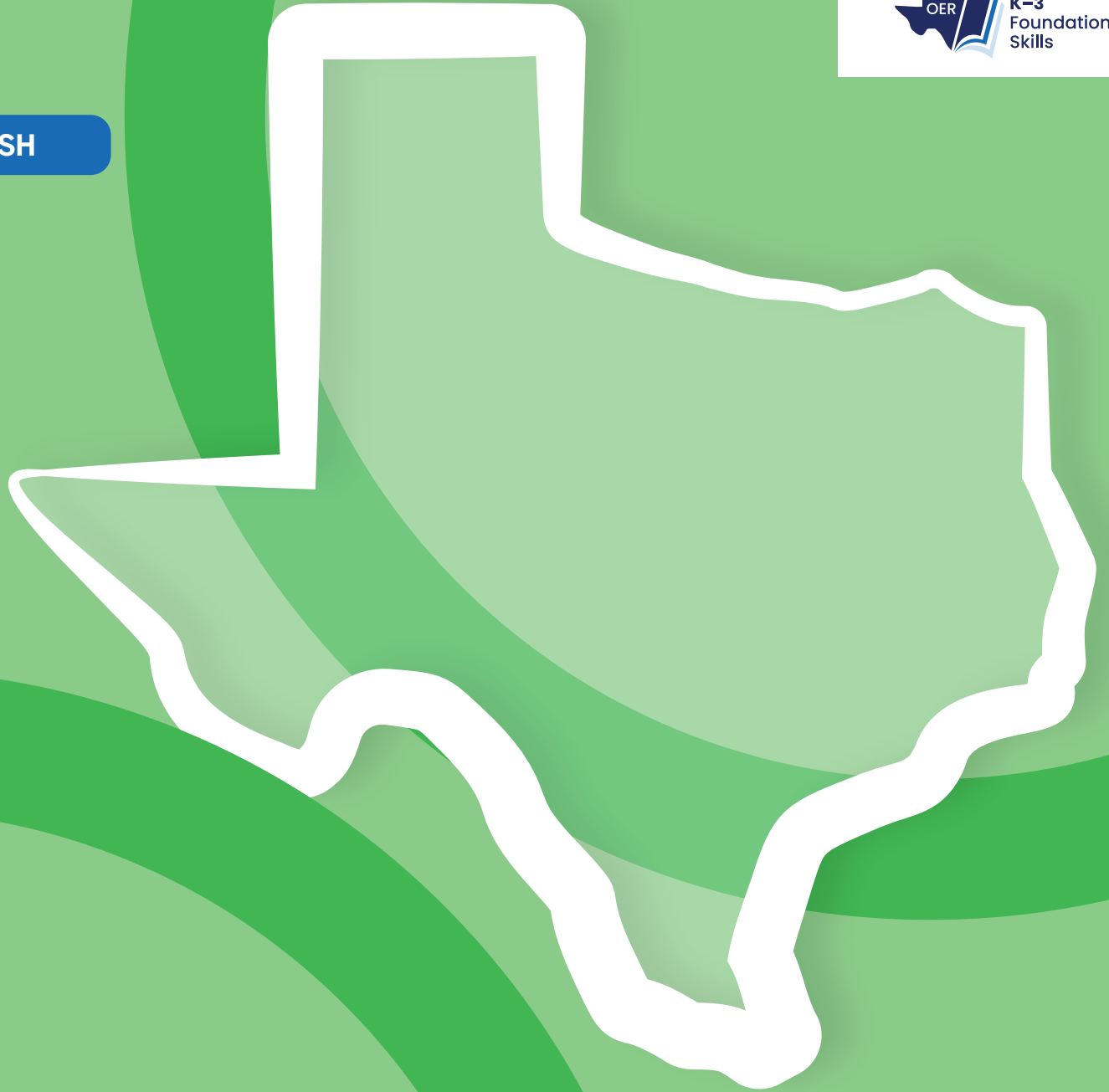


ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 10

# Activity Book

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EDITION 1

Grade 3

# **Foundational Skills 10**

**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.

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# **Foundational Skills 10**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 10. 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. The Activity Book is a student component, which means each student should have an Activity Book.



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

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

1.1

Activity Page

## Speak and Spell

Listen to your teacher say each of the *eight* words aloud. Repeat the word you hear aloud. Then, write the word in the chart by breaking it into syllables. Remember to write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable
1.			
2.			
3.			
4.			

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

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

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



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

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

2.1

Activity Page

## Syllable Slice

Listen to each word read aloud. Write the word neatly in cursive, then use a slash to slice the word into syllables.

1. *jump/ble*

2.

3.

4.

5.

6.



Read the passage below, and fill in each blank using a word from above. Write neatly in cursive.

Hannah was excited that her package was being delivered today! She watched her front door closely, waiting for the delivery man to appear. Before he could ring her doorbell, Hannah threw open the door and took the package. She thanked him quickly before returning inside.

It was time to \_\_\_\_\_ her new computer. She noticed that the packaging was very \_\_\_\_\_, and she worried that her computer might not be in the best shape. However, to her delight, everything inside the package was just fine. There was a \_\_\_\_\_-shaped box with a \_\_\_\_\_ of cords inside that she set aside.

When she opened the box that held her computer, she let out an excited shriek. She realized she had to \_\_\_\_\_ the cords in the box to find the charger. She quickly did this, plugged the computer in, and waited for it to charge.

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

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

3.1

Activity Page

## Stable Syllable Baseball

Underline the final stable *-ble*, *-tle*, *-gle* pattern in each word. Draw a slash (/) to separate the syllables.

1. rectangle

2. assemble

3. dismantle

4. disentangle

5. belittle

## Partner Practice

Create a compound sentence about Sam learning to play the piano. Make sure you use at least one word that has the final stable spelling *-ble*, *-tle*, *-gle*. Use correct punctuation. Write neatly in cursive, leaving spaces between words.

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Swap papers with a partner to compare sentences. Identify the word or words in the sentence with the final stable syllable spellings. Check to make sure your partner has a compound sentence that has correct punctuation.



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

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

3.2

Take-Home

## Read and Write: *-ble, -tle, -gle*

Dear Family Member,

Your student has practiced spelling words with the final stable syllables *-ble*, *-tle*, and *-gle*. Ask your student to read each word aloud to you. Then, have them draw a line to separate the syllables in each word. Finally, have your student write a sentence using each word. Remind them to write neatly in cursive. Throughout the week, make it a point to draw attention to words that you and your student see that end in *-ble*, *-tle*, or *-gle*. Each time a word is identified, ask your student to say it aloud. Share the meaning of each word with your student.

humble	
settlement	
angle	
marble	
snuggle	
beetle	



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

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

4.1

Activity Page

## Reading and Dictation

### Reading

Underline the *ough* pattern in each word. Draw a slash to separate the syllables.

1. roughly

2. ploughing

3. thoughtless

4. afterthought

5. borough

### Dictation

Read the sentences, and find the word with the *ough* pattern. Underline the *ough*.

6. He was coughing a lot, so the nurse sent him to get a drink of water.
7. The squirrel ran up the bough of the tree to gather the acorns.

Listen and write the words you hear your teacher say. Underline the *ough* pattern in each word you write. Draw a slash to separate the syllables.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



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

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

5.1

Activity Page

## Spell the Abbreviation

Read the sentences, and fill in the blanks using the abbreviated form of the words in the Word Bank.

Ex. When you are sixteen or older, you can take a driving test to get an \_\_\_\_\_ that allows you to drive.

January	February
southwest	Street
inches	Doctor
United States of America	Texas
Identification	Tuesday

1. Every year, Valentine's day is on the same day, which is \_\_\_\_\_ 14th.
2. After hearing my bad cough, \_\_\_\_\_ Sharpe looked in my mouth to see what was causing it.
3. During summers, there are a lot of states that get swelteringly hot, including FL and \_\_\_\_\_.
4. My family and I took a turn onto Main \_\_\_\_\_ to get to the restaurant for dinner.





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

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

6.1

Activity Page

## Abbreviation Fill In

Replace each abbreviation with the word that it stands for.  
Write your response neatly in cursive.

In the heart of the city of Houston, TX \_\_\_\_\_, a small bookshop named Reed's Reads, owned by Mr. \_\_\_\_\_ Arthur Reed, stood proudly on Cobblestone Ln. \_\_\_\_\_. Mr. Reed, a lover of literature and adventure, decided to add a new section to his shop one sunny Fri. \_\_\_\_\_ in Aug. \_\_\_\_\_.

He measured a corner space perfect for a new bookshelf and found it to be exactly 8 ft \_\_\_\_\_ wide. That same day, Ella entered the shop, excited about her trip planned for the next yr. \_\_\_\_\_. She was thrilled to see the new travel section because she was planning a trip across the USA \_\_\_\_\_.  
\_\_\_\_\_.

To assist his customers better, Mr. Reed set up an FAQ \_\_\_\_\_ section in his shop. This area provided answers to common questions about travel, literature, and specific destinations, including VIP \_\_\_\_\_ spots in big cities.

The travel literature section quickly became popular among Houston residents. It was not just a source of information but also an inspiration for many who dreamed of exploring the world beyond.



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

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

7.1

Activity Page

## Build a Compound Word

Cut out cards from TR 7.1. Read the definitions that were cut out from page TR 7.1. Work with a partner to combine the individual words on the word cards cut out from TR 7.1 to create compound words that match the definition. Glue the definition card under the definition column, and glue the matching compound words next to the corresponding definition.

Compound Word		Definition



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

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

8.1

Activity Page

## Reading and Story Writing

### Part 1

Point to the first word. Follow your teacher's directions.

1. tailgate	2. baseball	3. nightlight	4. mindset	5. teacup
-------------	-------------	---------------	------------	-----------

### Part 2

**Story Writing:** Write a story using at least three of the five words in the box above. Make sure your story has characters, a setting, a problem, and resolution. Use sequence words throughout the story: *first, next, then, last*. Write neatly in cursive, leaving spaces between words.

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

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

9.1

Activity Page

## Reading and Dictation

### Reading

Point to the first word. Follow your teacher's directions.

1. implant	2. invisible	3. precut	4. inconsiderate	5. imperfect
------------	--------------	-----------	------------------	--------------

### Dictation

Listen to your teacher carefully. Write the word your teacher says on the line. Then, listen as your teacher says the word in a sentence. Write the sentence on the following line neatly in cursive leaving spaces between words.

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





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

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

9.2

Take-Home

## Practice With Affixes

Dear Family Member,

Your student has practiced spelling words with the affixes *-im*, *-in*, and *-pre*. Please have your student read the words in the boxes and the sentences. Then, ask your student to fill in the missing word in each sentence. Remind your student to read the sentences again to make sure the words they have written make sense. Throughout the week during reading or discussion activities, talk about the meanings of words with various prefixes and suffixes, and try to generate additional words using those affixes.

1. imbalance

2. independent

3. inspect

4. impolite

5. prehistoric

1. The young man wanted to be \_\_\_\_\_ and buy his own car. Sam wanted to show Mrs. Anderson that he was \_\_\_\_\_, so he practiced the piano all by himself.

2. She was \_\_\_\_\_ to her sister when she took her toy without asking. Mrs. Anderson reminded the students that it is \_\_\_\_\_ to talk during the performance.

3. The dinosaurs lived in \_\_\_\_\_ times. (My friend, Maria, enjoys reading books about dinosaurs and \_\_\_\_\_ times.)

4. I need the mechanic to \_\_\_\_\_ my truck. (The team went out to \_\_\_\_\_ the playing field to determine if the grass was wet.)

5. There is an \_\_\_\_\_ of weight on the scale, and it tipped to one side. Because Sam's music stand was \_\_\_\_\_, the sheet music slid to the floor.

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

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

10.1

Activity Page

## Build a Word

Read each sentence. Add an affix from the table below to each word in bold to create a new word that answers the question. Write the new word neatly in cursive, and circle the affix.

-ness	-y	-ful
-------	----	------

1. Sarah is **kind** and helps her friends.  
What is Sarah showing? \_\_\_\_\_
2. The rocket's engine has a lot of **power**.  
How would you describe the engine? \_\_\_\_\_
3. There is a lot of **fog** out this morning.  
What kind of day is it? \_\_\_\_\_
4. The portrait shows the **beauty** of the city.  
How would you describe the city? \_\_\_\_\_
5. My dog likes to get **cozy** with me on the sofa.  
What are we experiencing? \_\_\_\_\_
6. I really **hope** that our team wins the final game.  
How am I feeling? \_\_\_\_\_

7. That dessert is too **sweet**.  
What does the dessert have too much of? \_\_\_\_\_
8. My best friend loves to **chat** after school.  
How would you describe her? \_\_\_\_\_

Read “Alexa’s Music Lesson.” Find and circle the words with an affix.

### **Alexa’s Music Lesson**

Alexa had always wanted to play an instrument. She liked the drums and was hopeful that her parents would allow her to play. Her friends were particularly chatty about joining the school band, and she wanted to join, too.

Alexa asked her parents for permission to begin taking drum lessons. They said yes! On a foggy Monday afternoon, they scheduled an appointment with the music teacher. Alexa could not wait for the lesson to begin. She looked forward to making beautiful music. In all of the excitement, Alexa was worried that she would be forgetful, so she packed up her drum kit the night before the lesson. Alexa hoped that playing the drums would be effortless for her, but that is not exactly what happened.

At her very first lesson, Alexa realized that playing the drums would take lots of practice and hard work. The teacher began the lesson by playing for Alexa. Her teacher kept a steady beat on the drums, producing a powerful sound. However, when it was her turn, under the watchful eye of her teacher, it did not sound the same. Her teacher showed her kindness and encouraged her to not give up. Her teacher made her realize that she would make progress if she worked hard. Alexa was determined to become an excellent drummer and join the school marching band.



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

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

11.1

Activity Page

## Make Words with Affixes

Listen to each word. Repeat the word. Write the word on the line next to the number. Write a sentence using that word correctly. Write neatly in cursive leaving spaces between words, and remember to use correct capitalization and punctuation.

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_



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

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

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

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

12.1

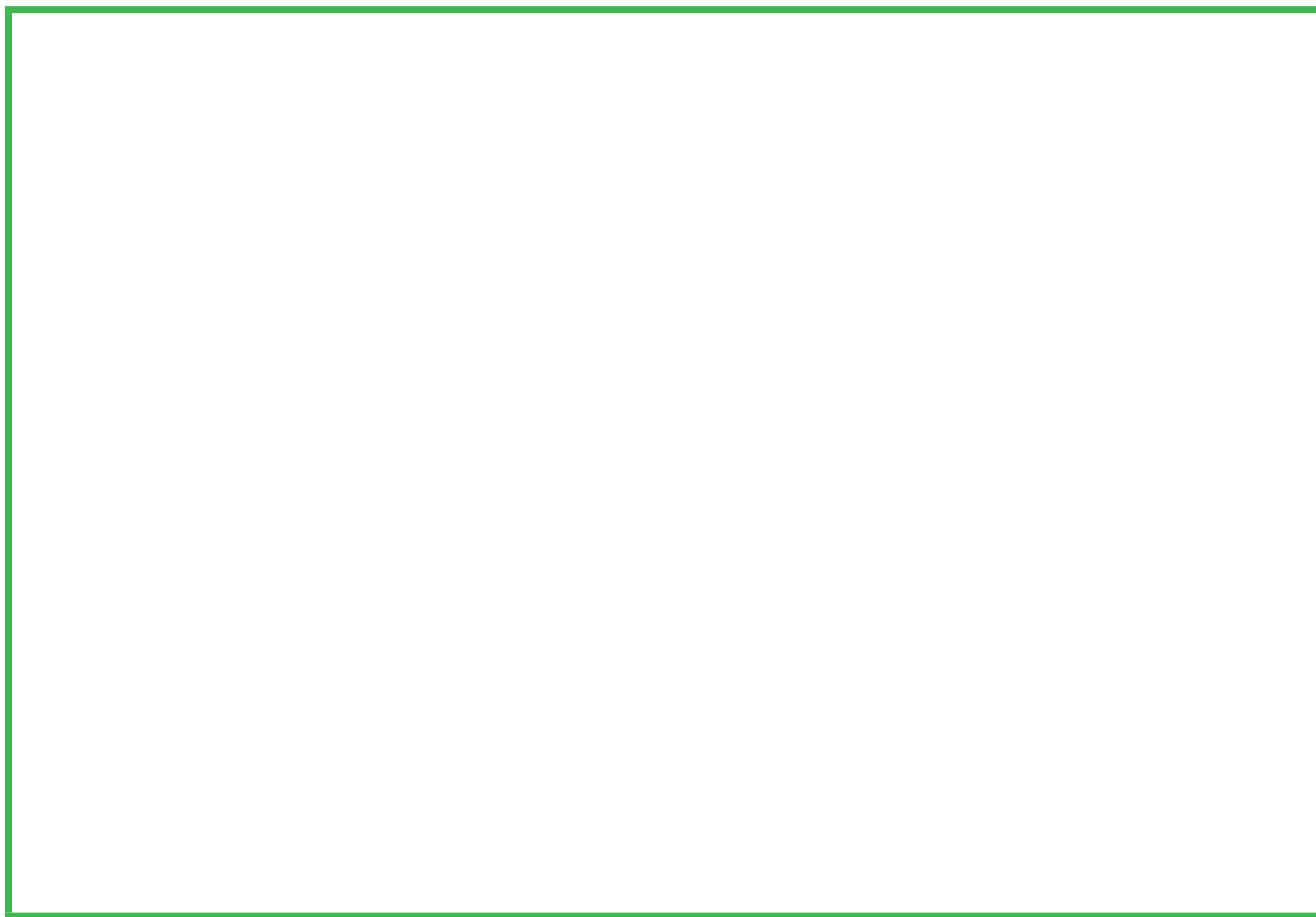
Activity Page

## Idiom Match

Read each idiom and sentence. Using clues in the sentences, draw a line from the idiom to the sentence that it matches.

Idioms	Sentences
It was a piece of cake.	Standing in front of the audience during my audition, I was nervous and worried.
Out of the blue.	The boy chose just the right gift for his mother.
Butterflies in my stomach.	As he practiced, playing the piano became an easy task.
Hit the nail on the head.	All of a sudden, my family appeared to watch my performance.

Pick two of your favorite idioms from above, and create a detailed illustration.



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

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

12.2

Activity Page

## Idiom Match

Match the idiom on the left with its meaning on the right. Write the correct letter on the line.

Idioms	Meaning
A. It's raining cats and dogs.	____ Someone is in a difficult position with no good options.
B. Break a leg!	____ Rain is coming down very heavily.
C. It was a race against the clock.	____ I need to study for school.
D. She's stuck between a rock and a hard place.	____ I am feeling sick or unwell.
E. Please don't spill the beans.	____ Be quiet! Don't say that!

Read each sentence. Write the matching idiom in the box next to the sentence. Write neatly in cursive leaving spaces between words.

I heard a surprise was coming!	
I didn't think I would make it.	
This is a hard situation.	
As he walked out on stage, his mother yelled, “	
Did you see the weather outside?	

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

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

12.3

Take-Home

## Drawing and Writing Idioms

Dear Family Members,

Your student has practiced reading and identifying the meaning of idioms. Ask your student to read the idiom and its meaning. Discuss the idiom, and encourage your student to use it in a complete sentence and explain its meaning. Have your student draw a picture in each box to represent the idiom.

Idiom	Meaning	Illustration
It's <b>a piece of cake</b> .	Describing something that is easily achieved	
That <b>hit the nail on the head</b> .	Something that is exactly right	
That idea came <b>out of the blue</b> .	Completely unexpected	

I have <b>butterflies</b> in my <b>stomach</b> .	Describes a nervous feeling	
To save time, I <b>cut corners</b> .	To achieve something hastily by skipping necessary steps	

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

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

13.1

Activity Page

## Using Idioms in Context

Read the idioms provided in the bank. Use the idioms to fill in the blank spaces in the paragraph. Be sure to use your best cursive, leaving spaces between words. Once you have filled in the blanks, read the completed paragraph to ensure it makes sense and is correct.

### Idioms

Break a leg!

Under the weather

It's raining cats and dogs out there.

It became a race against the clock .

The day began with huge raindrops falling from the sky. It began to rain harder and harder, so my dad said, \_\_\_\_\_. \_\_\_\_\_ . My mom became nervous about the weather, so she began packing our umbrellas and raincoats. Becoming anxious, I started to worry we would not get to the auditorium in time. I was hoping I would not miss my chance to audition, so \_\_\_\_\_. Coming in from the rain, I shook my umbrella and immediately saw Mrs. Anderson. She was waiting for me. "I do not doubt that



you are going to do well. Just breathe, and do your best,” she whispered as I walked onto the stage. “\_\_\_\_\_”

I sat down at the piano and took a deep breath. I was so nervous that I started feeling sick, so I wondered if I was \_\_\_\_\_. Once I began playing, I started feeling better and finished strong.

Challenge:

Write a sentence to complete the story above by adding an ending. Use the idiom *hit the nail on the head* in your sentence. Be sure to write neatly in cursive leaving spaces between words.

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

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

13.2

Activity Page

## Idioms in Context

In each sentence below, use context clues to determine the meaning of the underlined idiom. Write the explanation on the blank line. Be sure to write neatly in cursive leaving spaces between words.

1. Letting the cat out of the bag, my brother told my dad about the surprise party we were planning for Saturday.

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2. We wanted to play a game of soccer outside, but now that it's raining cats and dogs, I guess we will have to stay indoors.

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3. We all cheered, "Break a leg, Sam," because we wanted him to know that we knew he would do a great job at the talent show.

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4. The set design team was working against the clock to finish the scenery for the talent show in time.

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5. Mrs. Anderson was stuck between a rock and hard place trying to juggle piano lessons and preparing for the talent show.

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

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

14.1

Activity Page

## Fluency Assessment

Read aloud the text below.

### Rohan and Mittens

Rohan's next door neighbor was Mrs. Garcia. Mrs. Garcia was known in the neighborhood for having eighteen cats, all of whom she lovingly cared for. One day, Rohan was playing outside, and he heard some purring noises coming from Mrs. Garcia's backyard.

Rohan loved to play with Mrs. Garcia's cats, so he went to see what was happening. To his surprise, he found one of Mrs. Garcia's kittens on a tree branch. The poor kitten was stuck, and it was in trouble.

Without hesitation, Rohan decided to help. He gathered some leaves to make a soft landing spot on the ground around the tree in case he or the kitten needed it. Then, he climbed up, reached the little kitten, and gently brought it down. The kitten purred with gratitude.

Mrs. Garcia watched Rohan's act of kindness and smiled warmly. "Thank you, Rohan! You've saved Mittens. I couldn't have reached him without your help."

Rohan beamed with pride. He realized that even a small act of kindness can make a big difference. From that day on, Rohan and Mittens became best buddies.

Rohan and Mrs. Garcia spent many afternoons together in Mrs. Garcia's backyard. The eighteen cats would playfully chase butterflies, and Mittens would often curl up in Rohan's lap, purring happily.

One day, Mrs. Garcia fell ill and needed to stay in the hospital. Since Rohan knew how much Mrs. Garcia loved her cats, he wanted to help her. So, he fed them and played with them. He took special care of Mittens as if he were his own. He even visited Mrs. Garcia in the hospital. Mrs. Garcia was touched by Rohan's kindness and recovered faster than expected. She returned home to her eighteen happy and healthy cats. She was grateful to have Rohan as a good neighbor and a caring friend.

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

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

14.2

Activity Page

## Fluency Assessment Questions

Read each question, and circle the correct answer.

1. What can the reader infer about Rohan in paragraph 3?
  - a. Rohan is concerned about the kitten.
  - b. Rohan enjoys climbing trees.
  - c. Rohan is glad there are leaves on the ground.
  - d. Rohan wants to be left alone.
2. Why are Rohan's actions important to the story?
  - a. His actions make the problem worse.
  - b. Rohan's actions solve Mrs. Garcia's problem.
  - c. Mrs. Garcia gives the cats to Rohan as a gift.
  - d. Rohan's actions encourage others to help.

3. What was Mrs. Garcia's main problem in the story?
- a. She needed her backyard cleaned.
  - b. Her kitten was stuck in a tree.
  - c. She needed someone to take her to the hospital.
  - d. She was lonely and needed a friend.
4. Based on the events that take place at the end of the story, how will Mrs. Garcia most likely feel the next time she needs someone to take care of her cats?
- a. nervous
  - b. thankful
  - c. scared
  - d. worried
5. What does the author most likely want the reader to learn from reading this story?
- a. Small acts of kindness can make a big difference.
  - b. Treat others the way you want to be treated.
  - c. It is important to be patient.
  - d. Big gifts come in small packages.

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

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

15.1

Activity Page

## Reading Assessment

Circle each word as your teacher says it aloud.

- |     |          |            |            |           |
|-----|----------|------------|------------|-----------|
| 1.  | naysayer | nameless   | nightlight | neighbor  |
| 2.  | trickle  | travel     | trouble    | cobble    |
| 3.  | coughing | coward     | caught     | dolphin   |
| 4.  | Mon      | Mr.        | Mrs.       | m.        |
| 5.  | raining  | wreckable  | roadway    | rainbow   |
| 6.  | imprint  | impress    | iglo       | inform    |
| 7.  | inside   | insecure   | envelope   | impress   |
| 8.  | shadow   | shiftiness | shoelace   | shininess |
| 9.  | runny    | rainy      | rough      | rally     |
| 10. | caught   | careless   | clover     | careful   |





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

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

15.2

Activity Page

## Spelling Assessment

Write each word as your teacher says it out loud. Write neatly in cursive, leaving spaces between words when applicable.

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

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

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

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

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

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

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

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_



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