

### FIRE

## Foundational Instruction for Reading Excellence

(for all students)



# Unit 3 Student Activity Book • Grade 3 •





#### **Morphology: Suffixes -ful and -less**

<b>ions:</b> \//ri	te a comple	ete sentence	using the	word honeles	:5	
	·	ete sentence	_	word hopeles	SS.	



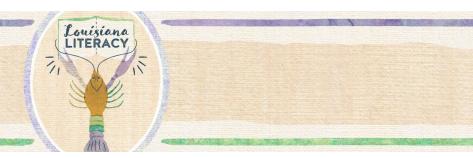


#### Spelling: Words with the /j/ Sound

**Directions:** Listen to the /j/ word your teacher says, then write that word, applying the spelling rules you learned for the /j/ sound.

1		-		
2		-		
3		-		
4		-		
5		-		
6		-		
	Choose one of the word		_	

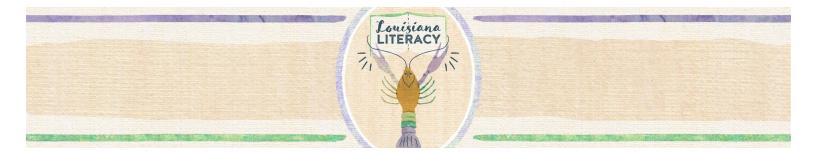




#### Morphology: Suffixes -ful and -less

<b>ons:</b> Write a	a complete sent	tence using t	he word <i>wor</i>	thless.	





#### Spelling: Words With the /j/ Sound

**Directions:** Listen to the /j/ word your teacher says, then write that word, applying the spelling rules you learned for the /j/ sound.

1	
2	
3	
4	
5	
6	
	s above and write a sentence using that word.





#### Spelling: /n/ sound "Bump" Game Board

1.	2.
3.	4.
5.	6.



"Bump" Spelling Word Cards

nose	tennis
night	plane
penny	snail
sunny	bunny
note	number
dinner	nope





#### Morphology: Suffixes -ful and -less

**Directions:** Add the suffix -less or -ful to each base word given to complete the sentences below.

1.	You should be (care)	when crossing the street.
2.	When baking a cake, a recipe can be _ (help)	
3.	A pen with no ink is (use)	
4.	The snake in the garden scared me ar (fear)	nd I felt
5.	The sound did not stop and the music	seemed
	(end)	





#### Spelling: Words With the /n/ Sound

**Directions:** Listen as your teacher calls out words with the /n/ sound. Write the correct spelling for each word on the lines provided.

1.	
2.	
3.	
,	
4.	
5.	
<b>.</b>	
6.	
7.	
0	
8.	
9.	
10.	





#### Spelling: Words With the sounds: /ae/, /k/, /s/, /j/, and /n/ $\,$

**Directions:** Listen to the word your teacher says, then write that word, applying the spelling rules you learned for the sounds.

1.	
2.	
3.	
4.	
5.	
6.	
	s above and write a sentence using that word.





#### **Morphology: Suffixes**

**Directions:** Choose the word that best completes each sentence. Circle your word choice and write it in the blank provided.

1.	Most people feelquickly. (fearful, fearless)	when the plane descends
2.	The patient lookedbad news. (hopeful, hopeless)	when they received
3.	Without electricity a computer is _ (useful, useless)	·
4.	Having a lot of homework can be (stressful, stressless)	very
5.	When the team won the fans wer (cheerful, cheerless)	re





#### Spelling: Words With the sounds: /ae/, /k/, /s/, /j/, and /n/

**Directions:** Read each group of words. Circle the correct spelling for the word your teacher calls out.

1. rain	rayn	rane
2. chek	check	chec
3. plaise	plase	place
4. pass	pas	pase
5. knit	kit	nitt
6. nies	nise	nice
7. jump	gyump	gump
8. pleg	plej	pledge
9. rai	ray	rae
10. smak	smac	smack





#### **Grammar: Singular and Possessive Nouns**

**Directions:** Write the possessive form of the underlined noun in each sentence.

- 1. <u>Beau</u> favorite color is blue. \_\_\_\_\_
- 2. My neighbor car is parked near the street.
- 3. The <u>teacher</u> book is on her desk. \_\_\_\_\_
- 4. The <u>clown</u> jacket is near the elephant. \_\_\_\_\_
- 5. Her <u>school</u> mascot is a pelican. \_\_\_\_\_





#### **Grammar: Plural Possessive Nouns**

**Directions:** Write the plural possessive form of the underlined noun in each sentence.

- 1. The <u>calf</u> are in the barn with their mother.
- 2. My pony manes are long and black. \_\_\_\_\_
- 3. The boy basketball team is playing tonight.
- 4. The tree leaves are turning orange. \_\_\_\_\_
- 5. We learned all of the <u>state</u> capitals. \_\_\_\_\_





#### **Grammar: Punctuation in Dialogue**

Grammar: Punctuation in Dialogue
<b>Directions:</b> Read each sentence below. Write the sentence correctly on the lines below.
1. jane said i am not late for school
2. how do you play asked pete
3. okay little sister said joey
4. i think it will sink said rosie





#### Spelling: Words Schwa Spelled 'a' and 'e'

**Directions:** Listen to the schwa word your teacher says, then write that word, applying the spelling rules you learned for the schwa sound.

1.			
2.	 	 	
3.	 	 	
4.		 	





#### **Grammar: Plural Possessive Nouns**

**Directions:** Write the plural and plural possessive forms of the nouns below.

Singular Noun	Plural	Plural Possessive
1. mom		
2. school		
3. calf		
4. man		
5. glass		

<b>Directions:</b> Choose two plural possessive nouns. Write sentences using each.		
6		
-		
7.		
-		





#### Morphology: Suffixes -ish and -ness

**Directions:** Read each word in the box below. Use the words to complete the sentences below.

	reddish	darkness	sickness	sheepish	sluggish	
	She took me eeling ill.	dicine to cure	her	wh	en she was	
2. T	he setting s	un had a		tint or colo	r.	
3. I	couldn't find	d my keys in t	he	withou	ıt a flashlight	•
	•	ent looked nt of the entii		when pres	senting her	
5. <i>A</i>	After staying	up all night, ł	ne felt	ir	n class.	





#### **Grammar: Singular Possessive Nouns**

**Directions:** Write the singular possessive form of the underlined noun in each sentence on the line provided.

1.	The <u>officer</u> car is out of gas.
2.	I went to my <u>sister</u> house last night
3.	We took care of our <u>neighbor</u> dog
4.	My <u>brother</u> teacher is nice to her students.
5.	The <u>pencil</u> tip is broken.
Direc	tions: Write a sentence using the singular possessive form of the nouns given.
6.	(paper)
_	
7.	(pizza)





#### Morphology: Suffixes -ish and -ness

**Directions:** Read each word in the box below. Use the words to complete the sentences below.

brightness	feverish	brownish	gentleness	smoothness
	er held her b m to sleep.	aby with		while she
2. The leave	s in the fall tu	rn a	colo	r as they die.
3. She said s	she felt	wh	ile she was sick	ζ.
4. I like the _		of the t	ceddy bear's fu	r.
5. The beach.		of the sun r	nade it hard to	see on the





#### Spelling: Schwa sound spelled 'a' and 'e'

**Directions:** Read each word in the box below. Circle the schwa spelling in each word. Write the word under the column representing the schwa spelling for that word.

apply	/ children	arrive	silent	agree	system
zebr	a across	item	jacket	travel	attack

ʻa'	'e'





#### Spelling: Writing Sentences with the /schwa/ Sound

**Directions:** Listen to the /schwa/ word your teacher says, then write a sentence using that word, applying the spelling rules you learned for the /schwa/ sound.

1.		 	
2			
۷.			
3.			
4.			





#### **Grammar: Plural Possessive Nouns**

**Directions:** Use the noun provided to form a plural possessive noun, then write the plural possessive in a complete sentence.

1. parent	
2. church	
3. deer	
4. scissor	





#### **Grammar: Plural Possessive Nouns**

**Directions:** Use the noun provided to form a plural possessive noun, then write the plural possessive in a complete sentence.

1. store	
2. aircraft	
3. people	
4. sheep	





#### Morphology: Words With Suffixes -able And -ible

**Directions:** Write a complete sentence using the word provided.

1.	understandable
2.	invisible
3.	enjoyable
4.	impossible





#### Spelling: Writing Sentences with the /schwa/ Sound

**Directions:** Listen to the /schwa/ word your teacher says, then write a sentence using that word, applying the spelling rules you learned for the /schwa/ sound.





#### **Grammar: Singular Possessive Nouns**

**Directions:** Write a complete sentence using the noun provided as a singular possessive noun.





#### Spelling: Words with the /ue/ Sound

**Directions:** Listen to the /ue/ word your teacher says, then write a sentence using that word, applying the spelling rules you learned for the /ue/ sound.

1.			
-			
2.			
-			
3			
<u>-</u>			
_			
4			
-	 		





#### Morphology: Prefixes pro- and anti-

**Directions:** Based on the prefixes, match the words on the left column to the meaning on the right column.

product	to move forward in growth or
	advancement

antihero against gravity

promoted to send or throw forward

antibody against bacteria or viruses

project opposite of a hero, a villian

antigravity to drive, or cause to move, forward

propel that which is led forward by a company to sell





#### Morphology: Prefixes pro- and anti-

Direc	ctions: (	Jse the word provided to create a sentence using the word correctly.
1.	antibac	terial
2.	propos	e
3.	profess	ional
4.	anticlo	ckwise





#### Morphology: Prefixes pro- and anti-

**Directions:** Choose two words from the bag and create a complete sentence using both. Circle both words in your sentence.

1.	
2.	





#### Spelling: Words with the /ue/ Sound

**Directions:** Listen to the /ue/ word your teacher says, then write a sentence using that word, applying the spelling rules you learned for the /ue/ sound.

1.		
2.		
-		
3		
<u>-</u>		
_		
4.		
-		
-		





#### Spelling: Words with the /oo/ Sound

**Directions:** Listen to the /oo/ word your teacher says, then write a sentence using that word, applying the spelling rules you learned for the /oo/ sound.

1	 	 	 	
2.				
_, _				
-				
3. <u>.</u>				
_				
_				
4.				
-				
-				





#### Morphology: Suffixes -er and -est

**Directions:** Read the sentence and determine which suffix needs to be added to the end of the adjective provided. Then, using the same adjective, write your own sentence!

than his English homework. (easy)
e airport, mine was the
er compared to the candy she than her mom's. (sweet)
•





#### Morphology: The Prefix sub-

**Directions:** Based on the prefixes, match the words on the left column to the meaning on the right column.

subsidiary	difficult to perceive
subheading	a person or thing under discussion
subtitle	a company under the control of another company
subject	a heading underneath another heading
subtle	captions below the screen





#### **Grammar: Non-Literal Meanings of Phrases in Context**

**Directions:** Read the sentence, paying close attention to the phrase underlined. Using your context clues, write the non-literal meaning of the phrase on the line.

/our	context clues, write the non-literal meaning of the phrase on the line.
1.	Because Margaret was running low on time, she had to <u>cut corners</u> in order to get her assignment done.
2.	After a long day spent running in her high school track meet, Susan was beyond ready to hit the sheets.
3.	Although John was upset about his test grade, his mom told him that there was no point in <u>crying over spilled milk</u> . She said that he should instead focus on the next test.
4.	The mom was desperate to shower after spending all day taking care of her newborn. She asked her husband to <u>keep an eye out</u> on the baby for her.
5.	I was already running late and, to <u>add fuel to fire</u> , I couldn't find my keys!



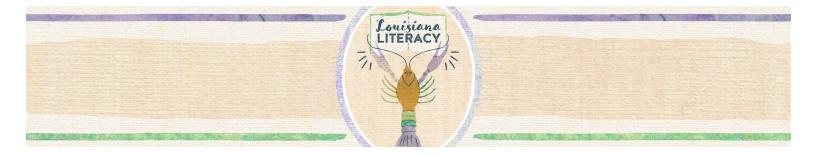


#### **Spelling: Reviewing Unit 3 Spellings**

**Directions:** Listen to the word your teacher says, then write a sentence using that word, applying the spelling rules you reviewed and practiced today.

1	 	 	
-			
2			
3. <u> </u>			
_			
4			
_			 
_			





#### Morphology: The Prefix sub-

**Directions:** Use each word in the box to write a complete sentence.

	subconscious		
	submarine	subterranean	
1.			
2.			
3.			
J.			





#### **Grammar: Non-Literal Meanings of Phrases in Context**

**Directions:** Read the sentence, paying close attention to the phrase underlined. Using your context clues, write the non-literal meaning of the phrase on the line.

<ol> <li>Alyson only had 5 minutes left of her lunch break when her best friend called. She had to make a long story short when telling her friend about her eventful morning.</li> </ol>
2. There were tickets available last week, but he <u>missed the boat</u> by waiting until toda to try to buy some.
3. Darius woke up after a week of going to the gym every morning with his muscles extremely sore. He had to remind himself " <u>no pain</u> , <u>no gain</u> " in order to keep going.
4. While Stephen was having a mental breakdown, his wife had to remind him to <u>pull</u> <u>himself together</u> .
5. David really wanted to make it to his son's football game, however, since he was feeling <u>under the weather</u> he decided it was best to stay home and rest.





#### Spelling: Writing Sentences with the /schwa/ Sound

**Directions:** Listen to the /schwa/ word your teacher says, then write a sentence using that word, applying the spelling rules you learned for the /schwa/ sound.

1	 	 	
_			
- 2.			
—· -			
_			
- 3.			
_			
- 4.			
•• -			
_			
-		 	





#### Morphology: The Prefix sub-

**Directions:** Use each word in the box to write a complete sentence.

	subsection	subgroup	
	suk	otropical	
1.	 		
2.			
3.			
Э.			





#### **Morphology: Prefixes Review**

<b>Directions:</b> Use the word provided to create a sentence using the word correctly.			
1.	accep	table	
2.	kindn	ess	
3.	carefu	ıl	
4.	childis	sh	

