

Them or Those

Them and *those* are often confused. Learn to use the words correctly. *Them* is never used with a noun. *Them* can be used instead of a noun. *Those* must be used with a plural noun to tell *which*.

- Correct: **Those cats** are cute.
Incorrect: **Them cats** are cute.
Correct: We sent letters to **them**.
Incorrect: We sent letters to **those**.



Them can be used to take the place of a noun.

- Give the candy to **the children**.
Give the candy to **them**.

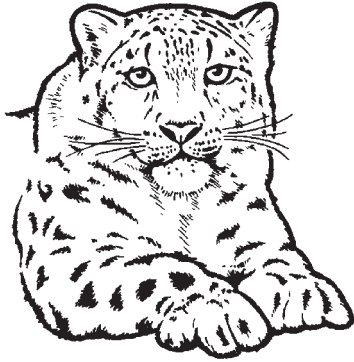
A Underline the sentence that is correct in each set.

- | | |
|--|--|
| 1. Them wagons need paint.
Those wagons need paint. | 4. Those mountains are pretty.
Them mountains are pretty. |
| 2. Them children are happy.
Those children are happy. | 5. Give the cookies to them.
Give the cookies to those. |
| 3. Mary took the bouquet to those.
Mary took the bouquet to them. | 6. Them calves are hungry.
Those calves are hungry. |

B Write a noun that could replace the underlined word.

- 7. I use soapy water to wash them. _____
- 8. The workers began to pick them from the tree. _____

C Use these notes to write a paragraph.



The Snow Leopard

What is it like?

pale gray hair with brown leopard-like spots

What is its size?

6 to 6 $\frac{2}{3}$ feet long when full-grown

Where does it live in summer?

13,000 feet up the mountains in central Asia

Where does it live in winter?

in the valleys as low as 6,000 feet

○ 9.

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

△ **D** Read your paragraph to be sure you used complete sentences.

We Remember

E Circle the correct choice.

10. I don't want **no**, **any** more cake.

11. I don't **ever**, **never** go through the woods alone.

F Underline the better adjectives and verbs.

12. The **cold, icy** wind **blew, whipped** around the corners of the house.
 13. Judy and Rose spent a **nice, pleasant** afternoon **strolling, walking** through the park.

G Underline the being verb twice.

Circle the action verb.

Circle *past* or *present* to show the verb tense.

- | | | |
|--|-------------|----------------|
| 14. Ronnie feeds the calves. | past | present |
| 15. Two bent mailboxes are at the end of the lane. | past | present |
| 16. The church bell rings at 9:00 a.m. every Sunday. | past | present |
| 17. The children walked to church this morning. | past | present |
| 18. The delicious cookies were from Mrs. Zelah. | past | present |
| 19. Sarah knew her Sunday school verse. | past | present |

H Circle the helping verbs. Underline the correct main verb.

20. Sue has **rang, rung** the dinner bell already.
 21. He **sang, sung** the song by himself.
 22. I have **knew, known** her for a long time.

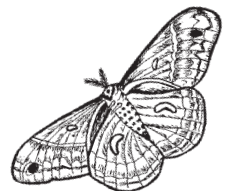
I Write a word to complete the sentence.

23. A sentence with two subjects has a _____ subject.

Penmanship

J Copy this sentence on page 62.

Three weeks later the silkworm changes into a moth.



Spelling

K Cut out Section 3 spelling words on page 65.

Rules for Dividing Words Into Syllables:

1. Divide a word between the root word and suffix. **bark-ing**
2. Divide a word with two consonants in the middle between the two consonants.
bas-ket bub-ble
3. Divide a word with a long vowel after the long vowel. **tī-ger**
4. Divide a word with a short vowel after the consonant. **wag-on**



L Write the two-syllable spelling words and divide them into syllables.
Write the number of the rule you used after each.

△ 24.

_____	_____	_____	_____
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_____	_____	_____	_____
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M Write a spelling word that rhymes with the word.

25. part

27. hose

26. rider

28. fire

N Write Section 3 spelling words on other paper.