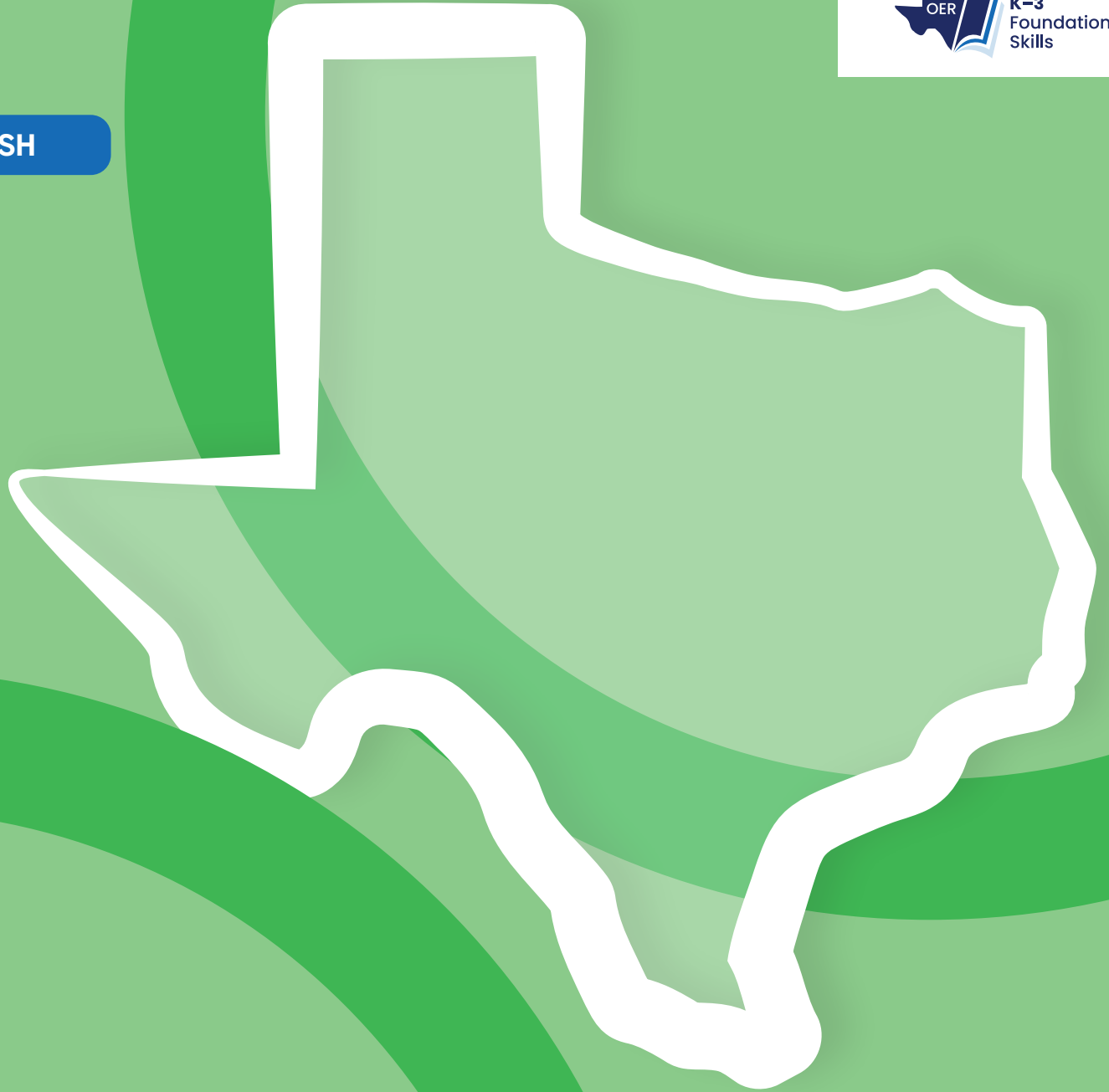


ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 6

Activity Book

EDITION 1

Grade 3

Foundational Skills 6

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 6

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 6. 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

Create Contractions with *not* and *is*

In the blank boxes, write the correct contraction for each set of words.

1. cannot	2. have not	3. should not	4. it is	5. that is

Write a short letter to a friend using the contractions from the boxes above. Write neatly in cursive, leaving spaces between words when you write a sentence.

NAME: _____

DATE: _____

1.2

Activity Page

Contraction Comets

Complete each comet with either the contraction made by the two words or by writing the words that can be combined to form a contraction.

1. could – not – _____
2. _____ – _____ – can't
3. _____ – not – didn't
4. it – is – _____
5. There – is – _____
6. _____ – _____ – I'm

Complete each sentence from *To the Stars: Lily Explores Space* with the contraction that fits best. Write each word neatly in cursive.

7. She _____ know much about space yet, but she knew there was so much to discover out there.

8. “I _____ go to the library this morning, but we can go in the afternoon,” Dad said.
9. _____ an astronomy shelf in the science section.
10. “_____ so excited to read these books!” Lily exclaimed.
11. _____ an enormous galaxy, like a big city of stars and planets.
12. She _____ stop thinking about what else was in space.

NAME: _____

DATE: _____

1.3

Take-Home

Contraction Cut-Ups

Dear Family Member,

Your student has been learning to form contractions by combining two words in a shortened form by adding an apostrophe. Cut out the puzzle pieces below, mix them up, and have your student match the correct pieces.

I'd	how's
I would	how is
let's	would've
let us	would have
aren't	you're
are not	you are

NAME: _____

DATE: _____

2.1

Activity Page

Create Contractions with *are*, *will*, and *had*

Mix and Match: Choose a word from the left column and a word from the right column. Combine the words to form a contraction. Write the words you chose and the new contraction in the middle column.

we	_____ + _____ = _____	will
they	_____ + _____ = _____	had
you	_____ + _____ = _____	are

Write each word your teacher says.

1. _____

2. _____

3. _____

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

4. _____

NAME: _____

DATE: _____

2.2

Take-Home

Contraction Swap-Out

Dear Family Member,

Your student has been learning to form contractions by combining two words in a shortened form by adding an apostrophe. Before reading, ask your student to write a list of contractions they have learned in class. If your student identifies any more contractions while reading, have them add those words to the list. After reading, ask your student to write an extension to this story using five of the contractions from their list.

One sunny afternoon, Zeke and Alex, two curious ten-year-olds, decided they'd become space experts. Their class had just started learning about space, and both boys were eager to show off what they knew.

"I'm going to learn all the planets," Zeke said, flipping through his book.

Alex wanted to go even bigger. "I want to learn about stars and faraway galaxies," he boasted.

When they started their project, Zeke got the planets mixed up. "Is Mars before or after Jupiter?" he wondered aloud.

Alex tried to talk about light-years but got a bit tangled up. "Are they, like, super far . . . or super fast?" he guessed, scratching his head.

After trying hard but getting some things wrong, the boys got help from their teacher, Mrs. Clark, so they would understand better. Walking out of class, Zeke was still excited.

"Space is trickier than I thought, but it's awesome!"

Alex agreed, "Yeah! We just have to keep learning and maybe watch some space shows. You'll see. We'll know everything soon."

Even with the mix-ups, Zeke and Alex couldn't wait to learn more about space. They realized that discovering space wasn't just about getting facts straight, but about the fun and wonder in learning new things.

"If you're into stars, I'll ask my mom if you can come over tonight to look at the constellations," Zeke offered.

"And I'd love to learn more about the planets," Alex replied. "They're so cool!"

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

NAME: _____

DATE: _____

3.1

Activity Page

Identify Final Stable Syllables: *-ble, -dle, -gle*

Underline the stable syllable. Draw a slash (/) to divide the word into syllables.

1. marble	2. bundle	3. giggle	4. eagle	5. dribble
-----------	-----------	-----------	----------	------------

Listen to each word your teacher says. Write the word neatly in cursive. Underline the final stable syllable. Draw a slash (/) to divide the syllables accurately.

6. _____

7. _____

8. _____

9. _____

10. _____

Listen to the sentence your teacher says. Repeat the sentence to yourself. Write the sentence using your best cursive.

11. _____

12. _____

NAME: _____

DATE: _____

3.2

Activity Page

Reader Response

Have students create an infographic that teaches others about nebulae and black holes, using words with final stable syllables *-ble*, *-dle*, *-gle*.



NAME: _____

DATE: _____

4.1

Activity Page

Identify Final Stable Syllables: *-sle, -zle, -ple*

Write each word your teacher says. Write neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

Write one compound sentence using one or two of the words above and a contraction. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

5.1

Activity Page

Final Stable Syllables

1. Listen carefully as your teacher reads each word. Write each word on an index card. Divide each word into syllables and underline the final stable syllable.

2. Choose three words from the index cards. Write a paragraph using those words. Underline the words you chose. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

5.2

Activity Page

Reader Response

Answer the question below neatly in cursive, leaving spaces between words.

What does the author most likely want the reader to know about Maria Mitchell and her discovery?

NAME: _____

DATE: _____

6.1

Activity Page

Divide Three-Syllable Words

Write each word your teacher says neatly in cursive.
Divide the syllables.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

NAME: _____

DATE: _____

6.2

Activity Page

Exit Ticket

Match each word with its definition, then use the words to answer the question below.

asteroid	a bright streak or flash in the sky caused by small pieces of space material entering the atmosphere and burning up
meteor	rocks that orbit, or travel around, the sun
meteorite	a piece of rock from outer space that has landed on Earth

What did Lily learn about the difference between meteors and asteroids? Use evidence from the text to support your answer. Remember to write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

7.1

Activity Page

Divide Three-Syllable Words with Consonant +*le* Syllables

Point to the first word. Follow your teacher's directions. Write neatly in cursive, leaving spaces between words when you write a sentence.

1. flexible

2. multiple

3. critical

4. bamboozle

5. particle

6. The girl needed help to untangle her hair.

7. She read an article about the changing weather.

Write each word your teacher says. Divide the syllables.
Underline the final stable syllable. Write neatly in cursive.

8. _____

9. _____

10. _____

11. _____

12. _____

Write a sentence using one of the words above.

13. _____

NAME: _____

DATE: _____

7.2

Activity Page

Reader Response

Answer the following question using any of the words below.
Write neatly in cursive, leaving spaces between words.

optical	multiple	critical	tentacle	particle
---------	----------	----------	----------	----------

The Space Club learned about the importance of telescopes.
What key details from the text support this idea?

NAME: _____

DATE: _____

8.1

Activity Page

Spell and Sort with Final Stable Syllables

Write the words your teacher reads. Sort them into the correct column. Remember to write in cursive.

—ble	—dle	—gle	—sle	—zle
—ple	—cle	—kle	—ckle	—cal

NAME: _____

DATE: _____

8.2

Take-Home

Final Stable Syllables Match-Up

Dear Family Member,

Your student has been working with words that end with a consonant and the letters *-le* or *-al*, like *fable*, *vocal*, and *sizzle*. Have your student draw a line to connect the word part on the left to the final stable syllable on the right. Note: One of the final stable syllables will be used twice.

1. rekin_____

2. min_____

3. typi_____

4. cra_____

5. whis_____

6. motorcy_____

7. forgiva_____

tle

gle

ble

dle

cle

cal

NAME: _____

DATE: _____

9.1

Activity Page

Identify Suffixes: *-ful* and *-less*

Underline the suffix in each word.

1. hopeful	2. restless	3. unhelpful	4. bottomless	5. delightful
------------	-------------	--------------	---------------	---------------

Write each word that your teacher says. Underline the suffix in each word. Write neatly in cursive.

6. _____

7. _____

8. _____

9. _____

10. _____

Challenge: Think of one word that has the suffix *-less* and one word that has the suffix *-ful*. Write the words on the lines below.

NAME: _____

DATE: _____

9.2

Activity Page

Identify How Suffixes *–ful* and *–less* Change the Meaning

Read the sentence. Change the suffix of the underlined word and make a new sentence. Write the new sentence neatly in cursive, leaving spaces between words.

Example: They use powerful telescopes to see distant galaxies.

1. Astronomers are fearless in their search for knowledge.

2. Read the following sentence.

He was careful in his observations.

The word **careful** includes the suffix *–ful*. The suffix helps the reader understand that careful means:

- A. loving
- B. attentive
- C. sloppy
- D. quiet

3. Read the following sentence.

It's a joyful job for astronomers because they get to explore the vast universe.

The word **joyful** includes the suffix *—ful*. The suffix helps the reader understand that joyful means:

- A. sad
- B. curious
- C. happy
- D. adventurous

4. Use at least one word from the word bank to write a sentence telling something you learned about Galileo or Copernicus.

knowledge	meaningful	limitless	successful	wonderful
-----------	------------	-----------	------------	-----------

NAME: _____

DATE: _____

10.1

Activity Page

Introduce Suffix Spelling: Double the Final Consonant

Read each word carefully. Circle the double consonants in each word. Underline the suffix in each word.

1. gripper	2. planning	3. drummed	4. clipper	5. preferring
------------	-------------	------------	------------	---------------

Listen to the words your teacher says. Write each dictated word neatly in cursive. Circle the double consonants in each word. Underline the suffix in each word.

6. _____

7. _____

8. _____

9. _____

10. _____

Write sentences using at least two of the words you wrote on the front of the page. Write neatly in cursive, leaving spaces between words.

1.

2.

NAME: _____

DATE: _____

10.2

Activity Page

Wrap-Up

Rule: One-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix (ending) *-ing* is added.

Write a summary of Chapter 8, *To the Stars: Lily Explores Space*. Include words with the *-ing*, *-ed*, and *-er* suffixes. Use the rule box above to help you spell the word correctly. Write neatly in cursive, leaving spaces between words.

NAME: _____

DATE: _____

11.1

Activity Page

Suffix Spelling: Drop the 'e'

Use the following matrix to create words, then write sentences using these words. Ensure each suffix (*-ing*, *-er*, *-ed*) is used at least once. Write neatly in cursive, leaving spaces between words.

surprise arrive exercise produce astronomy	-ing
	-er
	-ed

1. _____

2. _____

3. _____

4.

5.

NAME: _____

DATE: _____

11.2

Take-Home

The Lost Key

Dear Family Member,

Your student has been practicing reading fluently at school. Engage in this short play with your student. Pick a role, read, and act out your lines! Then, you may switch roles, discuss an alternative ending, or use props while acting out lines. Tell your student they can practice fluency by incorporating appropriate expression and intonation into their reading. Encourage your student to vary their pitch, tone, and volume to match the mood and meaning of the text. The sentences in parenthesis are directions for the adult and the child.

Character 1: Adult

Character 2: Child

(Adult is searching around the room, looking concerned.)

Adult: (calling out) Have you seen my key anywhere? I can't find it! I don't want us to be late to meet your friend at the airport.

(Child enters, looking puzzled.)

Child: Your key? No, I haven't seen it. Where did you last have it? Sometimes you leave it on the table by the front door, especially if your hands are full!

Adult: (determined) I had it on the table, but now it's gone! Will you help me find it?

(Child spots the key on the floor.)

Child: Look! Here it is! It fell behind the couch, between the couch and the wall. Maybe we can put a bowl to hold the keys so that they do not slip and slide off the table. We walk by this table often and may bump into it unknowingly.

Adult: (relieved) Oh, thank you! I'm so glad you found it.

(They both smile, and Adult takes the key.)

Adult: (gratefully) I really like the idea of having something to hold the keys. That is great problem solving! Thanks again!

(Child nods, and they both exit the stage together.)

NAME: _____

DATE: _____

12.1

Activity Page

Reading and Dictation

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

1. worried	2. noisily	3. merriest	4. messiest	5. pitiful
------------	------------	-------------	-------------	------------

Write each word your teacher says. Underline the suffix. Write neatly in cursive.

6. _____

7. _____

8. _____

Listen carefully as your teacher reads a sentence two times.

9. _____

10. _____

NAME: _____

DATE: _____

12.2

Activity Page

Reader Response

Read the words in the word bank from Chapter 9 of the Reader. Circle the 'i' that was a 'y' and underline the suffix that was added.

Word Bank

carried

copies

cried

spied

applied

happily

happier

stories

mysteries

galaxies

Use at least two of the words in the word bank to answer the question below. Write your answer neatly in cursive, leaving spaces between words.

What is the most likely reason the author ends the chapter with "This was just the beginning of her space story."? What can you predict that Lily will likely do next?

NAME: _____

DATE: _____

13.1

Activity Page

Dictation and Writing Practice

Listen to each word your teacher says. Think about the word carefully and write it neatly in cursive on the line.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Write three sentences using the words above.

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

13.2

Activity Page

Practice with Suffixes

In Chapter 10 of *To the Stars: Lily Explores Space*, Lily is happy that her friends enjoy space as much as she does. Use the word matrix to create words that best fit in the sentences below. Write neatly in cursive.

love	—ed
dazzle	
plan	—ing
apply	

1. Lily _____ to go to space camp.
2. David _____ building space shuttles.
3. Max wanted to do the _____ to make sure space missions succeeded.
4. Zara wanted to make _____ pictures of space.

Use one of the words from the word bank to respond to the following prompt. Write your response neatly in cursive, leaving spaces between each word.

Prompt: Space Club inspired all of its members to pursue activities related to what they learned about space.

Have you ever been inspired to join an activity after learning about it in school? Write your response below.

NAME: _____

DATE: _____

13.3

Take-Home

Roll and Read with Suffixes

Dear Family Member,

Your student has been learning about special word endings that change how words are spelled and defined. Play this game with your student for more practice.

Locate two dice to play. If you do not have dice, you may choose to say aloud two random numbers from 1—6 instead.

1. Roll two dice.
2. Choose either a row or column that corresponds with the numbers on the dice (if a 3 and 4 is rolled, the player can go down column three and over to row 4).
3. Read the word in the box. Discuss the meaning of the word. Write a checkmark over the box to note that it was read and defined.
4. Roll again. Play continues until all words have been covered.

	1	2	3	4	5	6
1	happily	saving	hopping	copies	smoking	spotting
2	colonies	busily	biggest	preferring	drummed	sweeping
3	silliest	waving	using	racing	stargazing	studied
4	galaxies	hoping	applied	planned	driving	baking
5	spies	puppies	ponies	easily	noisily	angrily
6	giving	loving	changing	shopping	planning	dripping

NAME: _____

DATE: _____

14.1

Activity Page

Word Sort

Sort the words by spelling and writing them in the correct columns on the next page.

can't	dribble	spies	hoping
planner	using	hadn't	spotting
galaxies	silliest	they'd	pickle
taping	greeter	uncle	they're
untangle	dripping	sitting	they'd
trimming	runner	she's	you're
scruple	guzzle	buckle	we'll
busily	copier	clipper	drummed
mysteries	she'll	scored	knuckle
smiling	raked	rascal	happiness
spotting	pitiful	braver	wouldn't
tumble	bubble	sample	

Contractions	Consonant +/e syllables	Suffix Rule: Drop the 'e'	Suffix Rule: Change 'y' to 'i'	Suffix Rule: Double the final consonant
can't	dribble	hoping	spies	planner

NAME: _____

DATE: _____

14.2

Assessment

Fluency Assessment

Read aloud the following text.

Fluffy the Poodle

Fluffy the poodle was the cutest and happiest poodle in the whole neighborhood. Fluffy, who got his name because of his big, curly, poofy, white fur, looked like a walking cloud. Every day, his owner would take him to the park. At the park, Fluffy would run around with kids alongside him and play with the other dogs. His wagging tail was a display of his excitement.

One sunny day at the park, as Fluffy was dashing around, he noticed a trickle of water dripping off a bench, forming a puddle underneath. Fearless and fond of water, Fluffy approached and peered under the bench, discovering something wonderful—a shiny red ball nestled in the water.

Fluffy leaped into the puddle with an excited woof, causing water to splash everywhere, leaving him soaked. Snatching the ball in his mouth, Fluffy couldn't contain his joy as he darted around the park, shaking his wet fur and proudly displaying the ball to every dog he encountered. Soon, a chorus of woofs echoed through the park as Fluffy led the other dogs on a merry chase after the red ball, their tails wagging with delight.

Thanks to Fluffy's discovery, the park was filled with the sounds of happiness and the sight of wagging tails. Fluffy played with the red ball until it turned dark outside.

As the day ended, Fluffy looked around at his friends, smiling and grateful. It was a day full of excitement, wonderful discoveries, and the joy of sharing. He had so much fun. It was finally time to go home. With a heart full of happiness, Fluffy curled up in his cozy bed, tired from his fun day in the park. He couldn't wait to do it again tomorrow.

NAME: _____

DATE: _____

14.3

Assessment

Fluency Assessment Questions

Circle the letter of the correct answer.

1. What is the most likely reason everyone enjoys playing with Fluffy?

- A. his energy and playfulness
- B. he makes a mess
- C. his love for barking
- D. his wagging tail

2. What is a synonym of the word *nestled* in paragraph 2?

- A. hidden
- B. surrounded
- C. snatched
- D. curled

3. What is the most likely reason Fluffy showed the ball to every dog?

- A. He wanted to keep the ball for himself.
- B. He wanted to share his exciting discovery with his friends.
- C. He was afraid of the red ball.
- D. He wanted to tease the other dogs.

4. What is the most likely reason the author uses a simile to compare Fluffy's hair in paragraph 1?

- A. To explain that Fluffy has fur.
- B. To describe how Fluffy's fur looks.
- C. To explain that Fluffy is a poodle.
- D. To describe the weather at the park.

5. What theme is expressed in this story?

- A. Dogs should stay away from water.
- B. Parks are dangerous places for pets.
- C. Sharing brings joy to others.
- D. Happiness comes from material things.

6. What do Fluffy's actions show about his character?

- A. He is a timid dog.
- B. He is a fun-loving dog.
- C. He does not like to share.
- D. He enjoys staying indoors.

7. What can the reader infer about Fluffy based on his actions at the end of the day?

- A. He is angry.
- B. He is sad.
- C. He is lonely.
- D. He is content.

NAME: _____

DATE: _____

14.3

Assessment
CONTINUED

8. In paragraph 2, the suffix —less helps the reader understand that fearless means:

- A. full of fear
- B. without fear
- C. fears again
- D. below fear

NAME: _____

DATE: _____

15.1

Assessment

Reading Assessment

Circle each word as your teacher says it out loud.

- | | | | | |
|-----|-----------|------------|----------|-----------|
| 1. | he's | hasn't | hadn't | haven't |
| 2. | wouldn't | would not | wouldnt' | shouldn't |
| 3. | candle | eagle | table | angle |
| 4. | assembled | assembling | assemble | assembly |
| 5. | fantastic | fanning | fan | fantasy |
| 6. | miracle | maple | magical | multiple |
| 7. | careless | caring | cared | careful |
| 8. | hopping | hoping | hoped | hopped |
| 9. | miles | smiled | smile | unsmiling |
| 10. | replied | replying | reply | replying |

NAME: _____

DATE: _____

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. _____



NAME: _____

DATE: _____

PP.1

Activity Page

Split the Syllables

Read each sentence and syllabicate, or divide into syllables, the bolded words on the lines below. Remember to write neatly in cursive.

1. When we went to the fair, I won a stuffed **animal**.

2. There is **pepperoni** pizza for lunch today.

3. If everyone turns in their **homework**, our teacher will let us have extra recess.

4. My mom said that she was **uncertain** about what she would make for dinner.

5. My puppy and kitten love to go on **adventures** together around the yard.

NAME: _____

DATE: _____

PP.2

Activity Page

Syllable Division Evaluation

Carefully examine the multisyllabic words divided into syllables in the first column. If the word is correctly divided, write the word “correct” in the second column. If the word is incorrectly divided, write the correct syllable division in the second column. Remember to write each word neatly in cursive.

fan/tas/tic	
moonl/ight	
par/tic/u/lar	
est/ablish/ing	
Jupi/ter	
mag/ni/fi/cent	
ro/ta/tor	
dep/end/a/ble	
d/ay/d/ream	
boun/ty	

NAME: _____

DATE: _____

PP.3

Activity Page

Writing Contractions

Read the table below. In each empty box, write either the contraction or the two words that make up the contraction. Remember to write neatly in cursive, leaving spaces between words.

we will	we'll
it is	
	that's
she is	
	they're
we are	
	wasn't
	you'd

they had	
are not	
	can't
	you're
she had	
I will	
	they'd
	you'll

NAME: _____

DATE: _____

PP.4

Activity Page

Mix and Mingle Contractions

Read the table below. In each empty box, write either the contraction or the two words that make up the contraction. Remember to write neatly in cursive, leaving spaces between words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write sentences using the contractions above.

1.
2.
3.

NAME: _____

DATE: _____

PP.5

Activity Page

Fill-in-the-Blank Sentence Trade

Create sentences containing a Tricky Word from the word box, but leave a blank space where the word should be. Then, trade your paper with another student and fill-in-the-blanks. Write neatly in cursive, leaving spaces between words.

beautiful

journeys

laughed

diamond

knowledge

suggested

Sentence Writer: _____
Name

Blank Filler: _____
Name

1.

2.

3.

4.

5.

6.

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