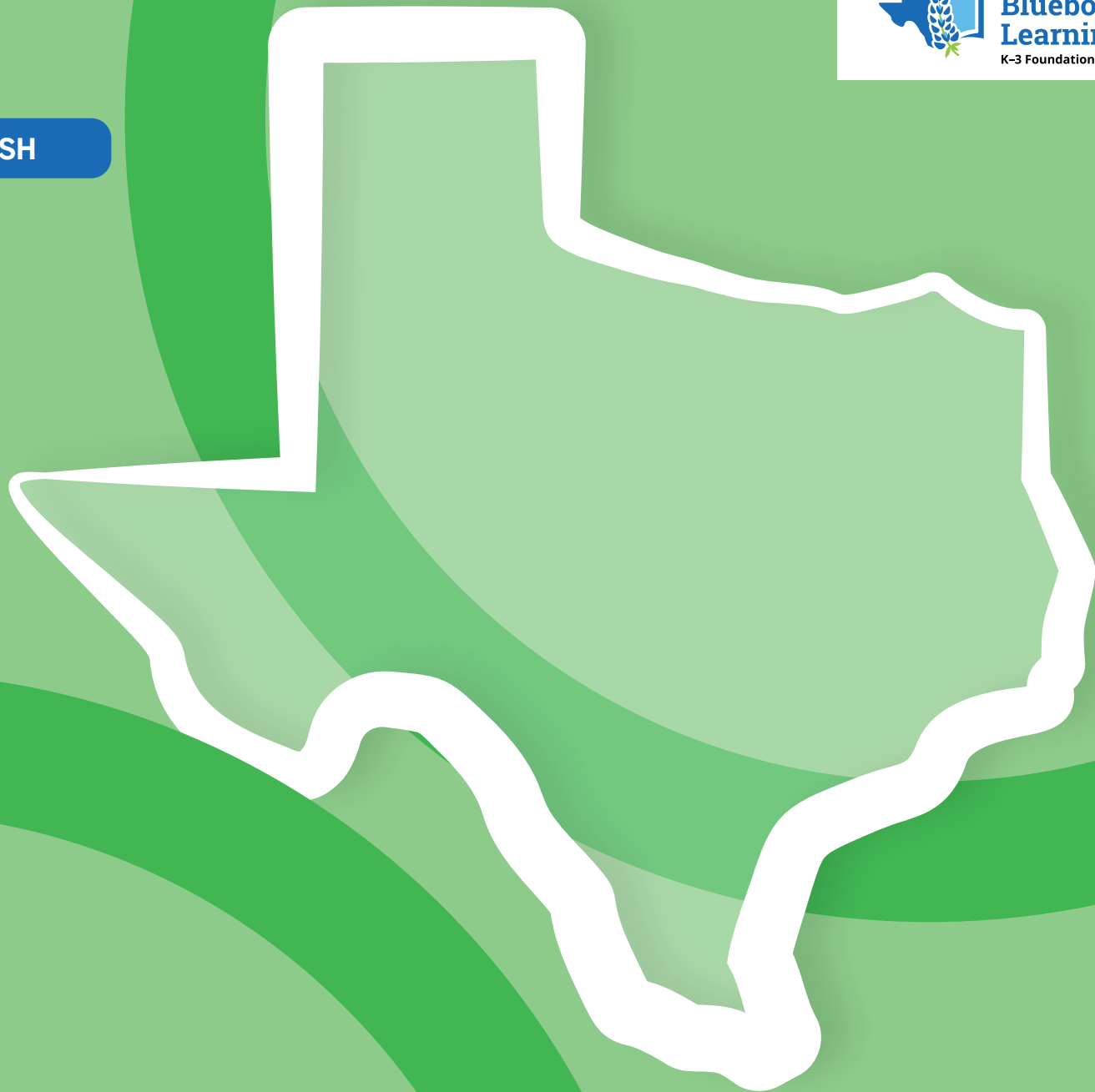


ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 7

Activity Book

EDITION 1

Grade 3

Foundational Skills 7

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 7

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 7. 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: _____

1.1

Activity Page

Spelling Words with /aw/ Diphthongs

Divide each word into syllables. Circle the /aw/ diphthong in each word.

1. crawling

2. flaunted

3. dawning

4. launchpad

Listen as each word is read aloud. Write each word neatly in cursive. Divide the syllables in each word. Circle the /aw/ or /au/ diphthong.

5. _____

6. _____

7. _____

8. _____

9. _____

NAME: _____

DATE: _____

1.1
CONTINUED

Activity Page

Using the words on the previous page, write two sentences. Write neatly in cursive, leaving spaces between words.

10. _____

11. _____

NAME: _____

DATE: _____

2.1

Activity Page

Speak and Spell

Listen as each word is read aloud. Write each word part neatly in cursive in their appropriate syllable boxes.

#	First Syllable	Second Syllable	Full Word
Example	<i>Au</i>	<i>gust</i>	<i>August</i>
1.			
2.			
3.			
4.			

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

5. _____

NAME: _____

DATE: _____

2.1
CONTINUED

Activity Page

6. _____

Challenge: Generate two additional words that follow the /aw/ and /au/ spelling pattern.

7. _____

8. _____

NAME: _____

DATE: _____

2.2

Take-Home

Practice with Diphthong /aw/ › /aw/ or /au/

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with /aw/ or /au/. Practice reading each word in the columns and have your student circle or highlight the spelling for the /aw/ sound in each word below.

/aw/	/au/
awe-inspiring	audio
flawless	pause
awesome	haunted
sprawling	auburn
lawbreaker	automatic

NAME: _____

DATE: _____

2.2
CONTINUED

Take-Home

Using one word from each column, write two sentences.
Write neatly in cursive, leaving spaces between words.

1. _____

2. _____

NAME: _____

DATE: _____

3.1

Activity Page

Introduce Diphthong /ou/ › /ow/ or /ou/

Divide each word into syllables. Circle the /ou/ diphthong in each word.

1. howling

2. coward

3. profound

4. surround

5. Write a sentence using one of the /ou/ diphthong words from above. Write neatly in cursive, leaving spaces between words.

NAME: _____

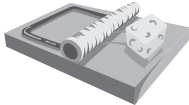
DATE: _____

3.1
CONTINUED

Activity Page

Mystery Words

Complete the mystery words by adding either *ou* or *ow* in the blanks. Use the image next to each word to help identify each word.

6.		m _____ setrap
7.		sc _____ ling
8.		sh _____ er
9.		sh _____ ted
10.		r _____ nd

NAME: _____

DATE: _____

4.1

Activity Page

Speak and Spell

Listen to each word your teacher says. Write each word part neatly in cursive in their appropriate syllable boxes. Circle the /ou/ sound in each word.

#	First Syllable	Second Syllable	Third Syllable	Full Word
Example	<i>out</i>	<i>cry</i>		<i>outcry</i>
1.				
2.				
3.				
4.				

Write a sentence using one of the words from the chart above. Write neatly in cursive, leaving spaces between words.

5. _____

NAME: _____

DATE: _____

4.2

Take-Home

Practice with Diphthong /ou/ › /ow/ or /ou/

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with /ow/ or /ou/. Practice reading each word in the columns and have your student circle or highlight the spelling for the /ou/ sound in each word below.

/ow/	/ou/
allowance	cloudy
downtown	doubtful
growled	shouting
plowing	outspoken
now	recounted

NAME: _____

DATE: _____

4.2
CONTINUED

Take-Home

Using one word from each column, write two sentences.
Write neatly in cursive, leaving spaces between words.

1. _____

2. _____

NAME: _____

DATE: _____

5.1

Activity Page

Spell Words with /oi/ Diphthongs

Listen as each word is read aloud. Repeat the words out loud. Listen again and on the blank lines write each word neatly in cursive. Divide the syllables in each word. Circle the /oi/ or /oy/ diphthong.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Think of three new words using /oi/ and /oy/ digraphs. On the lines below, write each word neatly in cursive.

7. _____

8. _____

9. _____

NAME: _____

DATE: _____

5.1
CONTINUED

Activity Page

Challenge: Using one of the /oi/ or /oy/ words written above, write a complete sentence. Write neatly in cursive, leaving spaces between words.

10. _____

NAME: _____

DATE: _____

6.1

Activity Page

Reading and Dictation

Point to the words and read them aloud. Divide each word into syllables, using a dash (/) to mark each syllable break. Circle the /oi/ sounds in each word.

1. boisterous

2. loyal

3. enjoy

4. pointed

5. employ

Read the two sentences. Circle the /oi/ sounds.

6. We avoid the annoying sound.

7. We jointly listened to the enjoyable music.

NAME: _____

DATE: _____

6.1
CONTINUED

Activity Page

Listen as each word is read aloud. Write each word neatly in cursive. Divide each word into syllables, using a dash to mark each syllable break. Circle the /oi/ sounds in each word.

8. _____

9. _____

10. _____

11. _____

12. _____

Write three different words that include the /oi/ sound.
Write each word neatly in cursive.

13. _____

14. _____

15. _____

NAME: _____

DATE: _____

6.2

Take-Home

Practice with Diphthong /oi/ › /oy/ or /oi/

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with /oy/ or /oi/. Practice reading each word in the columns and have your student circle or highlight the spelling for the /oi/ sound in each word below.

/oy/	/oi/
employ <u>er</u>	mo <u>is</u> ture
royalty	pointed
annoyance	ointment
destroyer	spoiling
joyous	uncoiled

NAME: _____

DATE: _____

6.2
CONTINUED

Activity Page

Using one word from each column, write two sentences.
Write neatly in cursive, leaving spaces between words.

1. _____

2. _____

NAME: _____

DATE: _____

7.1

Activity Page

Spell with Diphthongs

Listen to each word your teacher says. Write each word neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

On the lines below, write three more words neatly in cursive. One that matches the /oi/ spelling pattern, one that matches the /aw/ spelling pattern, and one that matches the /ou/ spelling pattern.

7. _____

8. _____

9. _____

NAME: _____

DATE: _____

8.1

Activity Page

Write and Spell Homophones

Fill in each blank with the homophone from the word bank that has the correct spelling and meaning for the sentence. Write each word neatly in cursive.

Word Bank		
whale	feet	tale
beet	tail	peek
sale	wail	feat
peak	beat	sail

1. I wear boots to keep my _____ warm in the winter.
2. We _____ the visiting team for the first basketball game of the season.
3. My parents told me not to _____ in the closet where they were hiding my birthday presents.

NAME: _____

DATE: _____

8.1
CONTINUED

Activity Page

4. We love to go out in a boat and watch the _____ swim by.
5. There was a big _____ at the supermarket, so we bought lots of food to store for later.
6. Our dog liked to chase his own _____.

NAME: _____

DATE: _____

9.1

Activity Page

Write and Spell Homophones

Listen to the words your teacher reads. Write each word neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

Write one more pair of homophones on the lines.

6. _____

NAME: _____

DATE: _____

10.1

Activity Page

Wrap Up

Create an illustrated glossary using homograph words from the Reader. Find the definition of two homograph words from the Reader using the dictionary. Write each word twice, write a brief definition for each homograph, and draw a simple illustration of the homograph.

Word	Definition	Illustration

NAME: _____

DATE: _____

11.1

Activity Page

Identify and Spell Homophones and Homographs

Fill in the sentence with the correct word from the bank provided.

Word Bank		
whale	wail	meet
meat	steal	steel

1. The baby began to _____ when her mother left.
2. We were excited to _____ our teacher on the first day of school.
3. The beams of the building were made of strong _____.

NAME: _____

DATE: _____

11.1
CONTINUED

Activity Page

Choose the two correct definitions for each homograph.

4. wind

- A. the movement of the air
- B. to twist or turn something
- C. a long path
- D. to yell
- E. a sad song

5. desert

- A. to fall down
- B. a dry area of land covered in sand
- C. a sweet treat
- D. to leave behind or abandon
- E. to treat someone meanly

Write one pair of homographs and one pair of homophone words.

6. _____

7. _____

NAME: _____

DATE: _____

12.1

Activity Page

Use Suffixes *-able* and *-ible*

Complete the word with either *-able* or *-ible*. Write each suffix neatly in cursive.

1. depend _____

2. poss _____

3. accept _____

4. manage _____

5. terr _____

Complete the sentence with the correct word from the word bank. Write each word neatly in cursive.

Word Bank		
horrible	reliable	comparable
noticeable	intelligible	

6. The food tasted so _____ that I almost spit it out.

NAME: _____

DATE: _____

12.1
CONTINUED

Activity Page

7. The two towns are _____, as they both have around the same number of people.
8. She was a _____ friend whom I could trust to be there for me no matter what.
9. His nonstop complaining and yelling made his bad attitude _____ to everyone at the event.
10. We recorded the presentation in a quiet room so our voices would be _____.

NAME: _____

DATE: _____

13.1

Activity Page

Suffixes *-able*, *-ible* and *-ish*

Complete the sentence with the correct word from the word bank. Write each word neatly in cursive.

Word Bank		
legible	permissible	predictable
affordable	edible	sluggish
childish		

1. We wanted to stay at a hotel that was _____ so that we wouldn't spend too much money.
2. Most berries you find aren't _____ and can make you sick.
3. She was _____ in the morning, and it took her a long time to get ready for school.
4. His days were _____, as he always did the same things.

NAME: _____

DATE: _____

13.1
CONTINUED

Activity Page

5. I'm still learning how to make my writing
_____ so that everyone can read it.
6. The teacher said that playing games in class was
_____ if we finished our work first.
7. Tom has a _____ face. He looks much
younger than he actually is.

NAME: _____

DATE: _____

14.1

Activity Page

Roll It and Read It Game

Roll the dice and move your game piece on the game board however many spaces the dice shows. Write a sentence that shows the meaning of each homophone or homograph your game piece lands on. Write neatly in cursive, leaving spaces between words.

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

14.2

Assessment

Fluency Assessment

Read aloud the text below.

Maya and the Monster

Once upon a time, there was a big hill in a faraway land. There was a village at the bottom of the hill. There was a monstrous creature who lived in a tower at the top of the hill. The villagers were afraid of the monster. They never went up the hill.

One day, a kind and brave girl named Maya, who lived in the village, wanted to learn more about the mysterious creature. She had heard awful stories, but she believed that maybe the monster wasn't mean. Maybe he was just lonely.

Maya set off on an adventure up the hill without telling anyone in the village. As she climbed higher, the air became thinner, and the wind whispered. However, Maya kept going. She really wanted to show kindness to the monster.

When she reached the top of the hill, she was surprised. She didn't see a scary monster at all. He was a furry creature with big, kind eyes. He looked weak and sad. The monster was surprised to see Maya.

Maya smiled and said, "I came here to be your friend. I don't want you to be lonely anymore."

The monster was grateful for Maya's kindness. He explained that when the villagers saw him prowling around the tower and the hill, he was only looking for food. He did not want to hurt anyone.

Maya and the monster became friends. Now the monster wasn't lonely anymore. Maya returned to the village and explained to everyone about the monster. The villagers realized that some things that seem awful aren't so bad. They are just misunderstood. The villagers joined Maya and the monster in spreading kindness. From that day on, the village and the hill were filled with love and friendship.

NAME: _____

DATE: _____

14.3

Assessment

Fluency Assessment Questions

Read each question carefully and circle the correct answer.

1. Why is the setting of the village and the hill important to the plot?
 - A. The hill and village are where the people and the monster live.
 - B. The hill was far away from the village and could not be seen.
 - C. The village is a small and quiet place to live.
 - D. The hill is very tall and difficult to climb to the top.

2. What is the most likely reason Maya climbs the hill by herself?
 - A. To surprise the monster
 - B. To learn how to climb tall hills
 - C. To see the monster for herself
 - D. To avoid waking anyone up

NAME: _____

DATE: _____

14.3
CONTINUED

Assessment

3. What can the reader infer about Maya's experience from paragraphs 3 and 4?
 - A. Maya and the monster will become friends.
 - B. Maya will run away scared.
 - C. The monster will hide from Maya.
 - D. The monster will tell Maya to leave.

4. What is the monster's main problem in the story?
 - A. He is not happy that he has a visitor.
 - B. He was lonely because the people thought he might harm them.
 - C. He is very hungry and needs to prowl for food.
 - D. He did not understand why Maya had visited him.

5. What sentence from the selection supports the theme that you can't always judge a book by its cover?
 - A. The villagers were afraid of the monster. (paragraph 1)
 - B. She really wanted to show kindness to the monster. (paragraph 3)
 - C. The monster was surprised to see Maya. (paragraph 4)
 - D. The villagers realized that some things that seem awful are not that bad. (paragraph 7)

NAME: _____

DATE: _____

15.1

Assessment

Reading Assessment

Circle the word that your teacher says out loud.

- | | | | |
|----------------|---------|-----------|---------|
| 1. awful | author | dawning | August |
| 2. awesome | because | beacon | became |
| 3. different | dawning | audience | audio |
| 4. coward | proud | powder | power |
| 5. announce | now | profound | annoy |
| 6. royal | around | arrow | growl |
| 7. destroy | rejoice | employ | despise |
| 8. poison | appear | appoint | ploy |
| 9. visable | vizible | vision | visible |
| 10. changeable | chatter | changible | chase |

Read each question and circle the correct answer.

11. The baby was _____. Everyone who saw her remarked how cute she was.
- A. adorable
 - B. adoreable
 - C. legible
 - D. legable

NAME: _____

DATE: _____

15.1
CONTINUED

Assessment

12. She loved to pretend that she was _____, and no one could see her.
- A. acceptable
 - B. invisible
 - C. invisable
 - D. acceptible
13. She always wore the most interesting outfits and was known for being very _____.
- A. childish
 - B. greenish
 - C. stylish
 - D. babyish
14. Which of the following is a homograph?
- A. meat
 - B. tree
 - C. wound
 - D. impossible

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. _____

11. _____

NAME: _____

DATE: _____

15.2
CONTINUED

Assessment

12. _____

13. _____

Sentence

NAME: _____

DATE: _____

PP.1

Activity Page

Mix and Mingle

Create new words using the /ou/ diphthong using your Mix and Mingle cards. Check your spelling carefully! Write each word neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

PP.1
CONTINUED

Activity Page

11. _____

12. _____

13. _____

14. _____

15. _____

Choose two new words from above and use each in a sentence. Write neatly in cursive, leaving spaces between words.

16. _____

17. _____

NAME: _____

DATE: _____

PP.2

Activity Page

Pictionary Game Responses

Write the homophone or homograph represented in your partner's drawing.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

ISBN 979-8-89072-020-7

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA

GRADE 3 FOUNDATIONAL SKILLS UNIT 7

Activity Book

