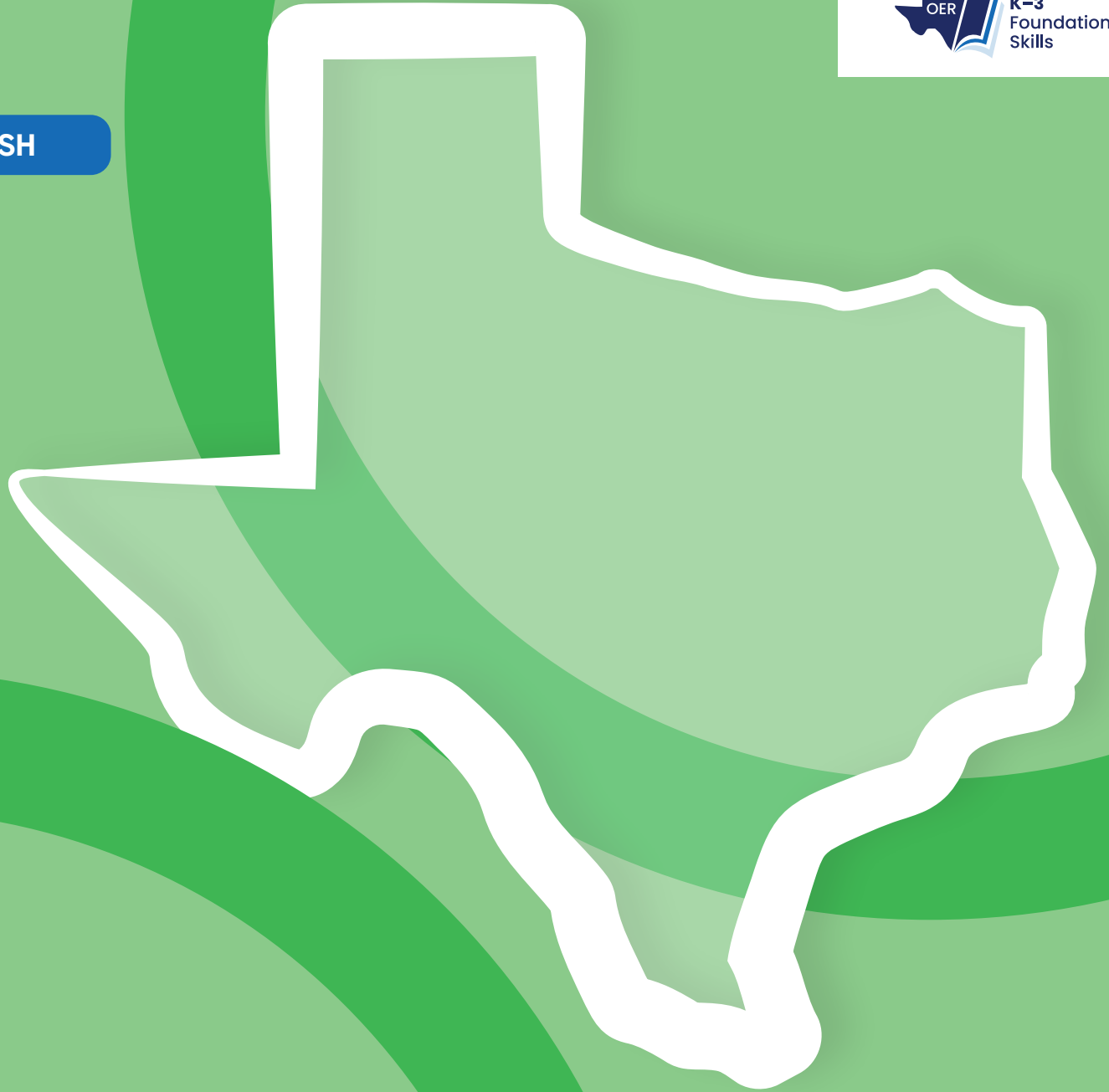


ENGLISH



GRADE 3 FOUNDATIONAL SKILLS UNIT 9

# Activity Book

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EDITION 1

Grade 3

# **Foundational Skills 9**

**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 9**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 9. 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: \_\_\_\_\_

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1.1

Activity Page

## Sentence Changers

Use a thesaurus to replace the bolded words in each sentence with a synonym. Rewrite the sentence with the synonym to make a new sentence with a similar meaning. Write neatly in cursive, leaving spaces between words.

Example:

The **fat** cat ate his **yummy** food.

The **obese** cat ate his **delicious** food.

1. It was a **chilly** day in the **small** town.

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2. The **calm** child sat **silently** in the waiting room.

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3. The **rich** man was very **considerate**.

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4. The **skinny** tigers seemed to be **hungry** and in need of a shelter.

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

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2.1

Activity Page

## Sentence Changers

Choose a word or words in the sentence to replace with an antonym.  
Rewrite the sentence for clarity and detail to show a different meaning.  
Write in cursive and use correct grammar structure and spacing.

Example:

George woke up in the early morning darkness.

George slept in until the early afternoon sunlight woke him up.

1. He **pulled** the heavy quilt up to his nose and shivered.

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2. Bring your father his meal **first**.

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3. Williamsburg, Virginia, in 1775 was a very **exciting** place to be.

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

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

2.2

Activity Page

## Reader Response

Answer the questions below. Use the text to help explain your answers. Write neatly in cursive, leaving space between words.

1. What can the reader infer about George based on the way he acted when helping his mother?

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2. “The arguments in the shops, inns, and even the streets of town were becoming increasingly **heated**.” What words in this sentence help the reader understand what the word *heated* means? What is the best definition of *heated* as used in this section of the text?

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

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2.3

Take-Home

## Synonyms and Antonyms

Dear Family Member,

In this unit, students have learned about synonyms (words with the same meaning) and antonyms (words with the opposite meaning). Ask students to share with you any words that are synonyms and words that are antonyms. Ask your student to think of times they have used synonyms or antonyms when they speak or write in order to show importance or vary their vocabulary. In this activity, students will read the sentence and change the bolded words with a synonym and antonym to match each bolded word. Write the new words in a sentence next to synonyms and antonyms. Write neatly in cursive, leaving spaces between words.

1. It was a **hot** day out by the pool.

Synonym: \_\_\_\_\_

Antonym: \_\_\_\_\_

2. The tree had a **humongous** shadow because it was so tall.

Synonym: \_\_\_\_\_

Antonym: \_\_\_\_\_

3. The little girl loved dressing up in **vibrant** dresses and hats.

Synonym: \_\_\_\_\_

Antonym: \_\_\_\_\_



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3.1

Activity Page

## Practice with *im-* and *non-*

|                             |                                      |
|-----------------------------|--------------------------------------|
| <i>im-</i><br>(into or not) | polite<br>port<br>migrate<br>pending |
| <i>non-</i><br>(not)        | sense<br>stop<br>stick<br>toxic      |

Make two new words by adding the prefix *im-* to one of the words on the right. Write the meaning of the new word neatly in cursive.

1. New word: \_\_\_\_\_

Meaning: \_\_\_\_\_

2. New word: \_\_\_\_\_

Meaning: \_\_\_\_\_

Make two new words by adding the prefix *non-* to one of the words on the right. Write the meaning of the new word neatly in cursive.

3. New word: \_\_\_\_\_

Meaning: \_\_\_\_\_

4. New word: \_\_\_\_\_

Meaning: \_\_\_\_\_

5. What do you think George's father meant when he said, "Freedom is more valuable than anything else"? Use text evidence to support your response. Write neatly in cursive, leaving spaces between words.

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

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4.1

Activity Page

## Dictation

Listen carefully to the phrase your teacher recites. Write the phrase on the line and underline the suffix *-ful*. Then, write a complete sentence using the phrase you just heard. Write neatly in cursive, leaving space between words.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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



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4.2

Take-Home

## Adding Prefix *non-*, *im-* or Suffix *-ful*

Dear Family Member,

Your student has been learning about prefixes and suffixes. In lesson 3, students learned about the prefix *non-* meaning 'not' and *im-* meaning 'into' or something means 'not'. In lesson 4, students learned about the suffix *-ful* meaning 'full of or able to'. Please ask your student to complete each word with either the prefix at the beginning, *non-* or *im-*, or the suffix at the end *-ful*. Sketch a picture below each word to show its meaning. Challenge your student to look for words with prefixes and suffixes in the stories they are reading, on billboards when driving, or in other text they come across in everyday life.

|                |                |
|----------------|----------------|
| Color_____     | _____profit    |
| _____renewable | _____pact_____ |
| _____port      | help_____      |



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

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5.1

Activity Page

## Practice with Context Clues Strategy

Read each paragraph. For each question, use the context clues strategy, to help you solve the meaning of the unknown word. Write neatly in cursive, leaving spaces between words.

### Context Clues Strategy

1. Identify the unknown word.
2. Stop and reread the sentence, paying close attention to the words around the unknown word.
3. Identify any context clues (synonyms, antonyms, examples).
4. Make an educated guess about the word's meaning.
5. Substitute your word or phrase in the sentence.  
Does it make sense?

Example:

“His feet raced, along with the ideas in his head. He had been hearing people talk about the discontent in the colonies for a while now, expressing their unhappiness with England. So why were things suddenly becoming more urgent?”

A. Identify the unknown word: discontent

- B. Reread the sentence. Make an educated guess about what *discontent* might mean.

bad feeling

- C. What word(s) helped you to make this educated guess?

unhappiness

- D. Substitute your word or phrase in the sentence. Does it make sense?



6. “His feet raced, along with the ideas in his head. He had been hearing people talk about the discontent in the colonies for a while now, expressing their unhappiness with England. So why were things suddenly becoming more urgent?”

- A. Identify the unknown word: \_\_\_\_\_

- B. Make an educated guess about what *urgent* might mean.

\_\_\_\_\_

- C. What word(s) helped you to make this educated guess?

\_\_\_\_\_

- D. Substitute your word or phrase in the sentence. Does it make sense?



7. “If we lose our ties with England, where will I get the goods I sell in my shop? We can’t make items like that here in the colonies.”

- A. Identify the unknown word: \_\_\_\_\_

B. Make an educated guess about what *goods* might mean.

---

C. What part or parts of the surrounding text helped you to make this educated guess?

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D. Substitute your word or phrase in the sentence. Does it make sense?



8. “Would they go live on a farm? He didn’t think his father knew how to plant fields of crops, and George was certain that he didn’t want to be taking care of any more chickens!”

A. Identify the unknown word: \_\_\_\_\_

B. Make an educated guess about what *crops* might mean.

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C. What part or parts of the surrounding text helped you to make this educated guess?

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D. Substitute your word or phrase in the sentence. Does it make sense?



9. George’s uncle silenced the man. “Quiet! Not everyone here in Williamsburg agrees with you. Some people would be angry to hear you talk like that!”

A. Identify the unknown word: \_\_\_\_\_

B. Make an educated guess about what *silenced* might mean.

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C. What part or parts of the surrounding text helped you to make this educated guess?

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D. Substitute your word or phrase in the sentence. Does it make sense?



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

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5.2

Take-Home

## Use Context to Define Unfamiliar Words

Dear Family Member,

Your students have been learning about how to determine the meaning of unfamiliar words using context clues. In class, students learned about stopping to notice an unfamiliar word, rereading the sentence, paying close attention to the word, using words around it to help, making educated guesses, and asking if it makes sense. For this take-home activity, students should gather different forms of text: cookbooks, mail, magazines, letters, or books. Then, students should skim the text searching for unfamiliar words. Have students write the unfamiliar words they find and then have them write what the word means on the line under it. Talk about how you know that is the correct meaning as a family. Write neatly in cursive, leaving spaces between words.

1. Unfamiliar word: \_\_\_\_\_

Meaning: \_\_\_\_\_

\_\_\_\_\_

2. Unfamiliar word: \_\_\_\_\_

Meaning: \_\_\_\_\_

\_\_\_\_\_

3. Unfamiliar word: \_\_\_\_\_

Meaning: \_\_\_\_\_

\_\_\_\_\_



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6.1

Activity Page

## Fill in the Blank with Homophones

Read the sentences below. Fill in the sentence with the correct homophone. Write the word neatly in cursive. Use context clues to help decide which homophone fits in the sentence best.

1. \_\_\_\_\_ is a restaurant that we should try for dinner tonight. (Their/There/They're)
2. Athena wants \_\_\_\_\_ go and ride bikes at the park tomorrow afternoon. (to/too/two)
3. Rebecca went to the grocery store to buy some \_\_\_\_\_ for dinner. (meet/meat)
4. Everett will \_\_\_\_\_ his name on top of the paper so that the teacher knows it is his homework. (write/right)

5. Write a response to the following:

Explain how breaking ties with England could cause problems for the colonists. Use text evidence to support your response. Write neatly in cursive, leaving spaces between words.

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

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6.2

Activity Page

## Chapter 3 Paraphrase

On the lines below, paraphrase Chapter 3 of *George Meets Mr. Henry*. Write neatly in cursive, leaving spaces between words.

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

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7.1

Activity Page

## Homograph Picture Match

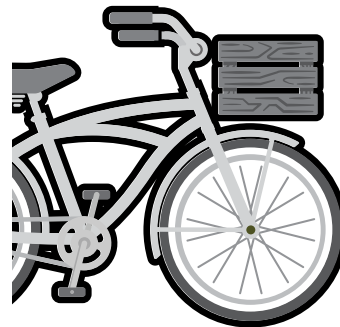
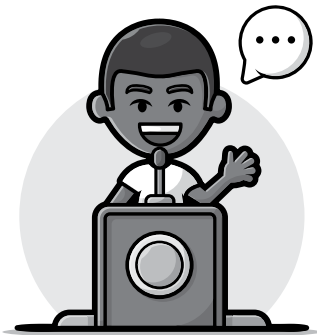
Circle the picture that shows the correct meaning of the homograph in the sentence. Then underline or highlight the word(s) in the sentence that helped you determine which picture matched how the underlined word was used in the sentence.

Example:

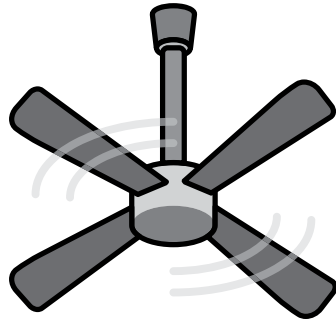
1. There was a small tear in his shirt from playing basketball, and he wasn't sure it could be repaired.



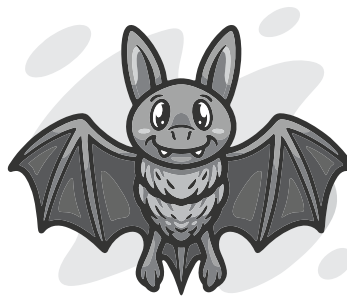
2. Patrick Henry spoke to many important people at the convention, but he still did not get the answer he was looking for.



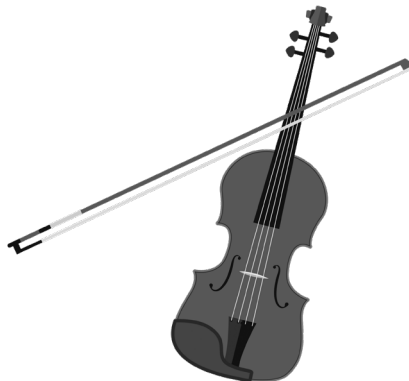
3. The soft hum sound from the electric fan helped me fall asleep.



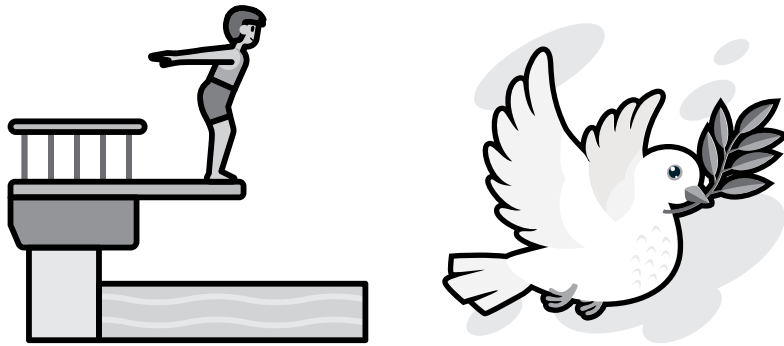
4. When it got dark, she saw a small, black bat fly through the sky.



5. On picture day at school, her mother tied a large blue bow in her hair.



6. There was a dove eating at the bird feeder, but then it flew away.







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8.1

Activity Page

## Homograph Matches

Choose three homographs from the Homograph Word Cards. Write two sentences for each homograph that show their different meanings. Include context clues in your sentences to help the reader identify the correct meaning of each homograph. Write neatly in cursive, leaving spaces between words. Circle the homograph in your sentence and underline the context clues you chose.

Example:

The bass player practiced for hours to prepare for the concert.

The two boys were excited when they caught a large bass in the river over the weekend.

1. Homograph: \_\_\_\_\_

A. \_\_\_\_\_.

B. \_\_\_\_\_.

2. Homograph: \_\_\_\_\_

A. \_\_\_\_\_.

B. \_\_\_\_\_.

3. Homograph: \_\_\_\_\_

A. \_\_\_\_\_.

B. \_\_\_\_\_.

4. Write a response to the following:

How did George feel when he first met Patrick Henry? Include text evidence to support your answer. Remember to write in cursive with correct grammar structure and spacing.

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

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9.1

Activity Page

## Practice with Reading and Dictation

### Dictation

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

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

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

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

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

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

6. Write three sentences using the words above. Write in cursive with correct grammar, structure, and spacing.

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9.2

Activity Page

## Using Soft 'c'

The words in the word bank make the /s/ with soft 'c' sound. Write a paragraph using all four words. Write in cursive using correct grammar, structure, and spacing.

### Word Bank

cellar

citizens

replace

concentrate

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10.1

Activity Page

## Listen for the Pattern

Circle the word you hear the teacher say for each line.  
Underline the soft 'g' pattern in the word.

1. agile argue aghast agent

2. digest digital digger dignity

3. sting sing stingy spring

Listen to each word said aloud, then write the word neatly in cursive. Underline the soft 'g' pattern. Then, write a sentence using each word.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_





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10.2

## Search and Sort

Place the soft 'c' and soft 'g' words from Chapter 1 of the Reader into the correct column. Underline the patterns for soft 'c' and soft 'g' in each word. Write each word neatly in cursive.

| Soft 'c' | Soft 'g' |
|----------|----------|
|          |          |

Write two sentences using the words in the lists above. Write neatly in cursive and use correct grammar, structure, and spacing.

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11.1

Activity Page

## Alphabetize Digraphs

Write the words with digraphs *mb*, *gn*, *kn*, and *wr* in alphabetical order. Write neatly in cursive.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. Write a response to the following:

Describe what the town of Williamsburg was like in this story.  
Use text evidence to support your answer. Write neatly in  
cursive, leaving spaces between words

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

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12.1

Activity Page

## Practice Making Words with *-ed*, *-ing*

With your partner, practice doubling the consonant and adding the suffix to the base word. Write each word neatly in cursive.

| base word | + <i>-ed</i> | + <i>-ing</i> |
|-----------|--------------|---------------|
| plan      |              |               |
| beg       |              |               |
| stop      |              |               |



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12.2

Activity Page

## Build a Word

Add the base word and suffix to make a new word. Write each word neatly in cursive.

| Base Word |   | Suffix      | New Word |
|-----------|---|-------------|----------|
| chop      | + | <i>-ing</i> | chopping |
| thin      | + | <i>-ed</i>  |          |
| spin      | + | <i>-ing</i> |          |
| admit     | + | <i>-ed</i>  |          |
| ship      | + | <i>-ed</i>  |          |
| commit    | + | <i>-ing</i> |          |
| yell      | + | <i>-ed</i>  |          |
| drip      | + | <i>-ing</i> |          |
| strap     | + | <i>-ed</i>  |          |

Write a paragraph using new words you created in the box above. Write neatly in cursive and use correct grammar, structure, and spacing.

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

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

13.1

Activity Page

## Drop the 'e'

Cover the 'e' on the base word in the "Word" column. Think of how to spell a new word with the ending *-ing* and *-ed*. Write the new word in the *-ing* and *-ed* column. If a new word is not a real word, place an 'X' in that space. Write each word neatly in cursive.

| Word   | <i>-ing</i> | <i>-ed</i> |
|--------|-------------|------------|
| please | pleasing    | pleased    |
| make   | making      | X          |
| change |             |            |
| circle |             |            |
| write  |             |            |

Write these words in alphabetical order: *please, plunge, pledge*. Write each word neatly in cursive.

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

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13.2

Activity Page

## Board Sort

Sort the base words into the correct columns: *pretty, holiday, delivery, activity, replay*. Write each word neatly in cursive.

| Consonant before the final 'y'<br><b>Change the 'y' to 'i'</b> | Vowel before the final 'y'<br><b>Do not change the 'y' to 'i'</b> |
|--|---|
| strawberry   | highway   |

Choose a word from the “Change the ‘y’ to ‘i’” column. Apply the spelling change and write a sentence using the new word. Write neatly in cursive and use correct grammar, structure, and spacing.

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

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13.3

Activity Page

## Reader Response

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

1. How did Patrick Henry play an important role in this story?  
Use text evidence to support your answer.

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

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

14.1

Assessment

## Fluency Assessment

Read aloud the text below.

### Sweet Treats

In the town of Sweetville, there was a magical candy store named Sugar Delights. All the children and adults in the town went there when they wanted some sweet treats. The store was very large. It seemed to go on forever, filled with an endless selection of candies, chocolates, and lollipops.

Ravi, Bo, and Rina were best friends who lived in Sweetville. Today, they wanted to visit the candy store after school. As they entered the store, they immediately smelled caramel and chocolate. Their mouths watered with excitement. Their eyes grew large as they saw big and small jars filled with every candy you could think of. They saw colorful candy wrappers. They saw lollipops in every flavor.

As the friends walked around, they heard something near the gumball machine. They walked over to the machine. They saw two big, naughty, magical gummy bear brothers, Buzzy and Wiggly, fighting over who could grab the most gumballs from the machine. They were arguing so loudly that everyone in the store started to notice them.

Ravi, Bo, and Rina knew they had to do something. Instead of yelling at the gummy bears to stop, they decided to turn the situation into a game. “Why don’t you both try to grab as many candies as you can in one minute?” Rina suggested with an excited smile.

The gummy bears agreed. Ravi found bags for them, and Bo set a timer. Buzzy and Wiggly started grabbing candies and dropping them into their bags. Everyone cheered for them. Laughter filled the store.

When the timer buzzed, the gummy bears counted their candies. Surprisingly, they each had the same amount! The friends and the entire store erupted in applause. The gummy bears noticed the joy they had spread and replied with grateful smiles.

The store owner gave Buzzy and Wiggly a special bag of rainbow candies to share. The gummy bears learned that working together brought more joy than fighting ever could. As the friends left Sugar Delights, the store owner gave each of them a bag of candies to thank them for their help.



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

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14.2

Assessment

## Fluency Assessment Questions

Read each question and circle the correct answer.

1. What was the main problem in the story?
  - A. Ravi, Bo, and Rina wanted to go to the candy shop, but they were not allowed to go.
  - B. Two gummy bears, Buzzy and Wiggly, were fighting over who could get the most candy from a machine.
  - C. There wasn't enough time to play the game with the gummy bears, Buzzy and Wiggly.
2. What can the reader infer about the group of friends based on their action in this sentence: "Instead of yelling at the gummy bears to stop, they decided to turn the situation into a game"?
  - A. The friends were bored and wanted something to do.
  - B. The friends were problem solvers and peacekeepers.
  - C. The friends wanted to mind their own business and stay out of the problems of others.

3. Why did the store owner give the friends a bag of candy?
- A. To thank them for their help
  - B. To ask them to try a new candy
  - C. To have them share with others

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

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15.1

Assessment

## Reading Assessment

Circle the word that your teacher says out loud.

|     |            |           |           |             |
|-----|------------|-----------|-----------|-------------|
| 1.  | click      | certainly | careful   | certain     |
| 2.  | garage     | gentleman | jealous   | general     |
| 3.  | nothing    | winning   | knowingly | nobody      |
| 4.  | waiting    | ranger    | wrangle   | wiggle      |
| 5.  | climbing   | clawing   | chimed    | cuddle      |
| 6.  | livingroom | lightly   | livable   | lovingly    |
| 7.  | service    | sighted   | surface   | served      |
| 8.  | replied    | trying    | replayed  | repeat      |
| 9.  | youthful   | bookworm  | fully     | beautifully |
| 10. | beginning  | bigger    | grinding  | began       |
| 11. | impend     | imprint   | imagine   | indent      |
| 12  | nonstop    | nodding   | noted     | nonsense    |

Write a synonym for each word. Write neatly in cursive.

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

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

Write an antonym for each word. Write neatly in cursive.

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

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

Read each question and circle the correct answer.

17. We used a \_\_\_\_\_ pan so that the cookies would be easy to remove once they were baked.

A. nonstick

B. sticky

18. He wrote a \_\_\_\_\_ letter thanking his grandmother for all of her help.

A. meaningless

B. meaningful

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15.2

Assessment

## Spelling Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14. List these three words in alphabetical order: *knuckle*, *knew*, *knock*.

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