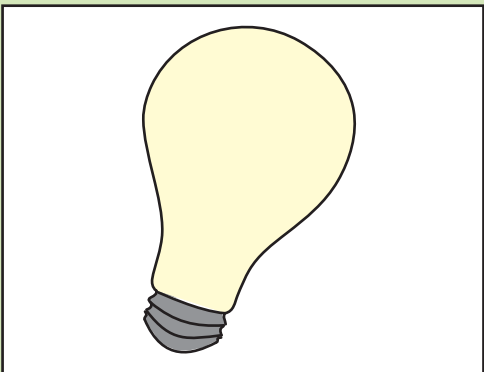
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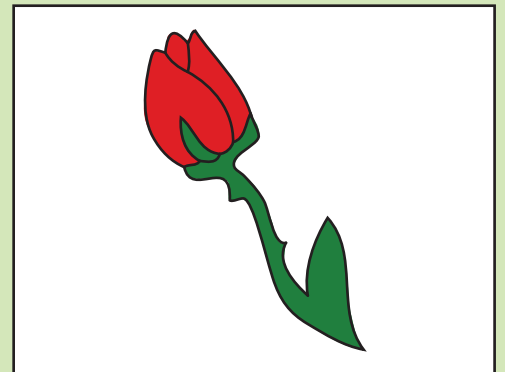
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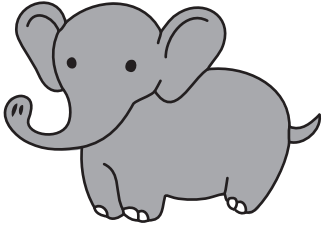
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# Adjectives - Article/Determiner

An article (or determiner) is a special kind of adjective. It tells if the noun is a general thing – an orange – or if it is a specific thing – the orange. The three articles are: **a, an, the**

**Circle the articles/determiners in the sentence below.**

The girl dreamt that she saw an elephant driving a bus.

**Missing articles/determiners are a common mistake, or typo, even for experienced writers! That's why all writers need an editor. Read the sentences below and edit them by marking the missing articles with an arrow. See the example.**

I had soccer practice <sup>an</sup> hour ago.

Mom stopped by store on her way home.

Thomas watched ant walk over his shoe.

I want to be astronaut when I grow up.

Pot roast tasted gross.

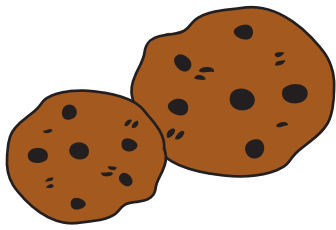
Hanna grabbed apple on her way to school.

We drove over old bridge.

I heard great song today.

Dad threw baseball over my head.

Jaime loves comic book store.



# Comparative and Superlative Adjectives

A comparative adjective is used for comparing two people or things.

A superlative adjective is used for comparing one person or thing with something else.

**Adjective: *tall***

**Comparative: *taller***

**Superlative: *tallest***

Use the correct forms of the adjective “large” in the sentence below:

Ana’s cookie is  than her brother’s cookie, but their father took the  cookie from the jar.

Use the correct forms of the adjective “cheap” in the sentence below:

This book is , but that book is the .

Use the correct forms of the adjective “long” in the sentence below:

Her hair is  than it was last year, and now it is the  of anyone in her class.

Use the correct forms of the adjective “thin” in the sentence below:

Mom makes  pancakes than Dad does, but Grandma makes the  of all.

Use the correct forms of the adjective “cold” in the sentence below:

It was  in Mrs. Clarke’s classroom than usual, but it felt the  in Mr. Hammond’s classroom.

# Adverbs

An adverb is similar to an adjective because it is a descriptive word. However, adverbs do not modify nouns. An adverb describes a verb or an adjective.

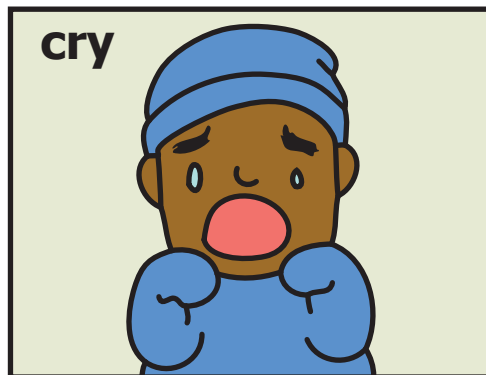
Example of adverb describing a verb: Tom ran **quickly**.

Example of adverb describing an adjective: Tom's shoes were **bright** blue.

Look at the pictures below. Write 3 adverbs to describe each verb so it matches the picture better.



Three sets of blank handwriting lines for writing adverbs to describe the verb "run".



Three sets of blank handwriting lines for writing adverbs to describe the verb "cry".



Three sets of blank handwriting lines for writing adverbs to describe the verb "eat".



Three sets of blank handwriting lines for writing adverbs to describe the verb "sleep".



Three sets of blank handwriting lines for writing adverbs to describe the verb "yell".



Three sets of blank handwriting lines for writing adverbs to describe the verb "whisper".

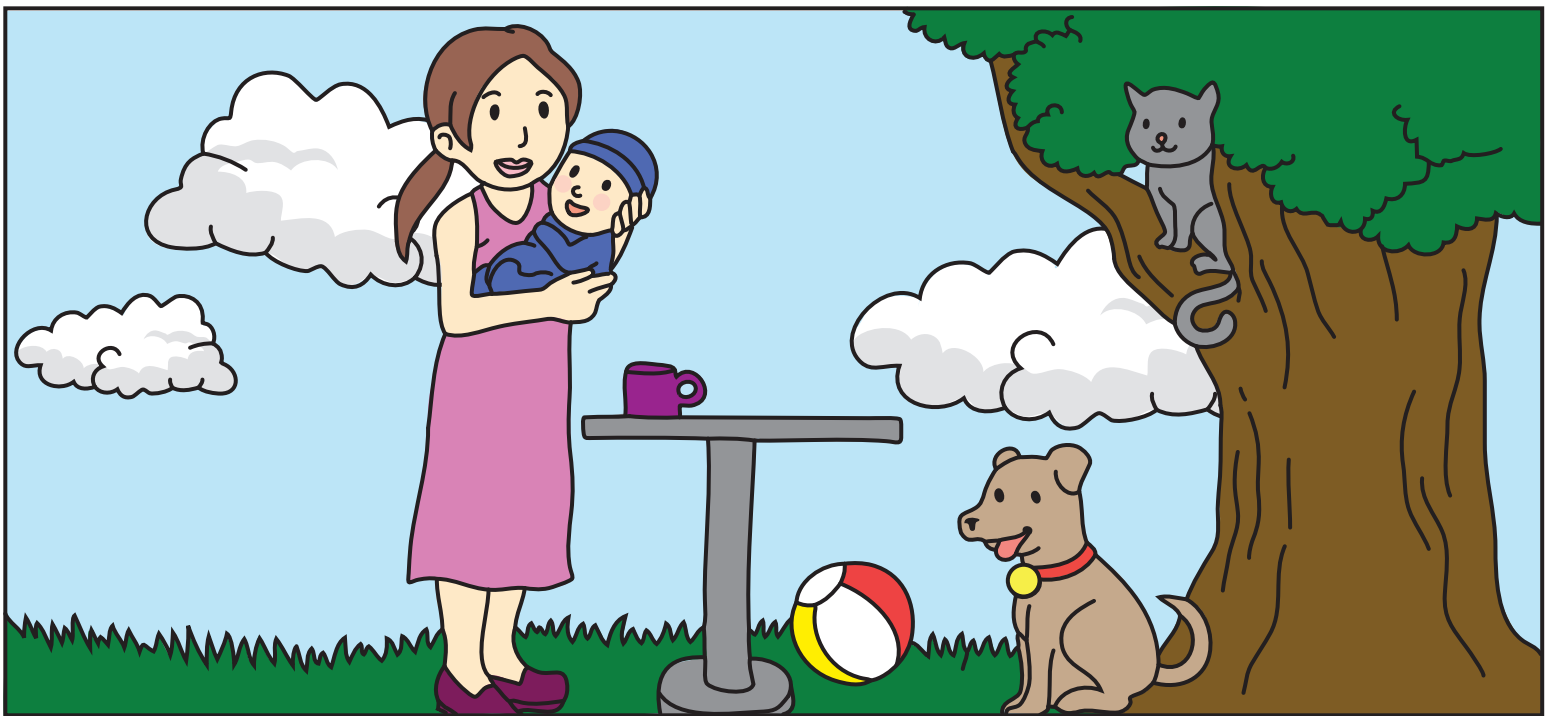
# Prepositions

A preposition links nouns, pronouns and phrases to other words in a sentence.

Here is a list of some commonly used prepositions:

of	on	as	over	without
in	at	into	between	before
to	from	like	against	under
with	by	after	during	around

Look at the scene below. Fill in the missing prepositions.



The dog is  the tree.

The ball is  the table.

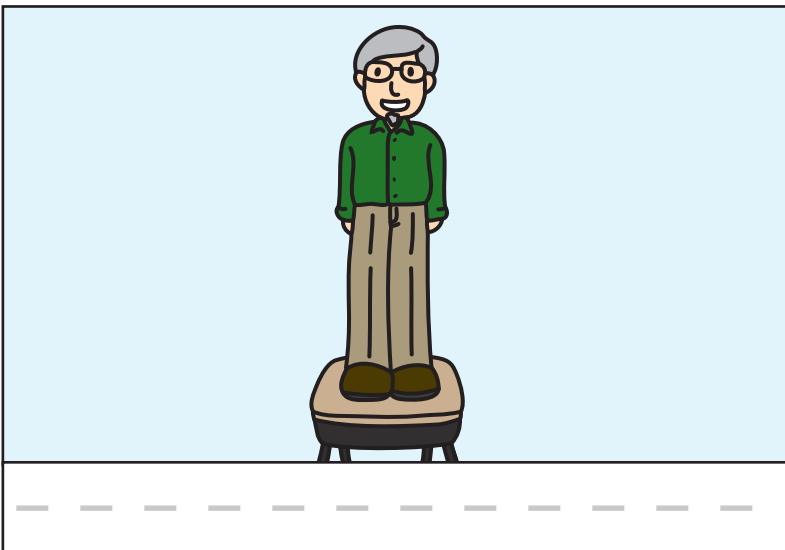
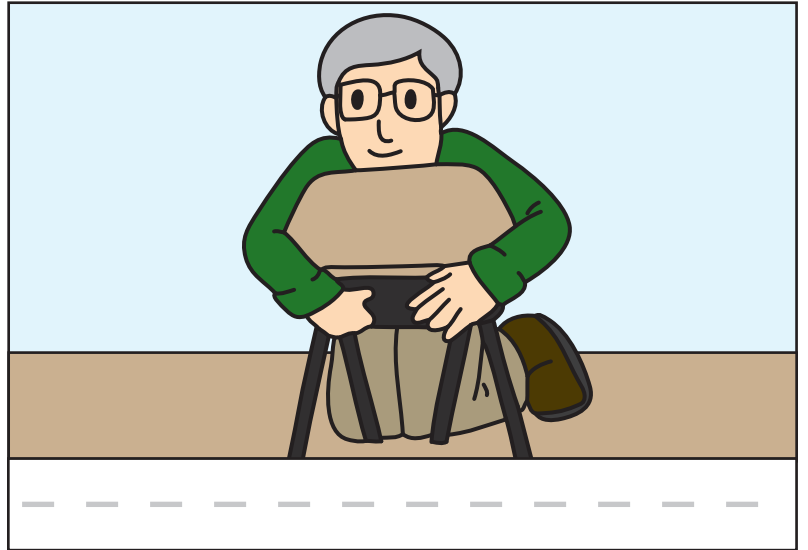
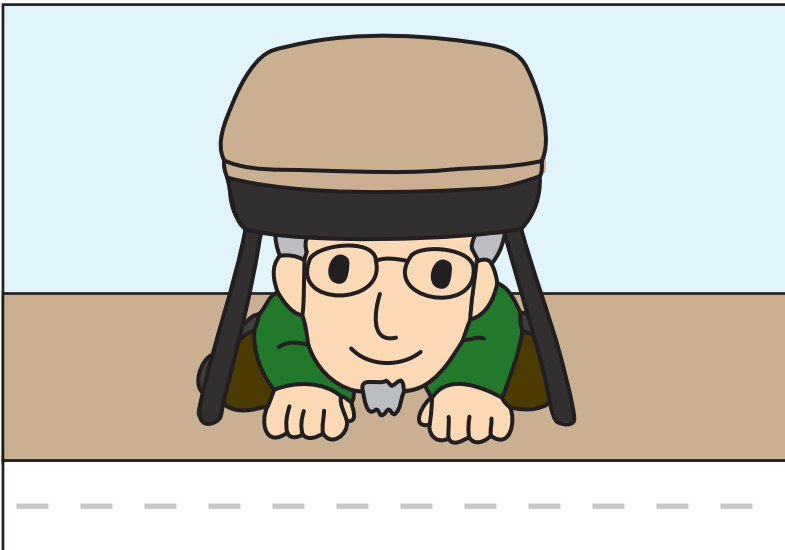
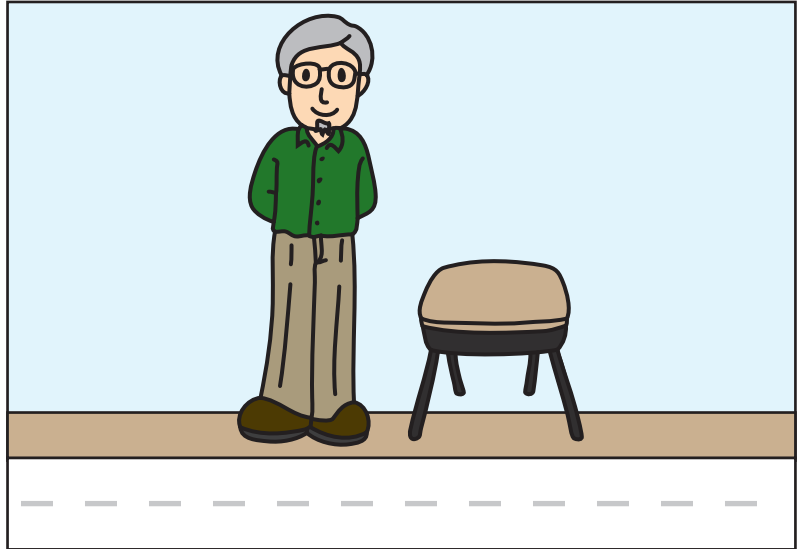
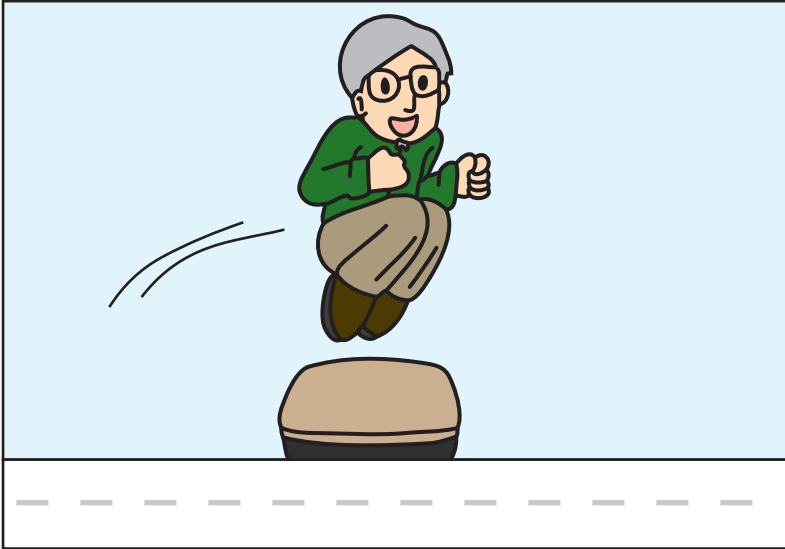
The baby is  her mother.

The clouds are  the sky.

The cat is  the tree branches.

# Desk Prepositions

Mr. Cannon is trying to teach his class about prepositions! Prepositions describe a relationship between other words in a sentence, telling about their location in time and/or place. Since they are so tricky to learn, Mr. Cannon decided to use an old desk to show the students what he means. Identify the preposition Mr. Cannon is demonstrating.



# List of Prepositions

Prepositions describe a relationship between other words in a sentence. There are around 150 prepositions in the English language. Here is a list of 70 of the most used prepositions.

---

aboard	besides	into	than
about	between	like	through
above	beyond	minus	to
across	but	near	toward
after	by	of	towards
against	concerning	off	under
along	considering	on	underneath
amid	despite	onto	unlike
among	down	opposite	until
anti	during	outside	up
around	except	over	upon
as	excepting	past	versus
at	excluding	per	via
before	following	plus	with
behind	for	regarding	within
below	from	round	without
beneath	in	save	
beside	inside	since	

# Conjunctions

A conjunction is a word that joins two words or two phrases together.  
The most commonly used conjunctions are: and, but, or  
Some other common conjunctions are : yet, for, nor, so

A conjunction can join two independent clauses (two sentences). Usually a comma is needed before the conjunction.

**Example:** We need flour, sugar, butter, vanilla, an egg, **and** chocolate chips for the recipe.

A conjunction is often used at the end of a list. Sometimes a comma is needed before the conjunction. This is called a serial comma, or Oxford comma. Not everyone uses the Oxford comma.

**Example:** We need flour, sugar, butter, vanilla, an egg, **and** chocolate chips for the recipe.

If you decide to use or not use an oxford comma, remember to stay consistent.

**Read the sentences below. Circle the conjunctions.**

Jake kicked the soccer ball too hard and it landed in the bleachers.

My mom and sister baked a cake for dessert.

I used noodles, tomato sauce, meatballs and cheese to make spaghetti.

The baby loved to dress up but loved wearing her tiara best.

Connor was not sure if he wanted eggs or waffles for breakfast.

Ray and I went to the library after school.

Sally wanted to play outside but it was too cold.

I went to the beach and surfed all day.



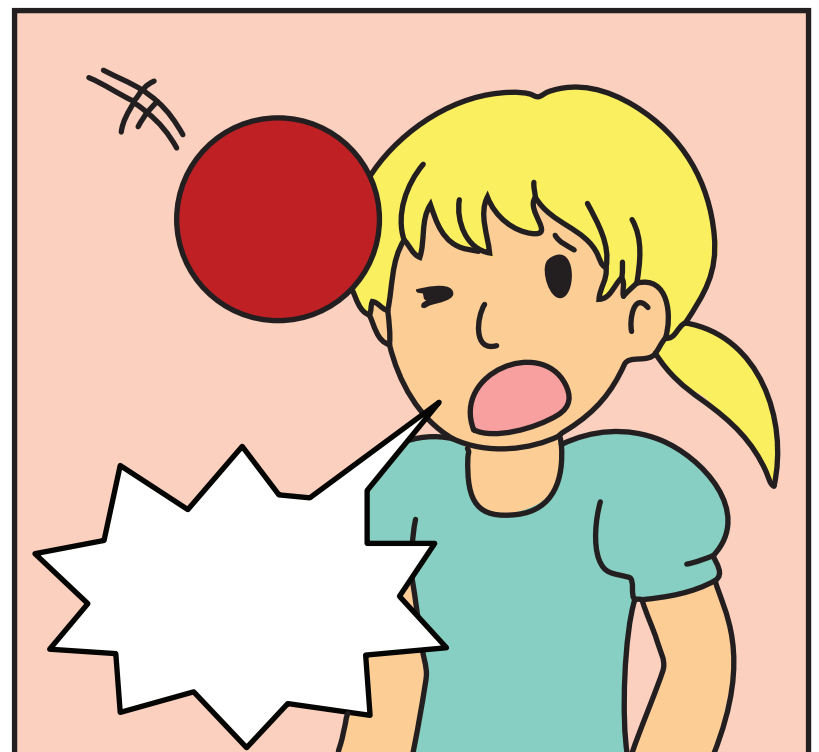
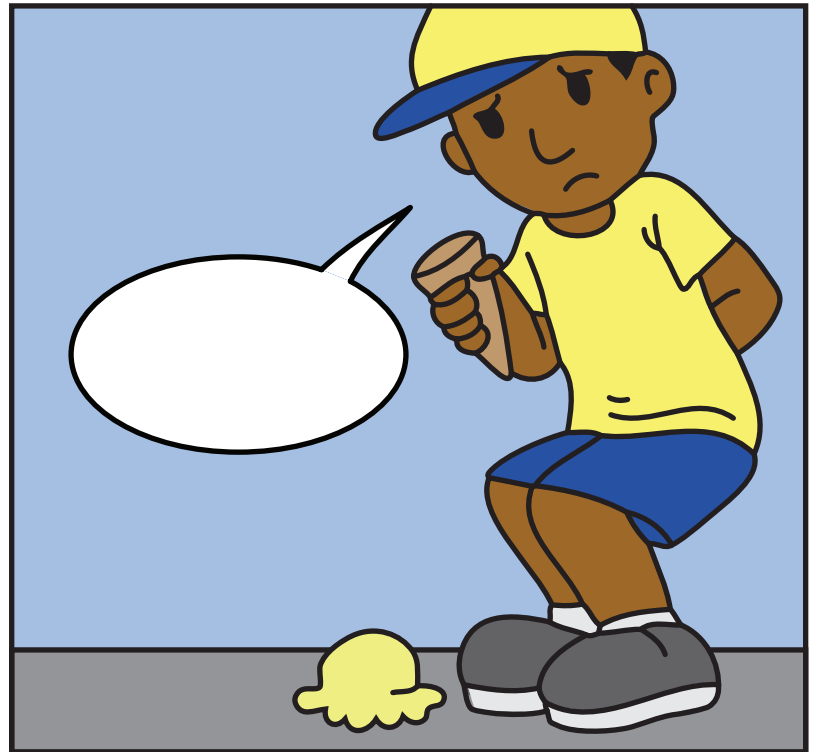
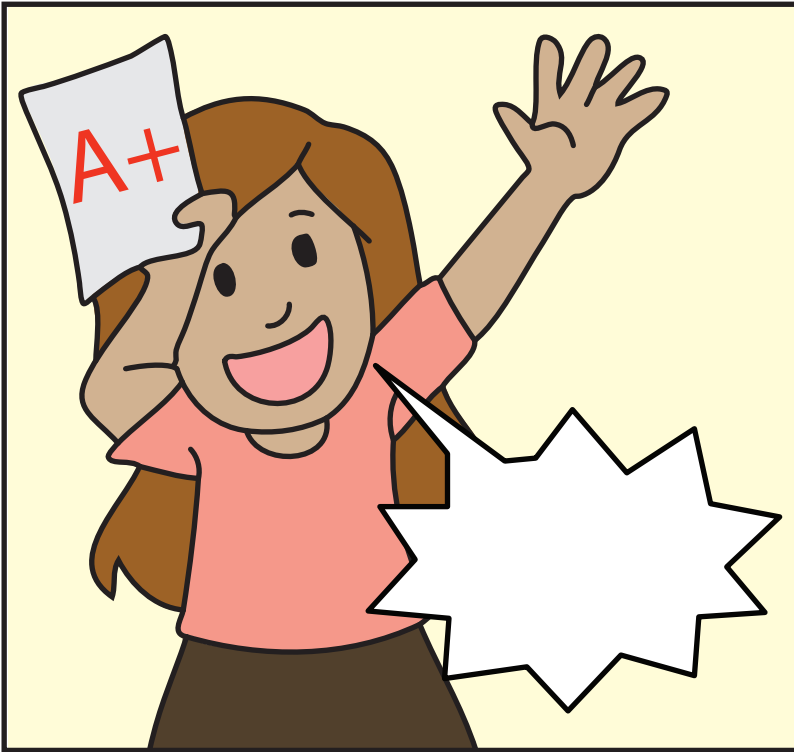


# Interjections

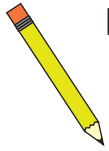
An interjection is a word that expresses an emotion or feeling. Interjections are usually followed by an exclamation point, or in some cases a comma. There are many different interjections, and even some that are made-up words!

**Examples:** Ouch! ; Oh no... ; Hey! ; Yikes!

**Now it's your turn!** Look at each scene below. Write an interjection in the speech bubble.



# Word Research: Multiple Meanings



Do you have a **right** to turn **right**? Do you know the **right** answer to that question? **Right** is just one word that has many meanings. On this worksheet you will learn more about this word with multiple meanings.



Use a dictionary to write down the definitions of the word: **right**.

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Use **right** in 3 sentences. Each sentence should use a different meaning of **right**.

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How are the different meanings of **right** similar?

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Draw a picture that shows at least two meanings of the word **right** in action.

## Parts of Speech Flash Cards

Cut out the cards on the dotted lines. Fold the cards on the solid line. The word will be on the front and the definition on the back. Glue or tape the flash card closed.

### Interjections

An interjection is a word that expresses an emotion or feeling.

**Examples:** Oh! Wow! Hey!

### Prepositions

Prepositions are words that show location in time and/or space.

**Examples:** near, under, above

### Articles

An article is a type of adjective that tells if a noun is a general or a specific thing.

**Examples:** a, an, the

### Conjunctions

A conjunction is a word that joins two words or two phrases together.

**Examples:** and, but, or

## Parts of Speech Flash Cards

Cut out the cards on the dotted lines. Fold the cards on the solid line. The word will be on the front and the definition on the back. Glue or tape the flash card closed.

### Adjectives

An adjective is a word that describes a noun.

**Examples:** blue, curly, shiny

### Verbs

A verb is a word that shows action or state of being.

**Examples:** run, jump, fall

### Adverbs

An adverb describes a verb or an adjective.

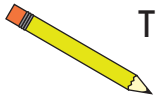
**Examples:** quickly, bright, quietly

### Nouns

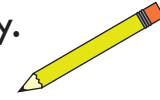
A noun can be a person, a place, a thing, or an idea.

**Examples:** book, school, love

# Word Research: Find a Noun that's Also a Verb



There are lots of words in English that do double duty.  
They can be used as both verbs and nouns.



**Here is an example:** **Thought** is the past tense of the verb **to think**:  
I **thought** you were going to take me to get ice cream.

A **thought** is also an idea, which is an abstract noun:  
I had lots of different **thoughts** while I was watching the movie.

## How many words can you think of that are both verbs and nouns?

Write down as many verbs as you can think of. Use another sheet of paper if needed. You have one minute. Set the timer. Look at your list. Are there any that may do double duty as a noun? Circle the ones that you think might also be nouns. Look them up in the dictionary.

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For each word, write both definitions. Use another sheet of paper if needed.

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Use each word in a sentence. Use another sheet of paper if needed.

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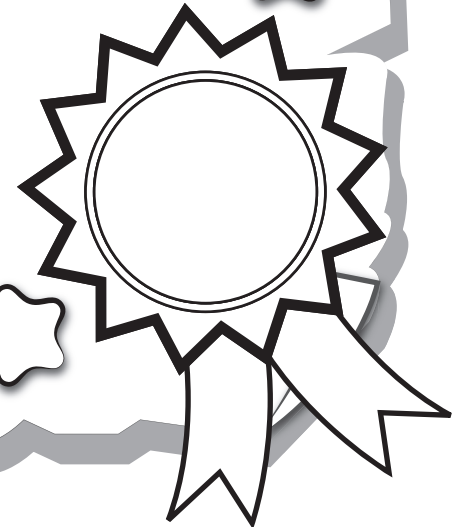
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Great job!

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# Answer Sheets

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## Parts of Speech

Pronouns  
Abstract Nouns #2  
Abstract Nouns #3  
Action Verbs  
The Verb "To Be"  
Finding Verbs  
Adjectives - Article/Determiner  
Comparative and Superlative Adjectives  
Prepositions  
Desk Prepositions  
Conjunctions

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# Pronouns

A pronoun is a word that takes the place of a noun.

Here is a list of the most commonly used pronouns:

he	it	us	that
him	you	we	this
she	I	they	those
her	me	them	these

Let's practice replacing nouns or proper nouns with pronouns.  
Rewrite each sentence. Replace each underlined word(s) with the correct pronoun.

Bob walked to the store.

**He** walked to the store.

Sherri played ball with Anita and Roxy.

**She** played with **them**.

I didn't expect the test to be hard.

**I** didn't expect **it** to be hard.

Henry made dinner for Susan.

**Henry** made dinner for **her**.

The baby cried all night.

**He/She** cried all night.

Candy and I played basketball outside.

**We** played basketball outside.



# Abstract Nouns

You know that nouns are persons, places, and things. Most of these nouns—like the tree in your front yard, your dog, or your Aunt Betty— can be seen, touched, heard, tasted or smelled. These are called concrete nouns. But there are many things that you can't see, touch, smell, hear or taste, like love and happiness. These are called abstract nouns.

**Directions:** Is the noun is something you can see, hear, touch, taste, or smell? If not then it is abstract. Circle only the abstract nouns.

**Example:** The young girl had a childhood that was full of love and happiness.

1. Lara had great trust for the police officer.
2. Climbing that mountain took bravery.
3. Mike shares lots of love with his family.
4. The kitten had a fear of leaving her warm bed.
5. He takes pride in his work.
6. Pam felt a lot of anger when Tina moved away.
7. The dove is a symbol of peace.
8. My grandmother is filled with wisdom.
9. Connor has confidence that he'll make the team.
10. Ina is very tall for her age.



# Abstract Nouns

You know that nouns are persons, places, and things. Most of these nouns—like the tree in your front yard, your dog, or your Aunt Betty — can be seen, touched, heard, tasted or smelled. These are called **concrete nouns**. But there are many things that you can't see, touch, smell, hear or taste, like love and happiness. These are called **abstract nouns**.

**Directions:** Underline the nouns. Then write them in the correct column.

1. Geoff's belief was that the rain would stop soon.
2. Devin felt great love for his grandfather.
3. Kate was in misery while she waited for the weekend.
4. Heidi's friends admired her beauty.
5. Ronnie has loyalty to only one football team.
6. Tanya's dream is to become a doctor.
7. Dad made a promise to play with us every day.
8. The science test gives Leo anxiety.
9. Mom told us many stories about her happy childhood.
10. Everyone saw Josh's determination to finish the race.

Abstract		Concrete		
belief	dream	Geoff	Heidi	day
love	promise	rain	friends	test
misery	anxiety	Devin	Ronnie	Mom
beauty	happy	grandfather	team	stories
loyalty	determination	Kate	Tanya	everyone
		weekend	doctor	Josh
			Dad	race

# Action Verbs

An action verb is a word that shows action; it tells what someone or something is doing.

**Circle the action verb in each sentence.**

Walter walked to the store.

He searched for the sports aisle.

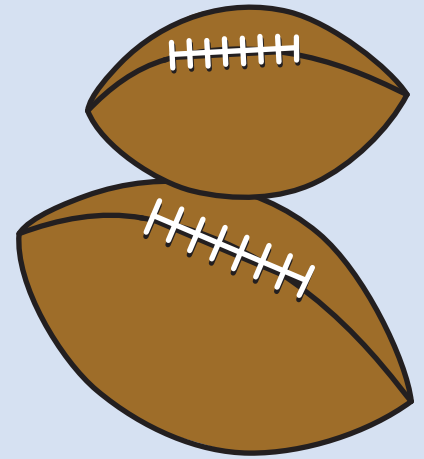
Sue saw him there.

She walked over to him.

They chatted for a while.

Then, Walter looked at his watch.

He shouted goodbye.



**Finish this story using action verbs.**

Walter  to the bus.

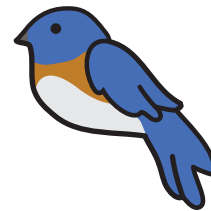
He  his friends.

They  to him.

The boys  off the bus at the park.

They  ball for the rest of the afternoon.

# The Verb "To Be"



The verb "to be" is a little different than action verbs.

This verb shows state of being rather than action.

Here are the different forms of the verb "to be": is, are, am, was, were

Circle the "to be" verbs in the following sentences.

Sheila **is** tired.

The birds **are** on the roof.

We **were** late to the party.

I **am** hungry.

Kent **was** in a hurry.

Amy and I **are** best friends.



Now rewrite the sentences below.

Replace the "to be" verbs with more interesting verbs! **Answers may vary.**

Sheila looks tired. - - - - -

The birds chirped on the roof. - - - - -

We arrived late to the party. - - - - -

I feel hungry. - - - - -

Kent ran in a hurry. - - - - -

Amy and I became best friends. - - - - -



# Finding Verbs

You have probably heard that verbs are action words. And that is true. But some verbs are more active than others.

**Here's an example:**

Rosalind loves her pet rat, Sasha.

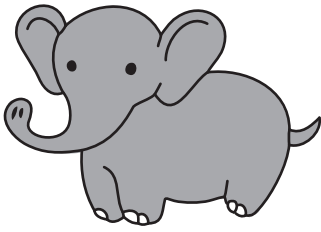
Where is the verb in that sentence? If you said loves, you would be right. Love isn't an action that we can see like runs or hits or jumps, but it is a verb just the same.

## Part One: Finding Verbs

Read each sentence below. Find the verb and underline it, just like this:

**Example:** Rosalind loves her pet mouse, Sasha.

1. Rosalind feeds Sasha every day.
2. She knows everything about mice.
3. Mouse babies, like human babies, need a lot of sleep.  
★ **Hint:** *There is only one verb in this sentence. Think about how the word is used in the sentence before deciding which word is the verb.*
4. Sasha waits patiently for her food.
5. She likes table scraps more than her own food.
6. Her cage stinks sometimes, especially on hot days.
7. Rosalind's little sister Emma hates the smell and holds her nose.  
★ **Hint:** *There are two verbs in this sentence; they share the same subject.*
8. Emma bothers Rosalind.
9. Rosalind knows that her sister is just teasing.  
★ **Hint:** *There are two verbs in this sentence; one is a helping verb.*
10. Mice and other animals deserve care and respect.



# Adjectives - Article/Determiner

An article (or determiner) is a special kind of adjective. It tells if the noun is a general thing – an orange – or if it is a specific thing – the orange. The three articles are: **a, an, the**

**Circle the articles/determiners in the sentence below.**

The girl dreamt that she saw an elephant driving a bus.

**Missing articles/determiners are a common mistake, or typo, even for experienced writers! That's why all writers need an editor. Read the sentences below and edit them by marking the missing articles with an arrow. Which article do you think should go there? See the example.**

I had soccer practice <sup>an</sup> hour ago.

Mom stopped by <sup>the</sup> store on her way home.

Thomas watched <sup>an</sup> ant walk over his shoe.

I want to be <sup>an</sup> astronaut when I grow up.

**The pot**

<sup>^</sup>Pot roast tasted gross.

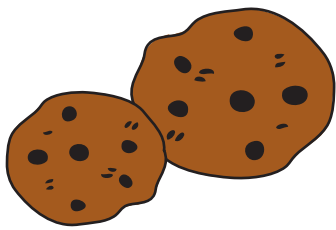
Hanna grabbed <sup>an</sup> apple on her way to school.

We drove over <sup>the</sup> old bridge.

I heard <sup>a</sup> great song today.

Dad threw <sup>a</sup> baseball over my head.

Jaime loves <sup>the</sup> comic book store.



# Comparative and Superlative Adjectives

A comparative adjective is used for comparing two people or things.

A superlative adjective is used for comparing one person or thing with something else.

Adjective: **tall**

Comparative: **taller**

Superlative: **tallest**

Use the correct forms of the adjective “large” in the sentence below:

Ana’s cookie is  than her brother’s cookie, but their father took the  cookie from the jar.

Use the correct forms of the adjective “cheap” in the sentence below:

This book is , but that book is the .

Use the correct forms of the adjective “long” in the sentence below:

Her hair is  than it was last year, and now it is the  of anyone in her class.

Use the correct forms of the adjective “thin” in the sentence below:

Mom makes  pancakes than Dad does, but Grandma makes the  of all.

Use the correct forms of the adjective “cold” in the sentence below:

It was  in Mrs. Clarke’s classroom than usual, but it felt the  in Mr. Hammond’s classroom.

# Pre positions

A pre position links nouns, pronouns and phrases to other words in a sentence.

Here is a list of some commonly used pre positions:

of	on	as	over	without
in	at	into	between	before
to	from	like	against	under
with	by	after	during	around

Look at the scene below. Fill in the missing pre positions.



The dog is **by / beside** the tree.

The ball is **under** the table.

The baby is **with / beside** her mother.

The clouds are **in** the sky.

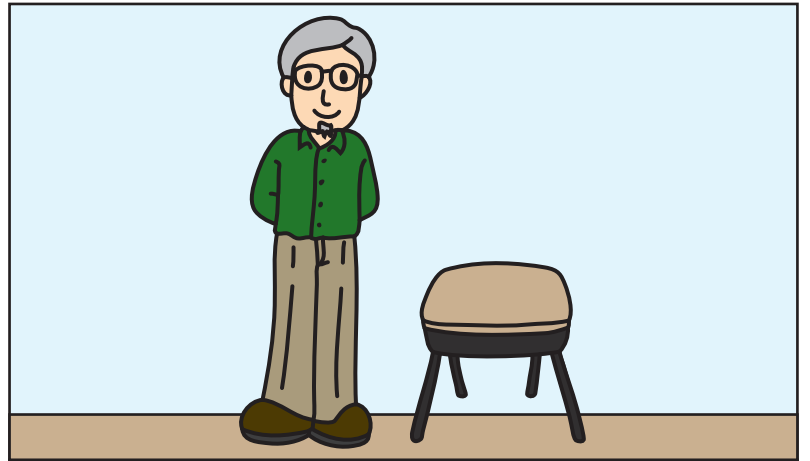
The cat is **on / above** the tree branch.

# Desk Prepositions

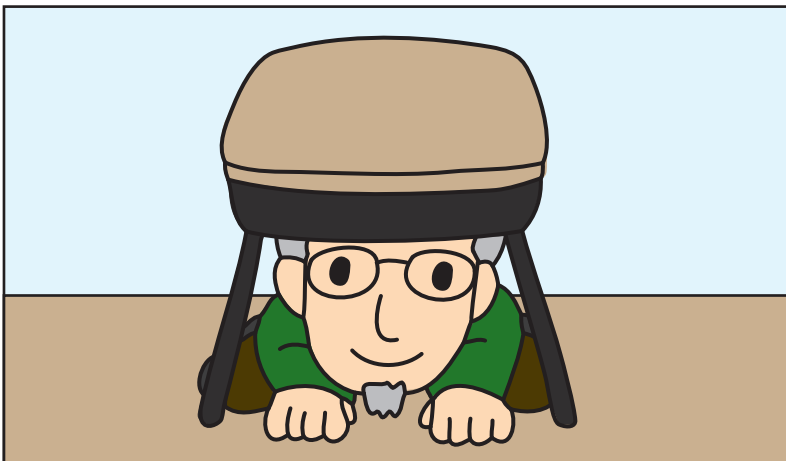
Mr. Cannon is trying to teach his class about prepositions! Prepositions describe a relationship between other words in a sentence, telling about their location in time and/or place. Since they are so tricky to learn, Mr. Cannon decided to use an old desk to show the students what he means. Identify the preposition Mr. Cannon is demonstrating.



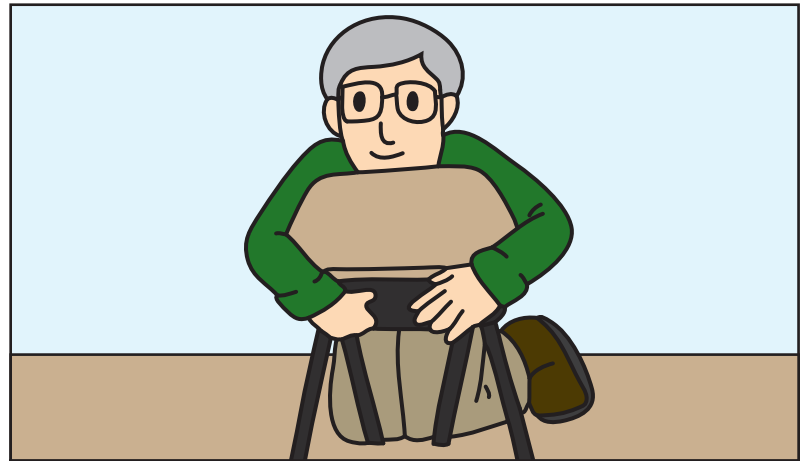
over / above



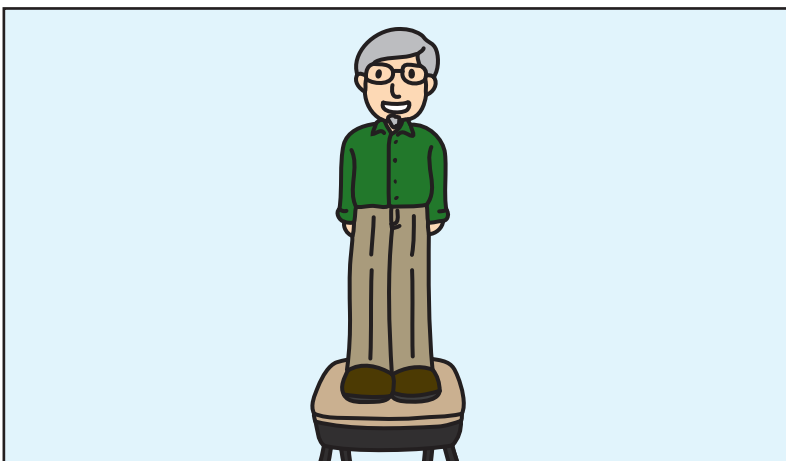
beside / by



under



around



on / above



inside / in

# Conjunctions

A conjunction is a word that joins two words or two phrases together.  
The most commonly used conjunctions are: and, but, or  
Some other common conjunctions are : yet, for, nor, so

A conjunction can join two independent clauses (two sentences). Usually a comma is needed before the conjunction.

**Example:** We need flour, sugar, butter, vanilla, an egg, **and** chocolate chips for the recipe.

A conjunction is often used at the end of a list. Sometimes a comma is needed before the conjunction. This is called a serial comma, or Oxford comma. Not everyone uses the Oxford comma.

**Example:** We need flour, sugar, butter, vanilla, an egg, and chocolate chips for the recipe.

If you decide to use or not use an oxford comma, remember to stay consistent.

**Read the sentences below. Circle the conjunctions.**

Jake kicked the soccer ball too hard **and** it landed in the bleachers.

My mom **and** sister baked a cake for dessert.

I used noodles, tomato sauce, meatballs **and** cheese to make spaghetti.

The baby loved to dress up **but** loved wearing her tiara best.

Connor was not sure if he wanted eggs **or** waffles for breakfast.

Ray **and** I went to the library after school.

Sally wanted to play outside **but** it was too cold.

I went to the beach **and** surfed all day.

