

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Creepy Crayon!: Synthesizing

Think about what happens from the moment Jasper finds the crayon to the moment he gets rid of it for good. What lesson does Jasper learn by the end of the story? What might have happened if he had chosen to keep the crayon? How does thinking about this help you to better understand the message of this story?

☐ I can figure out the lessons or morals of the stories that I read and explain that message using details from the story. CCSS: RL.3.2

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? Now do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Making Inferences

Title: _____

What the Text Says (Look for clues in the text or pictures)	What I Know (What do you know about the clues?)	What I Can Infer (Emotions, thoughts, Cause, Setting)

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think... But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

VOCABULARY CONNECTIONS RESOURCES

Important Words to Know and Understand in Creepy Crayon! Word List

Vocabulary Connections	Creepy Crayon! By: Aaron Reynolds Grade Level: 3 Guided Reading Level: N
Important Words to Know and Understand in Creepy Crayon!	
Assembly	A large group of people gathered together, often for school announcements or a program
Brawl	A loud fight or argument, usually involving a lot of people
Descended	Went down from a higher place
Eeked	Fell scared, startled, or grossed out by something
Funking	Falling a course, test, or grade in school
Mural	A large picture painted or drawn on a wall
Peculiar	Strange or unusual
Penmanship	How good or neat someone's handwriting is
Relieved	Feeling happy and calm again after being worried or scared
Scrawled	Written quickly

Vocabulary Connections

Creepy Crawlies!
 By: Aaron Reynolds
 Grade Level: 3 / Guided Reading Level: H

Assembly	Brawl
	

Disseminated ➔

Disseminated	Descended
	

Eeked	Flunking
	

Disseminated ➔

Mural	Mural
	

Word and Picture Sorting Cards

Vocabulary Connections			Creepy Crayons By: Aaron Reynolds
Grade Level: 3 / Guided Reading Level: N			
Peculiar	Penmanship	Relieved	Step by Step Directions 1. Cut on the solid line. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card to a book.
Strange or unusual	How good or neat someone's handwriting is	Feeling happy and calm again after being worried or scared	
Scrawled			
Written quickly			

Word and Definition Sorting Cards

Vocabulary Connections By: Aaron Reynolds Grade Level: 3 Guided Reading Level: N		
Assembly is a/an noun verb adverb adjective	Brawl is a/an noun verb adverb adjective	Descended is a/an noun verb adverb adjective
Definition of Assembly: 	Definition of Brawl: 	Definition of Descended:
Assembly looks like this: 	Brawl looks like this: 	Descended looks like this:
Assembly reminds me of: 	Brawl reminds me of: 	Descended reminds me of:
I saw this word in 	I saw this word in 	I saw this word in
Interactive Vocabulary Notebook Cards © ShapePagez.com		
I saw this word in 	I saw this word in 	I saw this word in

Creepy Crayon!
By: Aaron Reynolds
Guided Reading Level: N

Step by Step Directions:

1. Cut out the back of the book.
2. Fold in half and glue the back of the book to the front of the book.
3. Write the vocabulary word on the front of the book.
4. Write the definition of the word on the back of the book.
5. Write the word on the front of the book.
6. Write the word on the back of the book.

Is an
verb
adjective

ion of
ved:

d looks
this:

ved
me of:

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Creepy Crayon!
By Aaron Reynolds
Grade Level: 3 / Guided Reading Level: N

Creepy Crayon!
By Aaron Reynolds

A new word that I learned in this book is: _____
It's like... _____
It means... _____

Name: _____

Illustration: A cartoon rabbit sitting at a desk, looking surprised or scared, with a large crayon on the desk. The crayon has a face and is smiling.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @800page.com

Word Games

with Words from **Creepy Crayon**

Directions:
Complete the paragraph below by filling in the blanks with the correct vocabulary words from the Word Bank.

eeeked	mural	peculiar	brawl
descended	assembly	relieved	flunking

John's Peculiar School Day

John and his classmates went to the school _____ in the gym. Suddenly, there was a loud crash, and John _____ in surprise! Two boys started a small _____ over who dropped the microphone.

Later, the class painted a big _____ on the wall. John climbed up and then carefully _____ the ladder. The mural looked a little _____, but everyone loved it. John felt _____ that their project was a success!

Directions: Write a silly sentence about your picture using one or more of the words from the Word Bank. Try using the sentences started below if you need help getting started.

Sentence Starters:

Creepy Crayon looked very _____ when...
I felt _____ when Creepy Crayon...

Answer Key

Creepy Crayon

...the blanks with the correct vocabulary

peculiar	brawl
relieved	flunking

School Day

...the gym. _____ in surprise! Two boys _____ in surprise! Two boys _____ the microphone.

...on the wall. John climbed up and _____ the ladder. The mural looked a little _____ that their project was a success!

Directions: Write a silly sentence about your picture using one or more of the words from the Word Bank. Try using the sentences started below if you need help getting started.

Sentence Starters:

Creepy Crayon looked very _____ when...
I felt _____ when Creepy Crayon...



Name: _____

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Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Name: _____

Directions:
Your reading that is new to you in the first column.
Below each definition, write the word means in the second column.
Then use your definition makes sense based on the context clues in the last column if the dictionary definition matches what you think the word means.

I Think the Word Means	Context Clues	Real Definition	

Visualize

Draw a picture to illustrate the meaning of the word.

Directions:
When you see or hear a word, think about the meaning of the word.

I Think the Word Means	Context Clues	Real Definition	

Connect to Your Life

When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Spring Words | ©BookPages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Instructional Focus Based on the Words in the Book

Word Work

Instructional Focus:
Alliteration

Background:
Authors use **figurative language** to make and fun to read. Figurative language help create special effects. They might use sound patterns to help readers see, hear, or feel something.

Alliteration is one type of figurative language that writers use to make words in their writing more exciting and fun to read. Words that are close together in a sentence are working together to create a sound effect.

For example: *Peter puffed purple puffs.*

Alliteration can happen with letters (like really about the **sound**). For instance, *cat* and *bat* both begin with the */k/* sound, so they alliterate.

It's also important to know that alliterative **consonant sounds** and **beginning vowel** sounds will only focus on alliteration that uses **beginning consonant sounds**.

Examples:

Busy as a bee	Felt fantastic
Windy weather whipped	Laughed so loudly
Baked blueberry muffins	Tiptoeed by the turtle

Creepy Crayon!
By: Aaron Reynolds

Creepy Crayon!
By: Aaron Reynolds
Grade Level: 2 / Guided Reading Level: N

Word Work

Step 1:
Introduce the Focus of Word Work

Sample Anchor Chart
Alliteration When several words that are close together in a sentence start with the same sound
<i>alliteration again</i>
<i>Busy as a bee</i>

Introduce Alliteration

Introduce the Focus

- Tell students: "Today, we are going focus on alliteration."

Anchor Chart Setup

- Title your anchor chart: "Alliteration"
- Explain: "Alliteration is a form of figurative language. Authors use figurative language to make their writing more interesting, creative, and fun to read."

Explain the Concept

- Tell students: "Alliteration happens when several words that are close together in a sentence start with the same sound."
- Show examples of alliteration on the chart and read them together as a class.
- Underline the repeated beginning sounds in each set of words that show alliteration.

Student Practice

- Ask students: "Can you come up with any two- or three-word phrases that use alliteration?"
- Remind students that alliteration makes writing more fun to read and helps authors be more creative.
- As students share, ask: "What sound is being repeated?"
- Underline the letter or letters that make that sound on the anchor chart.

Support & Differentiation

- If students struggle to think of examples, prompt them with a starting word or sound.
For example:
o "Bouncing... blue balloons."
o "Misty... morning."

Step 2:
Connect Word Work to Reading

Alliteration in the Text

- Tell students that they will read **Creepy Crayon** and look for groups of words that are close together and have the same beginning sounds.
- Tell students that in this book, they will only look for alliteration with beginning consonant sounds. Explain that alliteration can occur with both beginning consonant and vowel sounds, but this book focuses on beginning consonant sounds.
- Read the **cover** and the **fourth page** of **Creepy Crayon**, encouraging students to give a thumbs up when they hear or see alliteration.

Word Work Lesson Plan | ©BookPagez.com

Word Work

Step 2:

Connect Word Work Reading (continued)

Homophone

A	C	D
F	G	H
I	K	L
M	P	N
N	S	T
V	W	X

Creepy Croyon!
 By: Aaron Reynolds
 Grade Level: 2 / Guided Reading Level: N

Alliteration in the Text

- Write any new examples of alliteration from the book on the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Remind them to listen and look for words that show alliteration, and to be polite and not interrupt while you read.
- Read *Creepy Croyon!*

Some Examples of Alliterations found in the text:

- Creepy Croyon
- ...purple, Punt, and Perfect,
- something strange
- Creepy, But cool,
- Bummy Brawl 3
- ...peculiar purple penmanship
- ...descended into the deepest, darkest...
- ...melted it in the microwave

- ...spinning slowly
- DOKIT, YOU, DARE
- ...headed
- ...finally
- slowly...sternly

Step 3:

Guided Word Work Practice

Interactive Exploration

Play Alphabet Alliteration!

Group & Materials

- Divide students into pairs.
- Provide each pair with a **Consonant Alliteration Page** and a **Recording Sheet**.

Model the Task

- Show students how to choose a consonant from the alphabet and transform an alliteration phrase that begins with that letter
- Explain that not all consonants are included—some letters have limited options for alliteration phrases.
- Tell students that they may complete the consonants in any order, as long as they create phrases for all 18 letters.
- Explain that they can choose between the consonants Y and Z for their final letter.

Create the Phrases

- Tell students that each alliteration phrase must include at least two additional words that begin with the same sound (e.g., “Frank the frog wore a furry, funky hat.”).
- Remind students that their alliteration must form a complete sentence—with a capital letter at the beginning, a subject, a predicate, and punctuation at the end.

Word Work Lesson Plan | ©BookPage.com

Consonant Alphabet <i>Interactive Activity</i>		Alliteration Recording Sheet	
Directions: Create one phrase with below. Each phrase must include choose. Record your phrase this.		Name: _____	
A		A	
		C	
F		D	
		F	
J		G	
		H	
M		J	
		K	
R		L	
		M	
V		N	
		P	
		R	
		S	
		T	
		V	
		W	
		X or Z	

Answer Key	Alliteration
Directions: Write a phrase that try to include at least 2-3 words.	Alliteration
Example: School <u>Susan</u> like.	Directions: Write a phrase that has alliteration for each of the words listed below. Try to include at least 2-3 words that have the same beginning sound as your listed word.
Answers will vary. Sample	Example: School <u>Susan</u> played and slid to school.
Rabbit Renee rabbit r	Rabbit _____
Felican The pink pellic	Felican _____
Homework Harry's horrib	Homework _____
Shiver Shane felt a shiver	Shiver _____
Pocket Her pretty pu	Pocket _____
Winner Wendy was a	Winner _____
TH	Focket _____
Directions: Underline at least	Winner _____
It was a foggy Friday at 5:30. The rain was pouring down the river and I saw a purple point boat!	The Creepy Crayon Returns
Jasper's heart hammered by itself. It wrote spooky.	Directions: Underline at least of the phrases that have alliteration in the story below.
He grabbed a grossly SPLAT! Purple was splatting spinnery silently, and slor grabbed his backpack. I gone—this time for good	It was a foggy Friday at school when Jasper Rabbit heard a strange scratching sound. The noise came from his desk drawer. Slowly, he opened it and saw a purple point sticking out from his papers. The creepy crayon was back!
	Jasper's heart hammered as he stared at it. Then the crayon began to write by itself. It wrote spooky sentences across the desk. Jasper gasped!
	He grabbed a moldy muffin from his lunch bag and tossed it at the crayon. SPLAT! Purple was splashed everywhere. The crayon rolled off the floor, spinning silently, and stopped near the door. Jasper took a deep breath, grabbed his backpack, and hurried home, hoping the crayon would stay gone—this time for good.
Independent Word Work Practice ©BookPage.com	

Line Up for Alliteration! Extend Engagement Activity	
Directions: - Have students sit at their desks. - Tell students that you will read a series of words. If a student can think of at least two more words to add to the word that you have read to create alliteration, they should raise their hand. - Call on a student and ask them what their alliteration phrase is for the word that you read. - If their phrase shows alliteration, they may line up at the door. If it does not, call on another student who has their hand raised. - Remind students that if a student can call anywhere in their alliteration phrase, it does not need to be at the beginning. For example, if the list word is "deer," the phrase could be darling deer dance.	Word List (and example alliteration phrases): Bear – big bear bounds Muffin – my muffin mullin Call – curious cat creeps Dog – daring dog dashes Pumpkin – plump pumpkin perched Crayon – crisy crayon crunched Bed – brave bat balances Witch – wicked witch wrangles Mouse – messy mouse munches Spider – sneaky spider spins Monster – mighty monster moves Robbly – rapid robblly runs Ghost – gummy ghost glides Gunny – gunny gunny tips Book – big book bunnily Snake – shiftening snake slides Bird – bold bird balances Moon – magical moon moves Fox – fuzzy fox frolics Tree – tall tree tremble

Word Defective: Alliteration

Extension Activity

Directions:
 Be a word detective!

Be on the lookout for **alliterations** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.



Word	Book Title	Page	Sentence

Name: _____

Word Work Extension Activity | ©bookpages.com

Optional Activity to Extend Engagement

ASSESSMENT

5. How does the crayon's behavior change during the story and what effect does that have on Jasper? (RL.3.5)

☐ A It helps Jasper once and then disappears without any further effects.

☐ B It starts off helpful, but then turns on him.

☐ C It stays the same throughout the story.

☒ D It begins by helping Jasper, but then turns on him, making Jasper's life more difficult.

6. Which question helps you understand the story? (RL.3.6)

☐ A What color is the crayon?

☐ B What does the name of the crayon mean?

☒ C How does Jasper feel about the crayon?

☐ D On what page does the crayon first appear?

7. How do the illustrations help you understand the story? (RI.3.7)

☐ A The plain background makes the crayon stand out.

☒ B The bright colors are used to make the crayon look scary.

☐ C The mostly gray and black colors make the story seem spooky.

☐ D The illustrations show many tools Jasper uses in his art project.

8. Which of the following best describes the crayon's behavior? (RI.3.7)

☐ A The text says Jasper is afraid of the crayon.

☐ B The text says Jasper is angry with the crayon.

☒ C The text says, "It was a creepy crayon, and it was a little scary."

☐ D The text says the crayon is helpful.

Creepy Crayon!
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about **Creepy Crayon!** to answer each of the following questions.

1. Which of the following descriptions best matches the creepy crayon from **Creepy Crayon!**?

☐ A Helpful, happy, and honest

☐ B Purple, pointy, and perfect

☐ C Shiny, sharp, and sneaky

☐ D Magical, mysterious, and maroon

2. How does Jasper change from the beginning to the end of the book and what does he learn?

☐ A He becomes more afraid of the crayon and starts doing his own work, learning that taking shortcuts isn't always the best choice.

☐ B He becomes less interested in school and stops trying altogether, learning that giving up is okay.

☐ C He finds another magic object to replace the crayon, learning that there's always a better shortcut.

☐ D He ignores the crayon and continues to cheat without caring, learning that pretending is just as good as doing the work.

3. Which event most contributes to Jasper realizing the crayon is a problem?

☐ A The crayon helps him with his art project.

☐ B The crayon begins showing up in places Jasper didn't expect.

☐ C Jasper finds the crayon in the gutter.

☐ D Jasper's teacher gives him a test.

4. In the phrase "...And somehow, it looked happy to see him," what does the word "happy" suggest about the crayon?

☐ A It was literally smiling and waving at Jasper.

☐ B It seemed friendly and eager to help, yet hints at something odd.

☐ C It appeared to be relieved because Jasper had found it.

☐ D It looked confused and didn't know what to do.

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

WORKSHEET

Name: _____

Jasper's Report Card
How Well Did Jasper Handle His Creepy Problem?

Directions:
Think about what Jasper does and how he behaves in the story. Then, grade him in each category below. Use A, B, C, D, or F to show how well he does in each area. After each grade, write one sentence that explains why you gave that grade, using evidence from the story.

Skill	Grade	Comment
Honesty Telling the truth and doing what's right, even when no one is watching.		
Decision-Making Thinking carefully before acting and choosing what makes the most sense.		
Responsibility Taking care of your work and your choices instead of letting someone else do it for you.		
Self-Control Stopping yourself from doing something you know isn't right, even if you really want to.		
Problem-Solving Finding smart or creative ways to fix a problem.		

If you could give Jasper one piece of advice, what would it be? Why?

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Behavioral Report Card