

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 3

Activity Book

EDITION 1

Grade 3

Foundational Skills 3

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 3

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 3. 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.

NAME: _____

DATE: _____

1.1

Activity Page

Highlight the Code

Highlight the letters that make the long 'a' sound in each word.
Draw a slash to mark the syllables.

1. locate

2. debate

3. navigate

4. underbake

5. paraphrase

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

NAME: _____

DATE: _____

1.2

Activity Page

Reader Response

Answer the prompt about *Healthy Humans: How to Keep Your Body Strong* using at least one VCe word and the high frequency word. Write neatly in cursive, leaving spaces between words.

VCe words	High-frequency word
create	enough
amazing	
shape	
wake	
game	
make	
save	

1. What is the main message of pages 1–4?

NAME: _____

DATE: _____

2.1

Activity Page

Encode and Highlight

Write each sentence as it is said aloud by your teacher. Write neatly in cursive, leaving spaces between words. Find the word with the VCe pattern and highlight the split digraph.

1.

2.

3.

NAME: _____

DATE: _____

2.2

Activity Page

Reader Response

Draw a horseshoe around the VCe to mark the split digraph in each word. Use at least one word from the Word Bank to answer the prompt below about *Healthy Humans: How to Keep Your Body Strong*. Write neatly in cursive, leaving spaces between words.

Word Bank

athletes	inhale	awake	bedtime	hormone
include	produce	sometimes	exhale	escape

1. What does the author most likely want the reader to know about establishing a sleep routine?

2. According to the text, what is one way that can help you relax before going to sleep?

NAME: _____

DATE: _____

3.1

Activity Page

Speak and Spell

Write the word you hear and see, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable	Full Word
1.				
2.				
3.				
4.				
5.				

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

6. _____

NAME: _____

DATE: _____

3.2

Activity Page

Reader Response

Answer the prompt using evidence from *Healthy Humans: How to Keep Your Body Strong*. Write neatly in cursive, leaving spaces between words.

What is the main message of the section, “Pumping Power”?

NAME: _____

DATE: _____

3.3

Take-Home

Find the Pattern

Dear Family Member,

Your student is learning to identify the VCe pattern in words that creates a long vowel sound. For example, the 'i' and 'e' work together in *despite* to make a long 'i' sound.

Have your student circle the two letters that work together in each word to make the long vowel sound.

1. illustrate
2. bedtime
3. Include

Use the words, *illustrate*, *bedtime*, and *include* to complete the sentences in the excerpt from the Unit 3 Reader, *Healthy Humans: How to Keep Your Body Strong*.

Going to sleep and waking up at the same time, even on weekends is a routine that helps your body know when it's _____. Right before bed, doing quiet things helps slow your body down.

Running around is fun, but it increases cortisol in your body. Cortisol is your body's stress hormone. Quiet activities could _____ playing quiet games or reading a book. You could even _____ a picture. These activities lower cortisol and stress to help a body to relax.

Answer the prompt. Use the word *bedtime* in your response. Write neatly in cursive, leaving spaces between words.

4. How do you get ready for bedtime?

NAME: _____

DATE: _____

4.1

Activity Page

Create a Sentence

Match a phrase in the first column with a phrase in the second column to make a complete sentence. Write each sentence on the lines below neatly in cursive, leaving spaces between words. Circle the words in each sentence with a VCe pattern.

Be courageous by	a sleep routine.
Breathe in and exhale	and grows your muscles.
Exercise promotes heart health	to feel better.
Doctors advise following	trying new sports or games.

1.

2.

3.

4.

NAME: _____

DATE: _____

4.2

Activity Page

Reader Response

Answer the prompt using evidence from *Healthy Humans: How to Keep Your Body Strong*. Write neatly in cursive, leaving spaces between words.

What is the main message of the section, “Clean Streets”?

NAME: _____

DATE: _____

5.1

Activity Page

Speak and Spell

Write the word you hear and see, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable	Full Word
1.	<i>re</i>	<i>mote</i>		<i>remote</i>
2.				
3.				
4.				
5.				

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

6. _____

NAME: _____

DATE: _____

5.2

Activity Page

Reader Response

According to pages 18—22 of *Healthy Humans: How to Keep Your Body Strong*, what are some specific things you can do to stay healthy and strong? Be sure to write in complete sentences using your best cursive handwriting.

NAME: _____

DATE: _____

6.1

Activity Page

Reading and Dictation

Reading

Read each word. Circle the split digraph in each word.

1. envelope	2. awoke	3. enclosed	4. telescope	5. broken
-------------	----------	-------------	--------------	-----------

Dictation

Write each word and sentence as it is said aloud by your teacher. Write neatly in cursive.

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

NAME: _____

DATE: _____

6.2

Activity Page

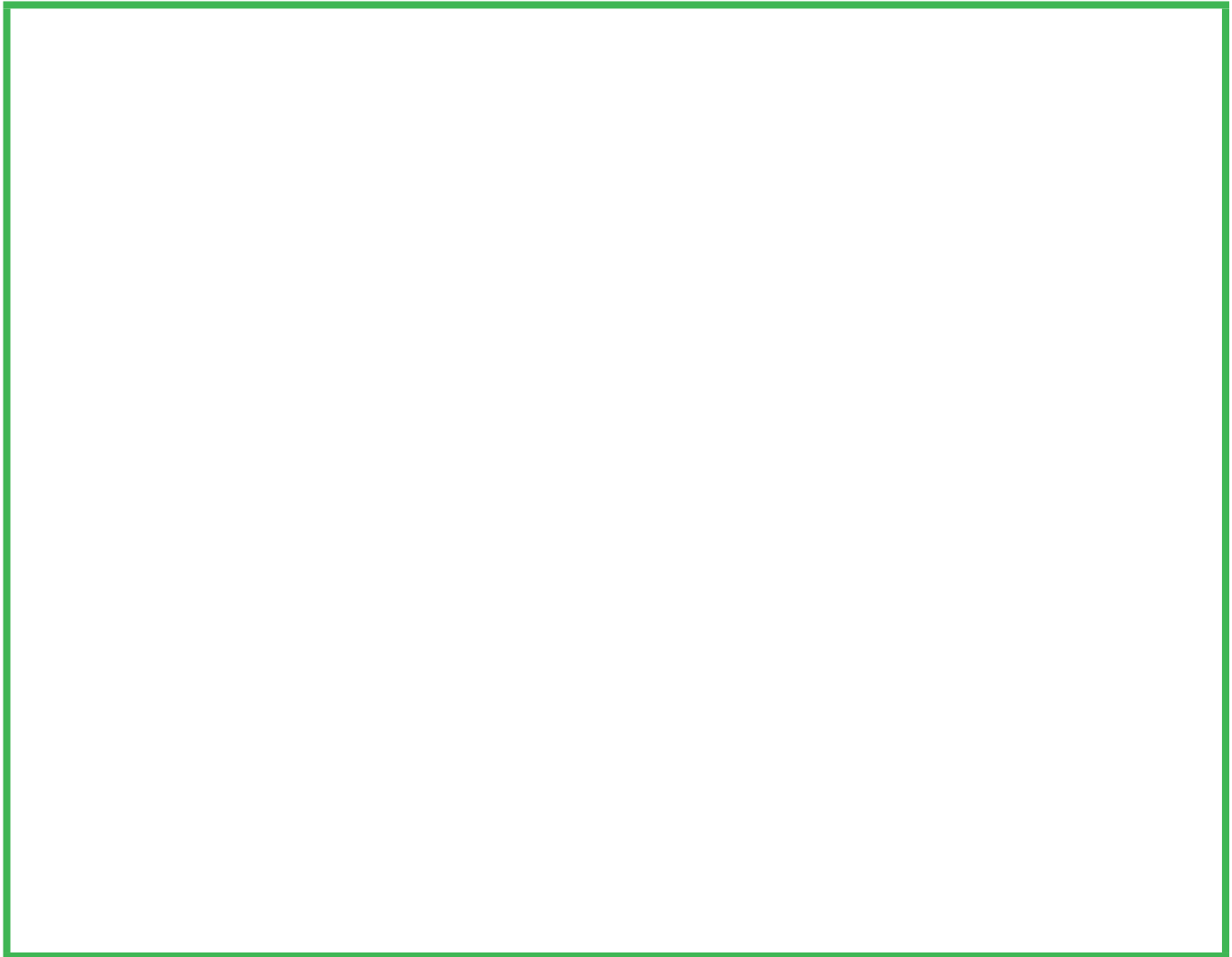
Reader Response

You have been reading about making healthy choices, and you should encourage others to do the same. Create a flyer to share what you have learned so far in *Healthy Humans: How to Keep Your Body Strong*.

VCe Words		High-frequency Words
advise	inhale	growth
bedtime	produce	better
escape	sometimes	next
excite	unite	open
exhale	using	food
glucose	decorate	
homework	exercise	
hormone	illustrate	
include	organizing	
inflate		

Remember to:

- ❑ Ensure you have shared at least two ideas for making healthy choices
- ❑ Use at least two VCe words and two high-frequency words
- ❑ Add graphics or illustrations to enhance your message



NAME: _____

DATE: _____

6.3

Take-Home

Home Spelling Quiz

Dear Family Member,

Your student has been reviewing words with the VCe pattern. These are words with a silent 'e' that makes a long vowel sound. Ask your student to circle the letters that form the VCe pattern in each word. Then, conduct a spelling quiz with your student. Read aloud each word and use it in a sentence. Once complete, check the spellings and fix any errors together as needed.

Word Bank	
participate	valentine
compromise	suppose
calculate	motorbike
reptile	telephone
illustrate	sidewalk

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

7.1

Activity Page

Speak and Spell

Write the word you hear by placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable	Third Syllable	Full Word
1.				
2.				
3.				
4.				
5.				

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

6. _____

7. _____

NAME: _____

DATE: _____

7.2

Activity Page

Review VCe Sounds

Listen carefully to the word pronounced and match it with the corresponding VCe sound. Write each word neatly in cursive.

u_e /ue/	a_e /ae/	i_e /ie/	o_e /oe/

Answer the following question about *Healthy Humans: How to Keep Your Body Strong*. Include a word from the list above. Write neatly in cursive, leaving spaces between words.

Why is it important for people to drink plenty of water?

NAME: _____

DATE: _____

7.3

Take-Home

Fluency Practice

Dear Family Member,

Your student has been reading *Healthy Humans: How to Keep Your Body Strong* and practicing reading fluently. Please have your student read this excerpt from the text aloud. Encourage your student to focus on accuracy (reading the words correctly) and fluency (reading the words smoothly). Ask your student to share what they've learned so far from reading *Healthy Humans: How to Keep Your Body Strong*.

We sweat to cool down when we run around, especially on a sunny day. This sweat is our body's way of saying, "Whew! It's hot!"

There are tunnels from the glands to our skin that send sweat to our skin when we are too hot. The air dries the sweat, which is mostly water, on our skin. It's like getting out of a shower or pool and feeling the cool air.

The sweat takes heat away as it dries, but it also takes away the water. When we're sweaty, there is no substitute for drinking water. Sweating uses up some of our water, so we must drink more to stay cool and hydrated.

NAME: _____

DATE: _____

8.1

Activity Page

Reading and Dictation

Reading

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

1. That store solely sells fresh food.
2. My dad likes to eat boneless chicken wings to refuel after working out.
3. She bravely walked across the rope bridge.
4. I am grateful to rest my body after playing.

Dictation

Write each word as it is said aloud by your teacher. Write neatly in cursive.

5. _____

6. _____

7. _____

8. _____

9. _____

NAME: _____

DATE: _____

8.2

Activity Page

Reader Response

Circle the suffix in each word and answer the question below using any of the words below. Write neatly in cursive, leaving spaces between words.

regularly

useful

flawless

What is the section titled “Keep it Clean” mostly about?

NAME: _____

DATE: _____

9.1

Activity Page

Spell with Consonant Suffixes

Write the word your teacher says. Draw a horseshoe around the split digraph in each word. Underline the suffix in each word.

1. graceful

2. solely

3. securely

4. timeless

5. strangely

Write a sentence for each word you wrote above. Write neatly in cursive, leaving spaces between words.

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

9.2

Activity Page

Reader Response

Read the words in the word bank from *Healthy Humans: How to Keep Your Body Strong*. For the split digraph words, add the suffix and write the new word. Use the words from the Word Bank to fill in the blanks. Write neatly in cursive.

Word Bank

droplet + s =	scrub + ing =	sneeze + ing =
cave	tissue + s =	combine + ed =

Being healthy is important and there are easy things we can do to keep germs away. Because our nose is a warm _____ for germs, it is a good idea to use _____ to trap germ-filled water _____ when we sneeze or blow our noses. Another helpful tip is to wash your hands frequently. Water works better when _____ with soap. Also, remember to wash your hands after coughing or _____. To make sure you wash long enough, sing the song, "Happy Birthday" two times while _____ your hands with soap and water. Can you think of some other ideas to keep your body healthy and strong?

NAME: _____

DATE: _____

10.1

Activity Page

Mix and Mingle

Connect base word cards and suffix cards with your classmates to form real words. Correctly spell each word you form on a line. Write neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

Use a dictionary to identify the part of speech and meaning of any two of the words above.

6. _____

7. _____

NAME: _____

DATE: _____

10.2

Activity Page

Encode and Apply

Complete the table by adding vowel suffixes to each base word. Write neatly in cursive.

	-y	-ed	-ing
remove			
shine			
rinse			
paste			

Use a word from the table to answer the prompt using evidence from the text. Write neatly in cursive, leaving spaces between words.

What key details support the central idea that dental hygiene is important to good health?

NAME: _____

DATE: _____

11.1

Activity Page

Identify Vowel Suffixes

Separate the word in the first column into its base word and suffix.

	Base Word	Vowel Suffix
separated	separate	-ed
1. closest		
2. later		
3. making		
4. moved		

Choose one of the words from the first column and use it in your own sentence. Write neatly in cursive, leaving spaces between words.

5. _____

NAME: _____

DATE: _____

11.2

Activity Page

Extra Innings Baseball

Write each word neatly in cursive. Then, underline the suffix and write the meaning of the word.

1. *answers may vary*

2. *answers may vary*

3. *answers may vary*

4. *answers may vary*

5. *answers may vary*

NAME: _____

DATE: _____

11.3

Activity Page

Reader Response

Answer the question using details from the text. Write neatly in cursive, leaving spaces between words.

What key details in the text support the idea that dentists help make our teeth healthy?

NAME: _____

DATE: _____

12.1

Activity Page

Partner Dictation

Write the words you can make using the base word your partner says and the suffixes available. Write neatly in cursive.

Write a sentence using one or more of the words you made. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

12.2

Activity Page

Reader Response

Combine the base word and suffix to make a Word Bank of words you read in *Healthy Humans: How to Keep Your Body Strong*. Then, use at least one word from the Word Bank to answer the prompts. Write neatly in cursive, leaving spaces between words.

Base	Suffix	Word Bank
excite	-ed	
increase	-ing	
notice	-able	
exercise	-ing	
manage	-able	

1. According to the text, what is one way we can control stress and reduce adrenaline?

2. What does the author want you to know about the connection between exercise and endorphins?

NAME: _____

DATE: _____

12.3

Take-Home

Vowel and Consonant Suffixes

Dear Family Member,

Your student is learning to add consonant (like *-ful*) and vowel (like *-ing*) suffixes to base words to create new words with new meanings.

Have them read the words and suffixes in the first two columns, then combine the base word and suffix to write the new word in the third column. Remind them that a consonant suffix does not change the base word; a vowel suffix replaces the silent 'e.'

Base	Suffix	New Word
compete	-ed	
close	-ing	
use	-ful	
vote	-er	
blame	-less	
brave	-est	
pave	-ment	
extreme	-ly	
compete	-ing	
rate	-ed	
whine	-y	
like	-ing	

NAME: _____

DATE: _____

13.1

Activity Page

Reader Response

What is the section “Friendly Faces” mostly about? Be sure to use details from the text to support your answer. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

14.1

Assessment

Fluency Assessment

Read aloud the text below.

Greenfield

As the sun was rising, it painted the sky with color. The sky was a rainbow of red, orange, pink, and purple. The town of Greenfield buzzed with excitement. It was Greenfield's 100th birthday. The mayor planned an amazing parade to celebrate. He invited the whole town. Today was the parade, and everyone was gathering on Main Street.

Uma, a young girl living in Greenfield, was part of a dance team. The mayor had asked her team to perform in the parade, so they had been practicing every day as they learned the new dance. They even chose new costumes for the parade that made them look like bright, smiling suns. The weather on the day of the parade matched their costumes perfectly!

As the parade began, Uma felt extremely happy to be a part of it. She had never marched in a parade before, and she was proud to represent her town and her team. She smiled as she marched down Main Street.

As her dance team performed their new dance, she recognized many friends and neighbors. She smiled and waved to them. As the parade ended, the people of Greenfield gathered for a festival in a park outside of town hall. There was yummy food and a party band. As the sun set, there was a loud bang! Red, yellow, and green fireworks exploded into the air. Everyone cheered loudly. It was awesome!

Uma enjoyed the chance to celebrate her town's birthday. This was a once-in-a-lifetime experience. She felt very proud to be a part of the amazing celebration.

As the celebrations wound down, Uma saw a poster promoting an exciting art contest for Greenfield's big birthday bash. The task? To create a special artwork showing why Greenfield is amazing. Uma's eyes lit up with excitement! She thought about all the beautiful things in her town—the park, the colorful houses, and the friendly faces. Determined to make something wonderful, Uma embraced the contest, ready to paint a picture that would make Greenfield proud!

NAME: _____

DATE: _____

14.2

Assessment

Fluency Assessment Questions

Read each question and circle the correct answer.

1. Which detail from the story supports the idea that the parade was a special event for Greenfield?
 - A. The mayor wanted to celebrate Uma's 9th birthday.
 - B. The town wanted to celebrate Greenfield's 100th birthday.
 - C. Uma had never marched in a parade before.
 - D. The mayor wanted to see fireworks explode in the air.

2. Which sentence from the story shows that the parade was a community event?
 - A. "It was awesome!"
 - B. "They dressed as bright, smiling suns."
 - C. "Uma felt extremely happy to be a part of it."
 - D. "Today was the parade, and everyone was gathering on Main Street."

3. What did Uma and her team do to prepare for the parade?
 - A. They asked their neighbors and friends to come to the parade.
 - B. They practiced every day to learn a new dance.
 - C. They practiced marching around the town.
 - D. They performed their new dance at school.

4. What was the weather like on the day of the parade?
- A. Sunny and bright
 - B. Cold and rainy
 - C. Warm and windy
 - D. Overcast and dry
5. What sentence from the story best supports the idea that Uma was happy to be a part of the parade?
- A. “The mayor had asked her team to perform in the parade.”
 - B. “The weather on the day of the parade matched their costumes perfectly!”
 - C. “She smiled as she marched down Main Street.”
 - D. “Everyone cheered loudly.”
6. What is the most likely reason Uma smiled during her dance performance?
- A. She was dancing with the party band.
 - B. She saw her friends and neighbors.
 - C. She was riding on a parade float.
 - D. She was dressed as a smiling sun.
7. How did the town react to the fireworks at the end of the parade?
- A. They cried.
 - B. They booed.
 - C. They smiled and waved.
 - D. They cheered loudly.

8. What conclusion can you draw about Uma's participation in the parade?
- A. She was tired from all the effort.
 - B. She was grateful for the opportunity.
 - C. She enjoyed the yummy food and party band.
 - D. She wished she hadn't gone.

NAME: _____

DATE: _____

15.1

Assessment

Reading Assessment

Circle the word that your teacher says out loud.

- | | | | | |
|-----|------------|------------|-----------|------------|
| 1. | parade | pouring | party | paragraph |
| 2. | incite | invite | ignite | incline |
| 3. | surmise | sunrise | comprised | precise |
| 4. | antelope | envelope | telescope | enclosure |
| 5. | constitute | distribute | compute | contribute |
| 6. | braver | bravery | bravest | braved |
| 7. | lovely | loner | lonely | loaned |
| 8. | hoping | hoped | hopeful | hope |
| 9. | grading | greatest | graded | grinder |
| 10. | changeable | changing | changed | exchanges |

NAME: _____

DATE: _____

15.2

Assessment

Spelling Assessment

Write each word as your teacher says it out loud. Write neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write the sentence that your teacher says out loud. Write neatly in cursive, leaving spaces between words.



NAME: _____

DATE: _____

PP.1

Activity Page

Fill in the Blank

Fill in the blank with the word in parenthesis, adding the appropriate suffix from the box. Write neatly in cursive.

-ly

-ful

-less

Example:

I enjoy smelling the lovely rose. (love)

1. We are _____ for nice weather today since there are no clouds in the sky. (hope)

2. The broken pencil was _____ for writing. (use)

3. The ring was made _____ of gold. (pure)

4. He could not find his favorite toy anywhere and started to feel _____. (hope)

5. They were _____ not to disturb the sleeping puppy. (care)

6. The parents spent their money _____. (wise)

NAME: _____

DATE: _____

PP.2

Activity Page

Write Sentences

Add a suffix from the box to the word in parenthesis and use it in a sentence. Write neatly in cursive, leaving spaces between words.

-ed

-ing

-er

Example:

(write) The writer wrote a story.

1. (chase)

2. (drive)

3. (race)

4. (poke)

5. (skate)

6. (hike)

NAME: _____

DATE: _____

PP.3

Activity Page

Pete's Bike Ride

Pete loved riding his bike to the lake. The sun was shining brightly as he pedaled along the winding path. He passed tall trees and colorful flowers on the way.

When Pete arrived at the lake, he saw a graceful swan gliding across the water. It was all alone. Pete smiled and waved at the swan. He took out his camera to capture the scene. Suddenly, the swan let out a soft call, surprising Pete. He laughed and snapped a picture.

After spending some time by the lake, Pete turned his bike around and started the journey back home. The breeze felt refreshing on his face as he rode. He listened to the birds chirping happily in the trees. Pete felt happy and content as he pedaled along the path. When he reached home, he couldn't wait to tell his family about his bike ride to the lake.

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