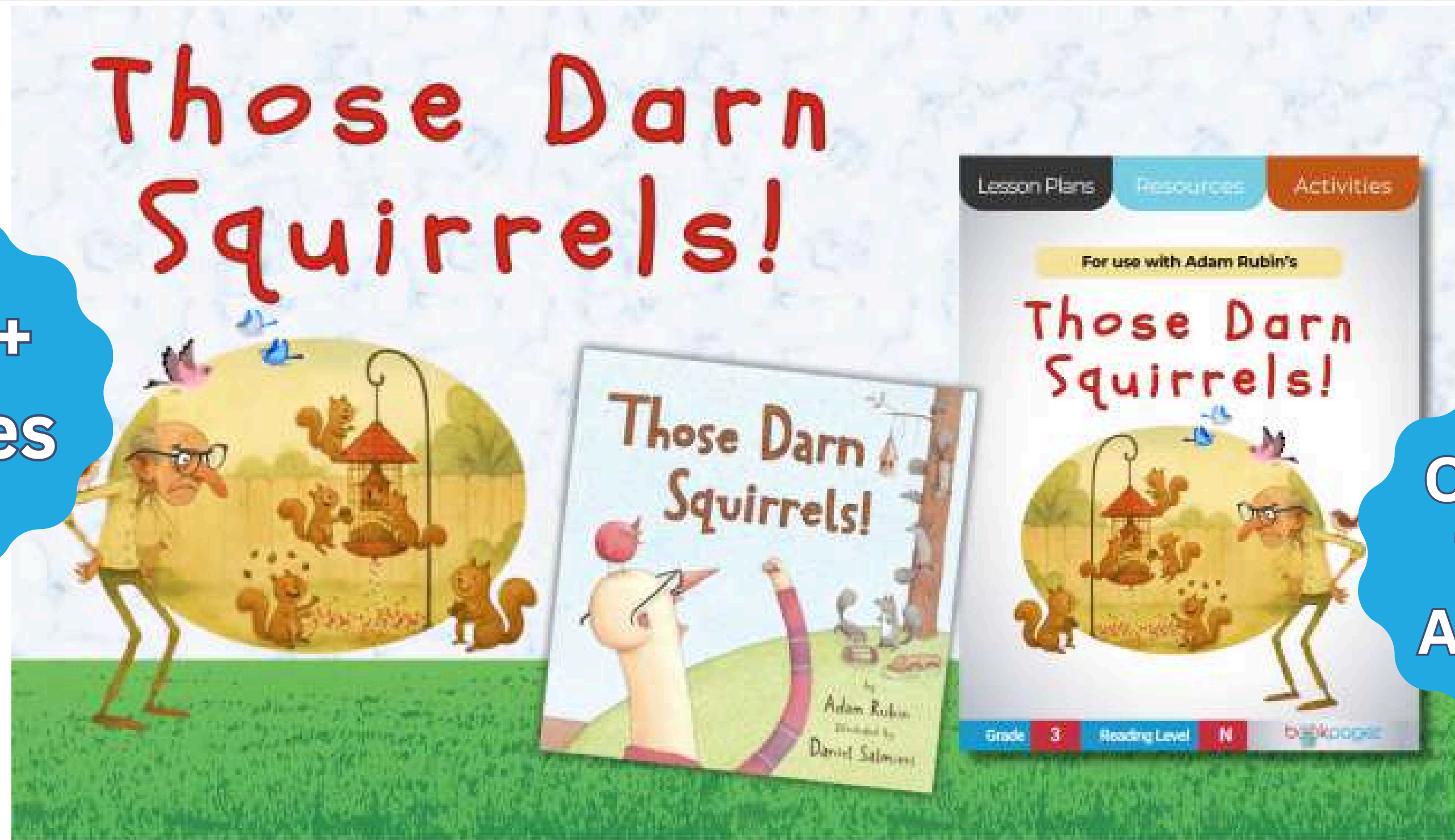


100+
Pages



CCSS &
TEKS
Aligned

Lesson Plans * Assessments * Activities

3 Reasons to Love This Resource Set

1

PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using *Those Darn Squirrels!* by Adam Rubin.

2

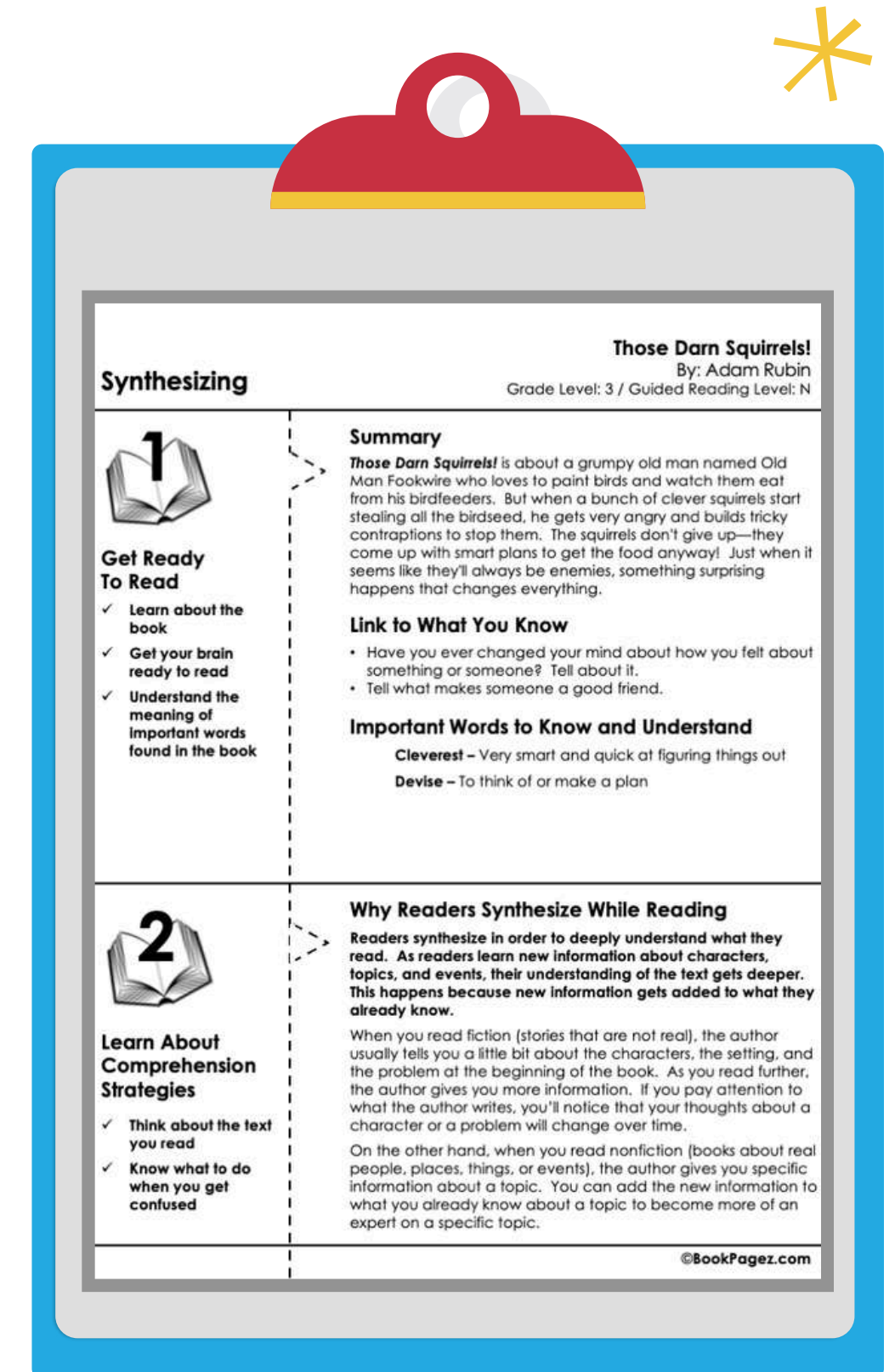
SAVES TIME

Finally have time to "fit it all in" with super-efficient lesson plans, activities, and flexible resource sets that can help you meet your instructional goals without any planning or a lot of prep.

3

CONSISTENT FORMATTING

You and your students will benefit from the consistent formatting of the resources. As you become familiar with the format, you'll deliver instruction more easily and your students will be able to better focus on their learning goals.

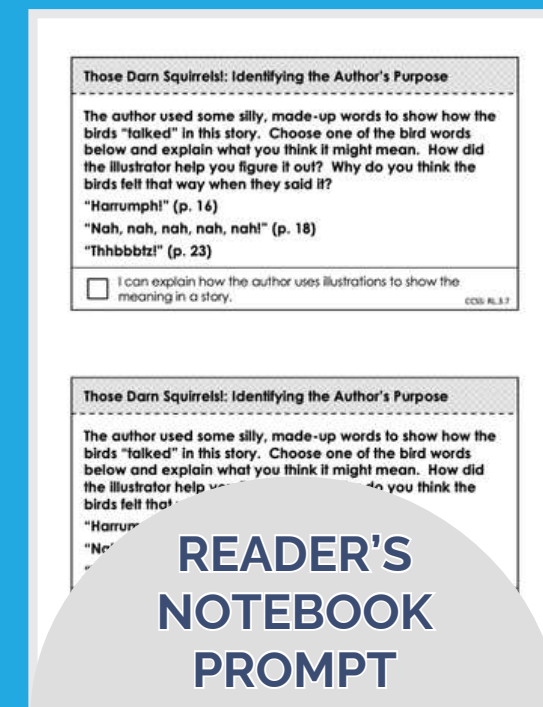
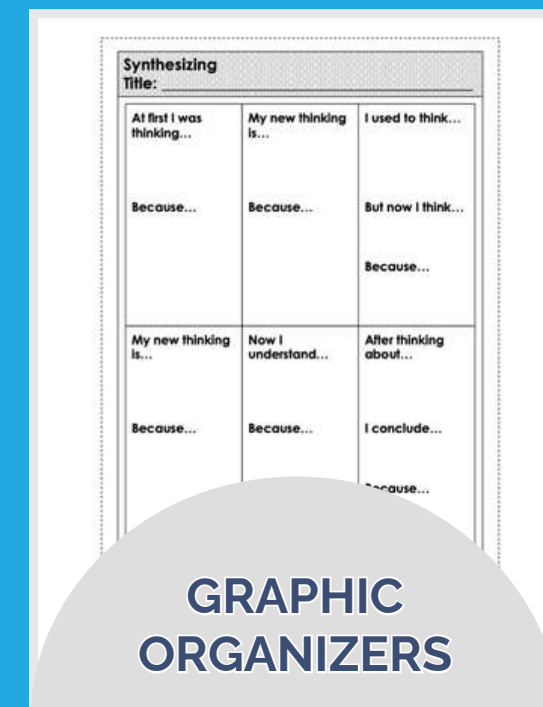
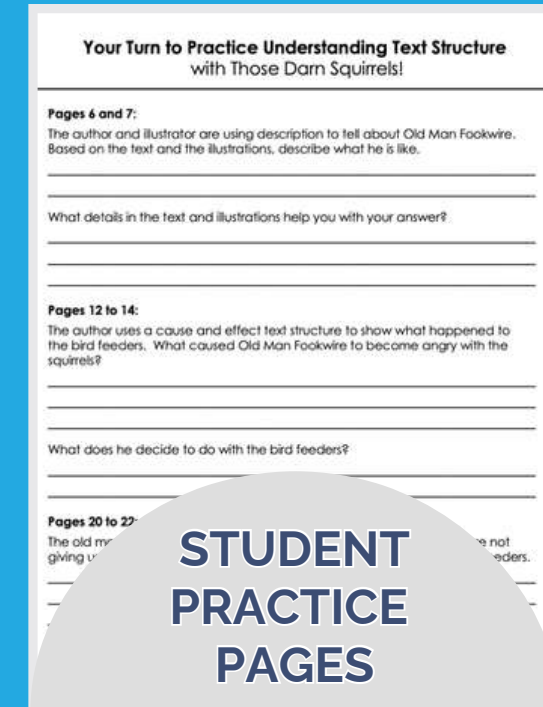
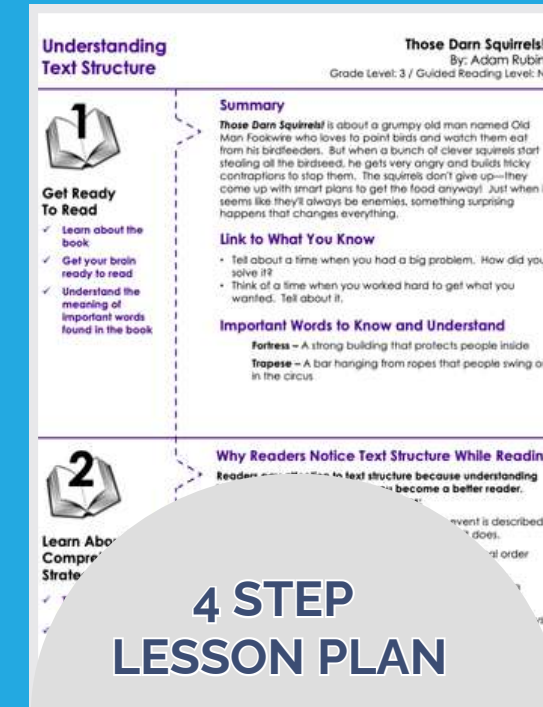
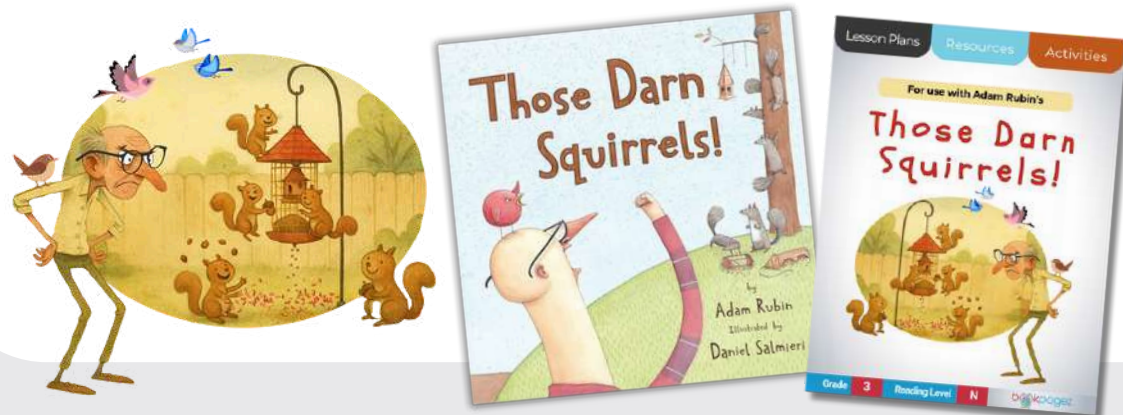


What You'll Get in this Resource Set

3 COMPREHENSION STRATEGY RESOURCE SET

Use Those Darn Squirrels! and the step-by-step lesson plans included in this resource to teach:

- Identifying the Author's Purpose
- Synthesizing
- Understanding Text Structure

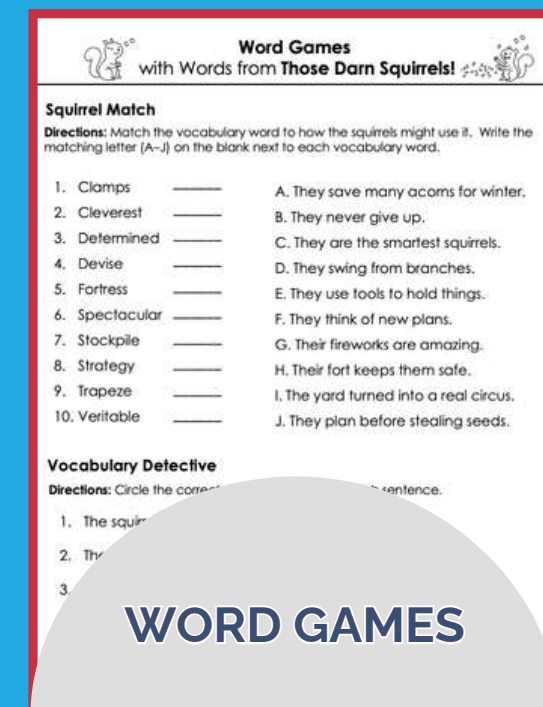
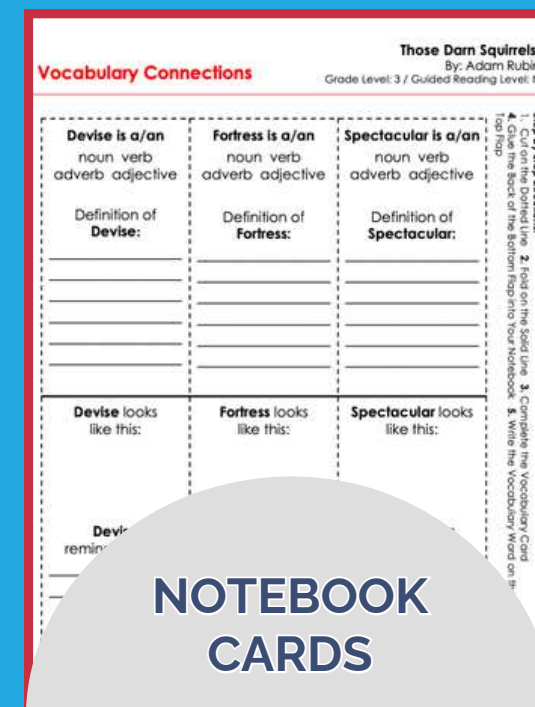
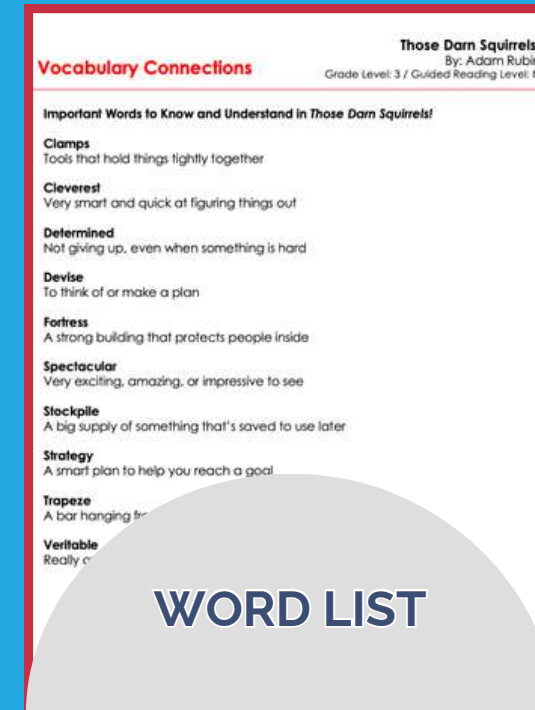
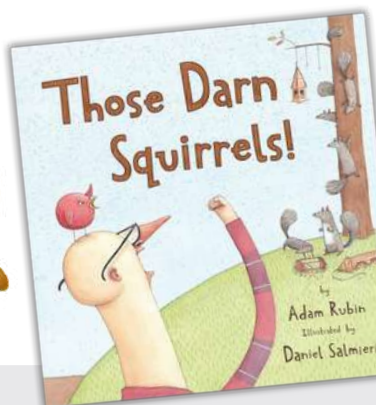


What You'll Get in this Resource Set

VOCABULARY DEVELOPMENT RESOURCE SET

The vocabulary resources included in this bundle focus on words that are important for readers to know and understand in the text. The resources include the following:

- Vocabulary Word List
- Flash Cards (match words to pictures and match words to definitions)
- Interactive Vocabulary Notebook Cards
- Vocabulary Word Games Printable
- Personal Vocabulary Word Bookmark

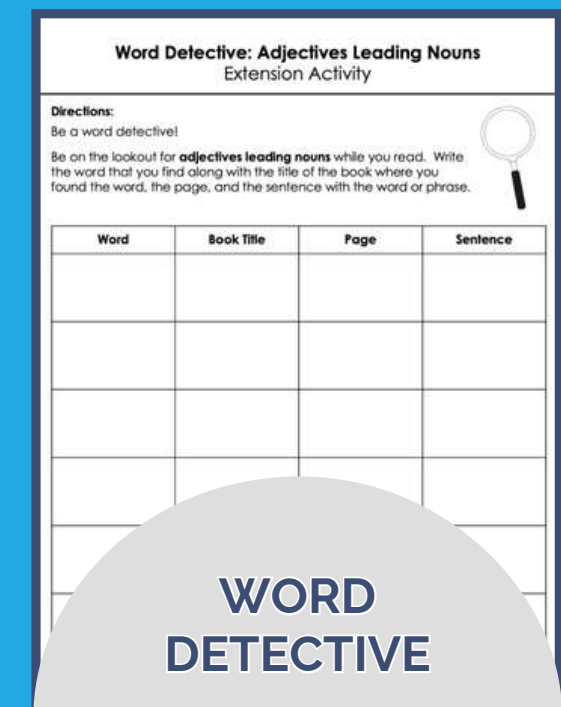
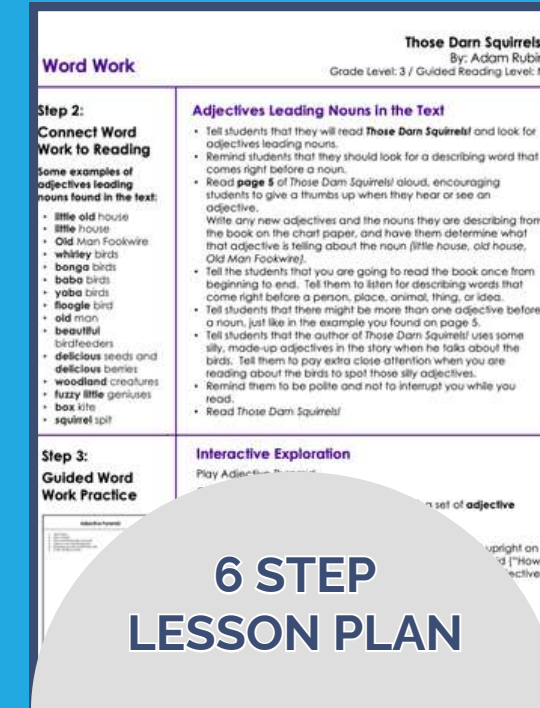
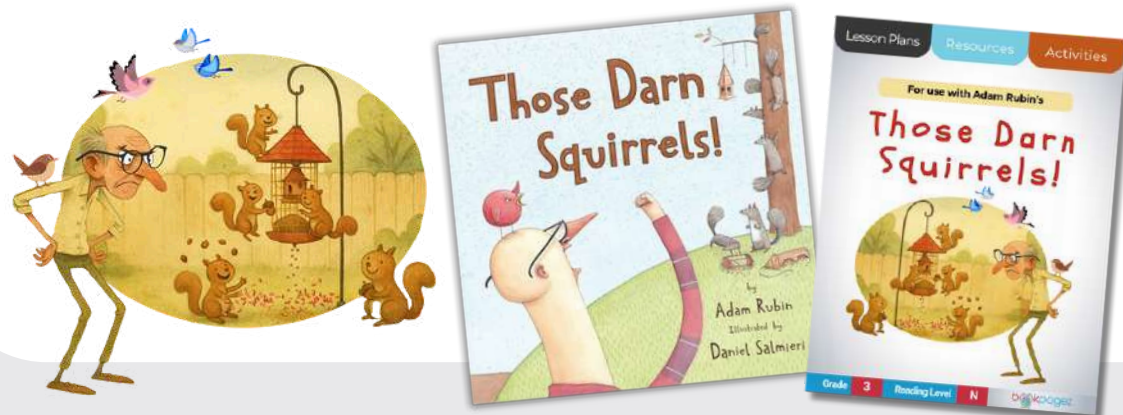


What You'll Get in this Resource Set

PHONICS AND WORD WORK RESOURCE SET

Improve word recognition, and spelling by anchoring your word study instruction to the books you use for whole group and small group instruction. The word study resources in this bundle include:

- Lesson Plan
- Independent practice page
- Guided practice page
- Word detective activity

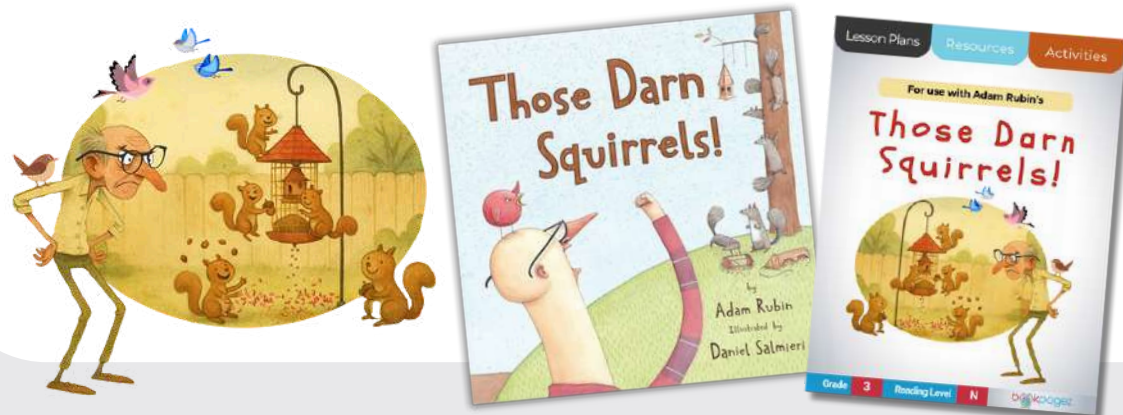


What You'll Get in this Resource Set

ADDITIONAL RESOURCES

In addition to the comprehension, vocabulary, and word work resources, this bundle also includes the following:

- Assessment
- Skills worksheet
- Student resources in Spanish
- Standards alignment



Those Darn Squirrels!
CCSS Assessment

Name: _____
Score: ____ / 8

Directions:
Use what you know about *Those Darn Squirrels!* to answer each of the following questions.

1. Why did Old Man Fookwire hang up bird feeders in his yard?
(A) He wanted to feed the squirrels.
(B) He was trying to catch the birds in cages to keep them as pets.
(C) He wanted to feed the birds so they wouldn't fly south for winter.
(D) He wanted to decorate his yard.

2. What is the central message or lesson of the story?
(A) Always feed the squirrels.
(B) Never grow old and grumpy.
(C) Squirrels are smarter than people.
(D) Friendship can happen in surprising ways.

3. Which word best describes Old Man Fookwire at the beginning of the story?
(A) Joyful
(B) Grumpy
(C) Silly
(D) Sick.

4. What does Old Man Fookwire feel about the squirrels?
(A) He loves them.
(B) He hates them.
(C) He is indifferent to them.
(D) He is afraid of them.

ASSESSMENT

Name: _____ Date: _____

Directions:
In the story *Those Darn Squirrels*, Old Man Fookwire built a tricky birdfeeder to keep the squirrels away, but those squirrels were pretty clever!

Now it's your turn to become an inventor.

Step 1: Draw a picture of a new squirrel-proof birdfeeder.
Step 2: Label the parts of your birdfeeder with describing words (adjectives).
Step 3: Write a short paragraph explaining how it works and why it will keep the squirrels out.

SKILL WORKSHEET

Identifica el propósito del autor
con *Those Darn Squirrels!* ¡(Esas malditas ardillas!)

¿Qué palabras y detalles incluye el autor y el ilustrador para ayudarte con tu respuesta?
Palabras como "láseres, abrazaderas y herramientas" y detalles como los láseres, trampas, cuerdas y cámaras en las ilustraciones me ayudan con mi respuesta.

Páginas 24 y 25:
Según el texto y las ilustraciones, ¿cuál fue el propósito del autor al incluir estas páginas en la historia?
El autor incluyó estas páginas para mostrar que el anciano no siempre es gruñón, a veces tiene otros sentimientos como tristeza y soledad.

¿Cómo te ayuda responder esta pregunta a comprender mejor al anciano?
Esto me ayuda a entender que el anciano tiene un lado tierno.

¿Cómo te ayuda a comprender mejor a las ardillas?
Me ayuda a entender que las ardillas se preocupan por más que solo la comida: se preocupan por el anciano.

Página 32:
La historia termina con el anciano sonriendo y diciendo: "Esas ardillas traviesas." ¿Por qué crees que el autor eligió terminar el libro de esta manera?
El autor termina así para mostrar que las ardillas "traviesas" por las que se preocupaba el anciano, en realidad le ve a las ardillas como mascotas.

¿Está el anciano pensando en las ardillas como mascotas?
Sí, porque al final de la historia, el anciano sonríe y dice "Esas ardillas traviesas".

RESOURCES IN SPANISH

Common Core State Standards Correlation
Those Darn Squirrels! Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Those Darn Squirrels!* correlate with the following English Language Arts Common Core State Standards for third grade.

Understanding Text Structure Lesson Plan and Resources

Reading: Literature
RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1a – Explain their own ideas and understanding in the light of the discussion.
SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 – Ask and answer questions to clarify what is heard or seen, offering appropriate elaboration and detail.

Language
L.3.4 – Acquire and use general academic and domain-specific vocabulary when speaking for academic and social purposes.


STANDARDS ALIGNMENT

Take a Closer Look at the Comprehension Strategy Resources

PART ONE:

- Student Friendly Book Summary
- Questions to activate prior knowledge for the text and to prepare students to use the strategy
- Key vocabulary words in the text that students should know for better comprehension



Those Darn Squirrels! By: Adam Rubin Grade Level: 3 / Guided Reading Level: N	
Synthesizing	
 Get Ready To Read <ul style="list-style-type: none">✓ Learn about the book✓ Get your brain ready to read✓ Understand the meaning of important words found in the book	Summary <p><i>Those Darn Squirrels!</i> is about a grumpy old man named Old Man Fookwire who loves to paint birds and watch them eat from his birdfeeders. But when a bunch of clever squirrels start stealing all the birdseed, he gets very angry and builds tricky contraptions to stop them. The squirrels don't give up—they come up with smart plans to get the food anyway! Just when it seems like they'll always be enemies, something surprising happens that changes everything.</p> Link to What You Know <ul style="list-style-type: none">• Have you ever changed your mind about how you felt about something or someone? Tell about it.• Tell what makes someone a good friend. Important Words to Know and Understand <p>Cleverest – Very smart and quick at figuring things out</p> <p>Devise – To think of or make a plan</p>

Take a Closer Look at the Comprehension Strategy Resources

PART TWO:

Student Friendly Explanation
of the Comprehension Strategy

This portion of the lesson plan can be copied and pasted into student reader's notebooks or enlarged and used on an anchor chart or bulletin board.

TIP: Pair the [BookPagez Comprehension Strategy Posters](#) with these lessons!



Learn About Comprehension Strategies

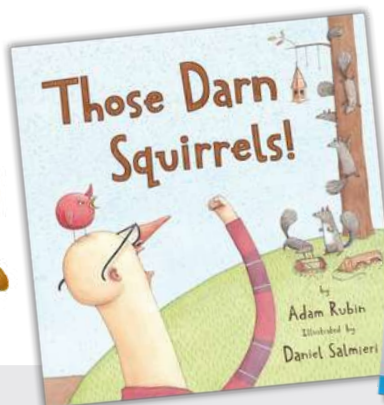
- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Synthesize While Reading

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

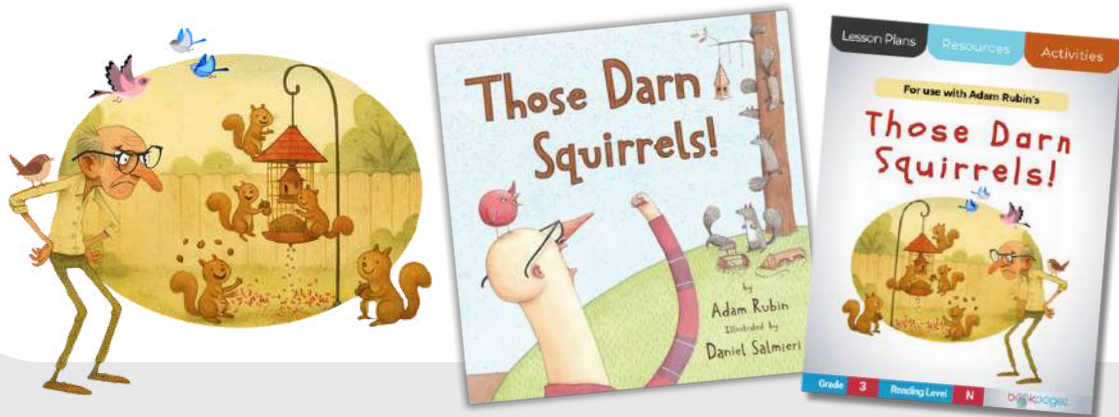


Take a Closer Look at the Comprehension Strategy Resources

PART THREE:

Text- dependent questions to help students use the strategy to improve comprehension.

These questions focus on the strategy, require students to use evidence from the text, and help them to qualify their thinking - all of which are essential skills for more successful reading.



Synthesizing

Those Darn Squirrels!

By: Adam Rubin

Grade Level: 3 / Guided Reading Level: N



Synthesize While Reading

- ✓ Look for places where your opinion of a character changes
- ✓ Notice when you learn something new about a setting, a problem, or a topic
- ✓ Look for new words that change your understanding of the text

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 5 to 7 – What do you know about Old Man Fookwire so far? Would you like to be friends with him? Why or why not?

Pages 14 and 15 – What does the old man do differently to help keep the squirrels away? Does it work? How does answering this question help you to better understand the relationship between Fookwire and the squirrels?

Pages 20 and 21 – So far, the squirrels have been called "fuzzy little geniuses," "determined," and the "cleverest of all woodland creatures." How do these pages help show that those things are true? What details in the text and illustration help you with your answer?

Pages 26 – The squirrels hold a meeting in the tree. How does your opinion of the squirrels begin to change on this page? How does answering this question help you to better understand more about the squirrels?

Pages 30 and 31 – The squirrels are dressed as birds. Why does this help change Old Man Fookwire's mood? What lesson can you learn from these pages of the story?

Take a Closer Look at the Comprehension Strategy Resources

PART FOUR:

Think, Talk, and Reflect prompts to help students notice the work they did as readers and monitor their own comprehension.

TIP: Use the included Reader's Notebook prompt to help students write about their reading and extend their use of the strategy.



Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

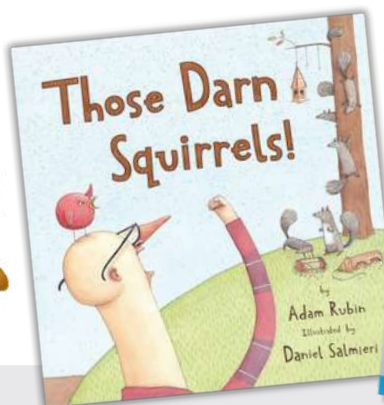
Time to Reflect

Think – How did your thinking change while you read *Those Darn Squirrels!*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect – Think about the synthesizing work you did while reading *Those Darn Squirrels!* How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

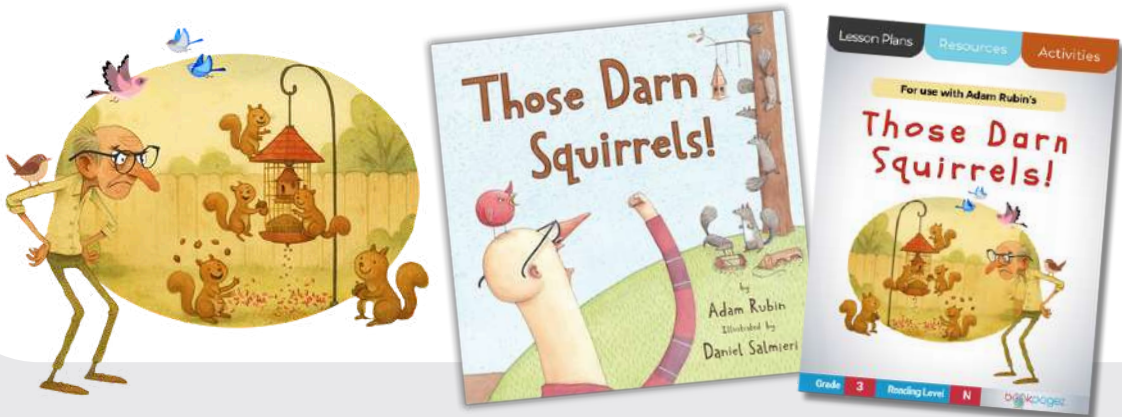
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Those Darn Squirrels!* (Remember to include examples from the book!)



The Comprehension Strategy Resource Set also Include:

- STUDENT PRACTICE PAGES & ANSWER KEYS
- STRATEGY GRAPHIC ORGANIZERS
- READER'S NOTEBOOK PROMPTS
- STANDARDS ALIGNMENT

Learn More
about the
Resources
Here!



Answer Key for Synthesizing with Those Darn Squirrels!

Pages 5 to 7:
What do you know about Old Man Fookwire so far?
I know he is an old, grumpy, man who lives far away from other people, and the only thing he likes birds.
Would you like to be friends with him? Why or why not?
Answers may vary. Sample answers include: I would not want to be his friend because he hates puppies, which I love, and he sneezes dust out of his nose and mouth, which is gross.

Pages 14 and 15:
What does the old man do differently to help keep the squirrels away? Does it work?
He hangs the bird feeders up very high, but it does not work because the squirrels climb on a tree and reach them.

How does answering this question help you to better understand the relationship between Fookwire and the squirrels?
This shows that the squirrels really bother the old man, and that the squirrels cannot be stopped from trying to get his bird food.

Pages 20 to 21:
So far, the squirrels have been called "fuzzy little geniuses," "determined," and the "cleverest of all woodland creatures." How do these pages help show that those things are true?
These pages show the squirrels working together to draw up a plan to get through the old man's fortress, which shows they are smart and determined.

Answer Key | ©BookPages.com

Identifying the Author's Purpose
Title: _____
Who is the author of your book?
What was the author's purpose for writing this book? How 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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPages.com

Those Darn Squirrels! Understanding Text Structure
The story began with an old lonely man who only likes birds and ended with an old man who is friends with squirrels. Use sequencing to tell what happened in the story. Use words like first, next, then, and last to sequence your summary.

Those Darn Squirrels! Understanding Text Structure
The story began with an old lonely man who only likes birds and ended with an old man who is friends with squirrels. Use sequencing to tell what happened in the story. Use words like first, next, then, and last to sequence your summary.

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Those Darn Squirrels! Understanding Text Structure
The story began with an old lonely man who only likes birds and ended with an old man who is friends with squirrels. Use sequencing to tell what happened in the story. Use words like first, next, then, and last to sequence your summary.

Reader's Notebook: Comprehension Strategy Slips | ©BookPages.com

Common Core State Standards Correlation
Those Darn Squirrels! Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Those Darn Squirrels! correlate with the following English Language Arts Common Core State Standards for third grade.

Synthesizing Lesson Plan and Resources
Reading: Literature
RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1e – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d – Explain their own ideas and understanding in the light of the discussion.
SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

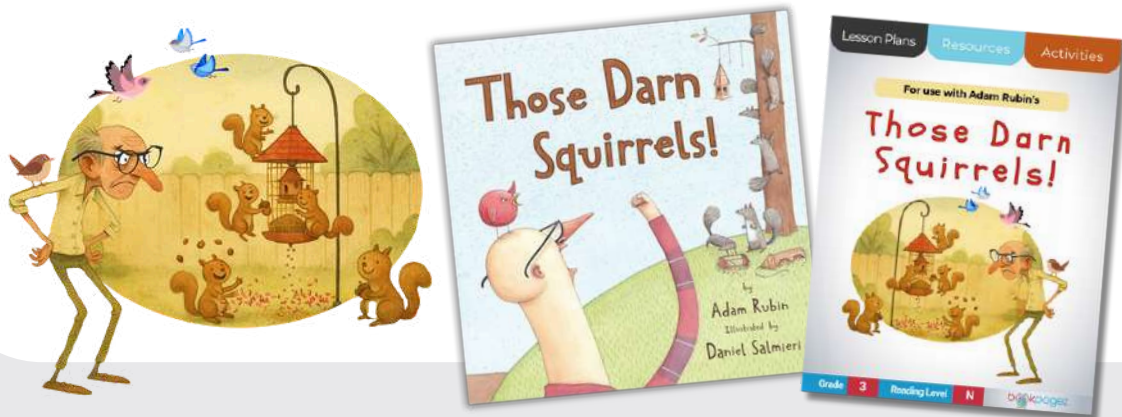
Those Darn Squirrels! CCSS Alignment | ©BookPages.com

Take a Closer Look at the Vocabulary Connections Resource Set

WORD LIST

The words included on this list are Tier 2 and 3 vocabulary words. Tier 2 words are high frequency vocabulary words that are necessary for reading comprehension. The chances of Tier 2 words showing up in other text is high.

Tier 3 words are lower frequency words that are specific to the text. These words have been selected based on their level of importance in the text. The chances of Tier 3 words showing up in other text is low.



Vocabulary Connections

Those Darn Squirrels!

By: Adam Rubin

Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in *Those Darn Squirrels!*

Clamps

Tools that hold things tightly together

Cleverest

Very smart and quick at figuring things out

Determined

Not giving up, even when something is hard

Devise

To think of or make a plan

Fortress

A strong building that protects people inside

Spectacular

Very exciting, amazing, or impressive to see

Stockpile

A big supply of something that's saved to use later

Strategy

A smart plan to help you reach a goal

Trapeze

A bar hanging from ropes that people swing on in the circus

Veritable

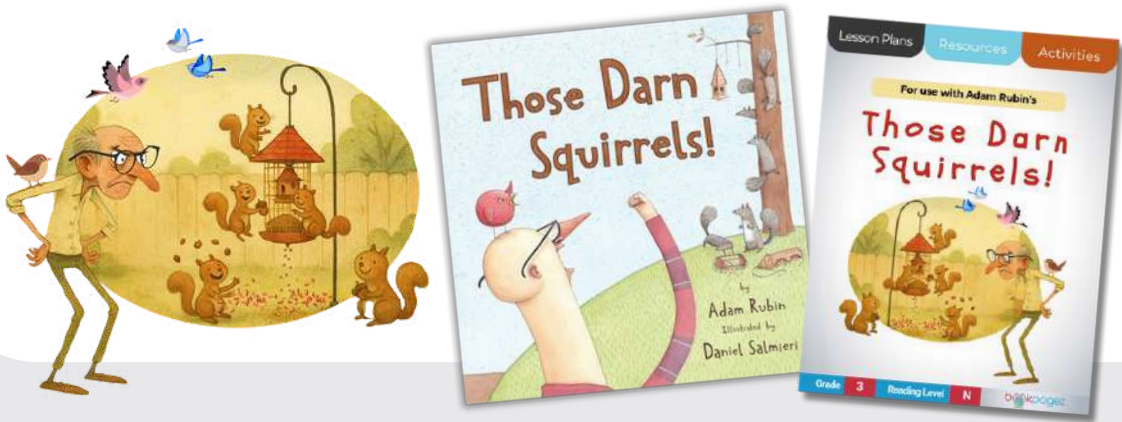
Really or truly (used to show something is exactly what it seems)

Take a Closer Look at the Vocabulary Connections Resource Set

SORTING CARDS

There are 2 sets of sorting cards. The first set includes the vocabulary word and a picture of the word. This set of cards is particularly helpful for English Language Learners, but can be used with any student to scaffold prior knowledge and connect new words to visual memory.

The second set of cards includes the vocabulary words and a kid-friendly definition of each word. These cards are helpful when reviewing vocabulary words.



Match the words to the picture!

Vocabulary Connections
Grade Level: 3 / Guided Reading Level: N

Clamps	Cleverest	Determined
	Very smart and quick at figuring things out	Not giving up, even when something is hard
	Fortress	Spectacular
	A strong building that protects people inside	Very exciting, amazing, or impressive to see

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Give, Tape or Staple the Top of Each Card to Close

Definition Vocabulary Sorting Cards | ©BookPagez.com

Sort the cards by attribute!

Vocabulary Connections
Those Darn Squirrels!
By: Adam Rubin
Grade Level: 3 / Guided Reading Level: N

Clamps	Cleverest	Determined
Devise	Fortress	Spectacular

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Give, Tape or Staple the Top of Each Card to Close

Picture Vocabulary Sorting Cards | ©BookPagez.com

Take a Closer Look at the Vocabulary Connections Resource Set

INTERACTIVE VOCABULARY NOTEBOOK CARDS

The interactive notebook cards provide students with a tool to process new vocabulary words. These cards engage multiple parts of the brain and help students to personalize their learning.

Depending on your goals, you can use the page by page guide in a couple of different ways. Here are some suggestions:

- Connect the new word to a word they already know
- Classify the word as a noun, verb, adverb, or adjective
- Review the definition of the new word
- Illustrate the new word
- Anchor the new word to a specific text



Those Darn Squirrels!
 By: Adam Rubin
 Grade Level: 3 / Guided Reading Level: N

Vocabulary Connections

Devise is a/an
noun verb
adverb adjective

Definition of
Devise:

Fortress is a/an
noun verb
adverb adjective

Definition of
Fortress:

Spectacular is a/an
noun verb
adverb adjective

Definition of
Spectacular:

Devise looks
like this:

Devise
reminds me of:

I saw this word in

Fortress looks
like this:

Fortress
reminds me of:

I saw this word in

Spectacular looks
like this:

Spectacular
reminds me of:

I saw this word in

Step by Step Directions:

1. Cut on the Dotted Line 2. Fold on the Solid Line 3. Complete the Vocabulary Card

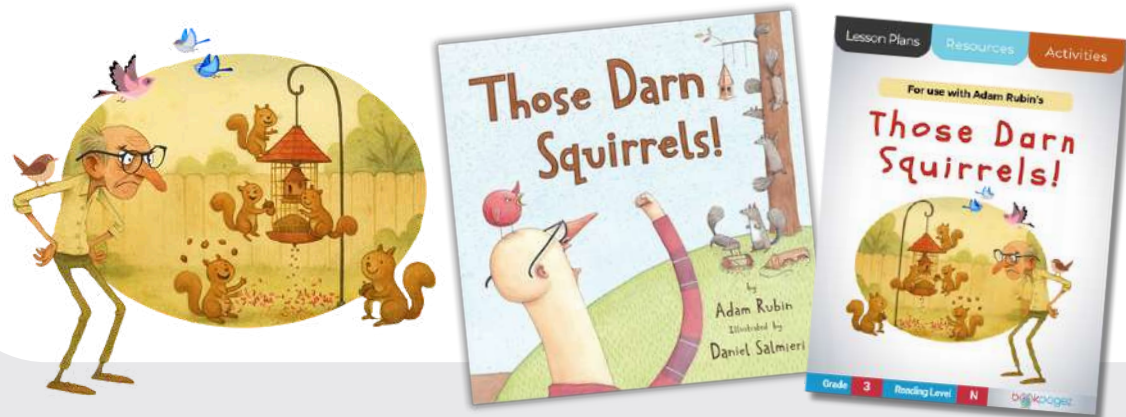
4. Glue the Back of the Bottom Flap into Your Notebook 5. Write the Vocabulary Word on the Front of the Top Flap

Take a Closer Look at the Vocabulary Connections Resource Set

WORD GAMES AND A VOCABULARY BOOKMARK

Each package contains a different set of word games including crossword puzzles, word searches, graphing, categorizing, matching, and more. These games are intended to help students practice working with the new vocabulary words in a more traditional format.

The bookmark provides students with the opportunity to identify a word from the book that they would like to remember. In this way, students are able to keep track of words that are new to them.



Name: _____

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

Those Darn Squirrels!
By: Adam Rubin
Grade Level: 3 / Guided Reading Level: N

Vocabulary Connections

Those Darn Squirrels!
By Adam Rubin

A new word that I learned in this book is:

It's like...

Step by Step Directions:
1. Cut on the Dotted Line. 2. Fill in the New Word. 3. Add Your Vocabulary Card to the Word Games.

Original Sentence
Copy the sentence in the book where the word appears.
Book Title:

Visualize
Draw a picture to illustrate the meaning of the word.

Word Games
with Words from **Those Darn Squirrels!**

Squirrel Match
Directions: Match the vocabulary word to how the squirrels might use it. Write the matching letter (A-J) on the blank next to each vocabulary word.

1. Clamps	_____	A. They save many acorns for winter.
2. Cleverest	_____	B. They never give up.
3. Determined	_____	C. They are the smartest squirrels.
4. Devise	_____	D. They swing from branches.
5. Fortress	_____	E. They use tools to hold things.
6. Spectacular	_____	F. They think of new plans.
7. Stockpile	_____	G. Their fireworks are amazing.
8. Strategy	_____	H. Their fort keeps them safe.
9. Trapeze	_____	I. The yard turned into a real circus.
10. Veritable	_____	J. They plan before stealing seeds.

Vocabulary Detective
Directions: Circle the correct word that fits best in each sentence.

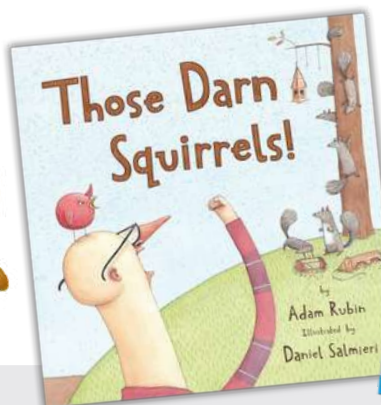
- The squirrels made a (stockpile / strategy) of nuts.
- The fireworks were (veritable / spectacular).
- Mr. Fookwire built a (fortress / trapeze) to stop the squirrels.
- The man used (clamps / cleverest) to hold the wood.
- Rosa was (determined / devise) to finish her puzzle.

Name: _____ ©BookPagez.com

The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT

**Learn More
about the
Resources
Here!**

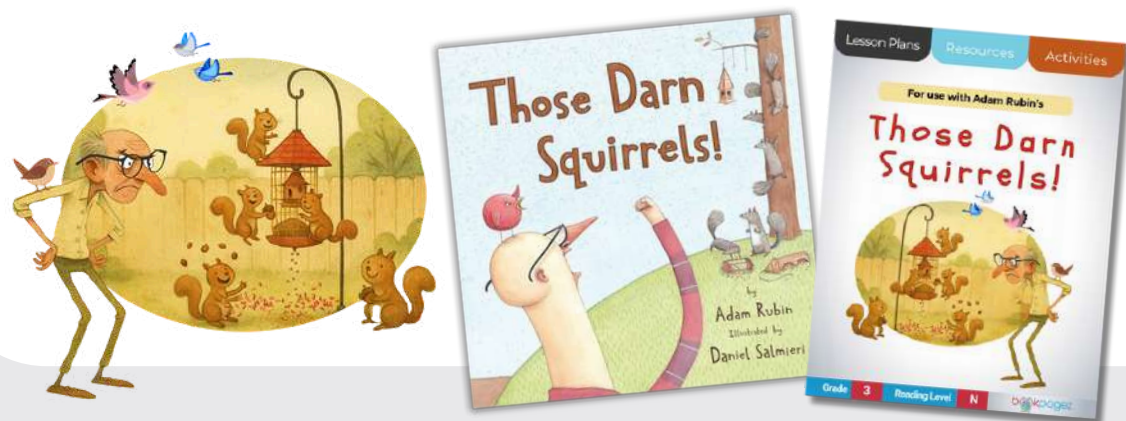


Take a Closer Look at the Phonics & Word Work Resource Set

STEP-BY-STEP LESSON PLAN

Every phonics and word work lesson plan was designed to support a variety of instructional approaches. The resource sets are flexible enough to be used for whole-group, small-group, or one-on-one instruction.

- PART 1: Introducing the instructional focus
- PART 2: Connecting the instructional focus to the text
- PART 3: Guided practice
- PART 4: Independent practice
- PART 5: Reflection
- PART 6: Extension activity (optional)



Word Work

Those Darn Squirrels!

By: Adam Rubin

Grade Level: 3 / Guided Reading Level: N

Instructional Focus:

Adjectives Leading Nouns

Background:

If a word comes right before a noun and tells what kind, which one, or how many, it's acting as an adjective. Some adjectives are describing words (like fuzzy or beautiful), and some are nouns used like adjectives (like bird in bird feeder or box in box kite). Writers also sometimes use made-up words as adjectives to add fun or voice.

Examples:

Little kids	Window seat	Excellent dessert	Soft fur
Many times	Seventeen dollars	Best idea	Chicken soup
Flower garden	Pet store	Massive storm	Extra paper

Materials and Preparation:

- A copy of **Those Darn Squirrels!** by Adam Rubin
- Chart paper
- Markers
- Adjective Pyramid pages (6 per pair of students)
- Word cards (1 pre-cut set per pair of students)
- Adjectives Leading Nouns practice page (1 per student)
- Optional: Word Detective extension worksheet (1 per student)
- Optional: Spot the Adjectives activity to extend engagement

Take a Closer Look at the Phonics & Word Work Resource Set

GUIDED PRACTICE

Students will have an opportunity to manipulate words, explore how they work, and discover connections between them.

- Students actively examine words using a hands-on approach
- Students' specific knowledge of an alphabetic, pattern, or meaning system deepens as a result of interacting with words and with other students
- Students are able to communicate what they know and what they are wondering about the word study to deepen understanding



Word Cards



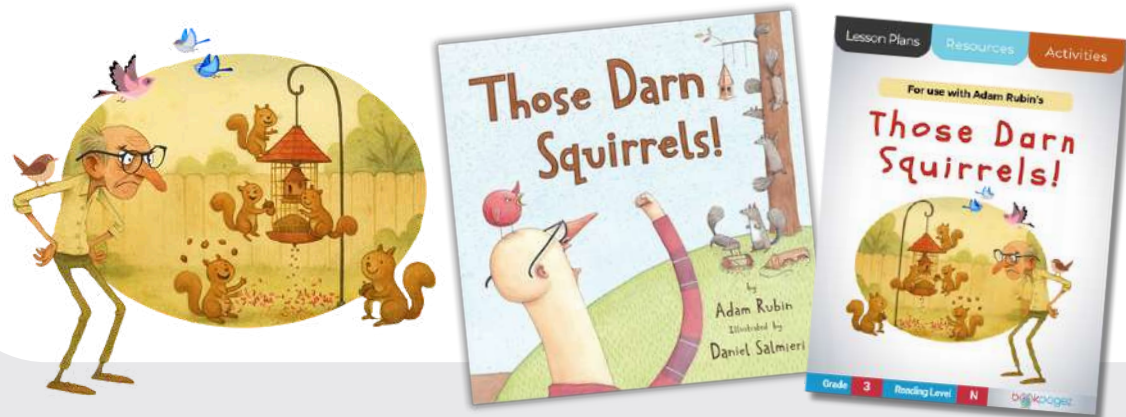
squirrel	houses
birds	man
candles	bicycles
squirrel	houses
birds	man
candles	bicycles
squirrel	houses
birds	man
candles	bicycles

Take a Closer Look at the Phonics & Word Work Resource Set

INDEPENDENT PRACTICE

Students have the opportunity to show what they’ve learned about words.

Through presenting students with an independent activity designed to extend their work with specific words, you allow the student to engage with words at their own pace. This is a perfect time for you to assess student understanding and confer with any students who may be struggling.



Name: _____

Adjectives Leading Nouns

Directions: Read the short story below and circle all 8 nouns. Then, add adjectives before each noun on the lines below that make the story more exciting, interesting, and even silly.

Remember that adjectives can tell **size, color, kind/type, shape, age, how many there are, and how something looks, feels, or sounds.** Depending on what adjective you use, you may need to modify the noun it is describing.

The guy ate pizza at the restaurant. He wore pants, a shirt, and a hat. A bear walked in and he didn't notice. The chef screamed and ran away.

Directions: Add a noun next to each adjective in the left-hand column. Then, draw a line to match each adjective/noun pair to their meaning in the right-hand column.

Ginormous _____

Cute _____

Pokey _____

Seven-year-old _____

Quiet _____

One hundred and eight _____

Triangular _____

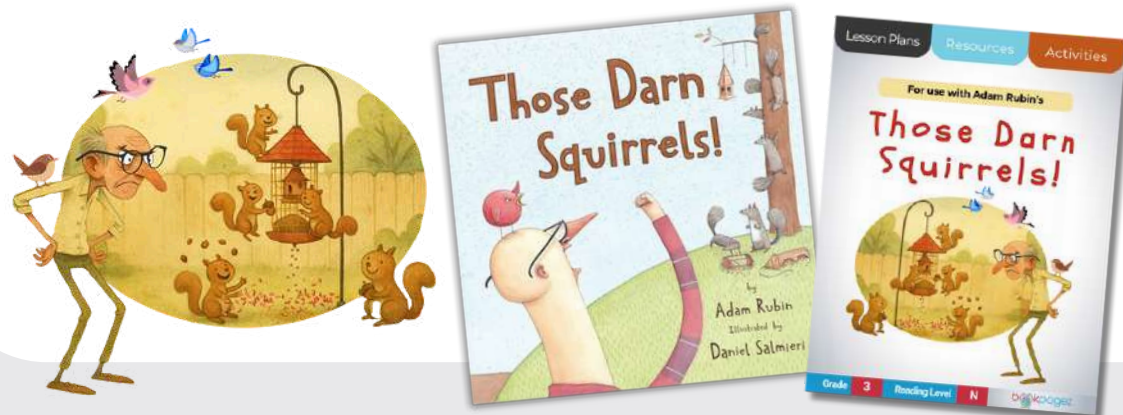
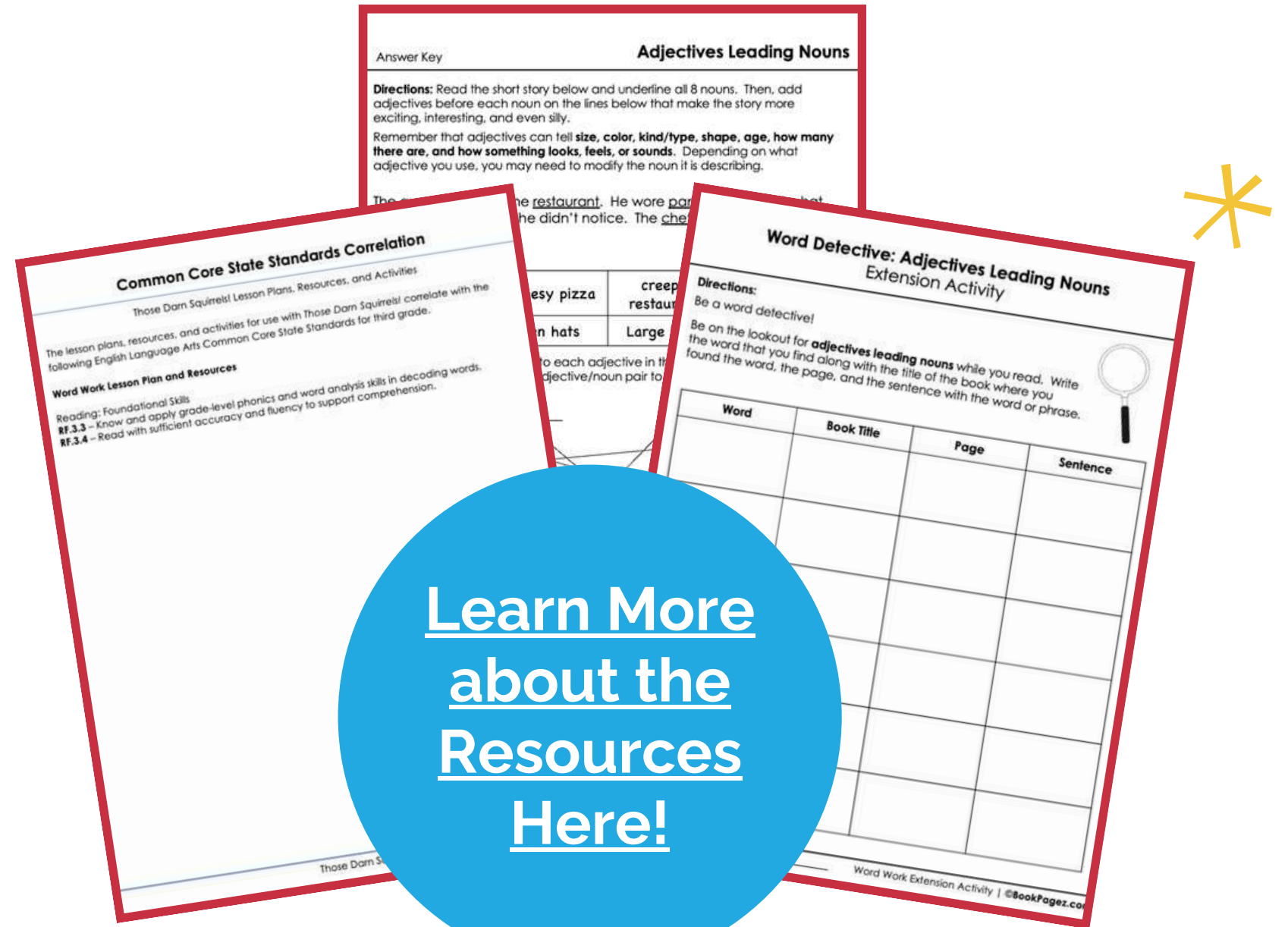
Purple _____

Rain _____

- Shape
- How something feels
- Color
- How something looks
- How many there are
- Size
- Age
- What kind
- How something sounds

The Phonics & Word Work Resource Set also Include:

- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT



Assessments and Activities include:

- COMMON CORE COMPREHENSION ASSESSMENT
- SKILL PRACTICE PAGES
- ANSWER KEYS

The assessments include a Running Record to help you assess oral reading fluency and a standards-aligned comprehension assessment.

Those Darn Squirrels!
CCSS Assessment

Name: _____
Score: ____ / 8

Directions:
Use what you know about *Those Darn Squirrels!* to answer each of the following questions.

1. Why did Old Man Fookwire hang up bird feeders in his yard?

☐ A He wanted to feed the squirrels.
☐ B He was trying to catch the birds in cages to keep them as pets.
☐ C He wanted to feed the birds so they wouldn't fly south for winter.
☐ D He wanted to decorate his yard.

2. What is the central message or lesson of the story?

☐ A Always feed the squirrels.
☐ B Never grow old and grumpy.
☐ C Squirrels are smarter than people.
☐ D Friendship can happen in surprising ways.

3. Which word best describes Old Man Fookwire at the beginning of the story?

☐ A Joyful
☐ B Grumpy
☐ C Silly
☐ D Sick

4. What does the phrase "Those darn squirrels!" tell us about Old Man Fookwire's feelings?

☐ A He is angry or annoyed.
☐ B He thinks the squirrels are cute.
☐ C He wants to be friends.
☐ D He is scared of them.

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

Name: _____ Date: _____

Directions:
In the story *Those Darn Squirrels*, Old Man Fookwire built a tricky birdfeeder to keep the squirrels away, but those squirrels were pretty clever!

Now it's your turn to become an inventor.

Step 1: Draw a picture of a new squirrel-proof birdfeeder.
Step 2: Label the parts of your birdfeeder with describing words (adjectives).
Step 3: Write a short paragraph explaining how it works and why it will keep the squirrels out.

Extension Activity | ©BookPagez.com

The skills practice pages vary from text to text. They cover skills like comparing and contrasting, writing, sequencing, matching, cause and effect, and more.



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