AGES 8-9

A super silly way to learn and have fun!

MAD LIBS® WORKBOOK

GRADE 3 READING

PHONICS AND WORD STUDY:
Using Word Parts to Read Multisyllabic Words

GRAMMAR AND SPELLING:
Developing as a Writer

COMPREHENSION:
Making Meaning with Fiction and Informational Texts

VOCABULARY:
Learning Important Grade-Level Words

Aligns with State and National Common Core Standards
MAD LIBS WORKBOOK is a game for kids who don’t like games! It is also a review of the key reading skills for Grade 3. It has both skill practice pages and fun story pages.

RIDICULOUSLY SIMPLE DIRECTIONS:
At the top of each story page, you will find four columns of words, each headed by a symbol. Each symbol represents a type of word, such as a noun (naming word) or a verb (action word). The symbols are:

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>★</td>
<td>→</td>
<td>😊</td>
<td>🟫</td>
</tr>
</tbody>
</table>

MAD LIBS WORKBOOK is fun to play by yourself, but you can also play it with friends! To begin, look at the story on the page below. When you come to a blank space in the story, look at the symbol that appears underneath. Then find the same symbol on this page and pick a word that appears below the symbol. Put that word in the blank space, and cross out the word, so you don’t use it again. Continue doing this throughout the story until you’ve filled in all the spaces. Finally, read your story aloud and laugh!

EXAMPLE:

We spotted an alien under the desk. It was spotted and twirling around. I left the room and fainted in the hallway. I woke up being stared at by a purple elephant
In case you haven't learned about phonics yet, here is a quick review:

There are five **vowels**: a, e, i, o, and u. Each vowel has a short sound and a long sound. The long sound of a vowel says its name. Sometimes the consonants w and y act as vowels when they are in vowel teams, such as ow (snow) and ay (play).

All the other letters are called **consonants**.

A **digraph** is two or more letters that together make a new sound, such as sh (shop) and ch (chin).

A **syllable** is a word part. It has one vowel sound, such as rain or rain/bow.

A **prefix** is a word part added to the beginning of a word, such as un in unhappy. It changes the word’s meaning.

A **suffix** is a word part added to the end of a word, such as s (bugs), ing (jumping), ed (stomped), and ful (playful).

In case you have forgotten about the parts of speech, here is a quick review:

A **noun** is the name of a person, place, or thing. Lion, classroom, and stove are nouns.

A **verb** is an action word. Skate, jump, and scream are verbs.

An **adjective** describes a person, place, or thing. Soft, fluffy, and square are adjectives.

An **adverb** is a word that tells more about a verb or adjective. It can tell how, when, where, or how much. Slowly, carefully, eagerly, and really are adverbs.

A **pronoun** takes the place of a noun in a sentence, such as I, you, he, she, it, we, and they.
**Long Vowels**

Each **long vowel** sound says the vowel’s name. Each sound can be spelled many ways.

<table>
<thead>
<tr>
<th>Long a</th>
<th>train, play, sleigh, great, table, space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long e</td>
<td>street, leaf, field, we, key, happy</td>
</tr>
<tr>
<td>Long i</td>
<td>bright, tie, cry, kite, child</td>
</tr>
<tr>
<td>Long o</td>
<td>goat, snow, rope, go, toes</td>
</tr>
<tr>
<td>Long u</td>
<td>few, music, mule, argue</td>
</tr>
</tbody>
</table>

Add a **long vowel** spelling to finish each picture name.

- birthd  __  __
- sixt  __  __ n
- kn  __  __  t
- pill  __  __
- m  __ seum
- p  __  __  ntbrush
- 16
- p  __  __  nut
- cr  __  ing
- sailb  __  __ t
- c  __  b  __
<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>rainbows</td>
<td>dive</td>
<td>tasty</td>
<td>absolutely</td>
</tr>
<tr>
<td>starlight</td>
<td>bathe</td>
<td>slimy</td>
<td>rarely</td>
</tr>
<tr>
<td>fireflies</td>
<td>float</td>
<td>pickled</td>
<td>sometimes</td>
</tr>
<tr>
<td>balloons</td>
<td>sleep</td>
<td>leafy</td>
<td>never</td>
</tr>
</tbody>
</table>

**Summertime**

Summer is all about the beach! During the daytime, you can ____________________________
in the lake or sea and collect seashells and ____________________________. Then feast on
a meal of ____________________________ hot dogs and ____________________________ ice cream.
They’re ____________________________ yummy. After that, rest on a boat as you catch
some of the sun’s bright rays. As the sunlight slowly slips away, you can rest and view
the nighttime sky. You might see ____________________________ and ____________________________.

All that’s left to do is whisper, “Good night.” A day at the
beach is ____________________________ a treat—

unless it rains, of course!
r-Controlled Vowels

When the letter r follows a vowel, it changes the vowel’s sound. The spellings er, ir, and ur stand for the same sounds.

fern  shirt  burning

These words have r-controlled vowel sounds and spellings, too.

corn  more  roar  star  hair  share  pear

Add an r-controlled vowel spelling to finish each picture name.

c ___ cus  polar b ___ ___

p ___ ple  guit ___

unic ___ n  ch ___ s

sh ___ k  f ___ st
Snow White and the Seven Dwarfs

Snow White wandered deep into the ____________ forest. She came upon a little house. Knock! Knock! The door ____________ opened. Before her stood seven ____________ men. “Who are you?” Snow White asked.

“I am the ____________ doctor,” said the first dwarf ____________.

“I am a sleepy ____________,” said the second dwarf. Then he returned to snoring. The third dwarf stepped forward. “I am a grumpy ____________,” he said. “And I don’t like to ____________.” “Well…,” Snow White started to say. But the other dwarfs interrupted her. “Enough about you,” they said. “We need to ____________ and ____________ away. Goodbye!”
Diphthongs

Some vowel sounds feel like they move around in your mouth. These spellings stand for those sounds.

- boy
- spoiled
- south
- frowning

Add one of the above spellings to finish each picture name.

- c ___ b ___
- dogh ___ se
- cl ___ n
- b ___ ling
- m ___ th
- c ___ ns
- j ___ ful
- cl ___ dy
- fl ___ ers
- destr ___ ed
The Rodeo

Down south in my hometown, we hold a rodeo each year. And boy is it fun! We have cowboys wearing underwear and blouses, pickles, and corduroy hats. When they get into the arena, they will encounter clowns wearing fuzzy poo, round meow, soiled workout, brown and angrily daintily loudly sourly bulls. The bulls are male cows with super-sharp horns. They like to charge angrily at the clowns. When they do, I shout for the poor clowns to daintily loudly sourly before they run. I won’t spoil the fun, but sometimes there are surprises. You’ll just have to come to the rodeo now to see!
Inflectional Endings with Spelling Changes

When you add *s*, *es*, *ed*, or *ing* to a word, you sometimes have to change the spelling before adding the ending.

1. Double the final consonant
   
   **stop**          **stops**          **stopped**          **stopping**

2. Drop *e*
   
   **save**          **saves**          **saved**          **saving**

3. Change *y* to *i*
   
   **cry**          **cries**          **cried**          **crying**

Add *s*, *ed*, and *ing* to each word.

<table>
<thead>
<tr>
<th>Add <em>s</em> or <em>es</em></th>
<th>Add <em>ed</em></th>
<th>Add <em>ing</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>tap</strong></td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td><strong>bake</strong></td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td><strong>reply</strong></td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
The Spy That Cries

Spies in movies are ______________ brave, clever, and heroic. But once, there was a/an ______________ spy who could do nothing but cry. People called him the “Spy That Cries.” And no matter how hard he tried, all he did was cry.

One day, the spy was hiding in a ______________. He spotted a thief in a ______________ making his evil move. Instead of stopping the bandit, the spy went shopping. He ______________ gloves and ______________ a purse for his grandmother. No saving the day here! As a result, he got fired. And do you know what? That really made him cry!
Spelling Multisyllabic Words

When spelling a longer word, it is easier to chunk it into smaller parts or syllables. Then spell each part, one at a time. Think about other words you know with these same or similar parts.

Break each word into syllables. Write each syllable in the blanks.

railroad

misreading

independence

unexpected

Look at each picture. Say the picture name. Write each word part by part (syllable by syllable).
<table>
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<tbody>
<tr>
<td>superhero</td>
<td>twists</td>
<td>tiny</td>
<td>Happily</td>
</tr>
<tr>
<td>fall leaf</td>
<td>dances</td>
<td>woolly</td>
<td>Suddenly</td>
</tr>
<tr>
<td>hatched bird</td>
<td>wiggles</td>
<td>chubby</td>
<td>Beautifully</td>
</tr>
<tr>
<td>burned log</td>
<td>snoozes</td>
<td>cute</td>
<td>Wonderfully</td>
</tr>
</tbody>
</table>

**On Becoming a Butterfly**

The life cycle of a butterfly is one of extraordinary change. It’s a spectacular metamorphosis. It begins with a ____________ caterpillar crawling on a ____________ twig and munching on leaves. Then the time comes. The caterpillar spins a chrysalis and ____________ and ____________ inside. Time passes. Inside, something changes, and this new creature begins to emerge from the hard shell. A head pokes out. Then wings, ____________, out flutters a beautiful butterfly. Like a ____________ or a ____________, the change is complete. Abracadabra! It’s the magic of nature.
Irregular Plural Nouns

A plural word is more than one of something. Most naming words, or nouns, add s or es to make it plural. However, some plural words do not. We call them irregular.

Regular

1 train 2 trains

1 box 2 boxes

Irregular

1 woman 2 women

1 mouse 2 mice

Write the plural of each word.

1 foot 2 ____________

1 goose 2 ____________

1 knife 2 ____________

1 tooth 2 ____________

1 man 2 ____________

1 person 2 ____________

1 child 2 ____________

1 sheep 2 ____________
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<tbody>
<tr>
<td>pinstripes</td>
<td>moo</td>
<td>sharp</td>
<td>easily</td>
</tr>
<tr>
<td>purses</td>
<td>sew</td>
<td>dirty</td>
<td>surprisingly</td>
</tr>
<tr>
<td>goggles</td>
<td>cook</td>
<td>silver</td>
<td>occasionally</td>
</tr>
<tr>
<td>knives</td>
<td>cuddle</td>
<td>rubber</td>
<td>often</td>
</tr>
</tbody>
</table>

**Keeper of the Sheep**

Each year, people flock to visit the local sheep farm. At the farm, they can ____________ view

sheep with ____________ teeth,

porcupines with ____________

__________ , and cows that

__________ . Men and women gather to

take photographs of the mice that can ____________ and the geese with

__________ that squawk loudly. These people can also take their children
to nibble on treats made by the farmer that are ____________ the best food

in the area. This all makes a trip to the country a special adventure!
Prefixes

A prefix is a word part added to the beginning of a word. It changes the meaning of the word.

un, in = not, the opposite of
re = again

happy  unhappy  (not happy)
visible  invisible  (not visible)
read  reread  (read again)

Add un, in, or re to finish each word.

__________make

__________able

__________friendly

__________appear

__________correct

__________ability

__________try

__________do

__________even

__________complete
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</thead>
<tbody>
<tr>
<td>creep</td>
<td>sniffed</td>
<td>lumpy</td>
<td>noisily</td>
</tr>
<tr>
<td>skunk</td>
<td>squeezed</td>
<td>slimy</td>
<td>badly</td>
</tr>
<tr>
<td>bandit</td>
<td>scrubbed</td>
<td>mushy</td>
<td>awkwardly</td>
</tr>
<tr>
<td>beast</td>
<td>destroyed</td>
<td>teeny</td>
<td>sleepily</td>
</tr>
</tbody>
</table>

**Carrot Thief**

An unknown thief had stolen carrots from Rose’s garden. Who could this invisible _____________ be? Rose was confident that she could solve the crime and find the _____________! She reviewed the crime scene _____________. She would not overlook any clues. Rose saw that the gate was locked, so maybe a tall _____________ had climbed over it. Or perhaps a small _____________ had crawled under it. The carrots were gone, but the rest of the garden was untouched. Then she ____________ some _____________ footprints. Rose _____________ retraced them to the edge of the woods, where they stopped at a _____________ rabbit hole. She had solved the crime! Case closed.
Prefixes

A prefix is a word part added to the beginning of a word. It changes the meaning of the word.

dis, il = not, the opposite of
mis = bad, wrong, incorrectly

<table>
<thead>
<tr>
<th>Like</th>
<th>dislike</th>
<th>(the opposite of like)</th>
</tr>
</thead>
<tbody>
<tr>
<td>treat</td>
<td>mistreat</td>
<td>(treat badly or wrongly)</td>
</tr>
<tr>
<td>logical</td>
<td>illogical</td>
<td>(not logical)</td>
</tr>
</tbody>
</table>

Add dis, mis, or il to finish each word.

_________agree ___________legal

_________obey ___________able

_________understood ___________appear

_________order ___________legible

_________lead ___________place

_________heard ___________trust

_________judge ___________literate

_________honest ___________print
Screen-Free Week

Each year, during the first week of May, people everywhere try to disconnect from their TVs, computers, ____________ , and ____________ . The goal of Screen-Free Week isn’t about giving up technology ____________. It’s all about learning to be more ____________ about how we ____________ our time. When people turn off their ____________, they can ____________ reconnect to other activities. Many health experts warn that people are misusing technology. Too much screen time leads to an inactive lifestyle, which is very unhealthy. When people ____________ their devices, they rediscover other ____________ ways to enjoy themselves. So, think about it. If you give up some screen time, what else could you ____________ ?
Suffixes

A **suffix** is a word part added to the end of a word. It changes the meaning of the word.

- **ful** = full of, with
- **less** = without, not

<table>
<thead>
<tr>
<th>fear</th>
<th>fearful</th>
<th>(full of fear)</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope</td>
<td>hopeless</td>
<td>(without hope)</td>
</tr>
</tbody>
</table>

Add **ful** or **less** to finish each word.

- doubt________
- weight________
- mouth________
- color________
- pain________
- force________
- clue________
- cup________
- end________
- care________
- taste________
- rest________
- thank________
- beauti________
- grace________
- help________
Showtime

Jack trembled as he waited backstage. In two ______________ , he was going onstage to sing. He had ______________ every day for ______________ , so he couldn’t understand why he felt so ______________ . Jack took several deep breaths. He thought about the song he was going to sing, but his mind suddenly froze!

“What am I going to do?” he thought. As his music began, Jack ______________ ______________ onstage. The auditorium was packed with people. Jack began singing in a ______________ and ______________ voice. He was grateful he remembered the words. When he finished his song, everyone stood and cheered ______________ ,

“Bravo for the singer!” Jack grinned and bowed.