



FIRE

Foundational Instruction for Reading Excellence

(for all students)



Unit 3

Student Activity Book

• Grade 3 •



LESSON 1

Morphology: Suffixes -ful and -less

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

1. _____

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

2. _____



LESSON 2

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. _____

Directions: Choose one of the words above and write a sentence using that word.

7. _____



LESSON 3

Morphology: Suffixes -ful and -less

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

1. _____

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

2. _____



LESSON 4

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. _____

Directions: Choose one of the words above and write a sentence using that word.

7. _____



LESSON 5

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



LESSON 6

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 _____ when crossing the street.
(care)
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 and I felt _____.
(fear)
5. The sound did not stop and the music seemed
_____. (end)



LESSON 7

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. _____

6. _____

7. _____

8. _____

9. _____

10. _____



LESSON 8

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. _____

Directions: Choose one of the words above and write a sentence using that word.

7. _____



LESSON 9

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 feel _____ when the plane descends quickly. (fearful, fearless)
2. The patient looked _____ when they received bad news. (hopeful, hopeless)
3. Without electricity a computer is _____. (useful, useless)
4. Having a lot of homework can be very _____. (stressful, stressless)
5. When the team won the fans were _____. (cheerful, cheerless)



LESSON 10

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 |



LESSON 11

Grammar: Singular and Possessive Nouns

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

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



LESSON 12

Grammar: Plural Possessive Nouns

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

1. The calf 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 state capitals. _____



LESSON 13

Grammar: Punctuation in Dialogue

Directions: 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



LESSON 14

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. _____

5. _____

6. _____



LESSON 15

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		

Directions: Choose two plural possessive nouns. Write sentences using each.

6. _____

7. _____



LESSON 16

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

1. She took medicine to cure her _____ when she was feeling ill.
2. The setting sun had a _____ tint or color.
3. I couldn't find my keys in the _____ without a flashlight.
4. The shy student looked _____ when presenting her project in front of the entire class.
5. After staying up all night, he felt _____ in class.



LESSON 17

Grammar: Singular Possessive Nouns

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

1. The officer car is out of gas. _____
2. I went to my sister house last night. _____
3. We took care of our neighbor dog. _____
4. My brother teacher is nice to her students. _____
5. The pencil tip is broken. _____

Directions: Write a sentence using the singular possessive form of the nouns given.

6. (paper)

7. (pizza)



LESSON 18

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

1. The mother held her baby with _____ while she rocked him to sleep.
2. The leaves in the fall turn a _____ color as they die.
3. She said she felt _____ while she was sick.
4. I like the _____ of the teddy bear's fur.
5. The _____ of the sun made it hard to see on the beach.



LESSON 19

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
zebra	across	item	jacket	travel	attack

'a'	'e'



LESSON 20

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. _____



LESSON 21

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



LESSON 22

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



LESSON 23

Morphology: Words With Suffixes -able And -ible

Directions: Write a complete sentence using the word provided.

1. understandable

2. invisible

3. enjoyable

4. impossible



LESSON 24

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. _____



LESSON 25

Grammar: Singular Possessive Nouns

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

1. catfish

2. basket

3. album

4. rocket



LESSON 26

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. _____

4. _____



LESSON 27

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 villain

antigravity

to drive, or cause to move, forward

propel

that which is led forward by a company to sell



LESSON 28

Morphology: Prefixes pro- and anti-

Directions: Use the word provided to create a sentence using the word correctly.

1. antibacterial

2. propose

3. professional

4. anticlockwise



LESSON 29

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. _____



LESSON 30

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. _____

4. _____



LESSON 31

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. _____

4. _____



LESSON 32

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!

1. For Geoffrey, his math homework was _____ than his English homework. (easy)

2. Out of all of the family suitcases brought to the airport, mine was the _____. (heavy)

3. Clara didn't prefer the candy her mom gave her compared to the candy she brought herself. She said her candy was _____ than her mom's. (sweet)



LESSON 33

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



LESSON 34

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.

1. Because Margaret was running low on time, she had to cut corners 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 crying over spilled milk. 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 keep an eye out on the baby for her.

5. I was already running late and, to add fuel to fire, I couldn't find my keys!



LESSON 35

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. _____

4. _____



LESSON 36

Morphology: The Prefix sub-

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

subconscious	
submarine	subterranean

1. _____

2. _____

3. _____



LESSON 37

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.

1. 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.

2. There were tickets available last week, but he missed the boat by waiting until today 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 "no pain, no gain" in order to keep going.

4. While Stephen was having a mental breakdown, his wife had to remind him to pull himself together.

5. David really wanted to make it to his son's football game, however, since he was feeling under the weather he decided it was best to stay home and rest.



LESSON 38

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. _____



LESSON 39

Morphology: The Prefix sub-

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

subsection	subgroup
subtropical	

1. _____

2. _____

3. _____



LESSON 40

Morphology: Prefixes Review

Directions: Use the word provided to create a sentence using the word correctly.

1. acceptable

2. kindness

3. careful

4. childish
