

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work
Instructional Focus:
Adjectives Leading Nouns

Those Dam Squirrels!
By: Adam Rubin

Word Work
Step 1:
Introduce the Focus of Word Work

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

Background:
If a word comes right before a noun and it's acting as an adjective. Some adjectives are beautiful, and some are nouns used like in box kite). Writers also sometimes use it or voice.

Examples:

Little kids	Window seat
Many times	Seventeen dollars
Flower garden	Pet store

Materials and Preparation:

- A copy of *Those Dam Squirrels!*
- Chart paper
- Markers
- Adjective Pyramid pages (6 per student)
- Word cards (1 pre-cut set per pair)
- Adjectives Leading Nouns practice
- Optional: Word Detective extension
- Optional: Spot the Adjectives activity

Sample Anchor Chart

Adjectives & Nouns	
Adjectives & Nouns	What The Adjective Tells Us
Little Kids	Size
Pet Store	What kind
Forty people	How many
Great grades	What kind
Young lady	Age
Round belly	Shape

Introduce Adjectives Leading Nouns
Introduce the Focus

- Tell students: "Today we are going to focus on adjectives and the nouns they describe."

Anchor Chart Setup

- Write "Adjectives and Their Nouns" at the top of the anchor chart.
- Draw a line down the middle.
- On one side, label "Adjectives & Nouns."
- On the other side, label "What the Adjective Tells Us."

Explain the Concept

- Remind students: "An adjective is a word that describes a noun. A noun is a person, place, thing, or animal. Adjectives make nouns more interesting by adding details and answering questions like: How many? What kind? Which one?"
- Explain that adjectives can describe:
 - size
 - age
 - color
 - number/amount
 - kind/type
 - how something looks, feels, or sounds
 - shape

Usage Reminder

- Tell students: "When we use adjectives to describe a noun, the adjective usually comes before the noun it describes."
- Add: "Sometimes a noun can also act like an adjective to tell what kind, like the word cookie in cookie jar."

Provide Examples

- Write examples of adjective + noun pairs on the chart (e.g., red apple, three dogs, noisy classroom).
- Read them together as a class.

Student Practice

- Challenge students to come up with their own adjective/noun pairs.
- Ask them to identify what the adjective tells about the noun.

Support & Differentiation

- If students need help generating ideas, draw simple symbols on the chart like the following:
 - eyes (eyes) ears (ears) nose (nose)
 - mouth (mouth) hands (hands) numbers (numbers)

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Step by Step Lesson Plan

List of words in
the book that
match the
instructional
focus

Word Work
Step 2:
Connect Word Work to Reading

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

Adjectives Leading Nouns in the Text

- Tell students that they will read *Those Dam Squirrels!* and look for adjectives leading nouns.
- Remind students that they should look for a describing word that comes right before a noun.
- Read page 5 of *Those Dam Squirrels!* aloud, encouraging students to give a thumbs up when they hear or see an adjective.
- Write any new adjectives and the nouns they are describing from the book on the chart paper, and have them determine what that adjective is telling about the noun (little house, old house, Old Man Footwire).
- Tell the students that you are going to read the book once from beginning to end. Tell them to listen for describing words that come right before a person, place, animal, thing, or idea.
- Tell students that there might be more than one adjective before a noun, just like in the example you found on page 5.
- Tell students that the author of *Those Dam Squirrels!* uses some silly, made-up adjectives in the story when he talks about the birds. Tell them to pay extra close attention when you are reading about the birds to spot those silly adjectives.
- Remind them to be polite and not to interrupt you while you read.
- Read *Those Dam Squirrels!*

Some examples of adjectives leading nouns found in the text:

- little old house
- little house
- Old Man Footwire
- whitley birds
- bonga birds
- baba birds
- yaba birds
- old man
- beautiful birdfeeders
- delicious seeds and delicious berries
- woodland creatures
- fuzzy little geniuses
- box kite
- squirrel spit

Step 3:
Guided Word Work Practice

Interactive Exploration
Play Adjective Pyramid
Group & Materials

- Divide students into pairs. Give each pair a set of **adjective pyramid pages** and **word cards**.

Model the Pyramid

- Show students how to draw a word card and stand it upright on the table. Point out the prompt at the top of the pyramid ("How many?") and demonstrate how to begin by writing an adjective that fits (e.g., one squirrel).

Take Turns Adding Adjectives

- Player 1 writes the first adjective. Player 2 adds another adjective to describe the noun, following the next level of the pyramid (e.g., one tiny squirrel). Partners continue taking turns, adding one adjective per level, using the pyramid as a guide.

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Interactive
Activity

Word Cards

Adjective Pyramid

- How many
- Size or shape
- How something feels or sounds
- Color or how something looks
- Kind/type or what something is like
- A silly, made-up word

Word Cards

houses
man
cycles
houses
man
cycles
houses
man
cycles

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Spot the Adjective
Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Remind them that the class has been focusing on describing words called adjectives.
- Tell students that you will read a series of sentences. They must listen for the adjective in each sentence. When they think they know what it is, and can explain what the adjective is describing (e.g., color, what kind, age, etc.), they raise their hand with the answer.
- If they are correct, they may go line up or move on to the next activity. If they are incorrect, they can call on a friend for help.

- The **tiny** bug crawled across the leaf. (size)
- She wore a **blue** dress to school. (color)
- We sat on the **wooden** bench at the park. (what kind)
- I heard a **loud** noise outside the window. (sound)
- The **old** dog slept by the fire. (age)
- He built a **square** tower with blocks. (shape)
- The **happy** baby clapped her hands. (feels/what kind)
- They played a **fast** game of tag. (what kind/type)
- I picked a **ripe** apple from the tree. (what kind/type)
- The **fluffy** pillow was on the couch. (feels)
- She has a **long** pencil in her hand. (shape)
- The **cold** lemonade tasted so good. (feels)
- We saw a **spooky** house on our walk. (what kind)
- A **bright** star twinkled in the sky. (looks)
- He brought a **fresh** sandwich for lunch. (what kind/taste)
- The **funny** clown made everyone laugh. (what kind)
- I found a **smooth** rock at the beach. (feels)
- A **young** girl read a book quietly. (age)
- He saw **twenty** shells on the beach. (number)
- The **yellow** wasp buzzed from flower to flower. (color)

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Word Detective: Adjectives Leading Nouns
Extension Activity

Directions:

- Be a word detective!
- Be on the lookout for **adjectives leading nouns** 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 | ©BookPagez.com

Answer Key
Adjectives Leading Nouns

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

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.

Cute _____	Shape _____
Pokey _____	How something feels _____
Seven-year-old _____	Color _____
Quiet! _____	How something looks _____
One hundred and eight _____	How many there are _____
Triangular _____	Size _____
Purple _____	Age _____
Rain _____	What kind _____
	How something sounds _____

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Optional Activity to
Extend Engagement

Word Detective

Independent Practice Pages