

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 7

Activity Book

EDITION 1

Grade 3

Foundational Skills 7

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 7

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 7. 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

Spelling Words with /aw/ Diphthongs

Divide each word into syllables. Circle the *aw* diphthong in each word.

1. crawling

2. flaunted

3. dawning

4. launchpad

Write each word your teacher says. Divide the syllables in each word. Circle the *aw* or *au* digraph. Write neatly in cursive.

5. _____

6. _____

7. _____

8. _____

9. _____

Write two sentences using words your teacher just read.
Write neatly in cursive, leaving spaces between words.

10. _____

11. _____

NAME: _____

DATE: _____

2.1

Activity Page

Speak and Spell

Write the word you hear your teacher say, placing the word parts in their appropriate syllable boxes. Write neatly in cursive.

#	First Syllable	Second Syllable
1.		
2.		
3.		
4.		
5.		

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

6. _____

7. _____

Challenge: Generate two additional words that follow the *aw/au* spelling pattern.

8. _____

9. _____

NAME: _____

DATE: _____

2.2

Take-Home

Practice with Diphthong /aw/ › *aw, au*

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with *aw* or *au*. Practice reading each word in the columns and have your student circle or highlight the spelling for the /aw/ sound in each word below. Then, write a sentence neatly in cursive using one word from each column.

<i>aw</i>	<i>au</i>

1. _____

2. _____

NAME: _____

DATE: _____

3.1

Activity Page

Introduce Diphthong /ou/ › *ow, ou*

Divide each word into syllables. Circle the *ou* diphthong in each word.

1. howling

2. coward

3. profound

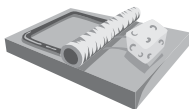
4. surround

Write a sentence using one of the *ou* diphthong words from above. Write neatly in cursive, leaving spaces between words.

Mystery Words

Fill in the correct spelling for the /ou/ diphthong in each word.

5.



m ____ setrap

6.



sc ____ ling

7.



sh ____ er

8.



sh ____ ted

9.



r ____ nded

NAME: _____

DATE: _____

4.1

Activity Page

Speak and Spell

Write the word you hear your teacher say, placing the word parts in their appropriate syllable boxes. Circle the /ou/ sound in each word.

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

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

NAME: _____

DATE: _____

4.2

Take-Home

Practice with Diphthong /ou/ › *ow, ou*

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with *ow* or *ou*. Practice reading each word in the columns and have your student circle or highlight the spelling for the /ou/ sound in each word below. Then, write three sentences neatly in cursive using one word from each column.

ow	ou
allowance	cloudy
downtown	doubtful
growled	shouting
plowing	outspoken
now	recounted

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

5.1

Activity Page

Spell Words with /oi/ Diphthongs

Listen as your teacher says each word. Repeat the words out loud. Listen again and write the words on the blank lines neatly in cursive. Divide the syllables in each word. Circle the *oi* or *oy* digraph.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Think of three new words using *oi* and *oy* digraphs. Write the words on the lines below neatly in cursive.

7. _____

8. _____

9. _____

Challenge: Write a complete sentence in neatly cursive using one of the *oi* or *oy* words written above.

10. _____

NAME: _____

DATE: _____

6.1

Activity Page

Reading and Dictation

Point to the words and read them aloud. Divide each word into syllables, using a dash (/) to mark each syllable break. Circle the /oi/ sounds in each word.

1. boisterous	2. loyal	3. enjoy	4. pointed	5. employ
---------------	----------	----------	------------	-----------

Read the two sentences. Circle the /oi/ sounds.

6. We avoid the annoying sound.

7. We jointly listened to the enjoyable music.

Write each word your teacher says in cursive. Divide each word into syllables, using a dash to mark each syllable break. Circle the /oi/ sounds in each word.

8. _____

9. _____

10. _____

11. _____

12. _____

Write three different words that include the /oi/ sounds.

13. _____

14. _____

15. _____

NAME: _____

DATE: _____

6.2

Take-Home

Practice with Diphthong /oi/ › *oy, oi*

Dear Family Member,

Your student has been practicing reading words that contain diphthongs spelled with 'oy' or 'oi'. Practice reading each word in the columns and have your student circle or highlight the spelling for the /oi/ sound in each word below. Then, write two sentences neatly in cursive using one word from each column.

<i>oy</i>	<i>oi</i>
employer	moisture
royalty	pointed
annoyance	ointment
destroyer	spoiling
joyous	uncoiled

1. _____

2. _____

NAME: _____

DATE: _____

7.1

Activity Page

Spell with Diphthongs

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Write three more words on the lines below in cursive. One that matches the /oi/ spelling pattern, one that matches the /aw/ spelling pattern, and one that matches the /ou/ spelling pattern.

7. _____

8. _____

9. _____

NAME: _____

DATE: _____

8.1

Activity Page

Write and Spell Homophones

Fill in each blank with the homophone from the word bank that has the correct spelling and meaning for the sentence. Write neatly in cursive.

Word Bank

whale

feet

tale

beet

tail

peek

sale

wail

feat

peak

beat

sail

1. I wear boots to keep my _____ warm in the winter.
2. We _____ the visiting team for the first basketball game of the season.
3. My parents told me not to _____ in the closet where they were hiding my birthday presents.
4. We love to go out in a boat and watch the _____ swim by.

5. There was a big _____ at the supermarket, so we bought lots of food to store for later.
6. Our dog liked to chase his own _____.

NAME: _____

DATE: _____

9.1

Activity Page

Write and Spell Homophones

Write each word neatly in cursive on the line as your teacher says it aloud.

1. _____

2. _____

3. _____

4. _____

5. _____

Write one more pair of homophones on the lines.

6. _____

NAME: _____

DATE: _____

10.1

Activity Page

Wrap Up

Create an illustrated glossary using homograph words from the Reader. Find the definition of two homograph words from the Reader using the dictionary. Write each word twice, write a brief definition for each homograph, and draw a simple illustration of the homograph.

Word	Definition	Illustration

NAME: _____

DATE: _____

11.1

Activity Page

Identify and Spell Homophones and Homographs

Fill in the sentence with the correct word from the bank provided.

Word Bank

whale

wail

meet

meat

steal

steel

1. The baby began to _____ when her mother left.
2. We were excited to _____ our teacher on the first day of school.
3. The beams of the building were made of strong _____.

Choose the two correct definitions for each homograph.

1. wind
 - a. the movement of the air
 - b. to twist or turn something
 - c. a long path
 - d. to yell
 - e. a sad song
2. desert
 - a. to fall down
 - b. a dry area of land covered in sand
 - c. a sweet treat
 - d. to leave behind or abandon
 - e. to treat someone meanly

Write one pair of homographs and one pair of homophone words.

NAME: _____

DATE: _____

12.1

Activity Page

Use Suffixes *-able* and *-ible*

Complete the word with either *-able* or *-ible*. Write neatly in cursive.

1. depend _____

2. poss _____

3. accept _____

4. manage _____

5. terr _____

Complete the sentence with the correct word from the word bank. Write neatly in cursive.

Word Bank

horrible

reliable

comparable

noticeable

intelligible

6. The food tasted so _____ that I almost spit it out.

7. The two towns are _____, as they both have around the same number of people.
8. She was a _____ friend whom I could trust to be there for me no matter what.
9. His non-stop complaining and yelling made his bad attitude _____ to everyone at the event.
10. We recorded the presentation in a quiet room so our voices would be _____.

NAME: _____

DATE: _____

13.1

Activity Page

Suffixes *-able*, *-ible* and *-ish*

Complete the sentence with the correct word from the word bank. Write neatly in cursive.

Word Bank

legible

permissible

predictable

affordable

edible

sluggish

childish

1. We wanted to stay at a hotel that was _____ so that we wouldn't spend too much money.
2. Most berries you find aren't _____ and can make you sick.
3. She was _____ in the morning, and it took her a long time to get ready for school.
4. His days were _____, as he always did the same things.

5. I'm still learning how to make my writing _____ so that everyone can read it.
6. The teacher said that playing games in class was _____ if we finished our work first.
7. Tom has a _____ face. He looks much younger than he actually is.

NAME: _____

DATE: _____

14.1

Activity Page

Roll It and Read It Game

Roll the dice and move your game piece on the game board however many spaces the dice shows. Write a sentence that shows the meaning of each homophone or homograph your game piece lands on. Be sure to write neatly in cursive leaving spaces between your words.

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

14.2

Assessment

Fluency Assessment

Read aloud the text below.

Maya and the Monster

Once upon a time, there was a big hill in a faraway land. There was a village at the bottom of the hill. There was a monstrous creature who lived in a tower at the top of the hill. The villagers were afraid of the monster. They never went up the hill.

One day, a kind and brave girl named Maya, who lived in the village, wanted to learn more about the mysterious creature. She had heard awful stories, but she believed that maybe the monster wasn't mean. Maybe he was just lonely.

Maya set off on an adventure up the hill without telling anyone in the village. As she climbed higher, the air became thinner, and the wind whispered. However, Maya kept going. She really wanted to show kindness to the monster.

When she reached the top of the hill, she was surprised. She didn't see a scary monster at all. He was a furry creature with big, kind eyes. He looked weak and sad. The monster was surprised to see Maya.

Maya smiled and said, "I came here to be your friend. I don't want you to be lonely anymore."

The monster was grateful for Maya's kindness. He explained that when the villagers saw him prowling around the tower and the hill, he was only looking for food. He did not want to hurt anyone.

Maya and the monster became friends. Now the monster wasn't lonely anymore. Maya returned to the village and explained to everyone about the monster. The villagers realized that some things that seem awful aren't so bad. They are just misunderstood. The villagers joined Maya and the monster in spreading kindness. From that day on, the village and the hill were filled with love and friendship.

NAME: _____

DATE: _____

14.3

Assessment

Fluency Assessment Questions

Read each question carefully and circle the correct answer.

1. Who resided in the tower on the hill?
 - a. Maya
 - b. A monster
 - c. Some villagers

2. Where did Maya journey to on her adventure?
 - a. Up a hill
 - b. To another village
 - c. Inside a tower

3. What happened when Maya and the monster encountered each other?
 - a. They became friends.
 - b. Maya ran away scared.
 - c. The monster wanted to eat Maya.

NAME: _____

DATE: _____

15.1

Assessment

Reading Assessment

Circle the word that your teacher says out loud.

- | | | | |
|----------------|---------|-----------|---------|
| 1. awful | author | dawning | August |
| 2. awesome | because | beacon | became |
| 3. different | dawning | audience | audio |
| 4. coward | proud | powder | power |
| 5. announce | now | profound | annoy |
| 6. royal | around | arrow | growl |
| 7. destroy | rejoice | employ | despise |
| 8. poison | appear | appoint | ploy |
| 9. visable | vizible | vision | visible |
| 10. changeable | chatter | changible | chase |

Read each question and circle the correct answer.

1. The baby was _____. Everyone who saw her remarked how cute she was.
 - a. adorable
 - b. adoreable
 - c. legible
 - d. legable

2. She loved to pretend that she was _____, and no one could see her.
- a. acceptable
 - b. invisible
 - c. invisable
 - d. acceptible
3. She always wore the most interesting outfits and was known for being very _____.
- a. childish
 - b. greenish
 - c. stylish
 - d. babyish
4. Which of the following is a homograph?
- a. meat
 - b. tree
 - c. wound
 - d. impossible

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. _____

11. _____

12. _____

13. _____

Write the sentence that your teacher reads aloud.



NAME: _____

DATE: _____

PP.1

Activity Page

Mix and Mingle

Create new words using the *ou* diphthong using your Mix and Mingle cards. Check your spelling carefully! Write each word neatly in cursive.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Choose two new words from above and use each in a sentence. Be sure to write neatly in cursive, leaving spaces between words.

16. _____

17. _____

NAME: _____

DATE: _____

PP.2

Activity Page

Pictionary Game Responses

Write the homophone or homograph represented in your partner's drawing.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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