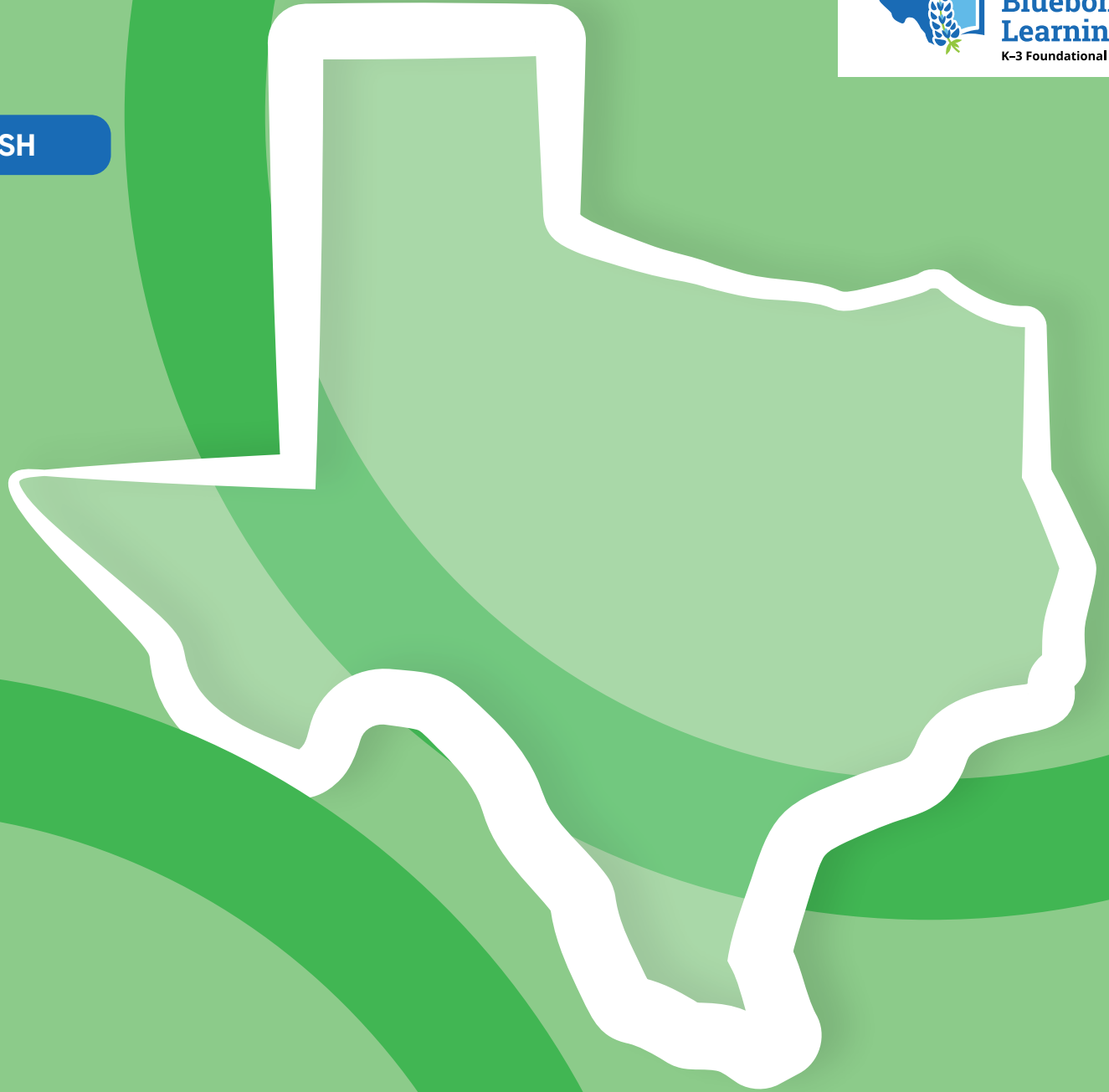


ENGLISH



**GRADE 3 FOUNDATIONAL SKILLS UNIT 2**

# **Activity Book**

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EDITION 1

Grade 3

# **Foundational Skills 2**

**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 2**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 2. 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

## Listen for the Pattern

Read the words and mark the correct VCV syllable division pattern.

1. savanna

2. revealed

Listen as your teacher reads each word aloud. Write the word neatly in cursive. Label and divide the syllables.

3. \_\_\_\_\_

4. \_\_\_\_\_

Listen as your teacher reads two words aloud. Use them both in a sentence. Label and divide the syllables of the two words. Write neatly in cursive on the line, leaving spaces between words.

5. \_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

Activity Page

## Exit Ticket

Read the sentence from *A Talk with Animals*. Write each underlined word on the lines neatly in cursive. Mark the VCV pattern in each word.

“Relax, Annie. Enjoy the view, or you might miss an animal.”

1. \_\_\_\_\_

2. \_\_\_\_\_

Write a sentence using one of the words above to describe how Annie was feeling. Write neatly in cursive, leaving spaces between words.

3. \_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2  
CONTINUED

Activity Page

Based on this interaction between Annie and the ostrich, what will the ostrich most likely do next? Write in cursive, leaving spaces between words.

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

## Listen for the Pattern

Read the words and mark the correct VCV syllable division pattern.

1. apex

2. viruses

Listen as your teacher reads each word aloud. Write the word neatly in cursive. Label and divide the syllables.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1  
CONTINUED

Activity Page

Listen as your teacher reads a word aloud. Write a sentence using the word on the lines below. Label and divide the syllables of the word. Write neatly in cursive, leaving spaces between words.

6. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2

Take-Home





## Open Syllables

Dear Family Member,

Your student is learning the VCV syllable pattern: V (vowel) C (consonant) V (vowel). For example, the word raven has two vowel sounds, so the word has two syllables.

In the following chart, look at the images and read the words. Separate each word into syllables, writing each syllable in the appropriate column. Circle the open syllable.

Feel free to practice the VCV syllable pattern with your student while visiting the grocery store. Ask your student to identify the VCV and ask how many syllables are in each word. Examples may include: banana, potato, lemon, and melon.

		Syllable 1	Syllable 2
	<i>minor</i>	<i>mi</i>	<i>nor</i>
	<i>unite</i>		
	<i>crater</i>		
	<i>soda</i>		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2  
CONTINUED

Take-Home

Use the words from the chart above to complete the story below. Write each word neatly in cursive.

In a small town, three friends, Mia, Alex, and Sam, found a large hole in the ground while exploring. Intrigued, they named it “Secret \_\_\_\_\_” and planned a celebration with a picnic.

Alex brought fizzy \_\_\_\_\_ to drink, and Sam brought cookies. As they enjoyed their snacks, they realized how \_\_\_\_\_ adventures could bring them closer together.

“It’s the little things that \_\_\_\_\_ us,” Mia said, smiling.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

## Encode and Apply

Write responses to the questions below using complete sentences. Use words from the word bank in each response. Write neatly in cursive, leaving spaces between words.

Word Bank		
detail	deny	protect
relent	beginning	siren
protest	digest	nomads

1. What key ideas have you learned about ostriches?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.1**  
CONTINUED

Activity Page

2. What do the ostrich's words and actions show about her feelings toward Annie?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Activity Page

## Determine the VCV Pattern

Listen to the words your teacher says aloud. Write each word neatly in cursive. Determine if the pattern is VC/V or V/CV. Color in the box to mark your choice.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

VC/V	V/CV
VC/V	V/CV
VC/V	V/CV
VC/V	V/CV

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

5. \_\_\_\_\_

\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

Activity Page

## Use Context to Determine Word Meaning

Each set of sentences below has an underlined multiple-meaning word. Read the text, underline the context that helps define the word, and write the correct meaning on the line. Write neatly in cursive, leaving spaces between words.

1. The pilot waved goodbye to Annie and her family. Annie stopped as they walked to the car, looked back at the small plane, and shook her head.

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2. The plane ride had been scary because of the engine and the wind. She heard every sound of the engine, and the wind was so loud. Annie put her hands over her ears to keep out the sounds.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**5.1**  
CONTINUED

Activity Page

3. “What animals will we see? Will they get close to us? I have an animal fact book to share with everyone!” Annie was so vocal about the trip, talking as soon as they got in the car with the trip leader, that her father laughed.

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4. Annie was so vocal about the trip, talking as soon as they got in the car with the trip leader, that her father laughed. Her mother placed a hand on Annie’s head and said, “Relax, Annie. Enjoy the view, or you might miss an animal,” said her mother.

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5. The guide told Annie, “Just wait to see what happens. You cannot imagine how special it is here in the wild because there are things you have never seen and will never see anywhere but here.”

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

Activity Page

## Use Context to Determine Word Meaning

Read the excerpt from *A Talk with Animals*. Read the dictionary entries for three words found in the text. Answer each prompt. Write neatly in cursive, leaving spaces between words.

Annie checked her animal fact book for one detail. She did not relent in her search for facts. “My book says ostriches do not fly. Is that true? Why do you have feathers if you do not fly?”

Olivia ruffled her feathers in protest. “Feathers are used for more than flying. Ostrich feathers help with body heat and balance. Body feathers impact body heat, and tail feathers help with balance when running.” Olivia continued, “Ostriches have feathers like other birds, but the purpose of the feathers differs. While other birds use feathers to fly, ostriches use them for running.”

**balance** (noun): the state of being in a stable position or the ability to stay upright without falling

**balance** (verb): adjusting the weight or position of something so that it does not fall

**running** (verb): (1) moving swiftly or quickly;  
(2) trying to get elected to a position in the government

**detail** (noun): (1) a small, specific part of something; (2) a military unit assigned to a specific duty or mission

**detail** (verb): (1) to describe or report something with specifics;  
(2) to clean and refurbish something

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2  
CONTINUED

Activity Page

1. Which definition best matches the meaning of *running* as it is used in paragraph 2? Underline the word(s) in the paragraph that helped you choose the definition.

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2. Which definition best matches the meaning of *balance* as it is used in paragraph 2? Underline the word(s) in the paragraph that helped you choose the definition.

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3. Which definition best matches the meaning of *detail* as it is used in paragraph 1? Underline the word(s) in the paragraph that helped you choose the definition.

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4. What words in paragraph 1 help the reader understand the word *detail*?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.3

Take-Home

## Practice Reading Fluency

Dear Family Member,

Your student has been reading *A Talk with Animals* and practicing reading and fluency. Please have your student read this excerpt from the story aloud. Encourage your student to focus on accuracy (reading the words correctly) and fluency (reading the words smoothly). Ask your student to retell the story of *A Talk with Animals* so far.

---

“What animals will we see? Will they get close to us? I have an animal fact book to share with everyone!” Annie was so vocal about the trip, talking as soon as they got in the car with the trip leader, that her father laughed.

Her mother placed a hand on Annie’s head and said, “Relax, Annie. Enjoy the view, or you might miss an animal.”

The car stopped, and the guide pointed to a huge dust cloud ahead.

Annie said in a soft voice, “Please let it be a bunch of zebras.”

The guide told Annie, “Just wait to see what happens. You cannot imagine how special it is here in the wild because there are things you have never seen and will never see anywhere but here.”



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

## Speak and Spell

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

	First Syllable	Second Syllable	Third Syllable	Fourth Syllable	Word
Example	<i>ze</i>	<i>bras</i>			<i>zebras</i>
1.					
2.					
3.					

Complete the sentence with the word you hear read aloud. Divide the syllables. Circle the open syllables. Write each word neatly in cursive.

4. I went to bed early because I was feeling \_\_\_\_\_.

5. We learned about the Earth's \_\_\_\_\_.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.2

Activity Page

## Exit Ticket

Fill in the blanks using the following tricky and high-frequency words from *A Talk with Animals*. Write each word neatly in cursive.

Word Bank		
dangerous	curious	run
long	being	drink

Example: The dog was being friendly to the kitten.

1. It may be \_\_\_\_\_ to stand near a wild predator.
2. The animals \_\_\_\_\_ the water from the river.
3. The giraffe's neck is \_\_\_\_\_ in order to reach leaves in tall trees.
4. Samantha felt \_\_\_\_\_ about the loud noise coming from outside.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

Activity Page

## Use Context to Determine Word Meaning

Read the following excerpt from *A Talk with Animals* and answer the following questions.

- 1       “Excuse me,” said a voice. “But if you’re curious, ask questions. Do not make jokes because you do not understand.”
- 2       Annie’s mouth dropped open as she saw one of the birds standing close to the car. She felt like a tiny rodent next to a huge bird.
- 3       “I am sorry for saying you look funny, but I have never seen a bird like you. Will you talk with me so I can learn more about you?” Annie asked in a low voice.
- 4       “Birds like me are called ostriches. My name is Olivia. Yes, I will talk with you.”
- 5       Annie exhaled, nodded, and grinned. “Thank you, Olivia. What a great moment! I cannot wait to learn more about ostriches!”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. What words in the excerpt best help the reader understand what *low* means in paragraph 3?
  - A. “felt like a tiny rodent”; “I am sorry”
  - B. “do not understand”; “mouth dropped open”
2. What is the meaning of the word *funny* in paragraph 3?
  - A. causing amusement or laughter
  - B. strange or odd
3. Read the dictionary entry.

**close** (adv.): with very little space between

**close** (verb): to shut

Which definition best matches the meaning of *close* in paragraph 2?

- A. with very little space between
  - B. to shut
4. Use a dictionary to look up the meaning of *excuse*. Write the definition as it is used in paragraph 1.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2

Take-Home

## Examine Context Clues

Dear Family Member,

Your student has been learning how to use context clues to determine the accurate meaning of a multiple-meaning word. Please have your student read the following passage aloud and answer the questions to define each underlined word.

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Once upon a time, in a forest, a bear named Benny roamed. One day, he found a shiny lantern with a bright light. He lifted the handle of the lantern and light filled the woods.

As the leaves rustled, Benny heard a soft voice. It was a bunny stuck in a bush! Benny, being kind, helped the bunny out. The bunny hopped away feeling thankful.

With the lantern's light, Benny explored the forest, making new friends along the way. From that day on, Benny shared the light. He made the forest a brighter and happier place.

1. What is the meaning of *light* in this context?

One day, he found a shiny lantern with a bright light.

- A. not heavy or full
- B. a form of energy that makes it possible to see

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2. What is the meaning of *handle* in this context?

He lifted the handle of the lantern and light filled the woods.

- A. the part of an object that you hold
- B. to manage or control something

3. What is the meaning of *leaves* in this context?

As the leaves rustled, Benny heard a soft voice. It was a bunny stuck in a bush!

- A. the part of a tree that grows from a stem
- B. goes away or departs from

4. Write a definition for the word *kind* as it is used in this context: Benny, being kind, helped the bunny out.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

Activity Page

## Speak and Spell

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

	First Syllable	Second Syllable	Third Syllable	Fourth Syllable	Word
Example	<i>ra</i>	<i>di</i>	<i>ant</i>		<i>radiant</i>
1.					
2.					
3.					
4.					

Write the word that you hear your teacher say neatly in cursive. Divide the syllables and circle the open syllables.

5. \_\_\_\_\_

6. \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1  
CONTINUED

Activity Page

Write the sentence you hear your teacher say on the line.

Write neatly in cursive, leaving spaces between words.

Identify the word with an open syllable. Divide the syllables and circle the open syllable.

7. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

Activity Page

## Reader Response

In what ways are ostriches and crocodiles different? Use details from the text and write at least three ways they differ. Write neatly in cursive, leaving spaces between words.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Activity Page

## Encode and Apply

Using words from the word bank and evidence from the text, answer the question below. Write neatly in cursive, leaving spaces between words.

Word Bank		
depending	behavior	situation
movement	eloquently	advantage

How does the interaction between Annie and Cooper change her thinking about crocodiles?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Activity Page

## Fluency Self-Reflection Rubric

Reflect on your fluency using the given rubric.

A fluent reader. . .

- moves through a text at an appropriate speed (rate).
- pronounces words correctly and reads in meaningful phrases (accuracy).
- adds emotion and expression in their reading that is appropriate to what is happening in the text (prosody).

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
Rate	Reads at the right speed all the time.	Usually reads at the right speed, but sometimes goes too fast or too slow.	Often reads too fast or too slow, making it hard to understand.	Reads too slow or too fast most of the time.
Accuracy	Reads all the words correctly.	Reads most words correctly, but makes a few mistakes that don't make it hard to understand.	Makes a lot of mistakes that make it hard to understand.	Makes so many mistakes that it's hard to understand.
Prosody	Uses expression and changes voice to make the story interesting and easy to understand.	Uses some expression and changes in voice to make the story interesting and easy to understand.	Uses a little bit of expression and voice changes.	Reads in a way that makes it hard to understand the story.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2

Activity Page

## Scoop Phrases

Read the passage below aloud. Think about how you would group words into meaningful phrases that flow naturally when read aloud.

1. Draw a line under the phrases to scoop them.

“Look! Look!” shouted Annie’s dad from the other corner of the river watchtower. A large group of zebras paused at the edge of the river.

2. Explain your thinking for one of the phrases you scooped. Write neatly in cursive, leaving spaces between words.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

Activity Page

## Determine the Meaning with a Suffix

Read the sentence. Find the word in each sentence that has an *-ed* or *-ing* suffix. Circle the suffix. Write the meaning of the word with the suffix on the line below. Then, write a new sentence using the word. Write neatly in cursive, leaving spaces between words.

1. The Jones family did not want to move to a new city, but everybody was *adapting* to their new neighborhood, jobs, and schools.

Adapt means “to change when things around you are different.”

*Adapting* means \_\_\_\_\_

\_\_\_\_\_

New sentence: \_\_\_\_\_

\_\_\_\_\_

2. Kelly *confirmed* her attendance at Samantha’s birthday party at the skate rink.

*Confirm* means “to agree to a plan that has been set.”

*Confirmed* means \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**11.1**  
CONTINUED

Activity Page

New sentence: \_\_\_\_\_

\_\_\_\_\_

3. While on a trip to the zoo, Tomas was not *expecting* the elephant to wave at the crowd of people.

*Expect* means “to believe that something will happen.”

*Expecting* means \_\_\_\_\_

\_\_\_\_\_

New sentence: \_\_\_\_\_

\_\_\_\_\_

4. Kenneth did not know what to say after his two-year-old brother *destroyed* the clay castle on Kenneth’s desk.

*Destroy* means “to put an end to something by messing it up.”

*Destroyed* means \_\_\_\_\_

\_\_\_\_\_

New sentence: \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.2

Activity Page

## Reader Response

Circle the suffix in each word in the word bank. Use words from the word bank to answer the prompt about *A Talk with Animals*. Write neatly in cursive, leaving spaces between words.

Word Bank		
landed	complimented	drawing
climbed	widened	sleeping
planted	finished	keeping
looked	scouted	hunting

What was unusual about how Annie and Lenny's conversation began in the forest?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.3

Take-Home

## Suffixes *-ed* and *-ing*

Dear Family Member,

Your student has been learning how to use the suffixes *-ed* and *-ing*. Please have your student complete the sentences below to practice with these suffixes.

Fill in the blanks using one of the words in the word bank. Add either *-ed* or *-ing* to each word depending on the context. Write neatly in cursive.

Feel free to use this opportunity to take your child on a Nature Walk. As you walk, identify ways to implement words with the suffixes *-ed* and *-ing*. For example: jogging, seeing, observed, collected, etc.

Word Bank		
jump	cook	clean
paint	wash	walk

1. He is jumping on the trampoline right now.
2. Yesterday, we \_\_\_\_\_ a picture for art class.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**11.3**  
CONTINUED

Take-Home

3. She \_\_\_\_\_ her room and made her bed this morning.
4. The chef is \_\_\_\_\_ a meal for his guests.
5. The children \_\_\_\_\_ their hands before lunchtime.
6. The family enjoys \_\_\_\_\_ together in the forest.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Build a Word

Part A

Directions: Complete one row of the table with your group. Find another partner or group to complete the remaining rows.

Sketch	Base Word	Definition	-ed	-ing
	paint			
	track			
	wonder			
	compliment			
	scout			



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1  
CONTINUED

Activity Page

## Part B

Choose one word from the suffix columns. Write a new sentence with the word. Write neatly in cursive, leaving spaces between words.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2

Activity Page

## Retell the Reader

Use the transition words below to retell the key events from pages 46–52 of *A Talk with Animals*.

Transition Words			
first	next	then	last

Use the prompts to guide you in choosing key details:

- Where does the story take place?
- Which characters are part of the scene?
- What problem do the characters face in the story?
- What do the characters learn from each other?
- In what order would you place the events on a timeline?
- What are the causes and effects of the different events in the passage?
- What are the key events that move the story forward?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2  
CONTINUED

Activity Page

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1

Activity Page

## Determine the Meaning with a Suffix

Fill in the table to add the suffix to each base word from *A Talk with Animals*. Use the words in the table to complete the sentences below. Write each word neatly in cursive.

Base Word	-ed	-ing
<i>lock</i>	<i>locked</i>	<i>locking</i>
scale		
swirl		
organize		
surprise		
collect		
highlight		
board		
screech		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1  
CONTINUED

Activity Page

Annie's family \_\_\_\_\_ their flight early in the morning, excited about their adventure to the savanna. As they were \_\_\_\_\_, Annie's face lit up with surprised smiles, eagerly anticipating the wild animals they would see.

Once they arrived and started \_\_\_\_\_ their safari gear, they could hear exotic birds \_\_\_\_\_ loudly as they flew. The tour guide collected everyone into a small group, \_\_\_\_\_ the importance of staying together.

The sight of elephants \_\_\_\_\_ dust with their trunks while bathing was a delightful spectacle. Gazelles were seen \_\_\_\_\_ the terrain with ease, their agile movements a \_\_\_\_\_ of the safari. The family's cameras were busy \_\_\_\_\_ memories.

As the day ended, the \_\_\_\_\_ tour felt like a collection of unforgettable moments. Each encounter with the wild animals was more \_\_\_\_\_ and fascinating than the last.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2

Activity Page

## Reader Response

Discuss each prompt with a partner. Choose two prompts to respond to. Complete each sentence stem using text evidence. Write neatly in cursive, leaving spaces between words.

1. Why does Annie decide to play a game with Nolan after she arrives home?

The most likely reason Annie plays with Nolan is

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2. What can you infer about Annie from the details on pages 57 and 58?

I can infer that Annie \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2  
CONTINUED

Activity Page

On page \_\_\_\_\_, the text says \_\_\_\_\_

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3. What is the most likely reason Annie's parents give each other a high five on page 54?

The most likely reason is \_\_\_\_\_

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4. What is the most likely reason Annie and her parents want to share their pictures and stories with their friends?

The most likely reason is \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.3

Take-Home

## Define Words

Dear Family Member,

Your student has been reading *A Talk with Animals* in class. As we've been reading this text, we have encountered some new words. Please have your student draw a simple sketch next to each word. Draw a line to match the vocabulary word with its definition.

Sketch	Word	Definition
	camouflage	an animal that hunts other animals for food
	prey	an animal that is food for other animals
	predator	a small mammal with long front teeth used for gnawing
	survival	a way of hiding something by covering or coloring it so that it looks like its surroundings
	rodent	the act of staying alive



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.3  
CONTINUED

Take-Home

Write two sentences using two of the words above. Write neatly in cursive, leaving spaces between words.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

Assessment

## Fluency Assessment

Read aloud the text below.

### The Bicycle Trip

Amari got a new bicycle for her birthday. The bicycle was a vibrant orange and the wheels shined like silver. Amari loved it! She made it a habit to ride it every day and everywhere. The bicycle had a basket in front. Amari liked to keep snacks in the basket. Her favorite snack was hazelnut chocolate candy bars.

It was a scorching sunny day during school vacation. Amari decided to go exploring for a place to cool down. She hopped on her bicycle. She had heard about a beautiful meadow just outside the town. She hoped that a breezy open meadow would help to tame the heat. Also, she had never been there and was curious to explore it.

Amari rode her bicycle through the town. Then she rode through some woods. The shade from the trees gave her some relief. Just then, a red squirrel darted across her path. She braked quickly. It dashed down a hidden path. Amari turned and rode on the path. It led to the meadow! In the middle of the meadow was a large hazelnut tree. The squirrel was chomping on the hazelnuts that had fallen from the trees. The squirrel looked happy to be filling his hungry belly.

NAME: \_\_\_\_\_

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14.1  
CONTINUED

Assessment

Amari was excited. She parked her bicycle and ran to the tree. The tree was full of hazelnuts! She could tell because they have a tough brown shell on the outside that opens when they're ready to eat. The nut inside the shell is round and white and tastes sweet. Amari thought, *These will make a great snack later!* She filled her basket. Then she got back on her bicycle and returned home.

At dinner that evening, Amari told her family about her amazing day. She shared her hazelnuts with everyone. Dad salted and roasted some then added them to a salad. Mom blended them with chocolate powder to make a spread for toast. They were delicious! For the rest of her vacation, Amari continued to visit the meadow and collect hazelnuts.

## Fluency Assessment Questions

Read each question and circle the correct answer.

1. What does the reader learn about Amari?
  - A. She likes to stay indoors and read books.
  - B. She is frightened of the squirrel, so she returns home.
  - C. She enjoys exploring the outdoors on her new bike.
  - D. She wanted to keep all the hazelnuts for herself.
2. Why is it important that the story takes place in the summertime?
  - A. It is a fun time to be outdoors and explore.
  - B. Amari has a birthday and gets a bike.
  - C. The sun made the bicycle wheels shine.
  - D. The squirrel likes to eat hazelnuts when it's warm.
3. Why did Amari decide to go exploring?
  - A. She had heard about the beautiful meadow.
  - B. She had nothing else to do.
  - C. She made it a habit to ride her bike every day.
  - D. She wanted to look for animals.
4. How did Amari find the meadow?
  - A. She followed a sign that pointed the way.
  - B. She saw a huge hazelnut tree.
  - C. She smelled the hazelnuts.
  - D. She followed a squirrel down a path.

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14.2  
CONTINUED

Assessment

5. What phrase from the story helps the reader understand the meaning of *chomping*?
  - A. “on the hazelnuts”
  - B. “fallen from the trees”
  - C. “looked happy”
  - D. “filling his hungry belly”
6. What words does the author use to describe the hazelnuts?
  - A. round, white, and sweet
  - B. brown, roasted, and salty
  - C. large, hard to find, and open
  - D. orange, shiny, and tough
7. How did Mom prepare the hazelnuts?
  - A. She salted and roasted them.
  - B. She put them in a salad.
  - C. She blended them with chocolate powder.
  - D. She put them in the freezer to get them cold.
8. How did Amari’s experience in the meadow affect her vacation?
  - A. It made her want to explore other new places.
  - B. It made her grateful for her bike.
  - C. It inspired her curiosity about squirrels.
  - D. It inspired her to return to the hazelnut tree regularly.

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15.1

Assessment

## Reading Assessment

Circle the word that your teacher says out loud.

- |     |           |           |           |            |
|-----|-----------|-----------|-----------|------------|
| 1.  | voice     | vocal     | voting    | volley     |
| 2.  | vanity    | statue    | savanna   | advantage  |
| 3.  | definite  | defacing  | defeated  | define     |
| 4.  | teaching  | detecting | promised  | protection |
| 5.  | detail    | entail    | daily     | ailment    |
| 6.  | musically | muscle    | musician  | museum     |
| 7.  | radiator  | radar     | radio     | related    |
| 8.  | armory    | around    | roamed    | aroma      |
| 9.  | genuine   | gentle    | gentleman | engine     |
| 10. | armory    | harmful   | hurried   | harmony    |



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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. \_\_\_\_\_



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15.2  
CONTINUED

Assessment

11. Write the sentence as your teacher says it out loud.

---

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Read each question and circle the correct answer.

12. Maria has been waiting all week for a gift box to arrive. She hopes the postal service will be \_\_\_\_\_ it today before she leaves for vacation.
- A. delivering  
B. delivered
13. Tony sent out many invitations for the family holiday party, but he \_\_\_\_\_ a lot of people to have other plans, so he was not surprised when only ten people came to the party.
- A. expecting  
B. expected

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PP.1

Activity Page

## Identify Open Syllables

Read the sentence. Circle the open syllable in the underlined word.

Example: The tiger has stripes on his coat.

1. The radar sees planes in the sky.
2. The echo is when sound bounces back.
3. We eat dinner at the table.
4. We show how to do things in a demo.
5. The hotel is where we stay on trips.
6. Keep your mind open to new ideas.
7. We cook food in oil to fry.
8. We love to dance to the music.
9. A memo is a note to remember things.
10. Write that on paper!



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PP.2

Activity Page

## Fill in the Blank

Read each sentence. Fill in the blank, adding either *-ed* or *-ing* to the word in parentheses. Write each word neatly in cursive.

Example:

Earlier this morning, the dog jumped over the fence. (jump)

1. She was \_\_\_\_\_ the window to let the cool breeze in. (open)
2. The students were \_\_\_\_\_ quietly in the classroom. (talk)
3. Yesterday, he \_\_\_\_\_ his mom if he could go to the park. (ask)
4. We are \_\_\_\_\_ her with the yard work. (help)
5. The dog \_\_\_\_\_ to have a treat. (want)

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**PP.2**  
CONTINUED

Activity Page

6. The birds were \_\_\_\_\_ out.  
(call)

7. The racers \_\_\_\_\_ the race late last night.  
(finish)

8. The children were \_\_\_\_\_ in the backyard.  
(play)

9. The audience \_\_\_\_\_ at the joke.  
(laugh)

10. Last night, the parents \_\_\_\_\_ the dog.  
(walk)

NAME: \_\_\_\_\_

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PP.3

Activity Page

## Find and Fix

Read the story. Find the underlined words containing *-ed* and *-ing* suffixes, circle the words used incorrectly, and write the correct form above it. Write each word neatly in cursive. Hint: There are seven errors.

Sarah and her dog Max went for a walk in the woods. It was a sunny day, and Max was happy and was wagging his tail. They saw a frog hopped by the brook, and Sarah laughed. Max chasing it. Then they found some rabbits eating carrots. Sarah spotting a family of deer. They were chewed grass peacefully. After a long walk, they went home. Sarah told her parents all about their adventure, and Max fell asleep beside her. Sarah tucking herself in bed. She was thinking about the fun day she had with Max. She whispering, "Goodnight, Max," and they both fell asleep. They were exciting for more adventures tomorrow.



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PP.4

Activity Page

## Write the Meaning Mash-Up Definitions

Use a dictionary to look up the definitions of the multiple-meaning words. Write a definition for the word to the left and to the right. Write neatly in cursive, leaving space between words. Afterwards, create an image that represents each word.

Image	Meaning	Word	Meaning
		catch	
		sharp	
		spot	
		safe	



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PP.4  
CONTINUED

Activity Page

Write a sentence for each definition of each word below.

catch: \_\_\_\_\_

\_\_\_\_\_

catch: \_\_\_\_\_

\_\_\_\_\_

sharp: \_\_\_\_\_

\_\_\_\_\_

sharp: \_\_\_\_\_

\_\_\_\_\_

spot: \_\_\_\_\_

\_\_\_\_\_

spot: \_\_\_\_\_

\_\_\_\_\_

safe: \_\_\_\_\_

\_\_\_\_\_

safe: \_\_\_\_\_

\_\_\_\_\_

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# GRADE 3 FOUNDATIONAL SKILLS UNIT 2

## Activity Book

