

ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 8

# Activity Book

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EDITION 1

Grade 3

# **Foundational Skills 8**

**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 8**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 8. 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

## Write and Spell Homophones

Fill in each blank with the correct homophone to complete the sentence. Write neatly in cursive.

1. My dad prepared a \_\_\_\_\_ salad for the school party.
2. I will \_\_\_\_\_ the fabric blue.
3. Let's play another round of the game so that I can have another chance to \_\_\_\_\_ you.
4. The \_\_\_\_\_ wandered through the woods in search of food.
5. My cell phone will \_\_\_\_\_ in the middle of a call unless I keep it charged.
6. My room at our new house is \_\_\_\_\_ without my stuff in it.



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

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

1.2

Take-Home

## Drawing and Writing Homophones

Dear Family Member,

Your student has practiced using homophones. Discuss with your student that homophones are words that sound the same but have different meanings and are spelled differently. Ask your student to go on a scavenger hunt around the house or community and find their own examples of homophones (stake/steak, bored/board). Have students write the homophone, write a sentence using the homophone, and draw an illustration of that example from their environment.

Homophone	Sentence	Illustration

Homophone	Sentence	Illustration



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

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

2.1

Activity Page

## Write and Spell Homophones

Fill in each blank to complete the sentence by using a homophone from the word bank. Write each word neatly in cursive.

### Word Bank

groan

lesson

there

grown

lessen

their

1. Mom asked me not to \_\_\_\_\_ whenever it is my turn to take out the garbage.
2. Math is always our first \_\_\_\_\_ of the day.
3. I pointed across the kitchen to the fruit basket and told my sister to walk over \_\_\_\_\_ to get an apple for a snack.
4. A full-\_\_\_\_\_ gorilla stands about five feet tall.
5. Mom applied pressure to my swollen knee, but that didn't \_\_\_\_\_ the pain.
6. They left \_\_\_\_\_ belongings in the gym while they ran outside.



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

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

3.1

Activity Page

## Homophone Dictation

Listen closely as your teacher reads a sentence for each number. Each sentence will have one homophone from the word bank. Write the correct spelling of the homophone from the sentence on the line. Write neatly in cursive, leaving spaces between words.

### Word Bank

pane

flea

stare

break

die

pain

flee

stair

brake

dye

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



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

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

4.1

Activity Page

## Practice with Vowel Teams

Listen as each word is read aloud. Write the word, divide it into syllables using a /, and underline the letters that represent the /ae/ sound.

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

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

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

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

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

Write a sentence using a word from the list above. Write neatly in cursive, leaving spaces between words.

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



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

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

4.2

Take-Home

## Read and Write: *ai* or *ay*

Dear Family Member,

Your student has practiced words with *ai* and *ay* spellings. Read the passage with *ai* and *ay* words for students to practice fluency. Then answer the question in complete sentences below. Remember to write neatly in cursive.

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It was a rainy Saturday afternoon. My family was complaining because we could not go to the holiday parade. My brother decided that we should have our own family parade indoors at the house instead. My mom and dad grabbed instruments and passed them out to all of us. We walked around the house at a snail's pace and played our instruments all afternoon. It was the best entertainment.

What does it mean to walk at a snail's pace? Why do you think the family walked around like that for their parade?

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

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

5.1

Activity Page

## *ai/ay* Word Sort

Listen as the teacher says each word. Repeat the word and write it in the correct column. Write each word neatly in cursive.

<i>/ai/</i> as in <i>pain</i>	<i>/ay/</i> as in <i>day</i>

Write the sentences that your teacher dictates below. Make sure to write in cursive, leaving spaces between words.

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

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

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

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6.1

Activity Page

## Word Sort: *oo* Spelling Pattern

Listen as the teacher says each word. Repeat the word and write it in the correct column. Write each word neatly in cursive.

/oo/ as in <i>soon</i>	/oo/ as in <i>look</i>

Listen to your teacher say this sentence. Repeat the sentence and then write the sentence below.

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

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

7.1

Activity Page

## Reader Response

In this lesson we have discussed the vowel team words with oo. Circle the vowel team in each of the words in the Word Bank. Then create two sentences, each with one of the words from the Word Bank. The sentences should relate to the Reader, *The Other Side of the World*. Write neatly in cursive below.

### Word Bank

smoothly

scooped

looked

moonlight

root

hoodie

cuckoo

zooming

doodled

swooping

---

---

---

---



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

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

8.1

Activity Page

## Practice with Dictation: *ew, ue, ui*

Write each word below as your teacher dictates it. Remember to write neatly in cursive. When you have written a word for 1–4, use a slash mark (/) to divide each word into syllables and underline the vowel team in each word.

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

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

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

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

Using one of the words from above create a question for a peer to answer about the Reader, *The Other Side of the World*. Write neatly in cursive, leaving spaces between words.

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





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

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

9.1

Activity Page

## Speak and Spell

Listen to the words your teacher reads. Look at the index card as your teacher reads the words. Orally stretch the sounds or chunk the syllables. Place the word parts in the appropriate syllable boxes.

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

Take these two fragment sentences and convert them into complete sentences. Complete sentences need a noun (who/what) and a verb (in this case the verb is provided), along with correct capitalization and punctuation. Write each new sentence neatly in cursive, leaving spaces between words.

1. pursue new activities

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2. cruising up trees

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

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

9.2

Activity Page

## Sentence Expansion

Look at the sentence from the Reader and answer the questions about the sentence using information from the Reader.

Sentence start: "they continued."

Who?: \_\_\_\_\_

\_\_\_\_\_

Did what?: \_\_\_\_\_

\_\_\_\_\_

Where?: \_\_\_\_\_

\_\_\_\_\_

Using the information from the answers above make another sentence expanding on the information given. Write neatly in cursive, leaving spaces between words.

Sentence: \_\_\_\_\_

\_\_\_\_\_



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

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

10.1

Activity Page

## Reader Response

Answer the questions below using complete sentences. Write neatly in cursive, leaving spaces between words.

1. What is the most likely reason Tisha's mom felt it was important to find a WWII museum in Perth?

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2. What other sites did Tisha and her family explore? Why were these sites on their list of exploring?

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

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

10.2

Take-Home

## Using Abbreviations

Dear Family Member,

Your student has practiced using abbreviations this week. Ask your student to read the following passage and explain what an abbreviation is. Share any abbreviations that you know that your student did not share.

The National Museum of WWII (World War II) is located in Fredericksburg, TX. This museum was created to preserve and honor the history of WWII, with a focus on individual stories of those who impacted the war and served. Some of the features that the museum covers are the different aspects of war, including technology advancements, major battles, and the day-to-day life at the home front. The museum's goal is to educate visitors from all over about the events of WWII and to ensure that those who served are never forgotten.

Ask your student to fill out the right side of the table with the abbreviations of the words listed.

Texas	
Doctor	
Avenue	
Mister	
World War II	
Street	

Have students create a postcard encouraging a family member to visit a museum. Use one abbreviation in your letter. Write neatly in cursive, leaving spaces between words.

A large rectangular box with a green border, intended for writing a postcard message. It contains eight horizontal lines. The first line is shorter than the others, starting from the left margin and ending about halfway across the box. The remaining seven lines span the full width of the box. The eighth line is positioned lower than the others, starting further to the right, likely to accommodate a signature or address.



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

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

11.1

Activity Page

## Word Matrix with Affixes *anti-* and *in-*

Use the Word Matrix Chart to create new words. Use base words from previous lessons or base word suggestions from your teacher. Write the words you create on the line below. Then create a sentence using the new word. Write neatly in cursive.

Prefix	Base Words
anti-	
in-	

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

Sentence: \_\_\_\_\_  
\_\_\_\_\_

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

Sentence: \_\_\_\_\_  
\_\_\_\_\_

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

Sentence: \_\_\_\_\_  
\_\_\_\_\_



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

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

11.2

Activity Page

## Sentence Expansion

Look at the sentence from the Reader and answer the questions about the sentence using information from the Reader.

Sentence start: "They also had fun looking at old shipwrecks."

Who?: \_\_\_\_\_

\_\_\_\_\_

Did what?: \_\_\_\_\_

\_\_\_\_\_

Where?: \_\_\_\_\_

\_\_\_\_\_

Using the information from the answers above make another sentence expanding on the information given. Write neatly in cursive, leaving spaces between words.

Sentence: \_\_\_\_\_

\_\_\_\_\_



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

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

12.1

Activity Page

## Practice with Affixes

Fill in the blanks below using the words from the Word Bank. Be sure to read the sentence carefully to decide which word matches the sentence. Write the words neatly in cursive.

### Word Bank

proactive

proclaimed

prolong

antidote

antifreeze

inhabit

inconclusive

prohibited

1. The king \_\_\_\_\_ that there would be a ball for everyone to attend that night.
2. The referee had to \_\_\_\_\_ the game due to all the weather delays.
3. Before winter comes, make sure to check that your car has \_\_\_\_\_ for the engine so it does not get too cold.
4. Everett was \_\_\_\_\_ when he packed his backpack the night before school.

5. The doctor had the \_\_\_\_\_ for Joshua's bad cough and stuffy nose.
6. The police officer \_\_\_\_\_ anybody from going down the street until construction was done for the day.
7. There are many animals that \_\_\_\_\_ the oceans of the Great Barrier Reef in Australia.
8. After the detective looked at everything from the scene, he noticed that the evidence was \_\_\_\_\_.

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

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

12.2

Activity Page

## Reader Response

Answer the question below using one of the *pro*- words in the words bank. Write neatly in cursive, leaving spaces between words.

### Word Bank

progress

procession

programs

proposed

propensity

promote

prominent

professed

1. Think of a time when you made a new friend. Share about your experience. How was it the same as Tisha's? How was it different?

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Take these two fragment sentences and convert them into complete sentences. Complete sentences need a noun (who/ what) and a verb (in this case the verb is provided), along with correct capitalization and punctuation. Write neatly in cursive, leaving spaces between words.

1. join soccer

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---

2. made a friend

---

---



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

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

13.1

Activity Page

## Make Words with Affixes: *pro-*, *in-*, *anti-*

Listen to each word your teacher recites, and write it on the line next to the number. Then, fill in each blank in the sentences below with the correct word. Write neatly in cursive.

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

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

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

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

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

Fill in the blank of each sentence using the words from 1–5.

I began my new job as a mechanic working on cars. When I arrived at the car lot \_\_\_\_\_, I walked in the garage and quickly got started. My manager told me about the weather getting cold so people needed \_\_\_\_\_ for their car engines. The antifreeze will help \_\_\_\_\_ the engines from freezing up during the winter. I continued working on the engines and other \_\_\_\_\_. At the end of my work shift when I was done with all the programs I put some \_\_\_\_\_ soap on my hands to help clean up for the day.



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

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

13.2

Activity Page

## Reader Response

In this lesson we have discussed affixes. Circle the affix in each of the words in the Word Bank. Then create two sentences, each with one of the words from the Word Bank. Write neatly in cursive, leaving spaces between words.

### Word Bank

inspired

progress

interactive

inhabit

protracted

proposed

promotion

prominent

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---

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What were two discoveries that Tisha made about Australia in *The Other Side of the World*?

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Look at the two simple sentences from the text. Combine them to make a compound sentence using a conjunction. Write neatly in cursive, leaving spaces between words.

She couldn't wait to play with the interactive science exhibits and learn all sorts of fun stuff.

Darrius was eager to check out the Sydney Observatory.

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

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

14.1

Activity Page

## Roll, Flip, Read, Write

Read each word and look up its definition in the dictionary. Use the word in a detailed sentence with punctuation. Write neatly in cursive.

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

Sentence: \_\_\_\_\_  
\_\_\_\_\_

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

Sentence: \_\_\_\_\_  
\_\_\_\_\_

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

Sentence: \_\_\_\_\_  
\_\_\_\_\_



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

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

14.2

Assessment

## Fluency Assessment

Read aloud the text below.

### Marco's Family Trip

It was the summer holiday. Marco's family was going on a vacation to explore a new state in the United States. They packed their suitcases, and Marco made sure to bring his favorite hoodie which he threw in his bag. They went to the airport and boarded a large plane. The plane zoomed through the sky, and Marco pressed his nose against the window. He stared at the clouds below. He was thrilled to be on his first plane ride ever!

After a smooth landing, they finally arrived at their destination. Marco looked around as they drove to their hotel. He saw people smiling and laughing everywhere. When he arrived at the hotel, he smelled something delicious. There was a food festival on the street outside his hotel. Marco was thrilled to explore all the new types of food. The thought of it made his stomach grumble. Marco's eyes widened as he saw the colorful decorations and people playing musical instruments. It was so impressive that he couldn't contain his excitement. He and his family quickly put their suitcases in their hotel room and rushed back out to experience the tastes, smells, and sounds of the festival.

As the sun set, Marco put his hands in his hoodie's pockets. He felt something mysterious. He took it out of his pocket and saw that it was a postcard from his grandparents. They couldn't come on the trip. The postcard showed a picture of the moonlit sky with twinkling stars and read, "Dear Marco, We miss you! Have fun exploring the world—it's beautiful and full of surprises. Enjoy your vacation! Love, Grandma and Grandpa."

Marco smiled at the thoughtful postcard. He decided to write his grandparents a letter to share about his exciting adventure.

Dear Grandma and Grandpa,

Guess what? We went on a plane and landed in a place with giant buildings! We went to a food festival, and the food was yummy! I wish you were here, but I will see you soon. I miss you lots!

Love,

Marco

Marco put the letter in an envelope with a stamp on the top corner. He would mail it first thing in the morning the next day. As Marco's family continued to relish their vacation, Marco felt thankful for his family and their adventures.



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

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

14.3

Assessment

## Fluency Assessment Questions

Read each question and circle the correct answer.

1. Marco experienced a lot of new things on his trip with his family, which was **not** one of the experiences from Marco's trip?
  - A. riding a big plane to reach their destination
  - B. going on a boat around the city
  - C. walking around a food festival in the city
  
2. What was the mysterious item that Marco found in his hoodie's pocket?
  - A. Some food from the festival
  - B. A picture of his family
  - C. A postcard from his grandparents
  
3. After receiving the postcard from his grandparents, what does Marco plan to do tomorrow?
  - A. Mail a letter
  - B. Get on a plane
  - C. Call his grandparents



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

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

15.1

Assessment

## Reading Assessment

Listen carefully to the words or abbreviations your teacher says, and then circle the correct word or abbreviation.

- |                 |            |             |             |
|-----------------|------------|-------------|-------------|
| 1. fainted      | traceable  | containment | constant    |
| 2. holiday      | holding    | hated       | hallway     |
| 3. booming      | beaming    | blaming     | blooming    |
| 4. raided       | reading    | reviewed    | rooted      |
| 5. mildew       | nothing    | necessary   | nephew      |
| 6. fluently     | flute      | flaunt      | fluidly     |
| 7. chewing      | chewy      | choosing    | shooing     |
| 8. cashews      | statues    | suitcases   | subdue      |
| 9. proceeded    | produced   | pours       | preceded    |
| 10. seashell    | antisocial | anything    | unsocial    |
| 11. intersected | internet   | entrance    | incorrectly |
| 12. in          | yd         | mi          | ft          |

Write a synonym or similar word for the word you hear. Write neatly in cursive.

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

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

Write a set of homophones for the word you hear. Write neatly in cursive.

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

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

Circle the word that makes the most sense in the given sentence.

15. bear      bare

16. board      bored

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. \_\_\_\_\_

Sentence

\_\_\_\_\_

\_\_\_\_\_

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

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

PP.1

Activity Page

## Moon Shot

Write the words you hear.

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

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

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

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





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

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

PP.2

Activity Page

## Roll, Flip, Read, Write

Write each word that you flip in the game.

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

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

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

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



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

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

PP.3

Activity Page

Create new words using the prefixes dis– or mis– and the base words on your Mix and Mingle cards. Check your spelling carefully!

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

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

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

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

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

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

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

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

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



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