



FIRE

Foundational Instruction for Reading Excellence

(for all students)



Unit 1

Student Activity Book • Grade 3 •



LESSON 3

Word Reading

Directions: Use your decoding strategies to read these words. Circle any words that you are not able to decode.

dentist	plastic	mascot
muffin	chipmunk	disgust



LESSON 4

Sound Dictation

Directions: Write the words you hear as your teacher reads them.

1. _____

2. _____

3. _____

4. _____

5. _____



LESSON 5

Word Reading

Directions: Use your decoding strategies to read these words. Circle any words that you are not able to decode.

grateful	replace	complete
provide	payment	sailboat



LESSON 6

Word Sort

Directions: Sort the words by spelling. Write the words with the short /a/ sound spelled 'a' under *hat*, the words with the long /æ/ sound spelled 'a-e' under *make*, the words with the /ai/ sound spelled 'ai' under *wait*, and the words with the /ae/ sound spelled 'ay' under *play*. Then circle the /æ/ or /a/ spelling in each word.

raisin	prepare	painful	baby	bacon
basket	today	mistake	magnet	delay

'a' (hat)	'a-e' (make)	'ai' (wait)	'ay' (play)

Sort the words by spelling. Write the words with the /e/ sound spelled 'e' under *pet*, the words with the /ee/ sound spelled 'ee' under *week*, the words with the /ee/ sound spelled 'ea' under *seat*, and the words with the /ee/ sound spelled 'y' under *baby*. Then circle the /ee/ or /e/ spelling in each word.

bleacher	crazy	freezing	address
bumblebee	greasiest	pretzel	cherry

'e' (pet)	'ee' (week)	'ea' (seat)	'y' (baby)



LESSON 7

Fill in the Blank

April	haircut	beaches	daisy	runway	weekend
-------	---------	---------	-------	--------	---------

1. This _____ I will play baseball with my friend.
2. _____ is my favorite month because it is in spring.
3. I will pick a pretty _____ from the garden for my mom.
4. My favorite thing to do in the summer is to visit different _____.
5. We like to watch airplanes drive down the _____.
6. My grandma is taking me to get a _____ because my hair is too long.



LESSON 8

Word Sort

Directions: Sort the words by spelling. Write the words with the /o/ sound spelled 'o' under *hat*, the words with the /oa/ sound spelled 'oa' under *make*, and the words with the /ue/ sound spelled 'ue' under *wait*. Then circle the the /oa/ or /ue/ spelling in each word.

afloat	value	mascot	rescue	focus	approach
--------	-------	--------	--------	-------	----------

'o' (got)	'oa' (boat)	'ue' (clue)

Sort the words by spelling. Write the words with the /i/ sound spelled 'ie' under *tie*, the words with the /i/ sound spelled 'igh' under *light*, and the words with the /i/ sound spelled 'y' under *sky*. Then circle the /i/ spelling in each word.

cried	python	brighter	supply	replies	delight
-------	--------	----------	--------	---------	---------

'ie' (tie)	'igh' (light)	'y' (sky)



LESSON 9

Fill in the Blank

Directions: Fill in the word that best completes the sentence.

firefighter	fried	cockroach	supply	tissue
-------------	-------	-----------	--------	--------

1. A _____ is an insect.
2. We had _____ chicken for dinner last night.
3. Would you like a _____ for your nose?
4. The _____ helped stop the forest from burning down.



LESSON 10

Word Sort

Directions: Sort the words by spelling. Write the words with the /ə/ + /l/ sound spelled 'el' under *towel*. The words with the /e/ + /l/ sound spelled 'le' under *table*. Then circle the 'el' or 'le' spelling in each word.

model	trouble	level	travel	little
vessel	tunnel	simple	middle	possible

'el' (towel)	'le' (table)



LESSON 11

Fill in the Blank

Directions: Write the best word from the box to complete each sentence.

shovel	candle	single	bundle	cancel
--------	--------	--------	--------	--------

1. In the winter, I _____ up in a coat.
2. I had a lot of homework, so I had to _____ my plans.
3. My dad made me _____ the big pile of mud.
4. The number three is a _____ digit number.
5. My mom lights a _____ when our power goes out.



LESSON 12

Fill in the Blank

Directions: Write the best word from the box to answer each riddle.

crawfish	ketchup	whisper	dolphin
----------	---------	---------	---------

1. This is how I speak to my friend when I tell her a secret. _____
2. My family likes to boil these. They taste so good! _____
3. This is a mammal that lives in the water. _____
4. This is something that tastes good on my french fries. _____



LESSON 13

Fill in the Blank

Directions: Write the best word from the box to complete each sentence.

photo	Thursday	whistle	chapter	shrimp
-------	----------	---------	---------	--------

1. On _____, I went to the shopping mall.
2. My favorite dinner is when dad makes boiled _____.
3. My mom made my brother and I take a _____.
4. I read another _____ in my favorite book.
5. I like to _____ my favorite tune.



LESSON 14

Word Sort

Directions: Sort the words by spelling. Write the words with the spellings for /g/ and /j/ (g, gg, g,-ge) in the correct group.

nutmeg	magic	neglect	challenge
egged	image	wiggly	giant

'g' (goat)	'gg' (hugged)	'g' (gym)	'ge' (edge)

Sort the words by spelling. Write the words with the spellings for 'c' (c, cc, c,-ce) in the correct group.

chance	carpet	cement	soccer
celery	audience	candy	account

'c' (cat)	'cc' (raccoon)	'c' (cent)	'ce' (prince)



LESSON 15

Soft G and Soft C

Directions: Circle the 'g' in each word in each sentence. Next, read each sentence and write the word with the spelling 'g' under the heading "got" if the spelling is pronounced /g/ (hard g) or "gem" if the spelling is pronounced /j/ (soft g).

Sentence	/g/ got	/j/ gem
She can do a magic trick.		
That fish has gills.		
My dad is the best at golf.		
The cat is in a small cage.		
Brr! That pool was frigid!		

Directions: Circle the 'c' in each word in each sentence. Next, read each sentence and write the word with the spelling 'c' under the heading "car" if the spelling is pronounced /k/ (hard c) or "cent" if the spelling is pronounced /s/ (soft c).

Sentence	/c/ car	/s/ cent
She can do a magic trick.		
The crab was happy.		
The celery was green.		
They went to the city.		



LESSON 16

Word Sort

Directions: Have students generate as many words as they can that contain “r-controlled vowels.” Have them list the words according to r-controlled vowel type.

'er' (nerve)	'ar' (hard)	'or' (order)	'ir' (shirt)	'ur' (burn)



LESSON 17

R-Controlled Vowels

Directions: Write a sentence using a word with *er*, *or*, *ar*, *ir*, and *ur*.

er: _____

ar: _____

or: _____

ir: _____

ur: _____



LESSON 18

Past and Present Tense

Directions: Make the root word past and present tense by writing the word with -ed and -ing under the correct columns.

Root Word	-ed	-ing
act		
discuss		
finish		
paint		



LESSON 19

Past and Present Tense

Directions: Circle the word that shows past or present tense. Write *past* or *present* on the line for each word.

1. I am reading the best chapter book ever. _____
2. We are talking about the original thirteen colonies. _____
3. Ms. Smith's class watched the video about the phases of the moon.

4. We are meeting our friends at the mall. _____
5. My teacher explained how to solve the word problem. _____



LESSON 20

Prefixes -un and -non

Directions: Use each word in a sentence.

1. nonliving: _____

2. uncover: _____

3. nonstop: _____

4. unfriendly: _____



LESSON 21

Doubling Rule

Directions: Use the doubling rule to determine if the final consonant needs to be doubled before adding the suffixes -ed and -ing.

Root Word	-ed Word	-ing Word
hug		
pat		
jog		
skip		
march		
clap		
chat		
stretch		
prank		



LESSON 22

Sentence Writing

Directions: Write a complete sentence using the root word and tense provided.

1. bake (present)

2. jog (past)

3. shop (past)

4. help (present)

5. hand (past)



LESSON 23

Sentence Writing

Directions: Write a complete sentence using the word provided.

1. relearn

2. reheat

3. pretest

4. preview

5. predetermine



LESSON 24

Sentence Writing

Directions: Listen to your teacher and write the word or phrase, using the alternate spelling.

1. _____

2. _____

3. _____

4. _____



LESSON 25

Sentence Writing

Directions: Listen to your teacher and write the sentences, using the alternate spelling.

1. _____

2. _____



LESSON 26

Sentence Writing

Directions: Write a complete sentence using a verb ending in *-ed*.

1. _____

Directions: Write a complete sentence using a verb ending in *-ing*.

2. _____



LESSON 27

Doubling Rule

Directions: Use the doubling rule to determine if the final consonant needs to be doubled before adding the suffixes -ed and -ing.

Root Word	-ed Word	-ing Word
spot		
plug		
clip		
pour		
knock		
whimper		
wrap		
quack		



LESSON 28

Making Plural Words

Directions: Use the spelling pattern to determine if the -s or -es ending is needed for the root word.

Root Word	-s or -es Word
arch	
glass	
quiz	
chair	
apple	
walrus	
table	
flash	
remix	



LESSON 29

Plurals

Directions: Add the suffix -s or -es to each of the words, then sort the words given in the box based on the suffix added.

inch	wish	buzz	eat
hiss	teach	pizza	thousand

Words ending in -s	Words ending in -es



LESSON 30

Plural Nouns

Directions: Use the spelling rule to write plural nouns ending with -f and -fe.

Singular Noun	Plural Noun
knif	
scarf	
thief	
elf	
wolf	
life	
wife	



LESSON 31

Plural Nouns Ending in -o

Directions: Use the spelling rule to write plural nouns ending with -o.

Singular Noun	Plural Noun
domino	
volcano	
potato	
mosquito	
tomato	
buffalo	
hero	
tornado	
echo	



LESSON 32

Matching Game

Directions: Match the singular noun on the left to its irregular plural noun on the right.

foot

men

tooth

geese

goose

teeth

man

mice

woman

feet

mouse

women



LESSON 33

Sentence Writing

Directions: Write a complete sentence using the word provided.

1. dislike

2. disobey

3. misuse

4. mislead



LESSON 34

Plural Nouns

Directions: Read the sentence and fill in the blank with the plural noun. The singular noun is in parentheses.

1. When I went to the store, there was no more _____ of bread on the shelf! (loaf)
2. Sam went camping and had to use bug spray to keep the _____ from biting him. (mosquito)
3. The baby girl had to get new shoes because her _____ had grown so much. (foot)
4. Did you know that _____ have a layer of blubber to keep them warm? (walrus)
5. The teacher asked the students to push in their _____ before getting in line for lunch. (chair)



LESSON 35

The Alphabet

Directions: Put the following letters in alphabetical order.

1. f, p, m, j, r, c, a, q _____

2. q, s, u, v, w, x, j, a _____

3. j, k, r, t, w, x, g, r _____

4. m, n, s, u, q, y, z _____

5. u, v, w, r, n, m, o _____



LESSON 36

Alphabetical Order

Directions: Write each list of words in alphabetical order.

1. seem, bright, truth, flash

2. met, light, clap, downtown

3. plate, right, goes, eye



LESSON 37

Alphabetical Order

Directions: Write each list of words in alphabetical order.

1. football, flower, fun, freeze

2. moon, machine, muted, myth

3. pizza, pumpkin, panic, pedal



LESSON 38

FLUENCY

Directions: Students will be given one minute to read as much of the passage as they can. When they get to the minute mark, they put a bracket (]) after the last word read. They then will go back and circle any words that they were not able to read automatically, and then list those words on the back of this page. They can review these words to see if there are any spelling patterns with which they might need additional practice.

A simple trip to the grocery store would change Opal’s life forever. Opal went to the local Winn-Dixie quite often to pick up things for her and the preacher. But one day, something unusual happened. As Opal was searching for her items, she heard a thundering voice coming from the produce area. Opal wants to see what the trouble was. She was surprised to see a thin, shaggy dog being chased by several Winn-Dixie workers. When the dog finally stopped, the manager shouted that someone should phone the pound. When Opal heard this, she shuddered and sprang into action and told the manager the dog was hers. She said his name was Winn-Dixie and she was very sorry he had caused so much trouble. Opal didn’t know what she was going to do with an orphaned dog, but she knew she couldn’t let the manager phone the pound. She was going to figure out how to explain going to the store for tomatoes but coming home with a dog.

SOURCE: ELA Guidebooks Foundations Support, *Because of Winn-Dixie*



LESSON 39

Making Plurals

Directions: Use the spelling pattern to determine how to make the root words plural.

Root Word	Plural
belief	
shelf	
wife	
relief	
knife	
bookshelf	
life	
elf	



LESSON 40

Plural Nouns

Directions: Write a complete sentence using the noun provided. Be sure to change the singular noun to plural before writing your sentence.

1. volcano

2. bookshelf

3. man

4. thief

5. knife
