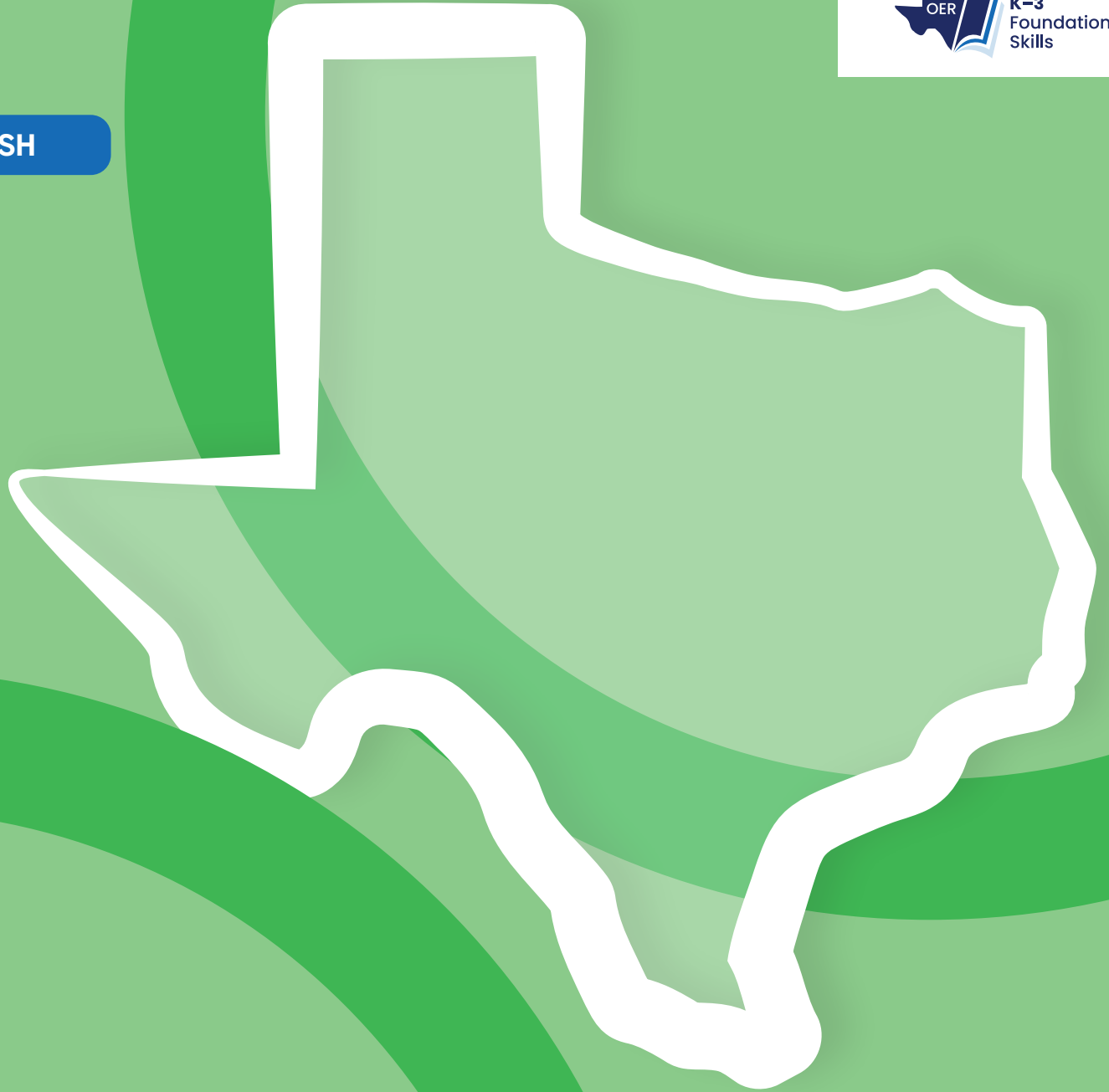


ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 4

# Activity Book

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EDITION 1

Grade 3

# **Foundational Skills 4**

**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 4**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 4. 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

## Dictation

Write the dictated words in the correct column. Write neatly in cursive.

<i>ea</i>	<i>ee</i>

Write two sentences using any of the words above. Use at least one word from each column. Write neatly in cursive, leaving spaces between words.

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

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

2.1

Activity Page

## Identify the Code

Read the sentence. Choose the word from the Word Bank that best finishes the sentence, and write it on the line neatly in cursive. Underline the letters in the word that make the long 'a' sound.

### Word Bank

untrainable

maintaining

playfulness

fundraiser

daydreaming

unrestrained

1. The children's \_\_\_\_\_ filled the room with laughter and joy.
2. The baby will be \_\_\_\_\_ in the highchair unless you buckle her in.
3. I spent most of the afternoon staring out the window and \_\_\_\_\_ about summer.
4. We held a \_\_\_\_\_ to help pay for our trip to camp.
5. You did a great job at \_\_\_\_\_ your focus even when the room got noisy.
6. My mom says a lot of old dogs are \_\_\_\_\_.





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

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

2.2

Activity Page

## Encode and Apply

Read each word with the /ae/ sound in the word bank.  
Underline the letters that make the /ae/ sound in each word.  
Choose at least one word from the word bank to write a sentence related to the Reader, *Frankie Figures It Out*. Write in cursive, leaving spaces between words.

Words with /ae/ sound

Friday	explained	away
exclaimed	Sunday	maintained
relay	something	

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

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

3.1

Activity Page

## Roll, Flip, Read, Write

With a partner, take turns rolling the dice. Next, grab a card with the number on it that matches the number on the dice. Then, read the card aloud. The partner that is not reading the word will write the word on the lines below. Write each word neatly in cursive.

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

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

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

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

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

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

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

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



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

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

3.2

Activity Page

## Reader Response

Answer the questions below. Think of how you would solve the problem while following rules just like Frankie is learning. Write neatly in cursive, leaving spaces between words.

1. You are playing a game with your group, but there are no cards left for you. What do you do?

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2. You see someone fall off the swing on the playground. What do you do?

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3. You see a new student drop all of their stuff going through the front door of the school. What do you do?

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

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

3.3

Take-Home

## Practice Fluency

Dear Family Member,

Your student has been reading *Frankie Figures It Out* at school. Have your student read this excerpt from the reader aloud to you. Encourage your student to change their voice to match the character speaking. After reading, have your student answer the question below. Encourage them to write in cursive, leaving spaces between words. After your student finishes, have a discussion with them about the importance of rules for safety in our homes and communities.

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Her mom said, “Without rules, the world would be hard to live in. Just imagine if we didn’t have any rules while driving. That’s how it was 100 years ago. It would be dangerous even to approach a car. And what if people didn’t have to wear seatbelts?”

Frankie said, “So rules are just to keep yourself safe?” “It is also about keeping other people safe,” said Mom. Mom. “If there is a car accident, not only could the passengers be hurt, but police and rescue workers helping to clear the accident could be at risk.”

Her mom continued, “It’s important to have fun, and rules help us ensure everyone can have fun and stay safe at the same time.”

“I won’t disagree with that!” said Frankie.

Frankie's mom thought about what her daughter had said while she chewed her pizza. She thought of a fun and helpful idea that would allow Frankie to learn about the value of rules.

With a warm smile, she said, "Let's figure it out together. Let's be on the lookout for rules while we run errands tomorrow. We'll be like detectives. We'll look for examples of rules in action!"

1. Explain why you think rules are important for fun and safety.  
Write a complete sentence.

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

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

4.1

Activity Page

## Review Vowel Teams

### Part 1

Listen as your teacher dictates six words from the Reader with the vowel teams *ee*, *ea*, *ai*, *ay*, or *ue*. Write them in your word bank. Underline the vowel team in each word. Write neatly in cursive.

### Word Bank

1. _____	3. _____	5. _____
2. _____	4. _____	6. _____

### Part 2

Answer the question below using at least one word from your Word Bank. Write neatly in cursive, leaving spaces between words.

Based on Frankie's actions at the end of this section, what will she most likely do next?

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

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

5.1

Activity Page

## Prefix *un-* Crossword Puzzle

Read each sentence, and fill in the blank space with the prefix *un-* word that best completes the sentence. Write neatly in cursive. Then, write the word in the correct space on the crossword puzzle.

### Word Bank

unlike	unload	unlucky
unpack	unscrew	unusual
unworn		

### Across

1. Jamal's shirt was \_\_\_\_\_. He had not put it on before.
2. The cake was \_\_\_\_\_ anything I had ever seen, with amazing decorations that moved and lit up.
3. When my mom gets home with the groceries, I will help her \_\_\_\_\_ the bags from the car.
4. When I get to the hotel, I will first \_\_\_\_\_ all of my clothes from my suitcase.

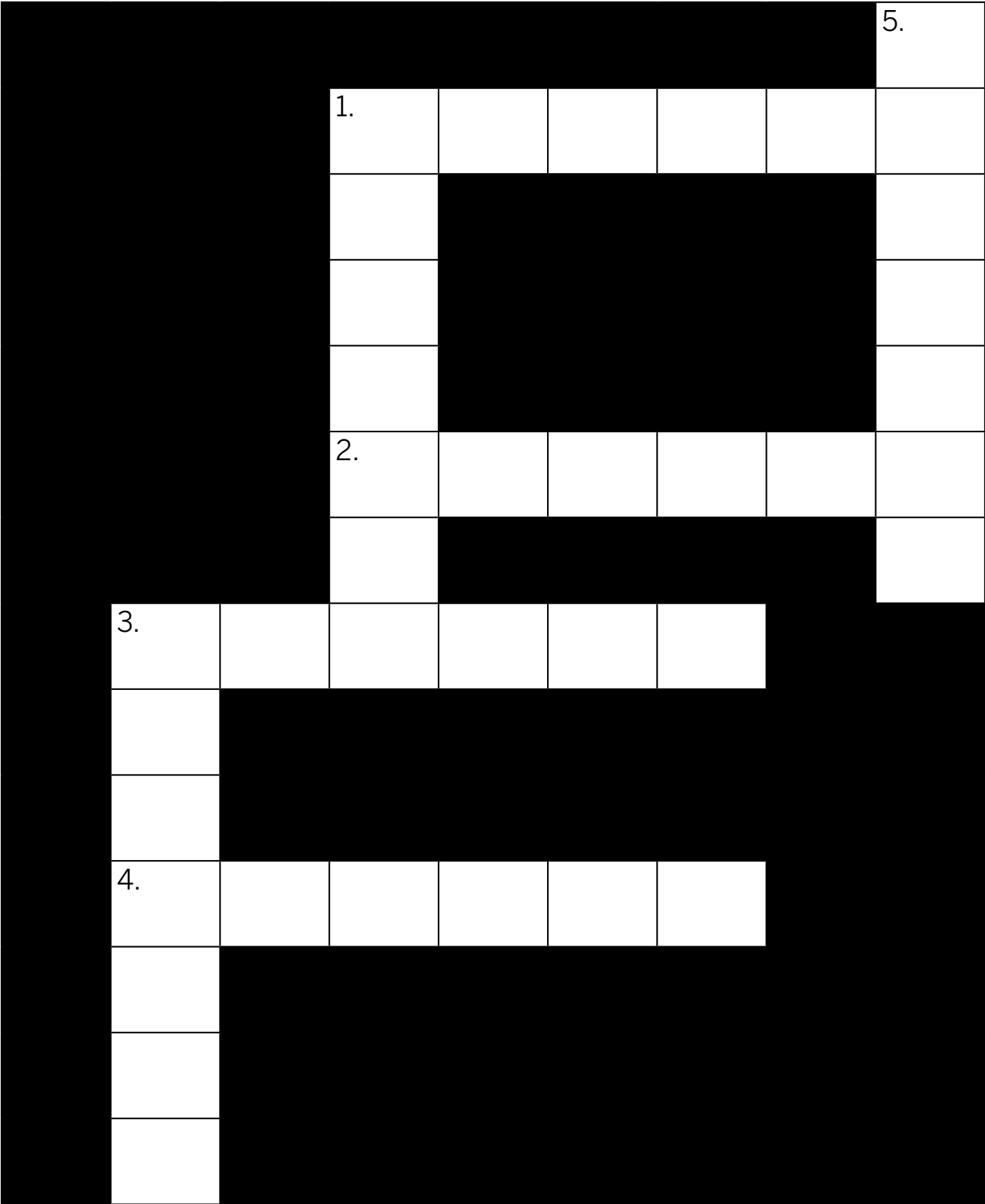
## Down

1. Seeing a bald eagle in the wild is rare. It is \_\_\_\_\_.
3. Samantha felt \_\_\_\_\_ when she missed the bus and had to walk to school in the rain and then she tripped in a puddle and dropped her books.
5. Jaden's hands were slippery, so he could not \_\_\_\_\_ the cap of his water bottle.

Use at least one of the words from the word bank in your own sentence. Write neatly in cursive leaving spaces between words.

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

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

5.2

Activity Page

## Practice with Prefix *un-*

In the Reader, Frankie felt uneasy. How did Frankie's actions cause her to feel uneasy? Use at least one word with the prefix *un-* in your response. Write neatly in cursive leaving spaces between words.

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

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

5.3

Take-Home

## Prefix Practice

Dear Family Member,

Your student has been practicing reading prefixes and identifying the meaning of words using the *un-* prefix. Have your student add the prefix *un-* to each word below. Then, write a sentence neatly in cursive using the new word. Throughout the week, try to incorporate words with the prefix *un-* in conversation with your student. Use them and ask your student to explain what each *un-* word means.

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

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

6.1

Activity Page

## Practice with Prefixes *dis-* and *mis-*

Determine whether *dis-* or *mis-* is the correct prefix for each word. Circle the prefix, and neatly write the new word in cursive.

Prefix	Base Word	New Word
<i>dis-</i> / <i>mis-</i>	manage	
<i>dis-</i> / <i>mis-</i>	courage	
<i>dis-</i> / <i>mis-</i>	understood	
<i>dis-</i> / <i>mis-</i>	appear	

Choose two of the newly formed words and write two sentences. Write neatly in cursive, leaving spaces between words.

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

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



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

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

6.2

Activity Page

## Exit Ticket

Answer the prompt about *Frankie Figures It Out*. Write two complete sentences using evidence from the text to support your answer. Use at least one word from the prefix chart on Activity Page 6.1 in your response. Write neatly in cursive, leaving spaces between words. What valuable lesson did Frankie learn when she went to the market?

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

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

6.3

Take-Home

## Complete the Sentence

Dear Family Member,

Your student has been learning about the prefixes *mis-*, *dis-*, and *un-*. Please have your student use the best word from the Word Bank to fill in the blank for each sentence. Please remind your student to write each word in cursive. As students identify the word that goes in each blank, ask students what each word means and how they knew to put it in each blank.

### Word Bank

misplace

misstep

disadvantage

disbelief

inappealing

unstoppable

1. The soccer player was \_\_\_\_\_, dribbling past every defender to score the winning goal for her team.
2. Luisa was in \_\_\_\_\_ that her favorite singer was performing at the city fair.
3. Taking a \_\_\_\_\_ on the slippery sidewalk caused Paul to stumble, but he quickly regained his balance and continued walking.

4. Truman has lost three jackets in two months, so he is trying not to \_\_\_\_\_ his new jacket.
5. One \_\_\_\_\_ of not doing your homework is that you might miss out on learning something new and interesting.
6. Eating vegetables might seem \_\_\_\_\_ at first, but they are very good for your health.



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

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

7.1

Activity Page

## Build New Words with *re-*

For each table, add prefix *re-* to the base word. Write a definition of the new word. Draw a simple sketch to show the meaning of the new word. Write neatly in cursive, leaving spaces between words when applicable.

Base word: *construct*

<b><i>re-</i></b>	
<b>Definition</b>	
<b>Sketch</b>	

Base word: *discover*

<i><b>re-</b></i>	
<b>Definition</b>	
<b>Sketch</b>	

Base word: *calculate*

<b><i>re-</i></b>	
<b>Definition</b>	
<b>Sketch</b>	



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

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

7.2

Activity Page

## Reader Response

Write two complete sentences to answer the prompt. Use at least one of the words with the prefix *re-* and one of the high-frequency words. Write neatly in cursive, leaving spaces between words. What details in the text support the idea that everyone in Frankie's mom's office worked toward the same goal?

refill	return	reread	respond	rewrite
always	sometimes	something	idea	
fall	never	draw	paper	

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

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

7.3

Take-Home

## Complete the Story

Dear Family Member,

Your student has been learning about how prefixes change the meaning of a word. Have your student add the prefix *re-* to the base words. Then, fill in the blanks and complete the story. Not all words will be used. Write neatly in cursive. As your student writes the new words with the prefix *re-*, ask your student to tell you the definition of each new word.

Base Word	Add the Prefix <i>re-</i>
organize	
enter	
turn	
read	
filled	
build	
stored	
watched	
place	
paint	

Once upon a time, in the small village of Booktown, there was an adorable little library. One morning, the librarian, Professor Pagemaster, opened the library and found that a bookshelf had fallen over. The books were scattered everywhere. Professor Pagemaster asked the children of Booktown to help fix the shelves. After the children finished the shelves, it was time to \_\_\_\_\_ all of the books. They noticed that some of the old book covers were worn out. They decided to \_\_\_\_\_ the covers with new ones. Once the shelves were rebuilt, it was time to \_\_\_\_\_ all the adventure books to their rightful places. The children also noticed that the walls of the adventure section were scratched and faded. With Professor Pagemaster's approval, they decided to \_\_\_\_\_ the walls with vibrant colors to match the excitement of the stories. With the library fully \_\_\_\_\_, it was time to open the doors and allow all the library patrons to \_\_\_\_\_ the building.



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

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

8.1

Activity Page

## Review Prefixes *pre-*, *re-*, and *un-*

Choose two words from the Word Bank. Complete a table for each of your chosen words. Be sure to write legibly in cursive.

### Word Bank

precaution	preapprove	prearrange
preposition	unreachable	unfortunate
predestined	reconnect	reconsider

1.

Prefix	Base Word	New Word
Definition		
Sentence		
Sketch		

2.

Prefix	Base Word	New Word
Definition		
Sentence		
Sketch		

**3. Answer the question below using at least two words from the box. Write your answer legibly in cursive leaving spaces between words.**

You are an expert on libraries! How would you explain to Frankie how the stickers with the “jumble of letters and numbers” are used by the librarians and people searching for books?

misspelled      prehistoric      misreading      preschool

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

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

8.2

Take-Home

## Practice Prefixes *pre-*, *re-*, and *un-*

Dear Family Member,

Your student has been learning how the prefixes *pre-*, *re-*, and *un-* change the meaning of a base word. Ask them to demonstrate the work done in class today using one of the words below. Ask your student to identify the base word of each word in the word back, and then identify the prefix, explain what the prefix means and how it changes the base word.

prechecked

previewing

unwanted

readjusted

unnecessary

Have your student choose one of the words to complete the table below.

Prefix	Base word	New word
Definition	Sketch	Sentence

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

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

9.1

Activity Page

## Dictation

Listen closely as your teacher says each word and write them neatly in cursive on the lines below.

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

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

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

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

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

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

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



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

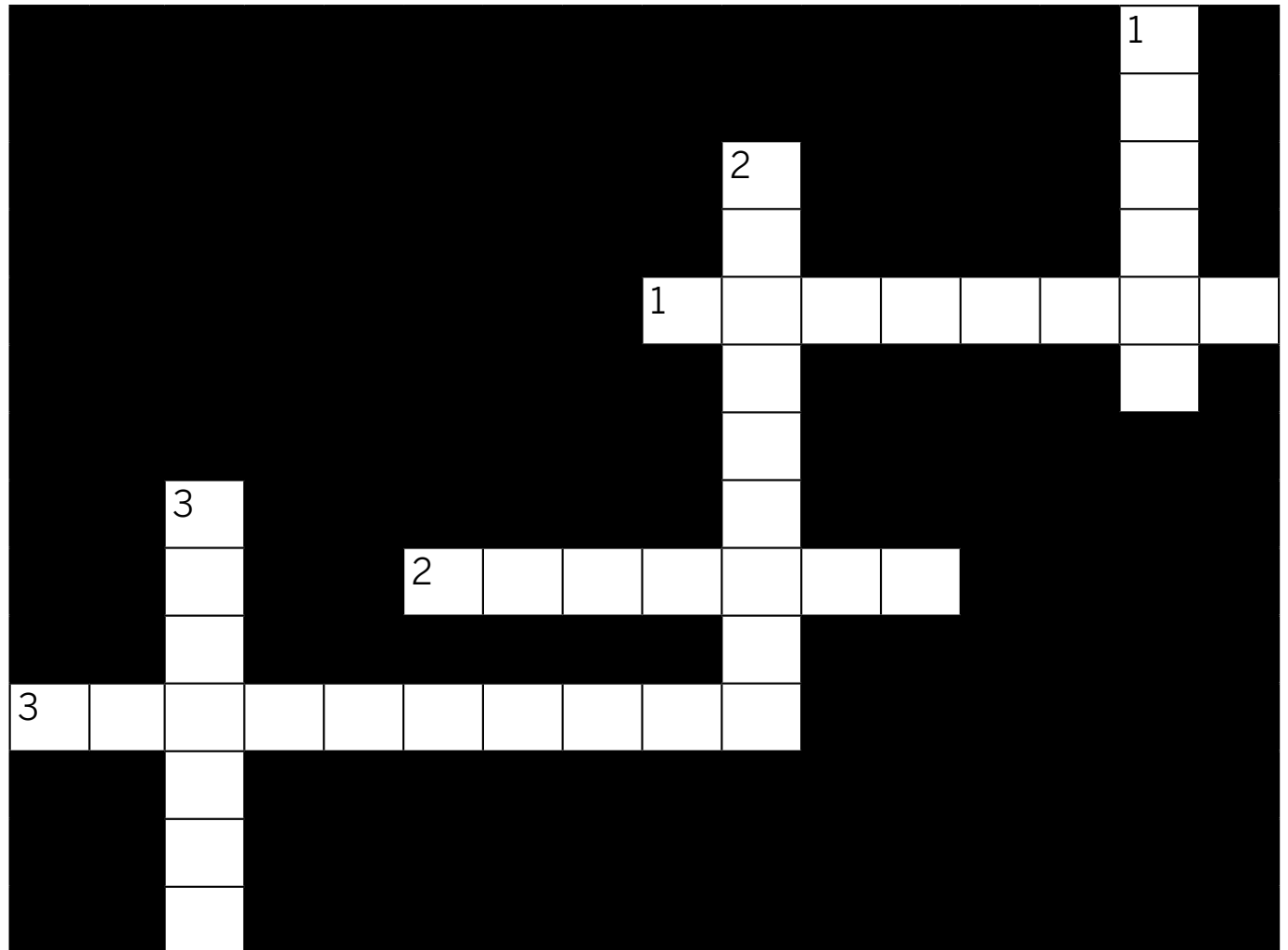
DATE: \_\_\_\_\_

9.2

Activity Page

## Suffix *-ist* Crossword Puzzle

Read each clue. Add *-ist* to each base word, and use the words to answer the clues and complete the puzzle. Write neatly in cursive.



art

cartoon

flute

novel

tour

violin

## Across

1. A \_\_\_\_\_ is another word for author, which is someone who writes stories and books that are published.
2. Emily is a talented musician and is currently a \_\_\_\_\_ in the high school marching band.
3. Mrs. Jensen is not only the librarian, she is also a \_\_\_\_\_ who enjoys drawing funny comics.

## Down

1. The museum in Dallas, Texas, highlights the paintings and sculptures of many famous \_\_\_\_\_.
2. Jake has enjoyed playing in the string section and has just become a \_\_\_\_\_ in the National Symphony Orchestra.
3. My grandmother has toured all the national parks and monuments in the United States. Our family calls her a true \_\_\_\_\_.

Choose two of the words, and use them together in a sentence. Remember to write in cursive , leaving spaces between words.

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

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

10.1

Activity Page

## Affix Review

Use the chart to create your own list of words with each affix. List at least one word for each row. Then take turns quizzing your partner on what each words means.

<i>un-</i>	
<i>pre-</i>	
<i>re-</i>	
<i>dis-</i>	
<i>mis-</i>	
<i>-ist</i>	
<i>-ian</i>	



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

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

10.2

Take-Home

## Use Words with Affixes

Dear Family Member,

Your student has been learning about several different affixes, a word part, such as a prefix or suffix, that is added to a word to change its meaning or function. The words in the Word Bank come from their Reader, *Frankie Figures It Out*. Ask your student to explain how some of the words relate to the plot of their Reader. Encourage your student to read newspapers, magazines, or articles at home. Your student can practice reading and using prefixes and suffixes to understand unfamiliar words they encounter in real-world contexts.

<i>un-</i>	unhurried, unharmed
<i>pre-</i>	preoccupied, prepare, prehistoric, preschool
<i>re-</i>	rebound, recalled, remembered, recounted, recreation
<i>dis-</i>	disagree, discovered, disrespected, disappear
<i>mis-</i>	mistake, misread, misspell
<i>-ist</i>	artist, specialist, tourist, pharmacist, biologist, cartoonist, zoologist
<i>-ian</i>	musician, custodian, magician, historian, librarian, veterinarian

Sample prompts might include:

- What was happening in the story when this word was used?
- In what setting was this word used? Why is the setting important to the story?
- How do Frankie's actions change what happens in the story?
- How would the story be different without the mother?
- What problem does Frankie have in the story? How does she solve her problem?
- What experiences does Frankie have that are similar to your own?

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

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

11.1

Activity Page

## Review Suffix *-al*

Read the sentence. Write the word containing *-al* suffix on the line. Then, use context clues to write the meaning of the word. Write neatly in cursive, leaving spaces between words.

1. The family packed their swimsuits and sunscreen for their trip to the tropical island, where they would relax on sandy beaches and swim in warm turquoise waters.

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

2. When the sad movie ended, tears filled her eyes, and she hugged her mom tightly, feeling emotional after watching the heartwarming story.

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_

3. The flag proudly waved in the breeze, displaying the red, white, and blue colors that symbolized pride for their national identity and unity as a country.

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

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4. She ate a fractional piece of the giant cake, leaving most of it untouched for others to enjoy, as she wanted to save room for dinner.

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

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

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

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

11.2

Activity Page

## Mix and Mingle

Move the Mix and Mingle cards around to create words. Once a word has been created, write it on the lines below. For your word to count, it must be spelled correctly. Write neatly in cursive.

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

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

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

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

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

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

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

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

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

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

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

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

Choose two of the words above, and write a sentence for each.  
Write neatly in cursive, leaving spaces between words.

17. \_\_\_\_\_  
\_\_\_\_\_

18. \_\_\_\_\_  
\_\_\_\_\_



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

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

12.1

Activity Page

## Read and Illustrate Homophones

Read each sentence. Underline the homophones in the sentence. Draw an illustration that represents the sentence, giving special attention to the homophones.

Sentence	Illustration
1. Did you see how the <u>blue</u> whale <u>blew</u> air and spun in a circle like the wheel at a fair?	
2. I came <u>here</u> to <u>hear</u> the band play jazz music with no fear.	
3. Did you see the bear eating a <u>pear</u> sitting on a <u>pair</u> of chairs?	
4. The mighty <u>knight</u> crept out of sight in the dark <u>night</u> .	

5. Write a sentence using the homophones *right* and *write*.  
Write neatly in cursive, leaving spaces between words.

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

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

# 12.2

## Activity Page

## Reader's Response

Using the homophones in the word bank, write a response to describe a time that you discovered that rules are necessary to keep people safe. Write neatly in cursive, leaving spaces between words when applicable.

here/hear

whether/weather

peace/piece

allowed/aloud

[illegible]



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

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

12.3

Take-Home

## Reveal the Homophones

Dear Family Member,

Your student has been practicing working with homophones (words that sound the same but have different spellings and different meanings). Please have your student use the following activity for additional support. Solve the riddle by using the secret code. The answer contains a homophone, and the other part of the homophone pair is in parentheses. Ask your student to explain the different meanings for the two homophones in the pair, and how the riddle is “playing” with the words. Encourage students to create their own riddles or sentences throughout the week using the code. Then, ask students to explain the meaning of each homophone used.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>

<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>

Why couldn't the pony talk?

-

2

-

5

-

3

-

1

-

21

-

19

-

5

-

9

-

20

-

23

-

1

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19

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1

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12

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18

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19

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1

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18

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19

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5

)

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

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

13.1

Activity Page

## Write and Spell Homophones

Read each sentence. Choose the right homophone from the Word Bank to fill in the blank. Write neatly in cursive.

### Word Bank

hair/hare

by/buy

feet/feat

herd/heard

1. Sarah walked \_\_\_\_\_ the park on her way home from school.
2. Tommy wanted to \_\_\_\_\_ a shiny red apple from the grocery store.
3. The soccer player showed amazing skill while dribbling the ball with her \_\_\_\_\_.
4. The cows were mooing loudly as they joined the \_\_\_\_\_ in the pasture.
5. Climbing to the top of the treehouse was a daring \_\_\_\_\_ for the adventurous kids.

6. Emily braided her long, brown \_\_\_\_\_ before heading to the playground.
7. The children \_\_\_\_\_ the chirping of birds in the early morning.
8. The \_\_\_\_\_ had long ears and white spots on its fur.

Write each sentence your teacher dictates, using the correct homophone. Write neatly in cursive, leaving spaces between words.

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



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

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

13.2

Activity Page

## Reader Response

Read the homophones in the Word Bank. Then write two sentences about *Frankie Figures It Out* using at least one word from the Word Bank in each sentence. Write neatly in cursive, leaving spaces between words.

### Word Bank

knew	close	know
week	hear	allowed

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

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



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

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

14.1

Assessment

## Fluency Assessment

Read aloud the text below.

### The Fox Rescue

Dr. Chan was a veterinarian. He was passionate about helping animals. He loved all animals, from rowdy rabbits to polite parrots. Every day in Dr. Chan's office was exciting; it was always filled with happy barks and gentle purrs.

One afternoon, Dr. Chan received a phone call about a group of kits in need of rescue in a nearby forest. The group of baby foxes had climbed up a tree and were now stuck in a branch. Dr. Chan packed his medical bag in a hurry. He set out to help the animals.

When Dr. Chan arrived in the forest, he saw the baby foxes huddled together in the tree branch. They were struggling to climb down from the tree. As they tried, they stepped on each other and made a lot of noise. Dr. Chan carefully and gently helped each kit down from the tree, placing them on the forest floor.

Dr. Chan decided to bring the baby foxes back to his office so he could make sure they were healthy. He put them in a big cardboard box in his car trunk. While he was driving, the foxes leaped out of the box and crawled over the backseats. They turned Dr. Chan's car into a messy playground. They scattered dirt all around. They left tiny paw prints

on the seats and windows. Dr. Chan was not angry; he was amused. He laughed at the playful foxes.

Upon reaching his office, Dr. Chan made the kits feel safe as he checked them over. He cleaned them up, gave them some water, and made sure they were healthy. After spending a little time in his office, the kits were ready to return to their home.

From that day on, Dr. Chan would return to the forest to visit the baby foxes. He always remembered rescuing them that day in the forest.

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

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

14.2

Assessment

## Fluency Assessment Questions

Read each question, and circle the correct answer.

1. What do Dr. Chan's words and actions show the reader about how he feels about animals?
  - A. uninterested
  - B. loving
  - C. nervous
  - D. hateful
  
2. What type of figurative language does the author use in the sentence below to describe the animals in Dr. Chan's office?

"He loved all animals from rowdy rabbits to polite parrots."

  - A. hyperbole
  - B. simile
  - C. alliteration
  - D. imagery
  
3. What caused Dr. Chan to go to the forest?
  - A. He received a phone call about a rescue.
  - B. He wanted to take a break from work.
  - C. He was lost and ended up in the forest.
  - D. He wanted to play with baby foxes.

4. What sentence in the text helps you understand the meaning of the word *rescue*?
- A. "His office was always filled with happy barks and gentle purrs."
  - B. "Upon reaching the office, Dr. Chan checked all the baby foxes."
  - C. "Dr. Chan carefully helped each baby fox down from the tree."
  - D. "Dr. Chan was a veterinarian."
5. What is another name for a baby fox?
- A. kit
  - B. purr
  - C. kitten
  - D. fawn
6. What was Dr. Chan's reason for bringing the foxes back to his office?
- A. To take photographs of them
  - B. To make sure they were healthy
  - C. To play hide and seek with them
  - D. To keep them in a cardboard box

7. How did the baby foxes behave in Dr. Chan's car?
- A. They slept quietly.
  - B. They played and made a mess.
  - C. They sat still and stared out the window.
  - D. They cried loudly.
8. Why did Dr. Chan continue to visit the baby foxes in the forest even after they were rescued?
- A. He wanted to take them on walks.
  - B. He needed the exercise.
  - C. He wanted to play with them.
  - D. He wanted to make sure they were safe.





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

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

15.1

Assessment

## Reading Assessment

Circle the word that your teacher says out loud.

- |     |              |               |              |                |
|-----|--------------|---------------|--------------|----------------|
| 1.  | sustain      | straight      | strain       | sprain         |
| 2.  | sneaker      | squeaked      | sneaky       | streamline     |
| 3.  | uncommon     | uncomfortable | unconvinced  | uncommon       |
| 4.  | predetermine | prevail       | preventable  | prepayment     |
| 5.  | disappoint   | disapperance  | disregard    | discharge      |
| 6.  | retention    | relocation    | reorganize   | reconsider     |
| 7.  | misadventure | misconception | misrepresent | miscalculation |
| 8.  | cycled       | slinked       | cyclist      | sightful       |
| 9.  | liberty      | librarian     | landing      | brainy         |
| 10. | magical      | magic         | made         | jester         |



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

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

15.2

Assessment

## 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. \_\_\_\_\_

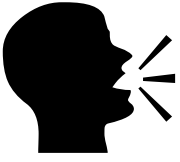
6. \_\_\_\_\_

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

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

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

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



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

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

PP.1

Activity Page

## Sound Quest

Read the story, and circle the spellings for /ee/. Then sort the words by spelling. Write neatly in cursive.

---

Once upon a breezy afternoon, in Sweet Valley, there lived a cheerful queen named Bee. She adored sweet treats, especially ice cream and cake.

One sunny day, she decided to make a red velvet cake for her villagers. With her helper, Dee, they mixed flour, sugar, beaten eggs, milk, and the secret ingredient: beets! The batter turned smooth, creamy, and a deep red color.

They baked the cake until it smelled sweet. Queen Bee cut it into slices, and everyone was eager to try it.

The cake brought glee to Sweet Valley. Queen Bee and Dee knew kindness and sweetness made people happy. They shared treats and laughter, spreading joy.

Sort words in the box below.

**/ea/**

**/ee/**

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

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

PP.2

Activity Page

## Syllable Jumble

Unscramble the syllables to form a correct word. Then, use the word in a sentence on the lines below. Write neatly in cursive, leaving spaces between words.

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

ca	tion	va
----	------	----

---

---

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

com	ing	fort
-----	-----	------

---

---

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

en	cal	dar
----	-----	-----

---

---

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

ment	cite	ex
------	------	----

---

---

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

re	ber	mem
----	-----	-----

---

---



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

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

PP.3

Activity Page

## Moon Shot

Choose five words from your Moon Shot Cards, and write them in cursive on the blanks below.

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

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

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

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

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

Then, choose two additional words from the Moon Shot Cards, and use them each in a sentence. Write neatly in cursive, leaving spaces between words.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

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

PP.4

Activity Page

## Circle the Word

Read each sentence, and circle the correct homophone for each sentence.

1. She tied her shoes in a (knot/not).
2. Can you (hear/here) the bells ringing?
3. He rode his (horse/hoarse) around the farm.
4. She wore a (flour/flower) dress to the party.
5. Please put your shoes in the (hall/haul).
6. The teacher asked us to (wait/weight) quietly.
7. The (bread/bred) in the oven smells delicious.
8. The (principal/principle) is sitting behind the desk.
9. Can you (sea/see) the book from where you sit?
10. I like to (pair/pear) my sandwich with soup.



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

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

PP.5

Activity Page

## Write the Homophone

Read each sentence. Fill in each blank with the correct homophone from the box. Write neatly in cursive.

way	weigh
peace	piece
blew	blue
bear	bare
flour	flower
son	sun

1. The best \_\_\_\_\_ to school is through the park.
2. It is sometimes nice to go to the library and read books in the \_\_\_\_\_ and quiet.
3. It is pleasant to see a \_\_\_\_\_ sky on a bright, sunny day.

4. The hiker walked through the forest with \_\_\_\_\_ feet.
5. We need to \_\_\_\_\_ the apples to buy them.
6. I ate a yummy \_\_\_\_\_ of chocolate cake.
7. The wind \_\_\_\_\_ the leaves off the tree.
8. The baker used \_\_\_\_\_ to make bread, cookies, and pies.
9. We went to the zoo and saw the large reptiles and a small brown \_\_\_\_\_ eating some berries.
10. Mom planted a \_\_\_\_\_ in the garden to make it more beautiful.
11. The \_\_\_\_\_ shines brightly in the sky during the summer months.
12. The mother, father, and \_\_\_\_\_ went to the park to play a game of soccer.

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

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

PP.6

Activity Page

## Forest Adventures

With a partner, read the text below. Each partner will read one sentence at a time.

---

Once upon a time, in a sunny village, lived a cheerful team of animals. There was a wise owl, a playful cat, and a brave dog. Every day, they went on exciting adventures together. One day, they decided to explore the deep forest.

The animals made their way through the tall trees. They encountered a family of deer grazing peacefully. The animals watched as the deer gracefully leaped through the green meadow.

Suddenly, they heard a sound nearby. It was a group of squirrels playing hide-and-seek among the bushes. Their fluffy tails twitched. The squirrels giggled and hopped around.

The owl hooted with delight. The cat purred happily. The dog wagged its tail in excitement. Together, they continued their journey, eager to explore more in the forest.

As the animals went deeper into the forest, they found a

stream. The water looked shiny in the sun and felt refreshing after a day of exploring. The owl touched it with its claws. The cat tried to catch the shiny spots. The dog played in the water, making it move.

Then, they found a pretty spot with flowers. Butterflies flew around the flowers, visiting each one. The animals looked at the beautiful colors and smelled the nice scents. They danced happily together.

And so, the adventure of the animal team in the forest continued, filled with joy and friendship.



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