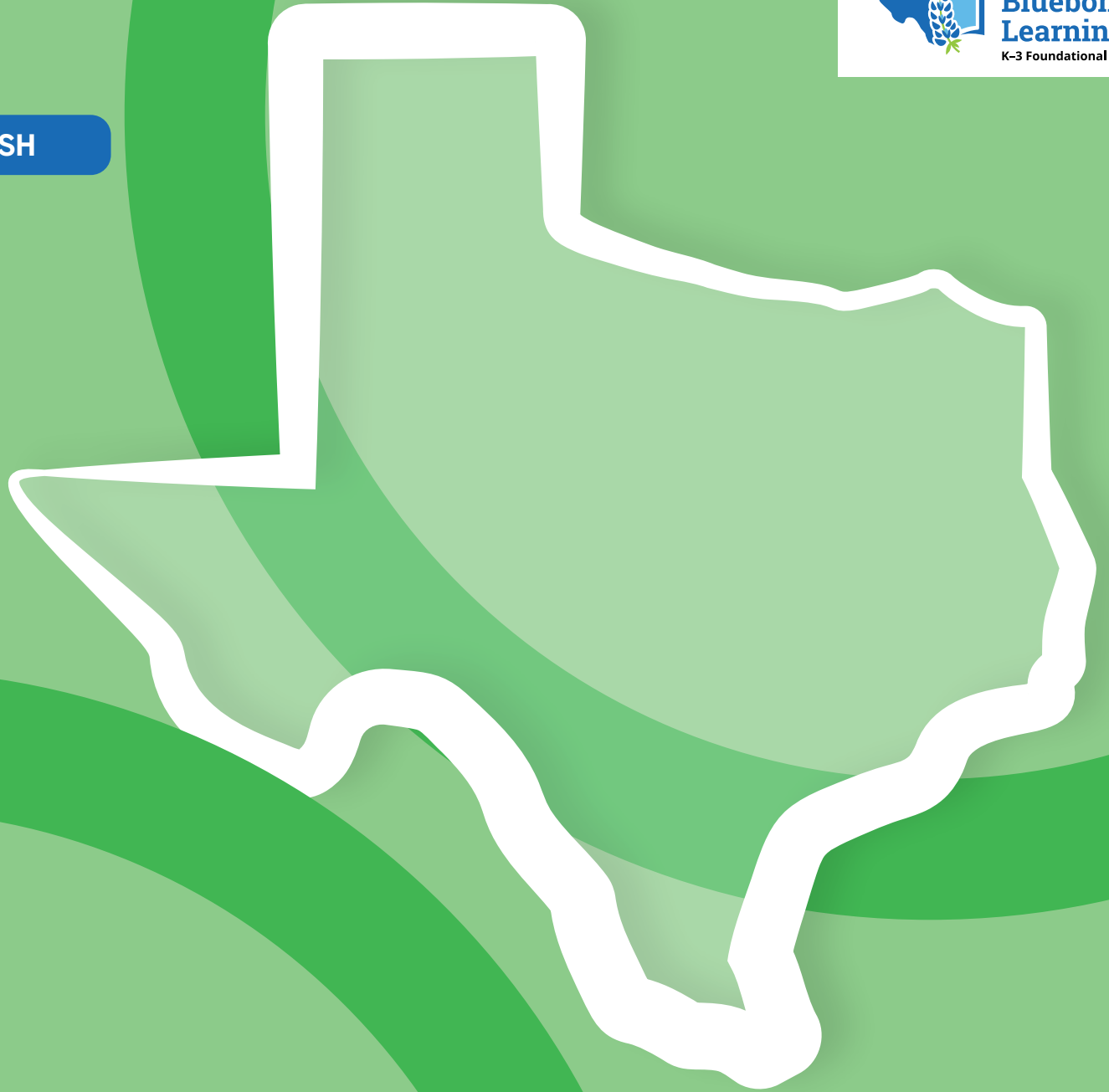


ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 8

Activity Book

EDITION 1

Grade 3

Foundational Skills 8

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
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Foundational Skills 8

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 8. 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

Write and Spell Homophones

Fill in each blank with the correct homophone to complete the sentence. Write each word neatly in cursive.

1. My dad prepared a _____ salad for the school party.
2. I will _____ the fabric blue.
3. Let's play another round of the game so that I can have another chance to _____ you.
4. The _____ wandered through the woods in search of food.
5. My cell phone will _____ in the middle of a call unless I keep it charged.
6. My room at our new house is _____ without my stuff in it.

NAME: _____

DATE: _____

1.2

Take-Home

Drawing and Writing Homophones

Dear Family Member,

Your student has practiced using homophones. Discuss with your student that homophones are words that sound the same but have different meanings and are spelled differently. Ask your student to go on a scavenger hunt around the house or community and find their own examples of homophones (stake/steak, bored/board). Have students write the homophone, write a sentence using the homophone, and draw an illustration of that example from their environment.

Homophone	Sentence	Illustration
<i>board</i>	<i>My mom puts important papers on the board in her office.</i>	

NAME: _____

DATE: _____

1.2
CONTINUED

Take-Home

NAME: _____

DATE: _____

2.1

Activity Page

Write and Spell Homophones

Fill in each blank to complete the sentence by using a homophone from the word bank. Write each word neatly in cursive.

Word Bank		
groan	lesson	there
grown	lessen	their

1. Mom asked me not to _____ whenever it is my turn to take out the garbage.
2. Math is always our first _____ of the day.
3. I pointed across the kitchen to the fruit basket and told my sister to walk over _____ to get an apple for a snack.
4. A full-_____ gorilla stands about five feet tall.
5. Mom applied pressure to my swollen knee, but that didn't _____ the pain.
6. They left _____ belongings in the gym while they ran outside.

NAME: _____

DATE: _____

3.1

Activity Page

Homophone Dictation

Listen closely as your teacher reads a sentence for each number. Each sentence will have one homophone from the word bank. Write the correct spelling of the homophone from the sentence on the line. Write neatly in cursive, leaving spaces between words.

Word Bank				
pane	flea	stare	break	die
pain	flee	stair	brake	dye

1. *Example: break* _____
2. _____
3. _____
4. _____
5. _____

NAME: _____

DATE: _____

4.1

Activity Page

Practice with Vowel Teams

Listen as each word is read aloud. Write the word, divide it into syllables using a /, and underline the letters that represent the /ae/ sound.

Example: un/a/fraid

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

NAME: _____

DATE: _____

4.1
CONTINUED

Activity Page

10. Write a sentence using a word from the list above. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

4.2

Take-Home

Read and Write: *ai* or *ay*

Dear Family Member,

Your student has practiced words with *ai* and *ay* spellings. Read the passage with *ai* and *ay* words for students to practice fluency. Then answer the question in complete sentences below. Write neatly in cursive, leaving spaces between words.

It was a rainy Saturday afternoon. My family was complaining because we could not go to the holiday parade. My brother decided that we should have our own family parade indoors at the house instead. My mom and dad grabbed instruments and passed them out to all of us. We walked around the house at a snail's pace and played our instruments all afternoon. It was the best entertainment.

What does it mean to walk at a snail's pace? Why do you think the family walked around like that for their parade?

NAME: _____

DATE: _____

5.1

Activity Page

ai/ay Word Sort

Listen as the teacher says each word. Repeat the word and write it in the correct column. Write each word neatly in cursive.

/ai/ as in pain	/ay/ as in day

NAME: _____

DATE: _____

5.1
CONTINUED

Activity Page

Write the sentences that your teacher dictates below. Write neatly in cursive, leaving spaces between words.

1. _____

2. _____

NAME: _____

DATE: _____

6.1

Activity Page

Word Sort: *oo* Spelling Pattern

Listen as the teacher says each word. Repeat the word and write it in the correct column. Write each word neatly in cursive.

/oo/ as in soon	/oo/ as in look

Listen to your teacher say this sentence. Repeat the sentence and then write the sentence below. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

7.1

Activity Page

Reader Response

In this lesson we have discussed the vowel team words with oo. Circle the /oo/ vowel team in each of the words in the Word Bank.

Word Bank	
smoothly	scooped
looked	moonlight
root	hoodie
cuckoo	zooming
doodled	swooping

Write two complete sentences about *The Other Side of the World*. Use at least one word from the word bank in each sentence. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

8.1

Activity Page

Practice with Dictation: *ew, ue, ui*

Write each word neatly in cursive on the lines below as your teacher dictates it. Then use a slash mark (/) to divide each word into syllables and underline the vowel team in each word.

Example: re/new/a/ble

1. _____

2. _____

3. _____

4. _____

5. _____

Using one of the words from above create a question for a peer to answer about the Reader, *The Other Side of the World*. Write neatly in cursive, leaving spaces between words.

6. _____

NAME: _____

DATE: _____

9.1

Activity Page

Speak and Spell

Listen to the words your teacher reads. Look at the index card as your teacher reads the words. Orally stretch the sounds or chunk the syllables. Place the word parts in the appropriate syllable boxes.

#	First Syllable	Second Syllable	Third Syllable
example	<i>cash</i>	<i>ew</i>	
1.			
2.			
3.			
4.			

NAME: _____

DATE: _____

9.1

CONTINUED

Activity Page

Read the two sentence fragments below. Then, rewrite them as complete sentences. Write each new sentence neatly in cursive, leaving spaces between words.

6. pursue new activities

7. cruising up trees

NAME: _____

DATE: _____

9.2

Activity Page

Sentence Expansion

Look at the sentence from the Reader and answer the questions about the sentence using information from the Reader.

1. Sentence start: "they continued."

Who?: _____

Did what?: _____

Where?: _____

2. Using the information from the answers above make another sentence expanding on the information given. Write neatly in cursive, leaving spaces between words.

Sentence: _____

NAME: _____

DATE: _____

10.1

Activity Page

Reader Response

Answer the questions below using complete sentences.
Write neatly in cursive, leaving spaces between words.

1. What is the most likely reason Tisha's mom felt it was important to find a WWII museum in Perth?

2. What other sites did Tisha and her family explore?
Why were these sites on their list of exploring?

NAME: _____

DATE: _____

10.2

Take-Home

Using Abbreviations

Dear Family Member,

Your student has practiced using abbreviations this week. Ask your student to read the following passage and explain what an abbreviation is. Share any abbreviations that you know that your student did not share.

The National Museum of the Pacific War is located in Fredericksburg, TX. This museum was created to preserve and honor the history of WWII, with a focus on individual stories of those who impacted the war and served. Some of the features that the museum covers are the different aspects of war, including technology advancements, major battles, and the day-to-day life at the home front. The museum's goal is to educate visitors from all over about the events of WWII and to ensure that those who served are never forgotten.

Ask your student to fill out the right side of the table with the abbreviations of the words listed.

Texas	TX
Doctor	
Avenue	
Mister	
World War II	
Street	

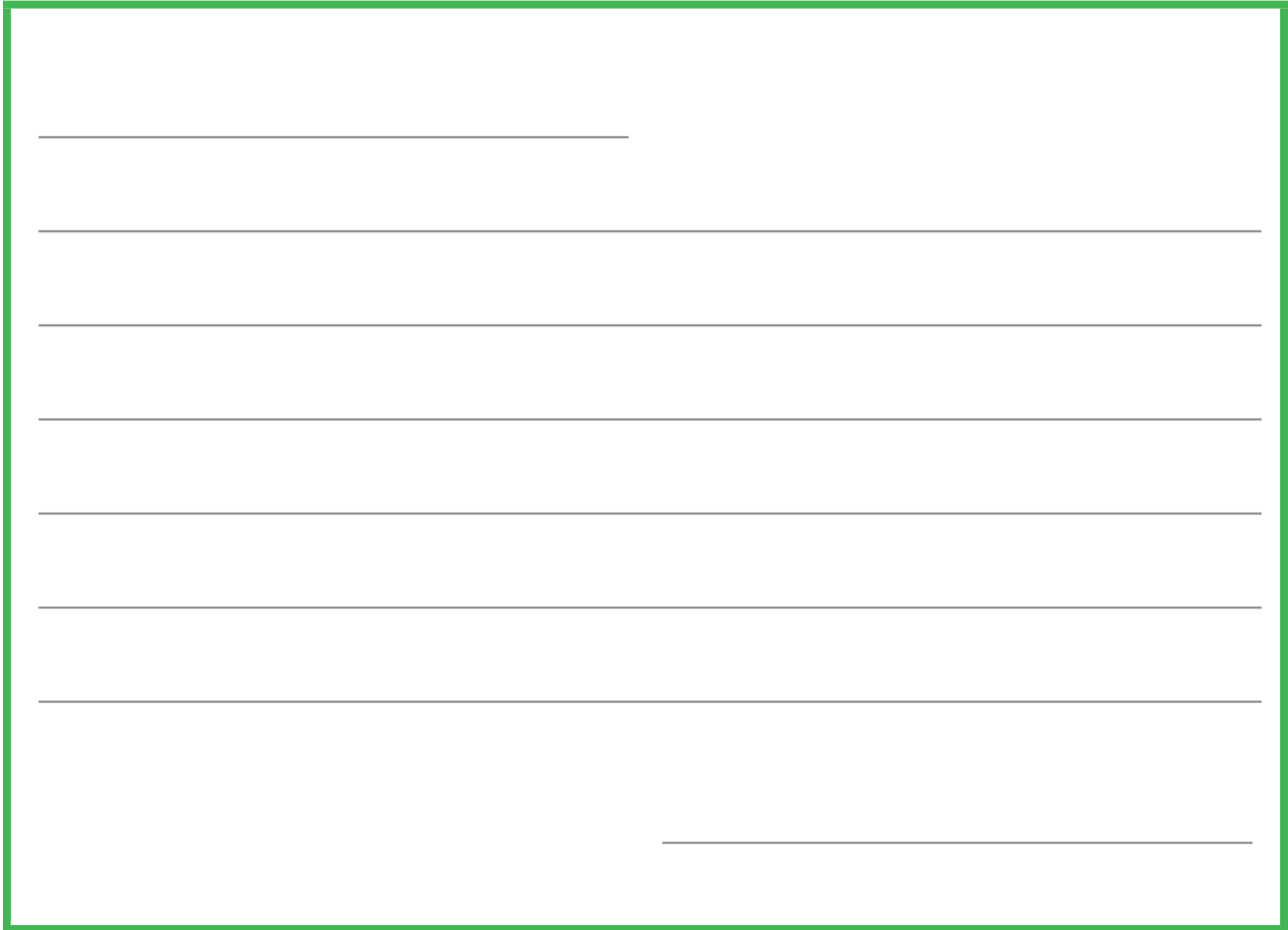
NAME: _____

DATE: _____

10.2
CONTINUED

Activity Page

Have students create a postcard encouraging a family member to visit a museum. Use one abbreviation in your letter. Write neatly in cursive, leaving spaces between words.



NAME: _____

DATE: _____

11.1

Activity Page

Word Matrix with Affixes *anti-* and *in-*

Use the Word Matrix Chart to create new words. Use base words from previous lessons or base word suggestions from your teacher.

Prefix	Base Words
<i>anti-</i>	
<i>in-</i>	

Write the words you create on the line below. Then create a sentence using the new word. Write neatly in cursive.

1. _____

Sentence:

2. _____

Sentence:

NAME: _____

DATE: _____

11.1
CONTINUED

Activity Page

3. _____

Sentence:

NAME: _____

DATE: _____

11.2

Activity Page

Sentence Expansion

Look at the sentence from the Reader and answer the questions about the sentence using information from the Reader.

1. Sentence start: "They also had fun looking at old shipwrecks."

Who?: _____

Did what?: _____

Where?: _____

2. Using the information from the answers above make another sentence expanding on the information given. Write neatly in cursive, leaving spaces between words.

Sentence: _____

NAME: _____

DATE: _____

12.1

Activity Page

Practice with Affixes

Fill in the blanks below using the words from the Word Bank. Be sure to read the sentence carefully to decide which word matches the sentence. Write each word neatly in cursive.

Word Bank			
proactive	proclaimed	prolong	inconclusive
antidote	antifreeze	inhabit	prohibited

1. The king _____ that there would be a ball for everyone to attend that night.
2. The referee had to _____ the game due to all the weather delays.
3. Before winter comes, make sure to check that your car has _____ for the engine so it does not get too cold.
4. Everett was _____ when he packed his backpack the night before school.

NAME: _____

DATE: _____

12.1
CONTINUED

Activity Page

5. The doctor had the _____ for Joshua's bad cough and stuffy nose.
6. The police officer _____ anybody from going down the street until construction was done for the day.
7. There are many animals that _____ the oceans of the Great Barrier Reef in Australia.
8. After the detective looked at everything from the scene, he noticed that the evidence was _____.

NAME: _____

DATE: _____

12.2

Activity Page

Reader Response

Answer the question below using one of the *pro-* words in the words bank. Write neatly in cursive, leaving spaces between words.

Word Bank			
progress	procession	programs	prominent
proposed	propensity	promote	professed

1. Think of a time when you made a new friend. Share about your experience. How was it the same as Tisha's? How was it different?

NAME: _____

DATE: _____

12.2
CONTINUED

Activity Page

Read the two sentence fragments below. Then, rewrite them as complete sentences. Write each new sentence neatly in cursive, leaving spaces between words.

2. join soccer

3. made a friend

NAME: _____

DATE: _____

13.1

Activity Page

Make Words with Affixes: *pro-*, *in-*, *anti-*

Listen to each word your teacher recites, and write it on the line next to the number. Write each word neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

Fill in the blank of each sentence using the words from 1–5.

I began my new job as a mechanic working on cars. When I arrived at the car lot _____, I walked in the garage and quickly got started. My manager told me about the weather getting cold so people needed _____ for their car engines. The antifreeze will help _____ the engines from freezing up during the winter. I continued working on the engines and other _____. At the end of my work shift when I was done with all the programs I put some _____ soap on my hands to help clean up for the day.

NAME: _____

DATE: _____

13.2

Activity Page

Reader Response

Circle the affix in each of the words in the Word Bank. Then create two sentences, each with one of the words from the Word Bank. Write neatly in cursive, leaving spaces between words.

Word Bank	
inspired	progress
interactive	inhabit
protracted	proposed
promotion	prominent

1. _____

2. _____

NAME: _____

DATE: _____

13.2
CONTINUED

Activity Page

3. What were two discoveries that Tisha made about Australia in *The Other Side of the World*?

4. Look at the two simple sentences from the text. Combine them to make a compound sentence using a conjunction. Write neatly in cursive, leaving spaces between words.

She couldn't wait to play with the interactive science exhibits and learn all sorts of fun stuff.

Darrius was eager to check out the Sydney Observatory.

NAME: _____

DATE: _____

14.1

Activity Page

Roll, Flip, Read, Write

Read each word and look up its definition in the dictionary. Use the word in a detailed sentence with punctuation. Write neatly in cursive, leaving spaces between words.

1. _____

Sentence:

2. _____

Sentence:

3. _____

Sentence:

NAME: _____

DATE: _____

14.2

Assessment

Fluency Assessment

Read aloud the text below.

Marco's Family Trip

It was the summer holiday. Marco's family was going on a vacation to explore a new state in the United States. They packed their suitcases, and Marco made sure to bring his favorite hoodie, which he threw in his bag. They went to the airport and boarded a large plane. The plane zoomed through the sky, and Marco pressed his nose against the window. He stared at the clouds below. He was thrilled to be on his first plane ride ever!

After a smooth landing, they finally arrived at their destination. Marco looked around as they drove to their hotel. He saw people smiling and laughing everywhere. When he arrived at the hotel, he smelled something delicious. There was a food festival on the street outside his hotel. Marco was thrilled to explore all the new types of food. The thought of it made his stomach grumble. Marco's eyes widened as he saw the colorful decorations and people playing musical instruments. It was so impressive that he couldn't contain his excitement. He and his family quickly put their suitcases in their hotel room and rushed back out to experience the tastes, smells, and sounds of the festival.

As the sun set, Marco put his hands in his hoodie's pockets. He felt something mysterious. He took it out of his pocket and saw that it was

a postcard from his grandparents. They couldn't come on the trip. The postcard showed a picture of the moonlit sky with twinkling stars and read, "Dear Marco, We miss you! Have fun exploring the world—it's beautiful and full of surprises. Enjoy your vacation! Love, Grandma and Grandpa."

Marco smiled at the thoughtful postcard. He decided to write his grandparents a letter to share about his exciting adventure.

Dear Grandma and Grandpa,

Guess what? We went on a plane and landed in a place with giant buildings! We went to a food festival, and the food was yummy! I wish you were here, but I will see you soon. I miss you lots!

Love,

Marco

Marco put the letter in an envelope with a stamp on the top corner. He would mail it first thing in the morning the next day. As Marco's family continued to relish their vacation, Marco felt thankful for his family and their adventures.

NAME: _____

DATE: _____

14.3

Assessment

Fluency Assessment Questions

Read each question and circle the correct answer.

1. What can the reader infer about Marco from paragraph 1?
 - A. He is scared to fly on an airplane and does not want to go.
 - B. He is forgetful and left all of his things at home.
 - C. He is excited about going on vacation with his family.
 - D. He is sad that his grandparents did not come with them.

2. What was the most likely reason he had a mysterious item in his pocket?
 - A. His grandparents wanted to wish him well on his vacation.
 - B. His grandparents wanted to remind him to write to them.
 - C. His grandparents wanted to go with him.
 - D. His grandparents wanted to tell him about the festival.

NAME: _____

DATE: _____

14.3
CONTINUED

Assessment

3. Based on the events that take place at the end of the story, what will Marco most likely do next on his vacation?
 - A. enjoy another adventure
 - B. get on a plane
 - C. call his grandparents
 - D. take a nap

4. What do Marco's words and actions in paragraphs 3 and 4 show about his relationship with his grandparents?
 - A. Marco appreciates his grandparents and is excited to get their postcard.
 - B. Marco worries about his grandparents and hopes they are safe.
 - C. Marco doesn't understand why his grandparents could not come along.
 - D. Marco does not want to take the time to write them back because he is so busy.

NAME: _____

DATE: _____

14.3
CONTINUED

Assessment

5. Read this sentence from paragraph 6.

As Marco's family continued to relish their vacation, Marco felt thankful for his family and their adventures.

How would how Marco and his family describe their vacation?

- A. interesting and full of adventure
- B. dull and boring
- C. exciting but too crowded
- D. fun but too short

NAME: _____

DATE: _____

15.1

Assessment

Reading Assessment

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

- | | | | |
|-----------------|------------|-------------|-------------|
| 1. fainted | traceable | containment | constant |
| 2. holiday | holding | hated | hallway |
| 3. booming | beaming | blaming | blooming |
| 4. raided | reading | reviewed | rooted |
| 5. mildew | nothing | necessary | nephew |
| 6. fluently | flute | flaunt | fluidly |
| 7. chewing | chewy | choosing | shooing |
| 8. cashews | statues | suitcases | subdue |
| 9. proceeded | produced | pours | preceded |
| 10. seashell | antisocial | anything | unsocial |
| 11. intersected | internet | entrance | incorrectly |
| 12. in | yd | mi | ft |

NAME: _____

DATE: _____

15.1
CONTINUED

Assessment

Write a synonym or similar word for the word you hear. Write each word neatly in cursive.

13. _____

14. _____

Write a set of homophones for the word you hear. Write each word neatly in cursive.

15. _____

16. _____

Circle the word that makes the most sense in the given sentence.

17. bear bare

18. board bored

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

12. _____

13. _____

Sentence

NAME: _____

DATE: _____

PP.1

Activity Page

Moon Shot

Write the words you hear.

1. _____

2. _____

3. _____

4. _____

NAME: _____

DATE: _____

PP.2

Activity Page

Roll, Flip, Read, Write

Write each word that you flip in the game.

1. _____

2. _____

3. _____

4. _____

NAME: _____

DATE: _____

PP.3

Activity Page

Create new words using the prefixes *dis-* or *mis-* and the base words on your Mix and Mingle cards. Check your spelling carefully!

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

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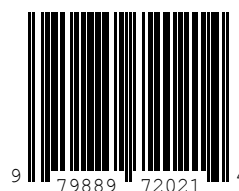
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GRADE 3 FOUNDATIONAL SKILLS UNIT 8

Activity Book



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