

GRADE 3 FOUNDATIONAL SKILLS UNIT 2

Digital Components

EDITION 1



Grade 3

Foundational Skills 2

Digital Components

Acknowledgement:

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VCV Syllable Patterns

There are two types of VCV syllable patterns:

- VC/V

- The word has a syllable that ends with a consonant (closed syllable).
- The closed syllable creates a short vowel sound.
- The word's syllables are divided after the consonant.

- › Example: logic; log/ic

- V/CV

- The word has a syllable that ends with a vowel (open syllable).
- The open syllable creates a long vowel sound.
- The word's syllables are divided after the vowel.

- › Example: token; to/ken

Listen for the Pattern

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 space between words.

5. _____



Use Context to Determine Word Meaning

Each set of sentences below has a multiple-meaning word in bold. Read the text, underline the context that helps define the word, and write the correct meaning on the line. Write neatly in cursive, leaving space 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.

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.

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.

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.

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.”

Use Context Clues: *Curious*

- Annie was **curious** about the ostrich. She did not know much about that kind of bird. Annie had many questions and wanted to learn more.
- The Orteiz family woke up to a **curious** noise in the air. It was a noise that none of them knew. The sound was like yelling but different. They walked outside to see their neighbor with a rooster in the front yard.

Practice Scooping Phrases

1. The riverbank was busy with lots of animals.
2. Annie had never seen so many animals coming and going so fast.
3. They all seemed united by their fear of something hidden.
4. The guide said the river was both appealing and dangerous.
5. Annie did not fully understand, but she was eager to learn.
6. She recorded many thoughts in a small notebook.

Suffixes *–ed* and *–ing*

A suffix is a group of letters added to the end of a base word; these letters change the meaning of the word when they are added.

The suffixes *–ed* and *–ing* impact a word by changing when an action is happening.

- The suffix *–ed* changes an action to mean that it has already happened in the past.
 - Example: Diego washed the dishes after his parents cooked a big, festive meal for their family and friends.
 - › The base word *wash* means “to clean with a liquid.”
 - › Adding *–ed* to the word *wash* changes when the action has happened. Diego has already completed the action of cleaning the dishes with a liquid.

The suffix *–ing* changes an action to mean that it is still happening in the present.

- Example: Diego and his cousins are stuck in the kitchen washing the dishes while all of the adults play games and have fun.
 - › The base word *wash* means “to clean with a liquid.”
 - › Adding *–ing* to the word *wash* changes when the action has happened. Diego is still completing the action of cleaning the dishes with a liquid.

Determine the Meaning with a Suffix

Read the sentence. Underline the word with the *-ed* or *-ing* suffix. Decode the word. Circle the suffix. Write the meaning of the word with the suffix. Write a new sentence with the word. Write in cursive, leaving space 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 _____

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

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

Confirmed means _____

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 _____

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 _____

Build a Word

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

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