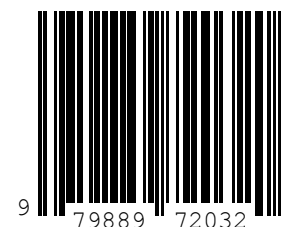


GRADE 3 FOUNDATIONAL SKILLS UNIT 9

Digital Components

EDITION 1



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Grade 3

Foundational Skills 9

Digital Components

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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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 space between words when applicable.

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.

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

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

Practice with *im-* and *non-*

<i>im-</i> (into)	press port migrate pending
<i>non-</i> (not)	sense stop stick 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.

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.

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 space between words when applicable.

Context Clue Strategy

1. Stop and reread the sentence, paying close attention to the words around the unknown word.
2. Identify any context clues (synonyms, antonyms, examples).
3. Make an educated guess about the word's meaning.
4. Replace your guess in context by substituting your meaning for the unfamiliar word.

Example: “His two brothers ate their breakfast of steaming cornmeal mush and dried apples from the root cellar. George was very hungry and smiled gratefully at his mother when she filled his bowl.”

- Identify the unknown word.
- Reread the sentence. What words give us clues about the meaning of *gratefully*?
- Make an educated guess about what it might mean.
- Replace the word *gratefully* with your guess to check the meaning.

Practice with 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

- A. Identify the unknown word
- B. Read the sentence and make an educated guess
- C. What word helped you make your guess?
- D. 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?



1. “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?



2. “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?

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



3. “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.

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

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



4. 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.

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

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



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