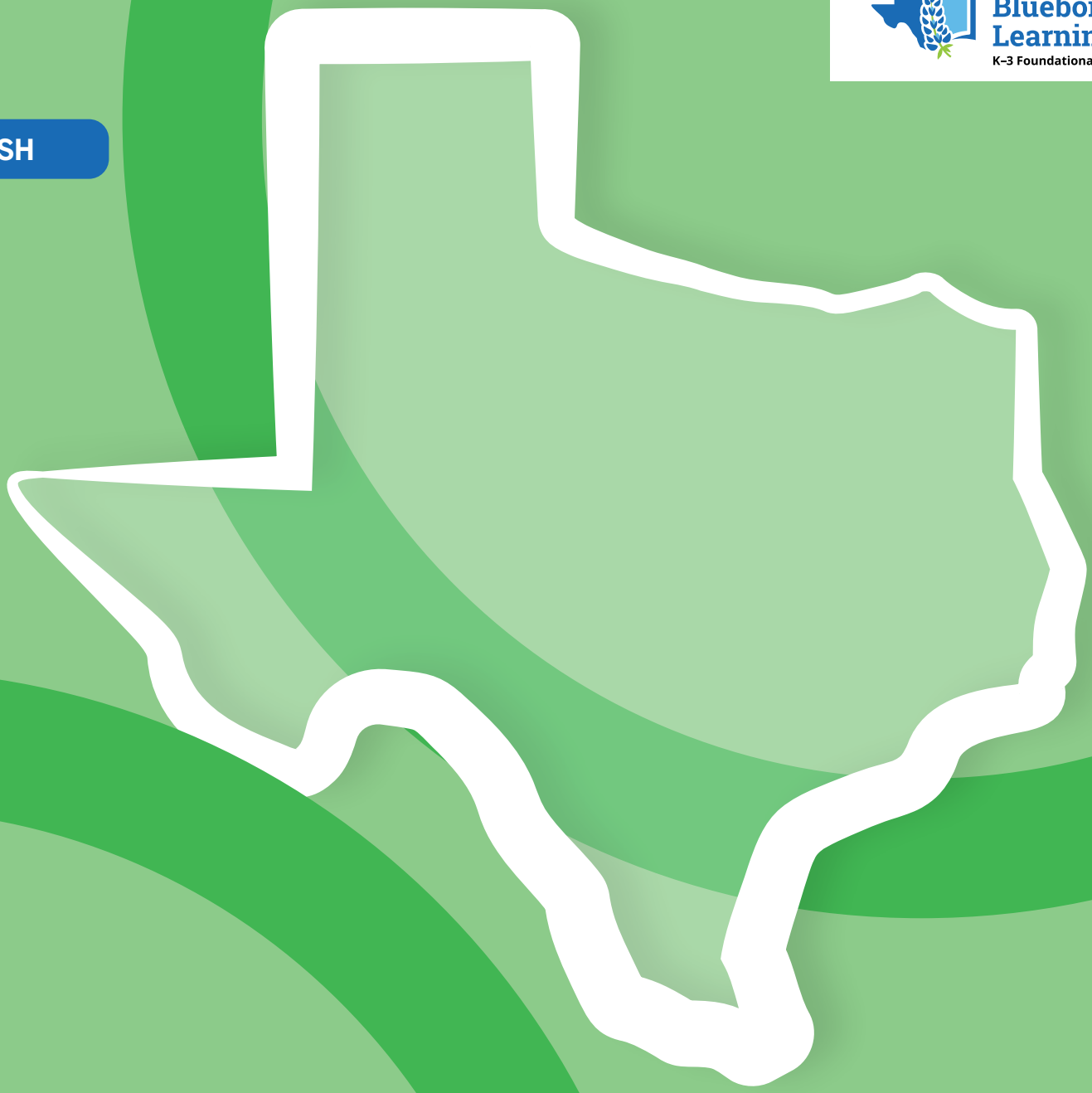
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 1

Activity Book

EDITION 1

Grade 3

Foundational Skills 1

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov**.

Foundational Skills 1

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 1. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. There are also instructions on the activity pages for students to read themselves. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Spelling Placement Assessment A

Write each word neatly in cursive as your teacher says it out loud.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
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11. _____

NAME: _____

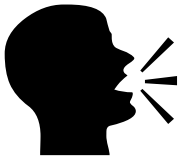
DATE: _____

12. _____

13. _____

14. _____

15. _____



_____

_____

NAME: _____

DATE: _____

Reading Placement Assessment A Text

Read aloud the text below.

Heroes

One sunny morning, as Emma and Jack were enjoying their breakfast, they heard a loud sound. It was the wail of a siren! Startled, they raced to the window and looked outside. What they saw was a magnificent sight: a red fire truck speeding down the street with its lights flashing and its sirens blaring.

"Let's go see what's happening!" Emma exclaimed. Jack nodded. They slipped on their sneakers and ran out the door. Their hearts were pounding with excitement.

As they got closer, the reason for the rush was clear. The fire truck stopped suddenly near a house with smoke swirling out the windows. Brave firefighters ran out. They were dressed in sturdy helmets and heavy coats. They sprang into action.

The smell of smoke was strong. The air felt warm as Emma and Jack watched from their side of the road.

Emma and Jack saw firefighters holding the hose, directing the water toward the flames. They were amazed, unable to look away from the brave scene in front of them.

As the smoke cleared, a kind-hearted firefighter walked toward the children. "Don't worry. We're here to help. Everyone will be okay," he reassured them with a calm voice.

After one hour of intense effort, the firefighters put out the fire. They checked every corner of the house. They did not want the fire to start again. They got into their truck, smiled, and waved goodbye to Emma and Jack.

After seeing what happened, Emma and Jack looked at each other. "We want to be firefighters too," they said at once. They wanted to be protectors in their community, just like the firefighters who had saved the day.

NAME: _____

DATE: _____

Reading Placement Assessment A Questions

Circle the letter of the correct answer.

1. How did Emma and Jack confirm the noise they heard?

   A. Emma and Jack only guessed what the noise was without checking.

   B. Emma and Jack asked their mom what the noise was.

   C. Emma and Jack turned on the television and watched the news.

   D. Emma and Jack looked outside and saw a fire truck.

2. Why did Emma and Jack put on sneakers?

   A. They wanted to run after the truck.

   B. They could not find sandals to wear.

   C. They wanted to wear socks.

   D. They were getting ready to exercise.

3. What is the meaning of the phrase "sprang into action" when describing the firefighters' response?

   A. The firefighters took a break and relaxed.

   B. The firefighters quickly started to work.

   C. The firefighters moved slowly and carefully.

   D. The firefighters began their work on time.

4. Read these sentences from paragraph: "The fire truck stopped suddenly near a house with smoke swirling out the windows. Brave firefighters ran out. They were dressed in sturdy helmets and heavy coats." What key detail supports the idea that firefighters want to keep their bodies safe?

   A. fire truck stopped suddenly
   B. sturdy helmets and heavy coats
   C. brave firefighters ran out
   D. smoke swirled out the windows

5. How long did it take the firefighters to put out the fire?

   A. It took them less than two hours to put out the fire.
   B. It took them less than an hour to put out the fire.
   C. It took them all afternoon to put out the fire.
   D. The firefighters were unable to put out the fire.

6. What did the firefighters do before they left?

   A. The firefighters checked the house.
   B. The firefighters talked to everyone.
   C. The firefighters sprayed more water.
   D. The firefighters celebrated with Emma and Jack outside.

7. What is the most likely reason Emma felt relieved?

   A. Emma felt relieved her brother was there with her.

   B. Emma felt relieved that she could help the firefighters.

   C. Emma felt relieved to be able to go home.

   D. Emma felt relieved the fire fighters were there to help.

8. Which sentence best decribes how Emma and Jack felt watching the firefighters?

   A. Emma and Jack felt scared watching them.

   B. Emma and Jack felt grateful watching them.

   C. Emma and Jack felt indifferent watching them.

   D. Emma and Jack felt angry watching them.

NAME: _____

DATE: _____

Spelling Placement Assessment B

Write each word neatly in cursive as your teacher says it out loud.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

NAME: _____

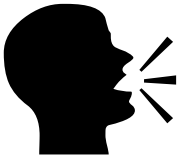
DATE: _____

12. _____

13. _____

14. _____

15. _____



_____

_____

Reading Placement Assessment B Text

Read aloud the text below.

The Scavenger Hunt

Amy and her little sister Addy woke up excited. Today was the neighborhood scavenger hunt. They couldn't wait.

"Are you ready for the scavenger hunt?" asked Addy.

"I am!" replied Amy, with a big smile on her face. "Let's work together as a team!"

The sisters put on their sneakers and ran outside. They joined the other kids at the park.

The park was starting to fill up as the neighborhood children arrived. Mrs. Jenkins, the neighborhood librarian, organized the event. She gave each team a map and their first clue. The clues led to different locations in the neighborhood.

"Good luck, everyone!" Mrs. Jenkins cheered. The teams ran off.

Amy and Addy looked at the map and read the first clue. "It says, 'Find the big tree with a red ribbon. Look at the roots for your next clue!'"

Excitedly, they ran toward the park's large oak tree. They spotted a red ribbon. It was tied around one of the tree's thick roots. Amy carefully lifted the ribbon and found a small note tucked underneath. Clue number 2!

"It's a riddle!" exclaimed Addy. She read it out loud. "It says, 'I have many keys but no locks. I can be played, but I am not a game. What am I?'"

Amy's eyes lit up. "It's a piano! Mr. Garcia has an old piano! Let's go to his house."

The sisters hurried to Mr. Garcia's house. He was waiting at his front door. They went inside. On the piano was the next clue. This clue led them to the community garden. They had to solve a puzzle hidden in the flowers. They worked together to solve it.

There were more clues and exciting discoveries. Then the girls finally reached the last location. It was the old park bench near the big fountain. They looked under the bench. They found a small chest. It was filled with colorful candies and shiny coins!

"We did it!" exclaimed Addy, beaming with joy. They returned to Mrs. Jenkins. The other teams returned with chests too. Everyone celebrated and laughed. They shared their adventures and favorite moments.

"We make the best team ever!" Amy said, hugging her little sister.

Addy nodded happily. "I can't wait for the next scavenger hunt!"

Reading Placement Assessment B Questions

Circle the letter of the correct answer.

1. What detail from the story tells the reader that Amy and Addy enjoy being together?
   A. They put their sneakers on and ran outside.
   B. They joined others at the park.
   C. They decided to work as a team.
   D. They both woke up feeling excited.

2. Why did Mrs. Jenkins give each team a map and a clue?
   A. To help each team find one another in the park
   B. To make it easy to locate the slides
   C. To let the teams start the scavenger hunt
   D. To help the teams find their way home

3. Why were the girls looking for a red ribbon tied around a tree root?
   A. The tree root was where the scavenger hunt started.
   B. The tree root was the location of their second clue.
   C. The tree root was the location of their final clue.
   D. The tree root was their favorite place to gather.

4. Why is Mrs. Jenkins important to the story?

   A. Mrs. Jenkins was the girls' mom.

   B. Mrs. Jenkins organized the scavenger hunt.

   C. Mrs. Jenkins taught neighborhood kids to play the piano.

   D. Mrs. Jenkins was the kind neighbor.

5. How did the girls know to go find a piano?

   A. The riddle gave them a clue.

   B. The map had a drawing of a piano.

   C. Mrs. Jenkins told them to find it.

   D. They found a picture of a piano at the park.

6. What was the last location of the scavenger hunt?

   A. a tree

   B. a piano

   C. a bench

   D. a house

7. How do Amy and Addy most likely feel when they find the chest?

   A. sad

   B. puzzled

   C. excited

   D. upset

8. What will Amy and Addy most likely do at the next scavenger hunt?

   A. They will already have all of the clues.

   B. They will work together to solve the clues.

   C. They will ask Mrs. Jenkins to help them solve the clues.

   D. They will choose not to participate in the next scavenger hunt.

NAME: _____

DATE: _____

3.1 Activity Page

Speak and Spell

Write the word you hear, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable
Example	*pub*	*lish*	
1.			
2.			
3.			
4.			
5.			

NAME: _____

DATE: _____

Write the sentences you hear your teacher recite. Write neatly in cursive, leaving spaces between words.

6. _____

_____

7. _____

_____

NAME: _____

DATE: _____

Dear Family Member,

It is exciting to start the school year—a warm welcome to you and your student! This letter is to tell you about the reading program your student will be using this year. The program is an innovative set of instructional materials.

This program consists of systematic and explicit instruction of the Foundational Skills strand of the 3rd-grade Texas Essential Knowledge and Skills (TEKS) standards, including reading, spelling, and reinforcing cursive handwriting.

The thirty-minute Skills lessons use a phonics-based approach to teach the mechanics for reading and spelling. The program addresses the TEKS standards related to foundational skills and is designed to complement any other TEKS-aligned curriculum.

During the early days of school, we will review the skills taught in Grade 2. This review period will also give us the opportunity to get to know your student better so we can identify his or her areas of strength and weakness in reading and spelling. It is important that we determine exactly what level of instruction is most appropriate for your student.

We will be observing and assessing your student during these first few weeks to be sure that he or she is placed at the appropriate level of instruction. Your student will use the instructional materials most appropriate for his or her learning needs. You will soon begin to see more examples of classwork and homework regularly.

We recognize the importance of parents being involved in the education of their student. If you would like information on ways to help your student at home, please do not hesitate to contact me. I look forward to teaching your student this year as we continue using this program in our Grade 3 classes.

NAME: _____

DATE: _____

Roll, Flip, Read, Write

Use the Roll, Flip, Read, Write word cards your teacher provides you with. The Word Cards words include: *barking*, *backpack*, *unmask*, *remark*, *carsick*, *relock*. Write the word in cursive that your partner says aloud in the correct spot in the table: *ck* or 'k'. After your partner shows you the card, correct your spelling if needed.

ck	**'k'**

Complete the sentence with the two words you hear your teacher say. Write neatly in cursive. Circle the digraph *ck* in each word.

Jenn will prepare the campfire by getting _____ of wood from the _____.

NAME: _____

DATE: _____

Exit Ticket

Read and answer the questions below.

1. In Jen's story, "The Golden Peach," why does Kat embark on a quest to find the peach tree herself? Use the word *embarked* in your response. Write neatly in cursive, leaving spaces between words.

2. Which rule explains why *embarked* is spelled with a 'k' and not a *ck*?

   A. the /k/ sound comes after a short vowel sound
   B. the /k/ sound comes after a long vowel sound
   C. the /k/ sound comes after an r-controlled vowel
   D. the /k/ sound comes before an r-controlled vowel

NAME: _____

DATE: _____

Spell and Sketch: *ck* or 'k'

Dear Family Member,

Your student has practiced words with *ck* or 'k' spellings. Please ask your student to complete each word with either a *ck* or a 'k'. Then ask him or her to sketch a picture below each word to show its meaning. Take this opportunity to discuss with your student the importance of spelling and understanding the meanings of these words in everyday contexts.

bun_k_bed	shamro___
nutcra___er	snea___er
ki___ing	bookmar___

NAME: _____

DATE: _____

Word Sort

Listen to each word that your teacher says. Write the words in the correct column in the table below. Write each word neatly in cursive.

ch	***tch***
marching	*rematch*

Write the sentence your teacher says on the lines below. Write neatly in cursive, leaving spaces between words.

_____

_____

NAME: _____

DATE: _____

Sentence Retelling

The words in the work bank below contain the /ch/ sound and are found in *Campfire Tales*.

Word Bank			
branches	enchanting	peaches	children

Answer the following question.

What happens when a person eats one of the peaches?

Use one or more of the words in the boxes in your answer. Write neatly in cursive, leaving spaces between words.

_____

_____

_____

_____

NAME: _____

DATE: _____

Read, Spell, Write

Dear Family Member,

Your student has been practicing reading words with consonant digraphs and high-frequency words.

Please ask your student to complete the story using the words reviewed in class so far and to spell each word correctly. Write each word neatly in cursive.

Ask your student to think of times he or she has heard these words in real life and to talk about their use in everyday conversations and experiences.

Word Bank				
thought	tree	story	night	about

A baby bird sat in a nest high in the branches of a _____. It looked over the edge of the nest and _____ to itself, *That is a long way down. I will never be big enough to fly that far.*

As _____ arrived and the moon rose, the mother bird returned to the nest and asked, "What are you thinking _____?"

"Everything is so big, and I am so small! What will I do?" the baby bird cried.

"Look at this giant tree we are in," the mother bird said. "This tree was once a tiny seed—an acorn even smaller than you. It took a long time, but it grew big and strong. Be patient. Big things start small."

The baby bird understood. It knew that good things need time to grow.

"I just have one more question," the baby bird added.

"What's that?" asked the mother bird.

"Can you tell me a bedtime _____, please?"

NAME: _____

DATE: _____

Reading and Dictation

Point to the first word. Follow your teacher's directions. Decode and read the words. Underline the trigraph –*dge* or digraph –*ge* in the words.

1. wedge

2. enlarge

3. budget

4. edgeless

5. manage

Write each sentence your teacher says. Write neatly in cursive, leaving spaces between words.

6. _____

_____

7. _____

_____

NAME: _____

DATE: _____

8. _____

_____

NAME: _____

DATE: _____

Exit Ticket

Answer the question below. Write neatly in cursive, leaving spaces between words.

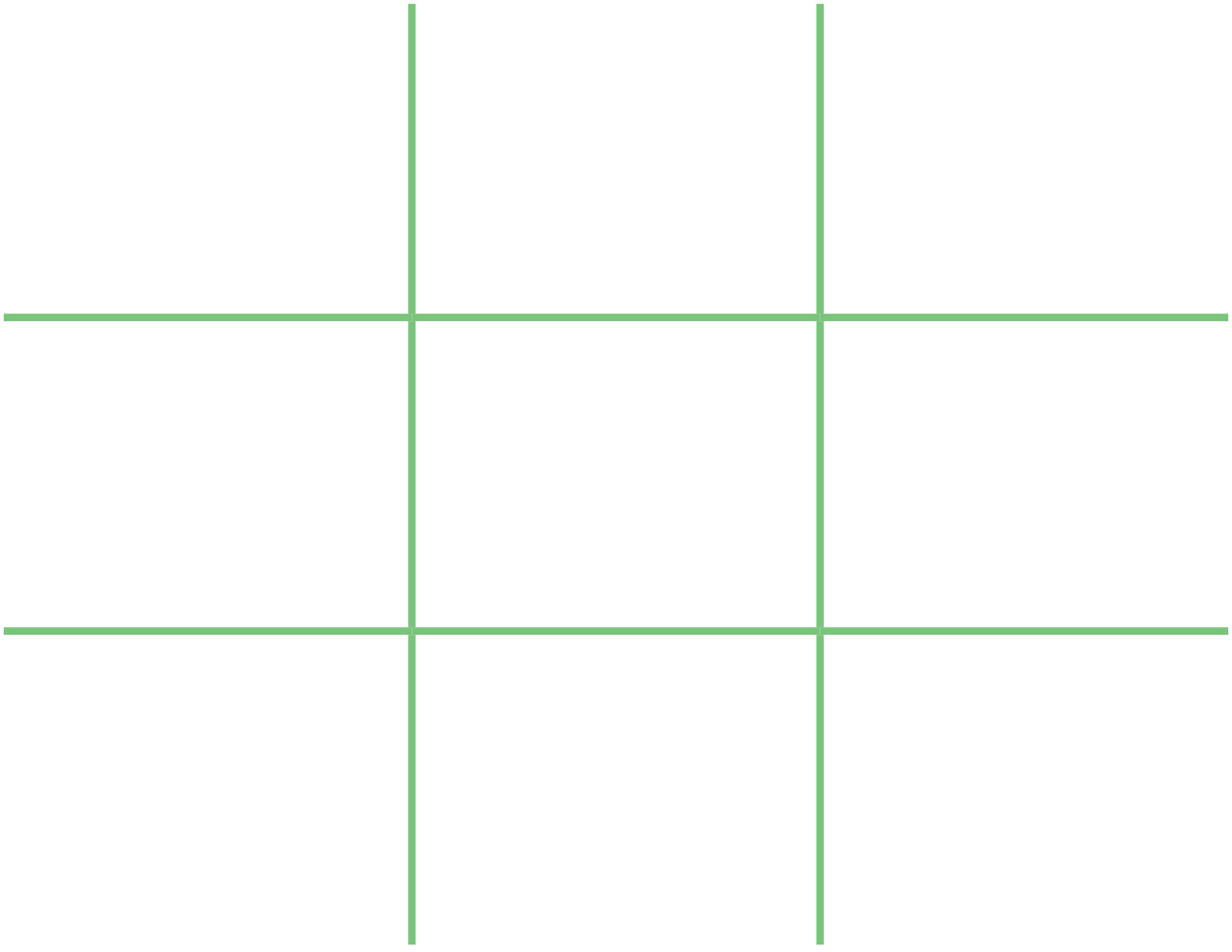
How did Sadie demonstrate the story's lesson at the end? Use the word *smudged* or *nudged* (or both) in your response. Circle the digraphs and trigraphs in each word.

NAME: _____

DATE: _____

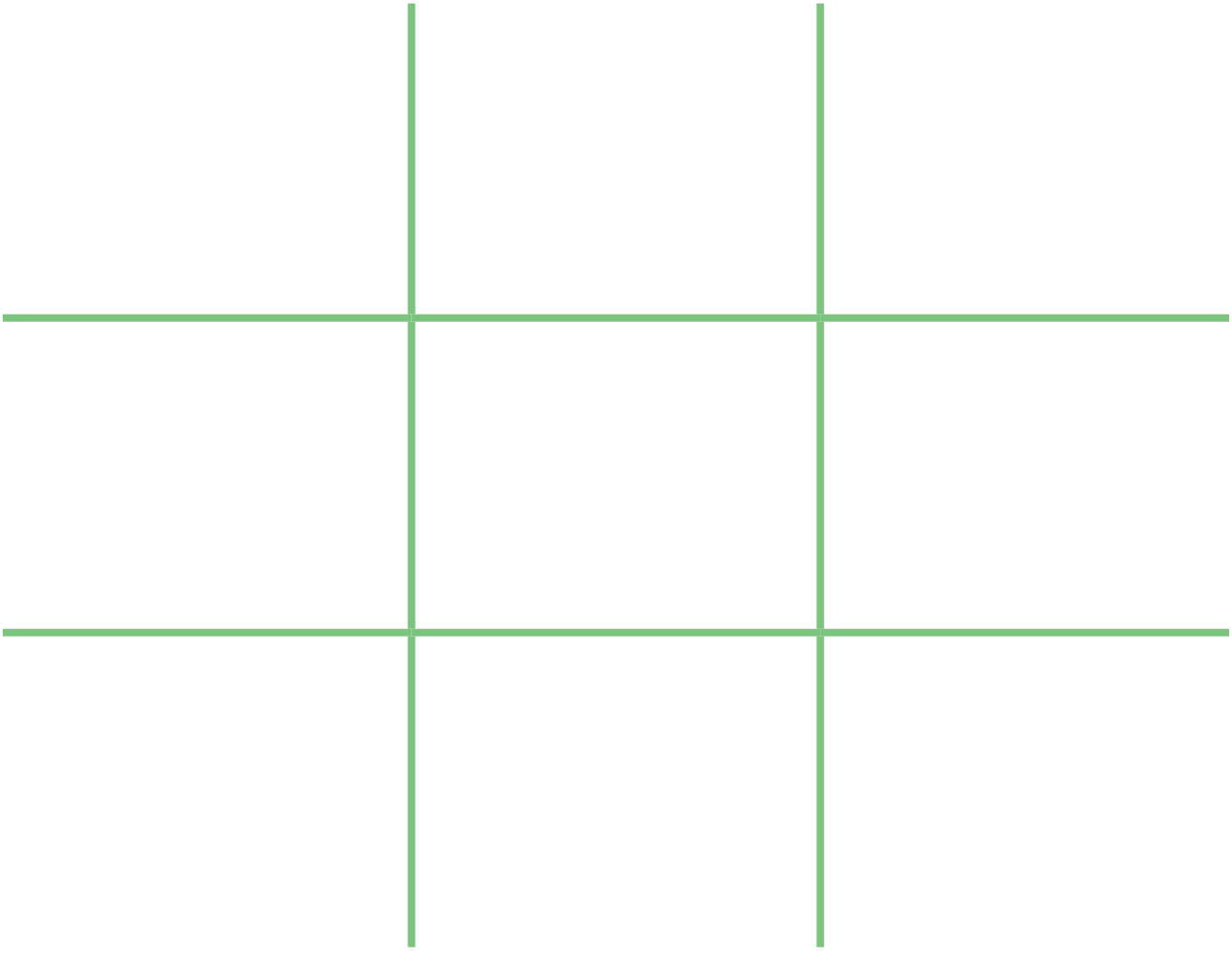
Phonics Tic-Tac-Toe

Write your words on the game board neatly in cursive.



NAME: _____

DATE: _____



NAME: _____

DATE: _____

Exit Ticket

Write two sentences about the characters, plot, or setting of *Campfire Tales*. Use at least three words from the word bank with digraphs *ph* or *gh* from the list below. Write neatly in cursive, leaving spaces between words.

Word Bank				
tough	rough	laugh	phantom	triumphant

1. _____

_____

2. _____

_____

NAME: _____

DATE: _____

8.1 Activity Page

Reading and Dictation

Read each word and then underline the digraphs *kn* and *gn*.

1. knotted
2. gnarly
3. knockoff
4. align
5. kneepad

Listen as your teacher reads each sentence. Complete each sentence with the word(s) you hear your teacher say. Underline the *kn* and *gn* digraph in each word. Write each word neatly in cursive.

6. The _____ _____ how to untie a _____.

7. A tiny _____ landed on the _____ of the _____.

NAME: _____

DATE: _____

8.2 Activity Page

Encode and Apply

Fill in the blanks to finish each word below with either *kn* or *gn*.

1. ____ot
2. resi____
3. ____ash
4. ____ight
5. rei____
6. campai____

Write the sentence your teacher says. Underline the digraphs *kn* or *gn* in the sentence. Write neatly in cursive, leaving spaces between words.

7. _____

_____

NAME: _____

DATE: _____

9.1 Activity Page

Trigraph Dictation

Listen to the words and sentences that your teacher says aloud. Write each word or sentence neatly in cursive on the lines below. Then, circle the trigraph in each word.

1. _____

2. _____

3. _____

4. _____

_____

5. _____

_____

NAME: _____

DATE: _____

Exit Ticket

Fill in the blanks with two words from the word bank below. Then, circle the trigraphs in the words. Write each word neatly in cursive.

Word Bank		
before	clearly	highlighted

_____ I read the story, I was not sure what lesson Matteo would learn. Once I read, I realized the story _____ the importance of not being jealous.

NAME: _____

DATE: _____

Answer the following question. Write neatly in cursive, leaving spaces between words.

In *Campfire Tales*, what lesson does Matteo learn from his uncle's story?

_____

_____

_____

_____

NAME: _____

DATE: _____

10.1 Activity Page

Same Sound Sort

Read each sentence and circle the words that contain the /air/ sound. Then, using the chart on the next page, sort and write the words under the keyword for each spelling. Write each word neatly in cursive.

1. I will be wearing my new hat and outerwear tomorrow.
2. I swear your haircut looked different yesterday!
3. Be careful on the old staircase.
4. The farmer was repairing the scarecrow yesterday.
5. The books were nowhere to be found in the warehouse.
6. We said farewell to the chairman after lunch.
7. Therefore, we should not compare apples and oranges.
8. Place the baby's silverware on her highchair.
9. The computer software needs to be updated.
10. It was fairly chilly in the airplane.

NAME: _____

DATE: _____

ear as in bear	ere as in there	air as in pair	are as in square

NAME: _____

DATE: _____

Choose one word from each column of the chart, and write a sentence for each word. Write neatly in cursive, leaving spaces between words.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

NAME: _____

DATE: _____

Exit Ticket

1. Read each word from the word bank below. Then circle the trigraph in each word that makes the /air/ sound.

Word Bank				
before	staircase	repair	careful	beware

2. What lesson does Arjun learn in the story? Write neatly in cursive, leaving spaces between words.

_____

_____

_____

_____

NAME: _____

DATE: _____

11.1 Activity Page

Close Syllable Dictation

Write each word your teacher says neatly in cursive. Circle the closed syllables.

1. _____

2. _____

3. _____

4. _____

5. _____

Write the sentence that your teacher says on the lines below. Write neatly in cursive, leaving spaces between words.

6. _____

_____

NAME: _____

DATE: _____

Exit Ticket

1. Circle the closed syllables in each of the words from *Campfire Tales*.

selfish	stunning	summer	herself
selfless	visited	fantastic	insisted
setting			

NAME: _____

DATE: _____

2. Use two or more of the words above to describe what you learned about Luna and the bird in the story. Write neatly in cursive, leaving spaces between words.

_____

_____

_____

_____

NAME: _____

DATE: _____

12.1 Activity Page

Jump for the Stressed Syllable

In the VC/CV syllabication pattern, the two consonants are split to form two closed syllables.

Example: rab/bit
VC CV

For each word in bold, add a slash (/) between the consonants to show the syllables. Rewrite each syllable neatly in cursive in the spaces below the word in bold. Label each syllable VC or CV under the words in the boxes to indicate vowel consonant (VC) or consonant vowel (CV).

upset	

afternoon		

basketball		

Pick one more word that follows the VCCV pattern and write it in the first row below. Follow the instructions from the previous words and circle the stressed syllable.

Write a sentence with proper capitalization and punctuation using the word in the box above. Write neatly in cursive, leaving spaces between words.

_____

_____

NAME: _____

DATE: _____

12.2 **Take-Home**

Family Story

Dear Family Member,

Your student has been reading *Campfire Tales* at school. In *Campfire Tales*, children share family stories that teach a lesson. Discuss a story that you share with your family or relatives that connects to Texas. Have your student write a summary of the story on the lines below. Encourage your student to use the words *first*, *next*, *then*, and *last* in his or her summary about Texas connections. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

13.1 Activity Page

Listen for the Pattern

Circle the word you hear the teacher say for each line. Then, label the VCV pattern by underlining the letters that show the pattern. After, mark the syllable division using a slash (/).

1.	crying	sheep	cabin	carbon
2.	edit	submit	eight	better

Listen to each word said aloud, then write the word neatly in cursive. Then, label the VCV pattern in the word by underlining the letters that show the pattern. After, mark the syllable division using a slash (/).

3. _____

4. _____

NAME: _____

DATE: _____

13.2 Activity Page

Exit Ticket

Each word is from the section of *Campfire Tales* you read during class. Color the vowel in each word's syllable red. Color the consonant between the two vowels blue. Then, draw a line to divide the syllables.

1. habit

2. finish

3. upon

4. river

5. limits

6. water

7. panic

8. Write a sentence using two of the words above that explains why Mei was afraid. Write neatly in cursive, leaving space between words.

NAME: _____

DATE: _____

13.3 Take-Home

Practice with VC/V Syllable Pattern

Dear Family Member,

Your student has been practicing with VC/V syllable patterns.

VC/V stands for Vowel, Consonant, Vowel. The word *robin* is an example of the syllable pattern VC/V. The first syllable is *rob* and the second syllable is *in*. Within the first syllable, the letters ‘o’ and ‘b’ are the VC. Within the second syllable the letter ‘i’ is the V. Between those letters is where the syllable will be divided.

Color the vowel in each word’s syllable red. Color the consonant between the two vowels blue. Circle the closed syllable. Underline the open syllable. Write each word neatly in cursive. Draw a line to the picture that matches each word.

Remember: If the first vowel sound is short, it is a closed syllable.

NAME: _____

DATE: _____

1. comet _____



2. lemon _____



3. comic _____



4. planet _____



5. shadow _____



6. novel _____



7. study _____



NAME: _____

DATE: _____

14.1 Activity Page

Roll, Flip, Read, Write

Using the Roll, Flip, Read, Write Word Cards provided by your teacher, you will work with a partner to sort the words. The Word Cards words include: *control*, *instant*, *photograph*, *sandwich*, *grassland*, *reckless*. When your partner reads a word on a word card aloud, write that word in cursive in the correct box below. Have your partner check your spelling and word placement, and fix if needed.

VC/CCV	VCC/CV

Write the sentence your teacher says on the lines below. Next, identify two multisyllabic words that follow the VCCCV pattern. Finally, draw a slash (/) to split the syllables in those words. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

14.2 **Take-Home**

Syllable Sort

Dear Family Member,

Your student has been learning about syllable division patterns in class. There a few different syllable division patterns including VC/CV which is a word that has two vowel sounds with two consonants in between. The VC/CV syllables are divided between the consonants. The VC/V pattern has a syllable that ends with a consonant (closed syllable). The closed syllable creates a short vowel sound. The VCCCV pattern contains two vowel sounds with three consonants in between. To help support this skill have students follow the instructions below.

NAME: _____

DATE: _____

14.2 CONTINUED

Take-Home

Write the words on the lines below each picture neatly in cursive and have students circle the different syllables to show where the syllable divides. For example the word *kingdom* would be written king dom. Then, write the word in the appropriate column on the chart based on its syllable division pattern.



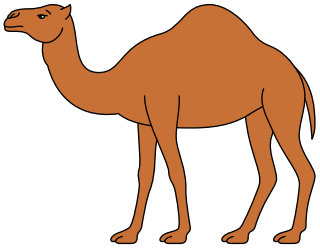




_____ _____ _____







_____ _____ _____

Syllable Division Patterns Sort

NAME:

DATE:

VC/CV	VC/V	VCCCV

Select one word from each column in the chart. What clues or patterns did you notice in these words that helped you decide which column to place them in? Write neatly in cursive, leaving space between the words.

NAME: _____

DATE: _____

15.1 Activity Page

Roll, Flip, Read, Write

Your partner will pick up the Roll, Flip, Read, Write card that corresponds to the number rolled and reads the word on the card aloud. Spell and write the word your partner read aloud in cursive in the correct column below. Have your partner check your spelling and word placement, and fix if needed.

VC/CV	VC/V	VCCCV
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: _____

DATE: _____

15.2 Activity Page

Roll, Flip, Read, Write (Optional)

Your partner will pick up the Roll, Flip, Read, Write card that corresponds to the number rolled and reads the word on the card aloud. Spell and write the word your partner read aloud in cursive in the correct column below. Have your partner check your spelling and word placement, and fix if needed.

VC/CV	VC/V	VCCCV

NAME: _____

DATE: _____

15.3 Assessment

Unit 1 Fluency Assessment

Read aloud the text below.

The Baseball Game

Jack was an athlete. He loved sports, but mostly he loved baseball. He was an ambitious third-grade boy with big dreams. He wanted to be the best baseball player in the world. It did not matter what the weather was. It could be rainy or sunny. Jack would go outside to practice. He would throw the ball high in the air to practice catching. He would toss a ball up and hit it out of the air to practice batting. Jack would even ask his dad to time him as he sprinted around the house to build speed as a runner.

On Saturday, Jack's team, the Lions, had a big game against their team rivals, the Falcons. Jack knew it would be a tough game. Jack's coach said the Lions needed to play their best if they wanted to win. Before the game started, Jack sat on the bench. He could hear the crowd. They were already cheering loudly.

It was Jack's turn. He grabbed his baseball bat and walked up to home plate. The pitcher threw a fastball. It came at Jack so fast he could hear it cutting through the air. Jack swung at the pitch. The ball made a loud crack as it hit the bat. It flew through the air over the head of the outfielder. Jack ran fast and made it to third base. His hit allowed the three other runners on the bases to score. Jack's team was jumping up and down. The crowd was screaming.

Now, it was the Falcons' turn to bat. The Falcons only needed one run to tie the game and two runs to win. The first batter struck out. The second batter hit a double and made it to second base. The third batter was tagged out on first base. The fourth batter stepped up to the plate. The Lions had to get him out. If he scored a home run, the Lions would lose. Jack stood in the outfield, ready. He looked to the stands and gave his dad a thumbs-up. He kissed his baseball mitt for good luck. The batter struck the ball hard. Jack ran back, and he caught it! Jack's team won the game! Jack was a hero.

The Lions won a trophy for winning the game. Because Jack had made the winning catch, the team wanted Jack to hold the trophy for the team picture!

NAME: _____

DATE: _____

15.4 Assessment

Fluency Assessment Questions

Read each question and circle the correct answer.

1. What does the reader learn about Jack at the beginning of the story?

   A. He wants to become the best baseball player in the world.

   B. He wants to learn how to coach baseball.

   C. He wants to win the game against the Falcons.

   D. He wants to play a different sport.

2. Which of Jack's actions shows that he was ambitious?

   A. Jack would ask his dad to time him running to get faster.

   B. Jack would study the rival teams to learn their plays.

   C. Jack practiced pitching every day.

   D. Jack allowed the other runners on the bases.

3. What detail from the shows that shows Jack's game was going to be tough?

   A. The other team was their rival, the Lions.

   B. The coach said the team needed to play its best to win.

   C. The crowd was cheering before the game started.

   D. The ball cracked Jack's bat.

4. What was Jack doing before the game started?

   A. He was sprinting around the field.

   B. He was hoping for the crowd noise to stop.

   C. He was sitting on the bench, listening to the crowd cheer.

   D. He was practicing hitting with his dad.

5. Why does the crowd scream after Jack goes up to bat?

   A. He hit a home run.

   B. He struck out.

   C. He batted in three runners.

   D. He caught a fly ball.

6. How many runs did the Falcons need to win the game?

   A. one

   B. two

   C. three

   D. four

7. What is the most likely reason Jack kissed his baseball mitt?

   A. He wanted the crowd to cheer.
   B. He wanted to have good luck.
   C. He wanted his dad to be proud.
   D. He wanted to score a home run.

8. Why did the Lions want Jack to hold the trophy?

   A. Jack hit a home run.
   B. Jack made the winning catch.
   C. Jack was the captain of the team.
   D. Jack was ambitious.

NAME: _____

DATE: _____

Reading Assessment

Circle the word that your teacher says out loud.

1.	shopping	unsung	sinking	shirts
2.	poke	parking	unmask	unpack
3.	approach	peach	roast	apples
4.	wedged	judging	revenge	grade
5.	north	laugh	stuffing	enough
6.	knotted	gnat	knitting	noted
7.	slightly	sincere	cashmere	career
8.	limit	line	medal	leaves
9.	plastic	combat	cactus	crazy
10.	address	madness	hundred	contrast

NAME: _____

DATE: _____

16.2 Assessment

Spelling Assessment

Write each word neatly in cursive as your teacher says it out loud.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Sentence

_____

_____

NAME: _____

DATE: _____

PP.1 Activity Page

Speak and Spell

Write the words you hear your teacher say aloud. Place the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable
1.	mag	net	ic
2.	cos	met	ics
3.	at	lan	tic
4.	con	gress	man

Additional Words (Optional)

#	First Syllable	Second Syllable	Third Syllable
1.	Answers may vary.	Answers may vary.	Answers may vary.
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

NAME: _____

DATE: _____

PP.2

Activity Page

Circle the Sounds

Read the sentence. Circle the vowel in the underlined word that stands for the schwa sound.

1. My <u>family</u> went to the park for a picnic.

2. I like to squeeze <u>lemon</u> juice on my food.

3. We can <u>compare</u> the sizes of the apples.

4. The dog chased the <u>animal</u> down the street.

5. I checked my <u>calendar</u> to see when I had soccer practice.

6. My main <u>concern</u> is finishing my homework on time.

7. Our school <u>campus</u> has a big playground.

8. My favorite <u>vacation</u> spot is the beach.

9. The <u>council</u> met to pass a law.

10. She <u>observed</u> the ants crawling on the ground.

NAME: _____

DATE: _____

PP.3 Activity Page

Complete the Sentence

Complete the sentence starters below. Write the complete sentences on the line in cursive, leaving spaces between words.

The whale jumped _____.

1. _____

_____

We played _____.

2. _____

_____

My family went _____.

3. _____

_____

NAME: _____

DATE: _____

PP.3 CONTINUED

Activity Page

We found _____.

4. _____

_____

The bird _____.

5. _____

_____

NAME: _____

DATE: _____

PP.4 Activity Page

Write Sentences

Write sentences using words from the word bank. Write neatly in cursive, leaving spaces between words. Check for proper capitalization and punctuation.

Word Bank	
marshmallows	tough
shouted	with
whatever	shared
theme	creek
shouted	withered

1. _____

_____

2. _____

_____

NAME: _____

DATE: _____

PP.4
CONTINUED

Activity Page

3. _____

_____

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