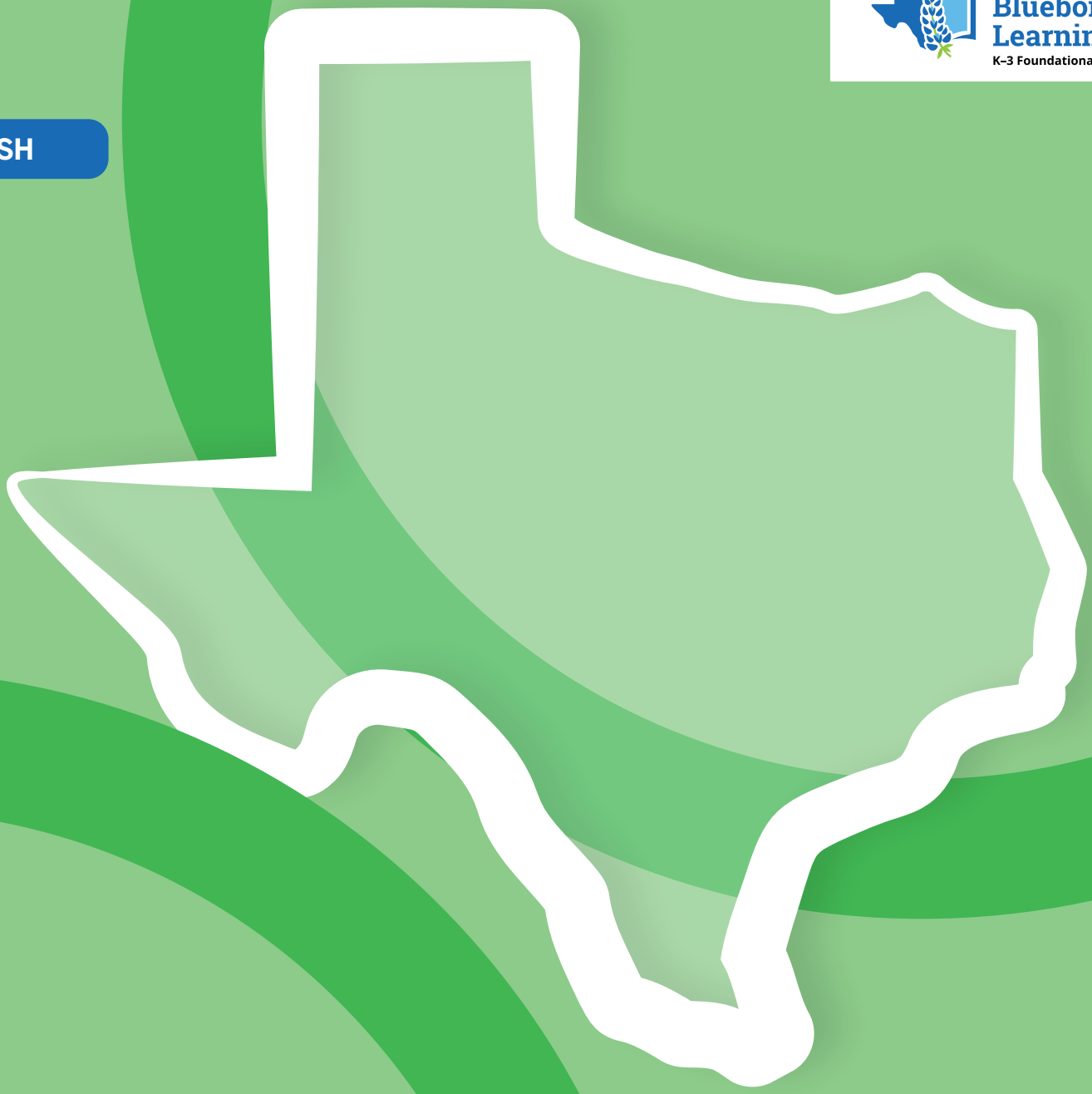
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 5

Activity Book

EDITION 1

Grade 3

Foundational Skills 5

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.

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Foundational Skills 5

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. 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.

NAME: _____

DATE: _____

1.1 Activity Page

Reading and Dictation

Underline the letters in the words and sentences below that make the /er/ sound.

1. softer
2. confirm
3. property
4. current
5. turning
6. circus
7. The power went out.
8. They will go on Thursday.

NAME: _____

DATE: _____

9. Listen to the words that you hear your teacher say. Write each words neatly in cursive.

/er/	/ir/	/ur/

Write two sentences using any of the /er/, /ir/, and /ur/ words above. Use at least two of these words in each sentence. Write neatly in cursive, leaving spaces between words.

10. _____

_____

11. _____

_____

NAME: _____

DATE: _____

Reader Response

Use at least three of the words in the word bank to answer the question below. Write neatly in cursive, leaving spaces between words.

Word Bank			
Thursday	water	squirrel	softer
birthday	squirting	turning	remember
everyone	surprise	corner	understanding
interesting	concert	disturbed	power
turned			

According to the text, why did the author compare Marcus and Cory's walk to school to a concert?

_____

_____

_____

_____

NAME: _____

DATE: _____

Wrap Up

1. Create an illustrated glossary using words from the Reader. Find the definition of three words from the Reader using the dictionary. Write the words, a brief definition, and draw a simple illustration of the words.

Word	Definition	Illustration

NAME: _____

DATE: _____

2. Use at least two of the words in the word bank to answer the question below. Write neatly in cursive, leaving spaces between words.

Word Bank	
Marcus	park
guitar	start
warm	started

How have your experiences with music and sounds been similar or different to the boys in the text?

_____

_____

_____

_____

NAME: _____

DATE: _____

Practice with r-Controlled Syllables

Dear Family Member,

Your student has been practicing reading words that contain r-controlled syllables spelled with /er/, /ir/, /ur/, and /ar/. Practice reading each word in the columns, and have your student circle or highlight the spelling for the /er/ sound in each word below.

/er/	/ir/	/ur/	/ar/
herself	swirling	turkey	target
perfectly	confirm	purple	partly
number	skirmish	further	market
scattered	smirking	Thursday	artist
dinner	thirty	returning	marching

Write a sentence for one word from each column. Write neatly in cursive, leaving spaces between words.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

NAME: _____

DATE: _____

Reader Response

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

1. What did Marcus and Cory encounter and experience at the garden party?

_____

_____

_____

_____

NAME: _____

DATE: _____

Special Sound *ar*

Dear Family Member,

Your student is learning about the special sound *ar* in words. There are two sounds *ar* can make: /ar/ and /er/. Please help them find the *ar* in each bolded word and circle it. Then, they should read the sentences and write the word with *ar* under the column that fits the *ar* sound in the word. Look at the example, which uses the word *carnival*. Your student would circle the *ar* and listen to what *ar* sound it is making in the word. If it sounds like the /ar/ in carpool, they would write carnival under /ar/ carpool. If it sounds like /er/ in scholar, they would write carnival under /er/ scholar. Write each word neatly in cursive.

	/ar/ carpool	**/er/ scholar**
Example : The **carnival** had colorful rides and games, and we really enjoyed our time there!	*carnival*	

NAME: _____

DATE: _____

	/ar/ carpool	/er/ scholar
1. The **artist** painted a beautiful picture of a sunset over the horizon.		
2. The **cougar** is a strong and fast animal that is good at navigating the wild.		
3. I found a shiny **marble** and a wooden button on the playground today.		
4. Mom put **sugar** in my tea to make it sweet, but she enjoys hers without it.		
5. My new pencil and matching pouch became very **popular** at school.		
6. We looked at the **stellar** stars in the night sky on a cool evening.		

NAME: _____

DATE: _____

4.1 Activity Page

or Spelling Pattern

Part 1

Listen carefully as your teacher says aloud words from the Reader that contain r-controlled patterns. Write the seven words your teacher says aloud on the lines below. Remember to write neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

NAME: _____

DATE: _____

Part 2

Answer the question about *Adventures of Marcus and Cory* using a word with an r-controlled *or* one of the words listed above. Underline the *or* word that you used. Write neatly in cursive, leaving spaces between words.

8. What does Marcus mean when he says, "We can't afford to forget to protect them"?

_____

_____

_____

_____

NAME: _____

DATE: _____

Complete the Story

Use the rules for adding the suffix —*y* to the base words to turn them into adjectives. Write each word neatly in cursive.

Base Word (Noun)	Add the Suffix —*y* (Adjective)
rain	
mess	
sun	
thirst	
hair	
scare	
mud	

NAME: _____

DATE: _____

Use the adjectives to fill in the blanks to complete the story. Write each word neatly in cursive.

Billy wanted to play outside. He looked out the window and saw it was wet and _____. The sky was so dark it looked like it was out of a _____ movie.

Billy decided to stay inside and play with his _____ dog Rex instead. Billy chased Rex around, and the dog hair flew everywhere! The house got very _____, so Billy had to clean up.

Rex and Billy were so _____ from running that they both got big drinks of water. Then Billy looked outside and saw that the rain stopped. It was finally _____! The boy and his dog played in the yard and had lots of fun, even though their feet got really _____.

NAME: _____

DATE: _____

Reader Response

Answer the question about *Adventures of Marcus and Cory* using words with the suffix —*y* from the word bank. Write neatly in cursive, leaving spaces between words.

Word Bank	
cloudy	gloomy
icy	dirty
misty	thirsty
snowy	noisy
dusty	windy
sunny	

What is meant by the sentence, "They heard the world around them"?

NAME: _____

DATE: _____

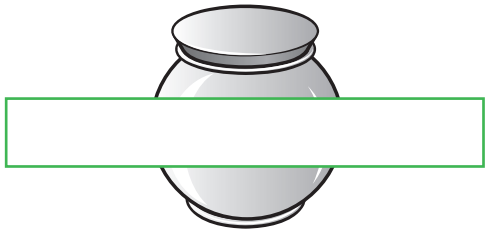
6.1 Activity Page

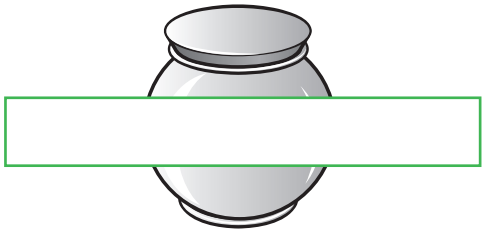
Cookie Jar Match-Up

1. Read the clues, and pick the correct word from the word bank that matches the clue. Add *–ous* to the word bank word, and write the new *–ous* word on the cookie jar that matches the clue. Write each word neatly in cursive.

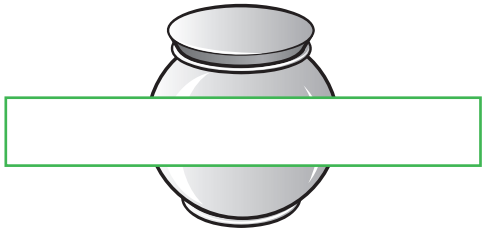
Word Bank	
humor	fury
marvel	courage
fame	ridicule
melody	poison
mystery	nerve

Describes something that can make you really sick.





Describes something that is really funny and makes you laugh, like a funny book or joke.



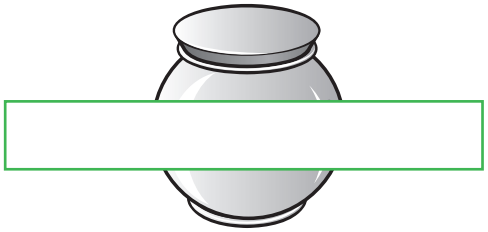
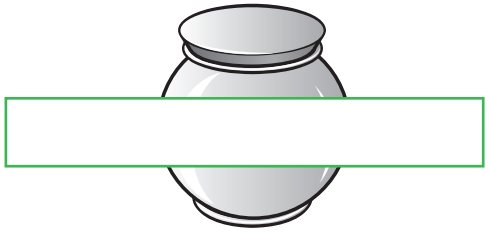
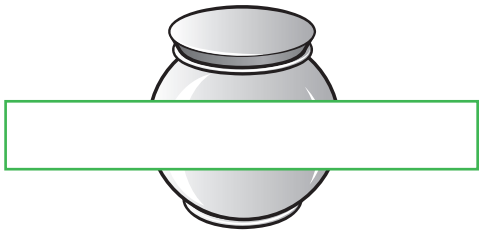
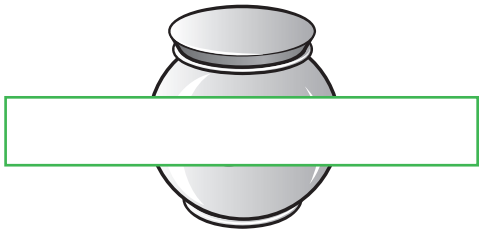
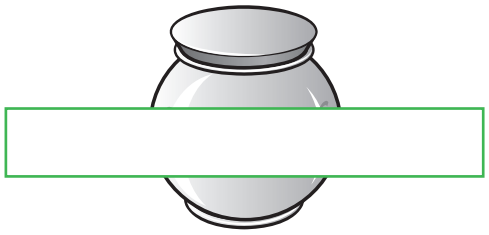
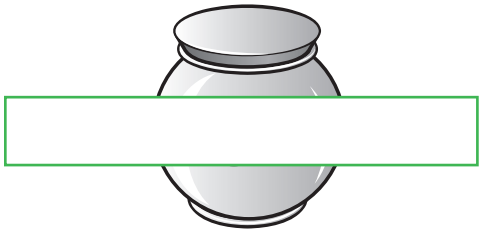
Describes something that is crazy or silly that you just can't believe.

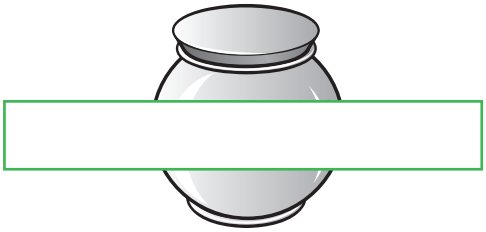
NAME: _____

DATE: _____

6.1 CONTINUED

Activity Page

Describes something that is very amazing and wonderful, like a beautiful rainbow.	
Describes how you feel when you are really worried and jittery.	
	Describes being very brave, like a firefighter saving people from a fire.
	Describes someone who is known by many people, like a popular movie star.
Describes a sign that is very pretty and musical.	
	Describes something that is hard to understand or explain, like a secret hidden treasure or a magic trick.

Describes feeling full of anger or rage.	

2. At the end of the chapter, we read: "They also learned about the glorious northern lights and fireflies." What word from the cookie jars would best replace the word *glorious* in that sentence?

_____

3. Write a sentence showing your understanding of the word you chose. Write neatly in cursive, leaving spaces between words.

_____

_____

NAME: _____

DATE: _____

Reader Response

In this lesson, we have discussed the suffix —*ous*. Circle the suffix in each of the words in the word bank.

Word Bank	
Example: cauti**ous**	marvelous
various	continuous
gorgeous	meticulous
enormous	humorous
numerous	rigorous

Write two sentences that use at least one word from the word bank in each. The sentences should relate to the Reader, *Adventures of Marcus and Cory*. Write neatly in cursive, leaving spaces between words.

1. _____

_____

2. _____

_____

NAME: _____

DATE: _____

8.1 Activity Page

Complete the Story

Use the rules for adding the suffix *–ly* to the base words in the word bank to turn them into adverbs or adjectives. Use them to fill in the blanks and complete the story. Write each word neatly in cursive.

Word Bank	
slow**ly**	happy
quick	skillful
curious	careful
proud	day
bright	

Max was an adventurous boy with a big imagination, which took him to new places _____. One day, he built a spaceship out of an old cardboard box. He painted it with yellow, orange, and blue. When Max finished, he looked at his spaceship _____, thinking about his work. The colors shone _____. He was ready for his adventure!

He got into the spaceship and pretended to fly _____ through space, dodging comets and meteors. His dog, Buddy, watched him _____, tilting his head from side to side and wondering what he was doing. Max pretended

to land on the moon and stepped out _____ to avoid stepping on moon rocks.

As the sun began to set, Max and Buddy walked back home _____, tired after their long journey. When they got home, Max _____ told his mom all about his adventure. That night, Max fell asleep _____, dreaming of his next courageous adventure in space.

Pick one of the words ending in the suffix —*ly*. Write an original sentence for the word. Write neatly in cursive, leaving space between words.

_____

_____

NAME: _____

DATE: _____

8.2 Activity Page

Reader Response

Add the suffix —*ly* to each base word to make a new word. Write each word neatly in cursive.

1. thoughtful + ly = _____
2. eager + ly = _____
3. attentive + ly = _____
4. flawless + ly = _____
5. thankful + ly = _____
6. interesting + ly = _____
7. amazing + ly = _____
8. curious + ly = _____
9. peripheral + ly = _____

NAME: _____

DATE: _____

After the boys visited the museum and saw the exhibit on the eye, how do you think that made them feel about their own eyes? Use at least one of the new words from the previous page in each of your sentences to describe how they felt. Write neatly in cursive, leaving spaces between words.

10. _____

_____

11. _____

_____

NAME: _____

DATE: _____

9.1 Activity Page

Wrap Up

After reading Chapter 8, think about what it would be like if you were a scientist. Write a story about what it would be like to be a scientist. Your story should be at least four sentences long and use at least two words from the word bank. Write neatly in cursive, leaving spaces between words.

Word Bank	
curiously	individually
eagerly	intently
evenly	surprisingly
excitedly	happily

NAME: _____

DATE: _____

10.1 Activity Page

Word Matrix

Use the Word Matrix Chart to create new words. Use base words from previous lessons. Write the words you create neatly in cursive on the lines below.

Prefix	Base Words	Suffix
un—		*—y*
dis—		*—ly*
mis—		*—ive*
re—		*—ous*
pre—		

1. _____

2. _____

3. _____

4. _____

Pick one of the Word Matrix words, and create a well-structured sentence with punctuation. Write neatly in cursive, leaving spaces between words.

5. _____

_____

NAME: _____

DATE: _____

10.2 Take-Home

Complete the Story

Dear Family Member,

Your student has been learning about adding the suffix *–ive*. Add the suffix *–ive* to the base words to turn them into adjectives.

Base Word (Verb)	Add the Suffix *–ive* (Adjective)
attract	*attractive*
effect	
create	
invent	
act	
impress	

Your student will use the *–ive* words created in the box to fill in the blanks and complete the story. Remind them to write neatly in cursive.

Marcus was an _____ boy who liked to build gadgets and design things in his free time. One day, he created a small robot that could help carry books. He made it look very _____ by giving it shiny blue paint and flashing lights. His friends thought his creation was very_____ because it was not easy to build something like that. For the school science fair, Marcus decided to display his robot. He was very busy and _____ at the fair, demonstrating many times how the robot worked and explaining its design to everyone passing by. The judges were impressed by how Marcus made something so useful and complex. He won a special award for being _____ and using his imagination to make something new.

Your student will have one word left over. Have them use it to write an additional sentence at the end of the story. Write neatly in cursive, leaving spaces between words.

_____

_____

NAME: _____

DATE: _____

11.1 Activity Page

Syllable Spelling Patterns

Write each word that the teacher recites. Draw a slash (/) in the word where the syllables are divided. Write each word neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

Write the sentence that the teacher recites. Write neatly in cursive, leaving spaces between words.

6. _____

_____

NAME: _____

DATE: _____

11.2 Activity Page

Reader Response

Part A

Sort the words from the Word Bank into the correct columns below. Draw a slash (/) in the word where the syllables are divided.

Word Bank		
hallway	reckless	sandwich
explain	hundred	address
children	transformed	expressively
sculpture	surprise	dolphin
instant		

VC/CCV	VCC/CV

NAME: _____

DATE: _____

Part B

Use the words above to respond to the question about Chapter 10 of *Adventures of Marcus and Cory* that you just read. Write neatly in cursive, leaving spaces between words.

What sort of discoveries did Marcus and Cory make after competing for who could make the most creative shadow?

NAME: _____

DATE: _____

Unscramble the VCCCV Words

Dear Family Member,

Your student has been learning about words with the VCCCV pattern. Have your student read the incomplete sentence then unscramble the letters to reveal a VCCCV word that fits in the sentence. Ask your student to share what they have learned about words with the VCCCV pattern. Answers may include that words with the VCCCV (Vowel, Consonant, Consonant, Consonant, Vowel) words sometimes have division after the first consonant (VC/CCV). In other words, the division happens after the second consonant (VCC/CV).

1. I ___*complete*___ my homework before dinner so I have time to play.

eoplcmte	*complete*

2. The balloon will _____ if we keep blowing air into it.

doxpele	

3. Water is a _____ that can be liquid, solid, or gas.

ntesabcus	

4. The _____ at the store sells fruits and vegetables.

chanmert	

5. I will _____ a new book with my allowance.

sparechu	

NAME: _____

DATE: _____

12.1 Activity Page

Reading and Dictation

Read the VCCCV words, and draw a slash to segment the syllables.

1. exploit

2. contrast

Identify the VCCCV word in each sentence, segment the syllables by drawing a slash, and then circle the accented syllable.

3. I had to compress my clothes to fit them all in my suitcase.

4. There was a small conflict at recess because two friends wanted to play different games.

5. We waited for our cousins at the entrance of the zoo.

NAME: _____

DATE: _____

Listen as the teacher dictates VCCCV words. Write each word neatly in cursive. Then draw a slash to segment the syllables, and circle the accented syllable.

6. _____

7. _____

Listen as the teacher dictates the sentence. Repeat the sentence and write it on the lines below. Identify the VCCCV word(s) in the sentence, draw a slash to segment the syllables, and circle the accented syllable. Write neatly in cursive, leaving spaces between words.

8. _____

_____

NAME: _____

DATE: _____

12.2 Activity Page

Reader Response

Use words from the word bank in your response to the question based on Chapter 11 of *Adventures of Marcus and Cory*. Write neatly in cursive, leaving spaces between words.

Word Bank		
laughter	entrance	surprised
contrast	hundreds	explained
address	athletic	

Based on what you have read so far in Chapter 11, describe the experience that Marcus and Cory have at the amusement park. Be sure to use evidence from the text to support your answer.

NAME: _____

DATE: _____

13.1 Activity Page

Mix and Match Suffixes

Add a suffix from the ones we have learned in this unit (*–y*, *–ous*, *–ly*, and *–ive*), to each base word to create an adjective or adverb. Use the Mix and Match Cards to add other affixes and create new words with the same base. Use a dictionary to record the definition of any two of the adjectives or adverbs. Write neatly in cursive.

Base Word	***–en, –y, –ous, –ly, –ive***	New word	New word
create	–ive	creative	creatively
chose			
adventure			
act			
glad			
light			
sleep			
tough			

NAME: _____

DATE: _____

Write two sentences neatly in cursive with spaces between the words. Each sentence should include one of the words from the chart above.

1. _____

_____

2. _____

_____

NAME: _____

DATE: _____

13.2 Activity Page

Exit Ticket

Use words from the word bank in your answer to the question based on *Adventures of Marcus and Cory*. You may change the tense of a word. Write neatly in cursive, leaving spaces between words.

Word Bank			
brighten	listen	quicken	soften
sweeten	strengthen	widen	harden
darken	sadden	tighten	frighten

1. What details from the text show the reader that Marcus and Cory enjoyed the fireworks?

NAME: _____

DATE: _____

13.3 Take-Home

Suffix –*en* Crossword Puzzle

Dear Family Member,

Your student has been learning about words with the VCCCV pattern. Have your student read the incomplete sentence then unscramble the letters to reveal a VCCCV word that fits in the sentence. Ask your student to share what they have learned about words with the VCCCV pattern. Answers may include that words with the VCCCV (Vowel, Consonant, Consonant, Consonant, Vowel) words sometimes have division after the first consonant (VC/CCV). In other words, the division happens after the second consonant (VCC/CV).

Base Words	Add Suffix –*en*	New Verbs
short	–*en*	*shorten*
fresh	–*en*	
hard	–*en*	
soft	–*en*	
dark	–*en*	
light	–*en*	
strength	–*en*	
fall	–*en*	

NAME: _____

DATE: _____

Across

1. To make something firm or solid

2. To make something less bright

3. To make something stronger or more powerful

4. Something that has dropped or come down from a higher place to a lower one

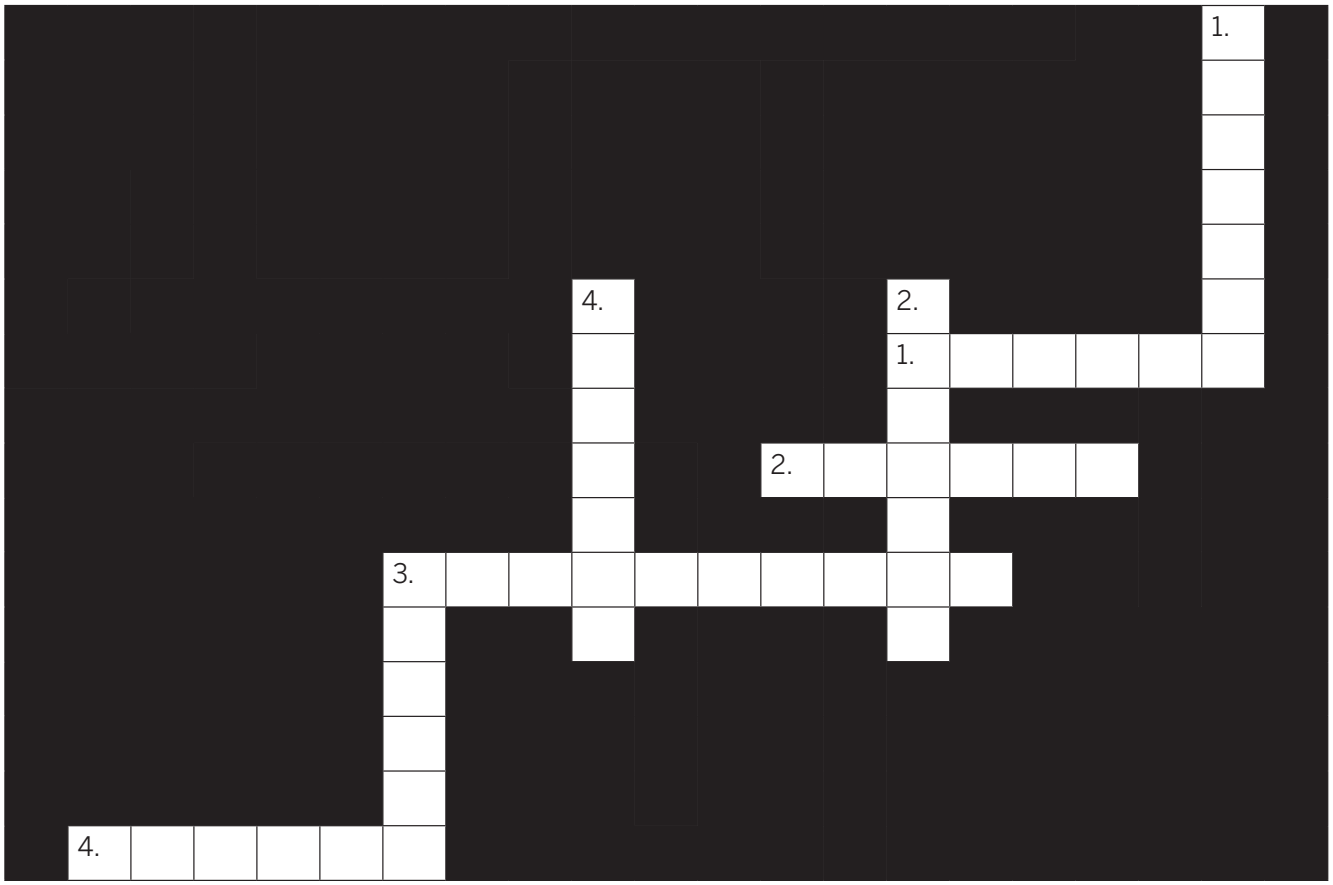
Down

1. To make something feel, smell, or appear cleaner or newer

2. To reduce the length or duration of something

3. To make something less heavy or less dark

4. To make something less hard or more gentle



NAME: _____

DATE: _____

14.1 Activity Page

Moon Shot Word Review

Write five of the words from the word cards you drew during the game. Write each word neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

Choose another word from the word cards, and use it in a sentence. Write neatly in cursive, leaving spaces between words.

6. _____

_____

NAME: _____

DATE: _____

Fluency Assessment

Read aloud the text below.

The Carnival

Juan and Julia, two close friends, were excited as they spotted the big carnival scene in their town. The carnival came for one week each year, bringing thrilling rides, vibrant games, and delicious treats.

When Juan and Julia arrived at the carnival, an enchanting array of rides greeted them.

Juan said excitedly, "Let's go!"

Although Julia didn't love big, fast rides, she did not want to show any fear. So, she paused briefly before she softly responded, "Okay."

They began their carnival adventure on some smaller rides, which Julia liked more. As she felt more comfortable, they gradually worked their way up to bigger and faster rides. By the end of the day, they had conquered all the rides, filling the air with laughter and joy.

After they rode the rides, they treated themselves to cotton candy and popcorn and shared a big sandwich. As they ate, they watched people juggle, dance, and sing. Their applause rang loudly through the carnival grounds.

It was getting dark outside, signaling the end of the day. Juan and Julia were going to go home; however, upon spotting an enticing array of

games, they couldn't resist. They wanted to play a few games before the carnival closed for the night. Julia tried her luck at throwing darts at balloons while Juan squirted water at rubber ducks. They both took turns throwing bean bags into holes and basketballs into nets. They were eager to score as many points as possible to win as many prizes as possible.

Finally, it was time for Juan and Julia to leave. They walked out of the carnival carrying stuffed animals, toys, and sweets they had won from the games. They already couldn't wait to visit the carnival next year!

NAME: _____

DATE: _____

Fluency Assessment Questions

Read each question and circle the correct answer.

1. What is the most likely reason Juan and Julia were excited about the carnival?
   - A. The carnival comes to their town every week and has fun rides.
   - B. Juan and Julia have never been to a carnival before.
   - C. The carnival comes only once a year and has rides, games, and treats.
   - D. Juan and Julia wanted to go on the big fast rides first.

2. What can the reader infer about Julia based on her response to Juan in paragraph 4?
   - A. Julia wanted to ride the big rides first.
   - B. Julia did not want Juan to know she was scared of big rides.
   - C. Julia wanted to find something to eat before getting on rides.
   - D. Julia did not want to ride any of the rides.

3. What do Julia's and Juan's words and actions in paragraph 7 show about their experience at the carnival?

   A. Their words and actions show they did not enjoy the carnival.

   B. Their words and actions show they loved eating the best.

   C. Their words and actions show they wanted to play more games.

   D. Their words and actions show they are ready to go home.

4. What does the word *conquered* mean in the sentence, "By the end of the day, they had conquered all the rides"?

   A. exhausted

   B. finished

   C. demolished

   D. started

5. Juan and Julia participated in activities at the carnival. After eating and watching people perform, what did Juan and Julia do next?

   A. went on some big rides

   B. played games

   C. got another delicious bite of food

   D. went home

6. How did Juan and Julia win their prizes?
   A. They clapped and cheered loudly.
   B. They rode small rides and big rides.
   C. They threw darts and juggled.
   D. They threw bean bags and squirted water at rubber ducks.

7. What is one prize Juan and Julia did not win?
   A. candy
   B. stuffed animals
   C. popcorn
   D. toys

8. How did Juan and Julia feel at the end of the story?
   A. tired and bored
   B. happy and excited
   C. sad and tired
   D. hungry and thirsty

NAME: _____

DATE: _____

Reading Assessment

Listen carefully to the words your teacher says, and then circle the correct word.

1.	circle	circus	softer	concert
2.	purpose	purple	person	party
3.	approach	apart	apartment	apply
4.	sporting	support	spider	swirling
5.	surely	hasty	sleepy	sunny
6.	gorgeous	glorious	gracious	outrageous
7.	lumpy	loudly	lightly	luckily
8.	attractive	excessive	reflective	effective
9.	hundred	hunter	hounded	handily
10.	shorten	sharper	soften	sharpen

NAME: _____

DATE: _____

15.2 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

Roll, Flip, Read, Write

Your partner will pick up the Roll, Flip, Read, Write card that corresponds to the number rolled and read the word on the card aloud. Spell and write the word your partner read aloud in the correct column below. Write each word neatly in cursive.

/ar/ Sound	/er/ Sound

NAME: _____

DATE: _____

PP.2 Activity Page

VCC/CV or VC/CCV

Your partner will pick up the Roll, Flip, Read, Write card that corresponds to the number rolled and read the word on the card aloud. Spell and write the word your partner read aloud in the correct column below. Write each word neatly in cursive.

	VCC/CV	VC/CCV
Example: The **marching** band was fun to watch on the football field.		*marching*
The road had a steep **incline**, making it hard to climb.		
The prince was very **handsome** in his royal attire.		
From the **hilltop**, you can see the entire town below.		
I can **embrace** change and new adventures!		

NAME: _____

DATE: _____

PP.2 CONTINUED

Activity Page

	VCC/CV	VC/CCV
The children's **laughter** filled the playground with joy and fun.		
Please don't **exclude** anyone from our game.		
The horses galloped freely across the vast **grassland**.		
I can always **improve** my skills.		

NAME: _____

DATE: _____

PP.3 Activity Page

Solve the Riddle

Read the riddles below. Write a word from the word bank that best answers each riddle. Draw a line to divide the syllables.

Word Bank	
Example: birth | day	maintain
sleeping	teamwork
refuel	payment

1. Once a year, I'm here for fun. Candles and cake for everyone. What am I?

_____

2. Together we work, together we play. Helping each other every day. What's our bond called?

_____

3. When you buy, you give this in return. For what you get, it's what you earn. What is it?

_____

NAME: _____

DATE: _____

PP.3 CONTINUED

Activity Page

4. Eyes closed tight, dreams take flight. Resting through the silent night. What am I doing?

_____

5. For cars to go, this they need. Like taking a drink to give them speed. What does the car do?

_____

6. Keeping things right, keeping things clean. Fixing problems that are seen. What word am I?

_____

NAME: _____

DATE: _____

PP.4 Activity Page

Word Sort Dictation

Listen for the accent in each word your teacher says. Write the word under the correct column. Write each word neatly in cursive.

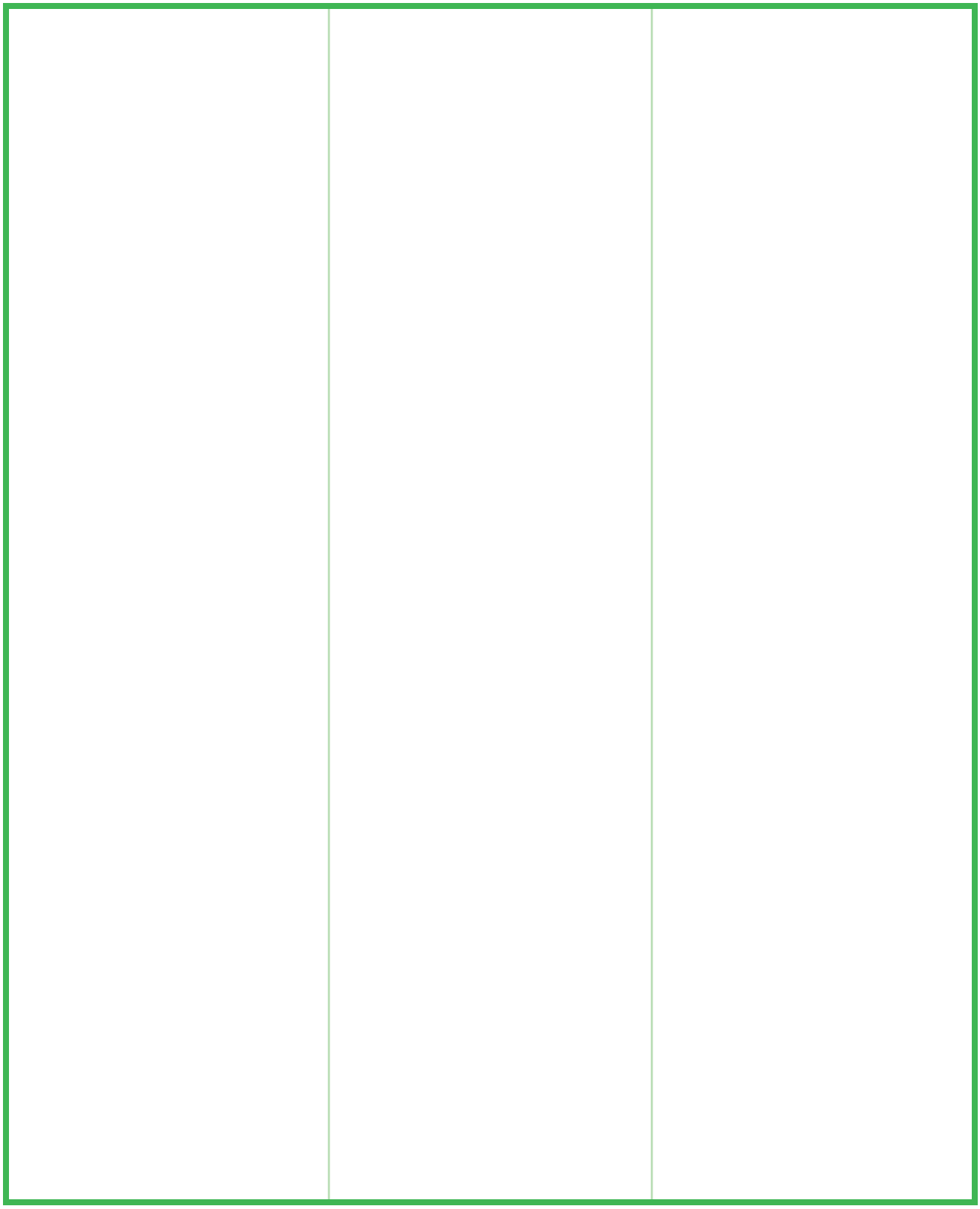
First Syllable Accented	Second Syllable Accented	Third Syllable Accented

NAME: _____

DATE: _____

PP.4 CONTINUED

Activity Page



NAME: _____

DATE: _____

PP.5 Activity Page

Suffix –*ly* Crossword Puzzle

Complete the sentences from *Adventures of Marcus and Cory* with words from the word bank that have an –*ly* suffix.

Word Bank	
brightly	individually
carefully	intently
curiously	neatly
eagerly	slowly
evenly	softly
excitedly	surprisingly

NAME: _____

DATE: _____

Across

6. The boys looked at many objects, observing each one _____.

8. "The light spreads out _____ and makes everything look so clear."

9. They focused _____ as they recorded the information they saw.

10. They moved _____ and made sure they got all the details.

11. The boys made a map of their observations, _____ noting each discovery.

Down

1. The beams passed through the lenses and created a _____ lit circle.

2. Soon, they realized time had passed _____ quickly.

3. They _____ laid out their magnifying glasses on the wooden table in the backyard.

4. Cory and Marcus kept exploring until the stars twinkled _____ in the night sky.

5. "Look at this flower," Marcus said suddenly, holding a daisy under the lens. Cory peered over _____.

NAME: _____

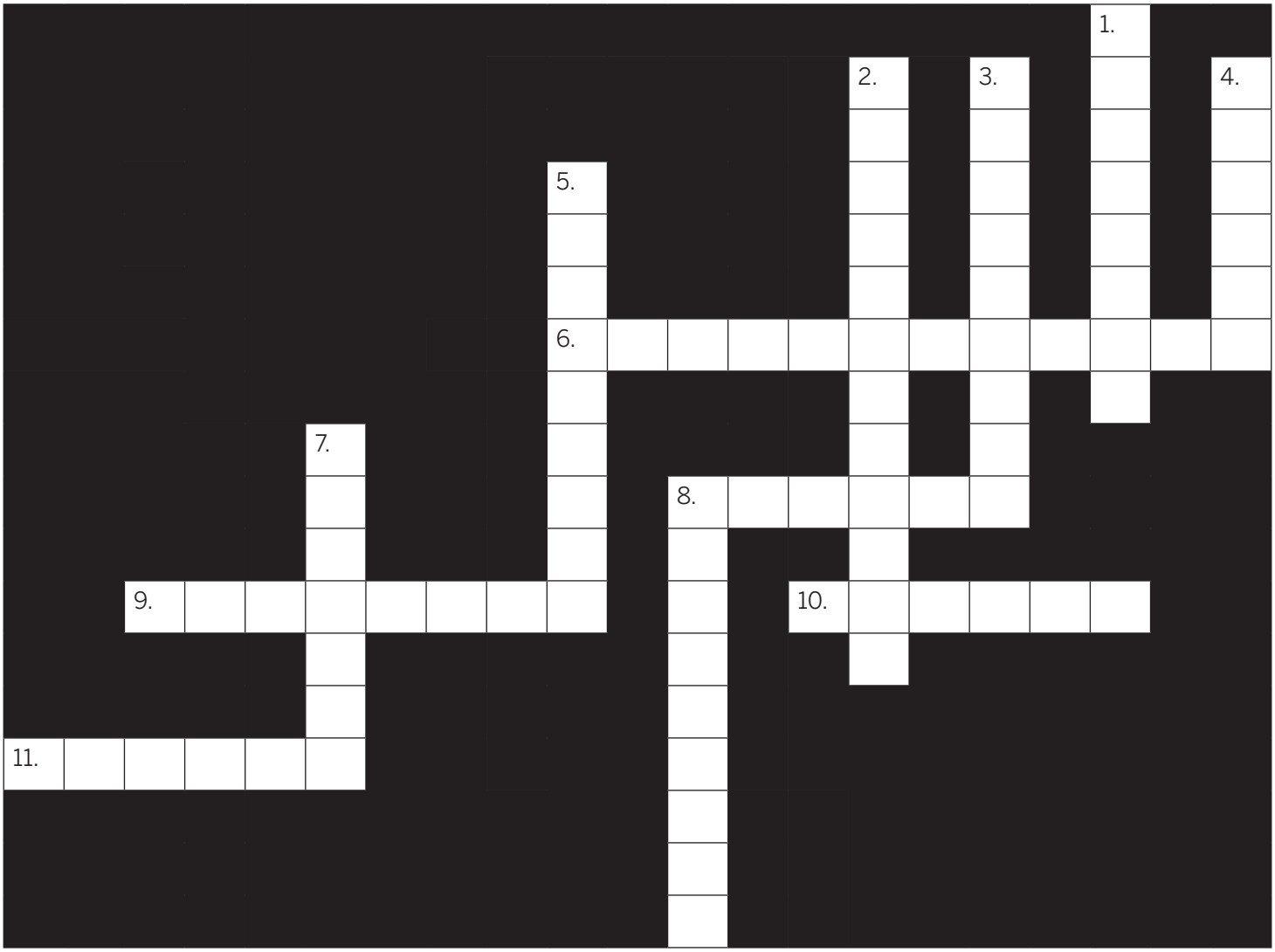
DATE: _____

PP.5 CONTINUED

Activity Page

7. One afternoon, Marcus and Cory _____ set out to understand magnification.

8. "Let's look at things closely like real scientists," said Marcus, his eyes sparkling _____.



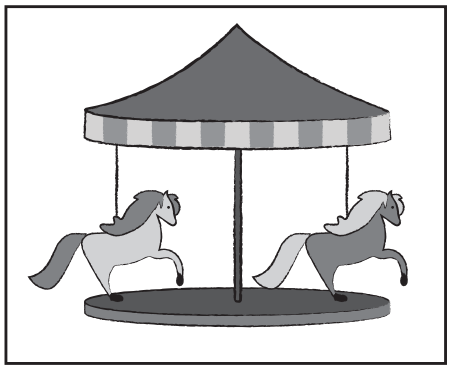
NAME: _____

DATE: _____

PP.6 Activity Page

Scramble Sentence Match

For each picture, unscramble the sentence and write it on the lines. Use correct punctuation. Write neatly in cursive, leaving spaces between words.

1. 

carousel I went to the ride

_____

_____

2. 

very am sorry I

_____

_____

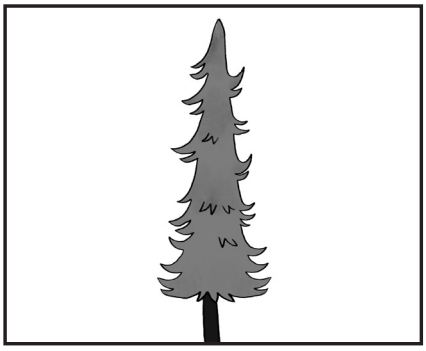
NAME: _____

DATE: _____

PP.6 CONTINUED

Activity Page

3.

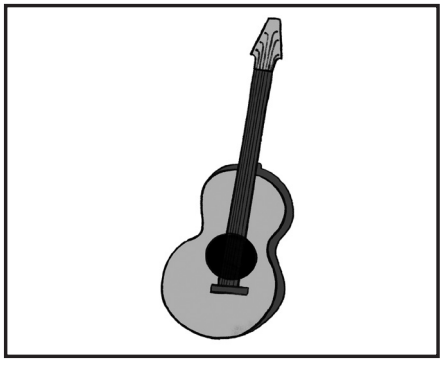


the tall dark and silhouette was

_____

_____

4.



know I how guitar play to the

_____

_____

NAME: _____

DATE: _____

5.

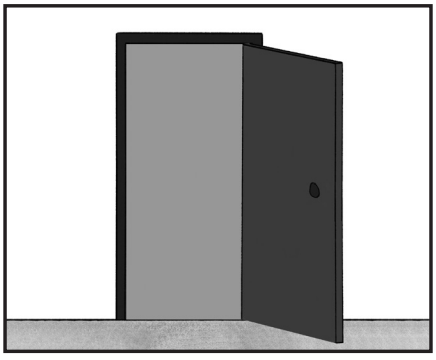


I figure can this out

_____

_____

6.



close I might the door

_____

_____

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K–3 Foundational Skills

EDITION 1

GRADE 3 FOUNDATIONAL SKILLS UNIT 5
Activity Book

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