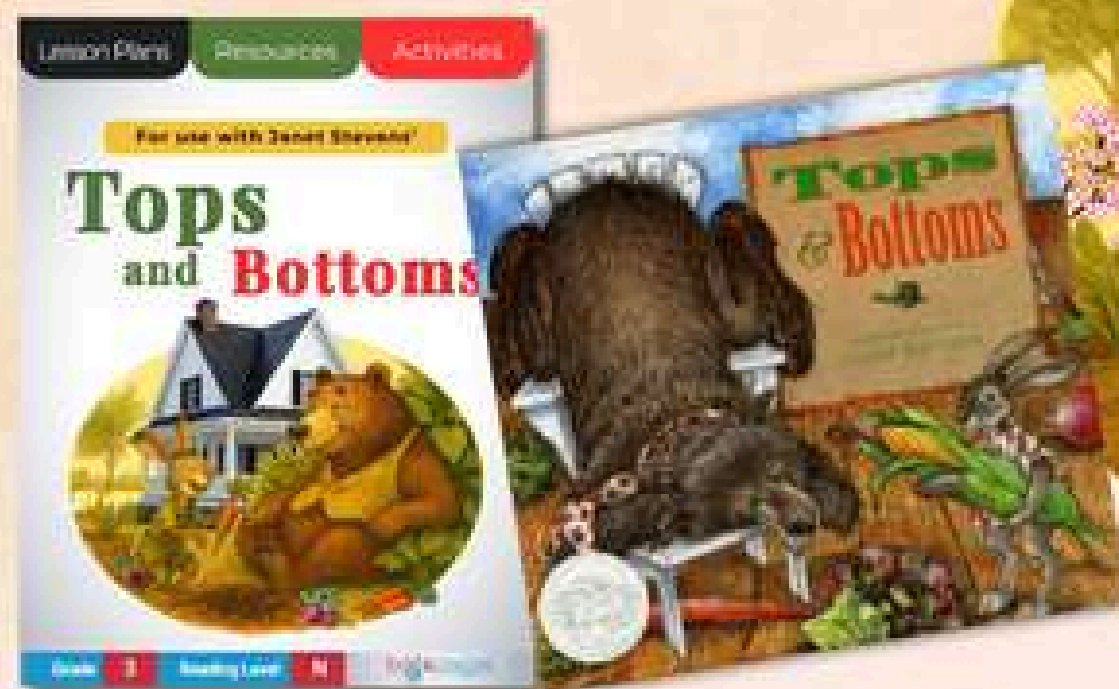


Tops and Bottoms

90+
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 *Tops and Bottoms* by Janet Stevens.

2

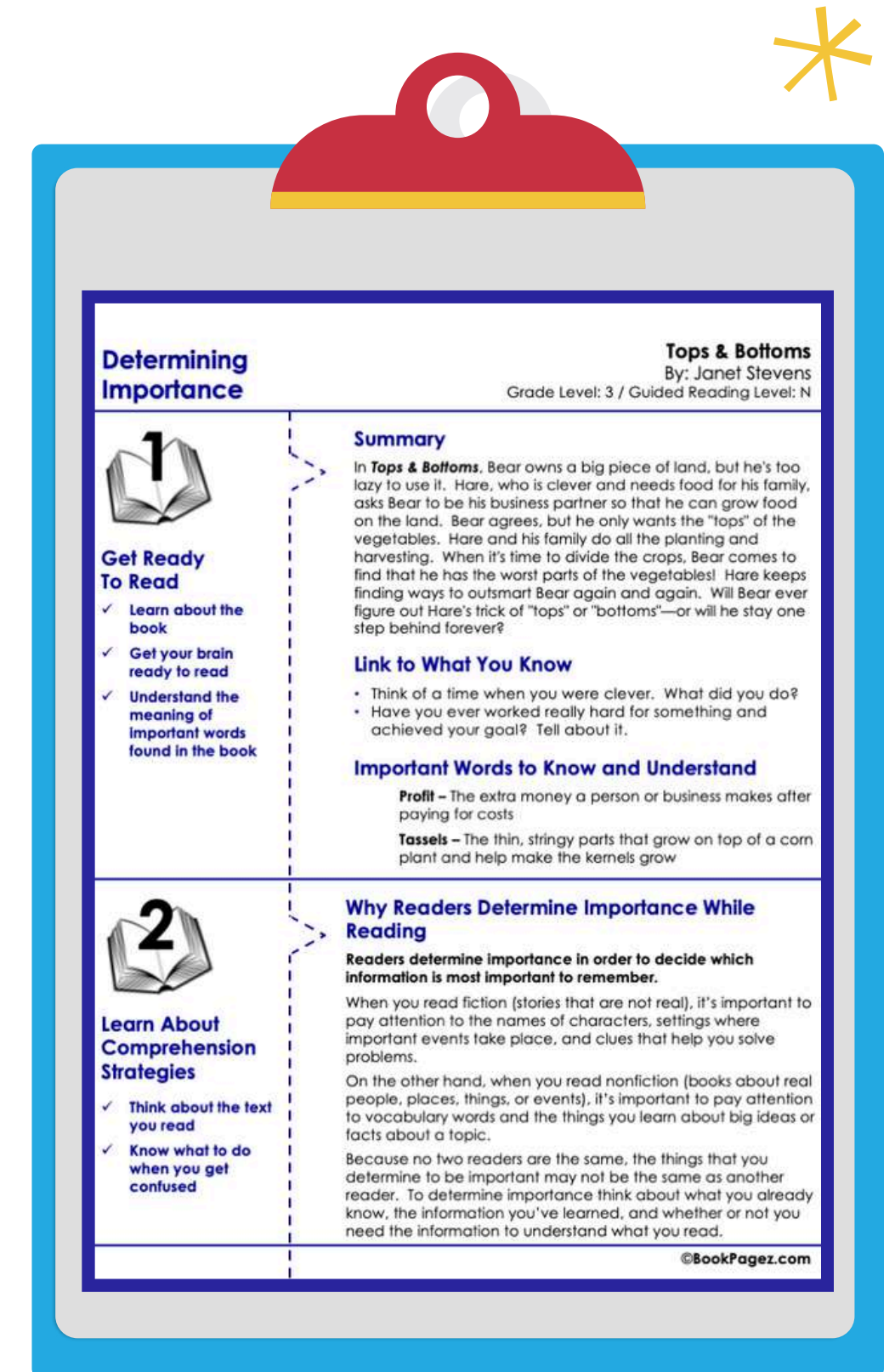
SAVES TIME

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.

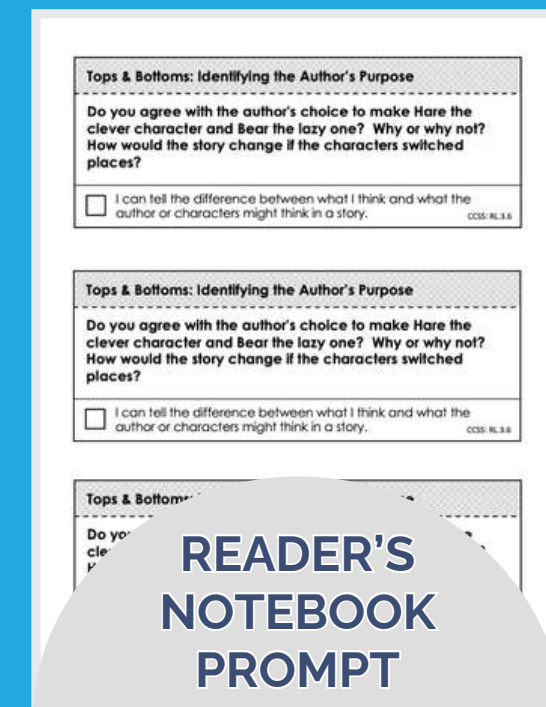
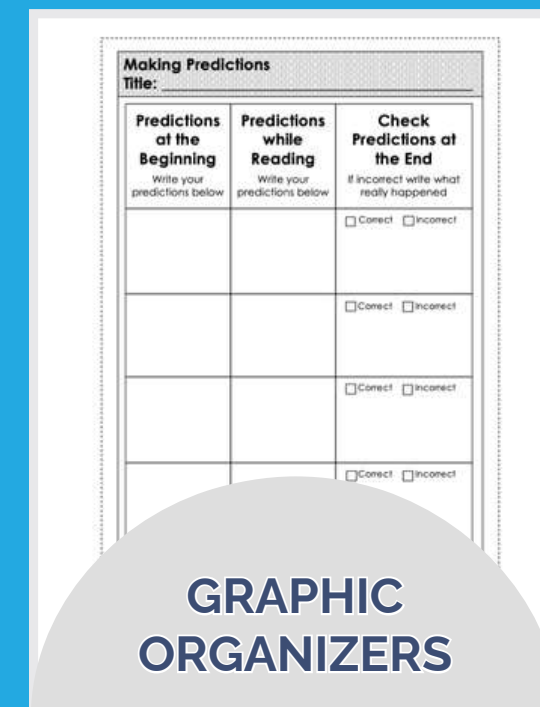
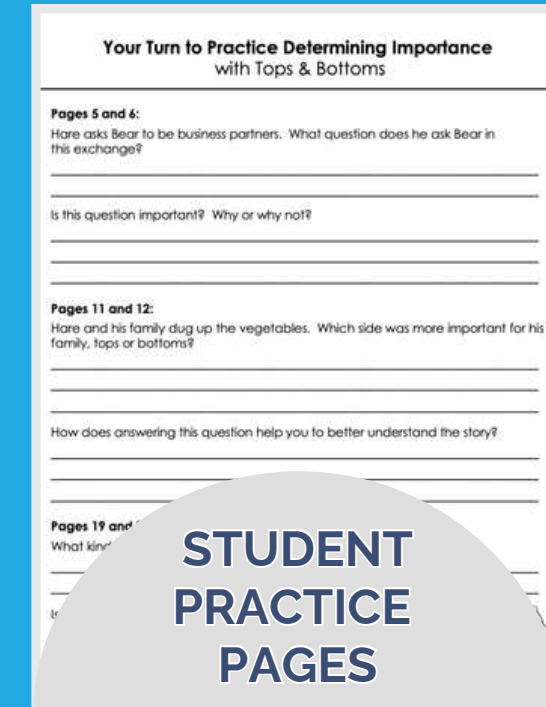
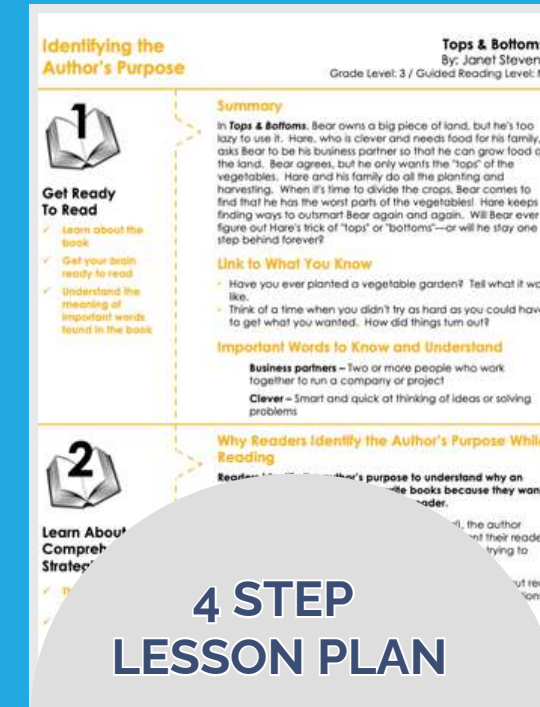
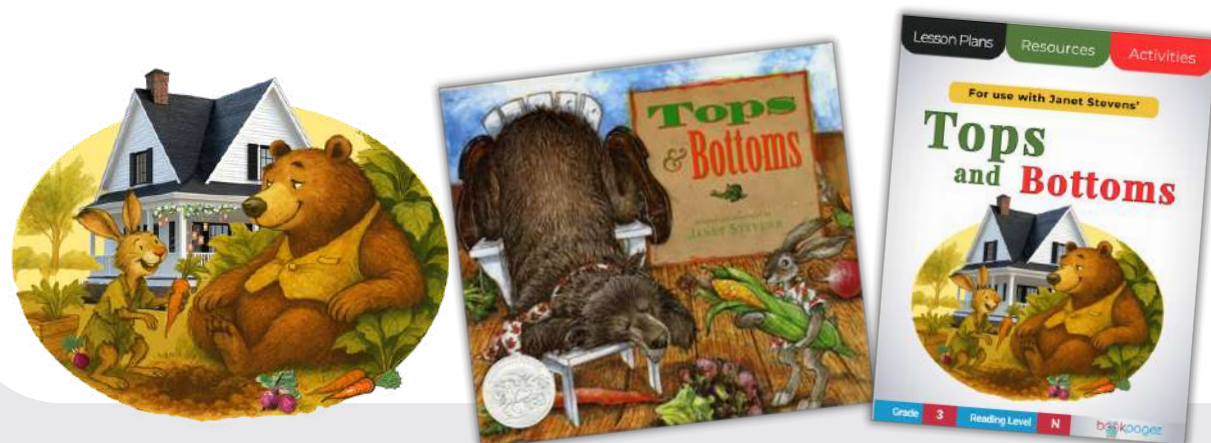


What You'll Get in this Resource Set

3 COMPREHENSION STRATEGY RESOURCE SET

Use *Tops and Bottoms* and the step-by-step lesson plans included in this resource to teach:

- Determining Importance
- Identifying the Author's Purpose
- Making Predictions

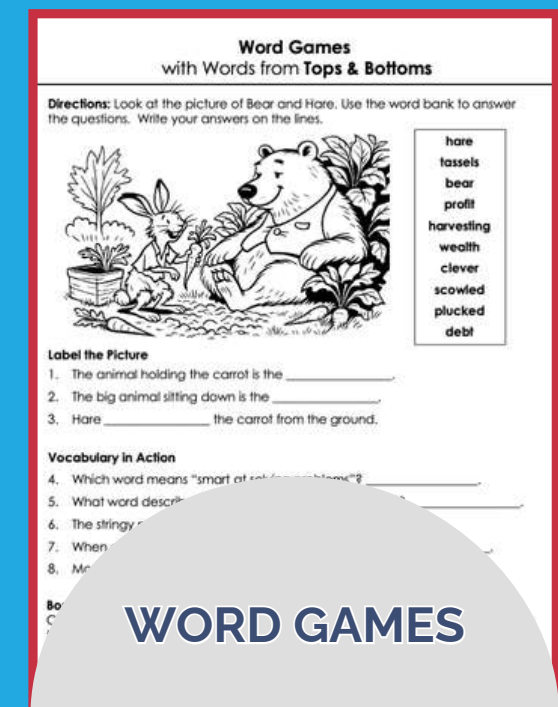
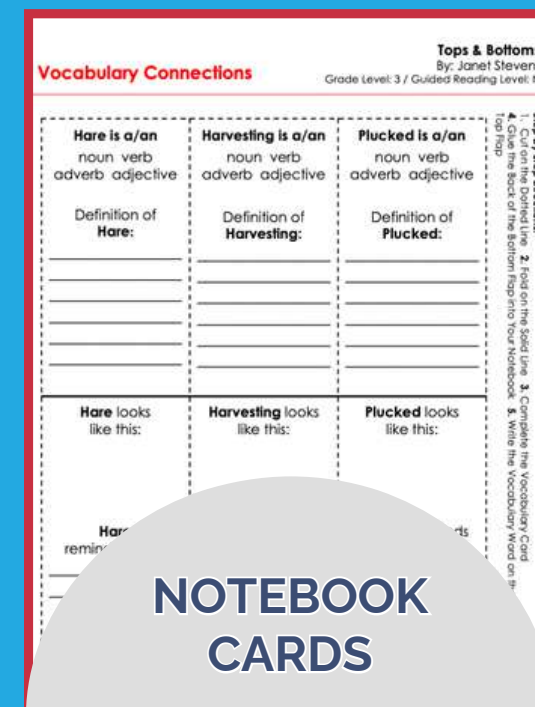
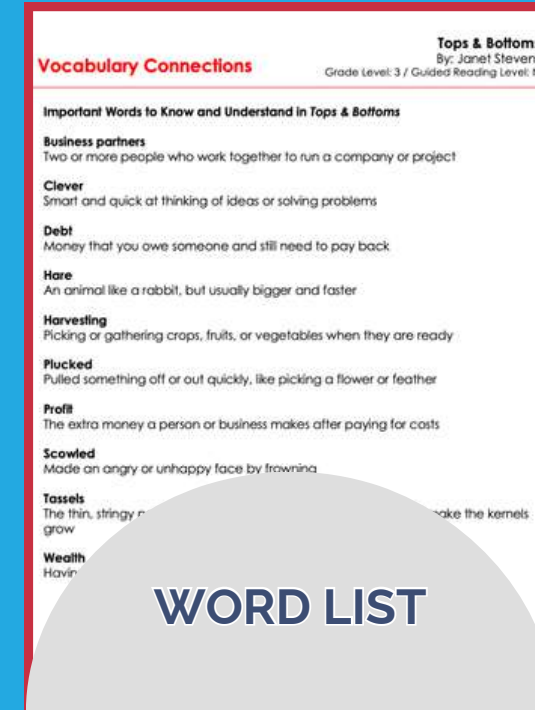
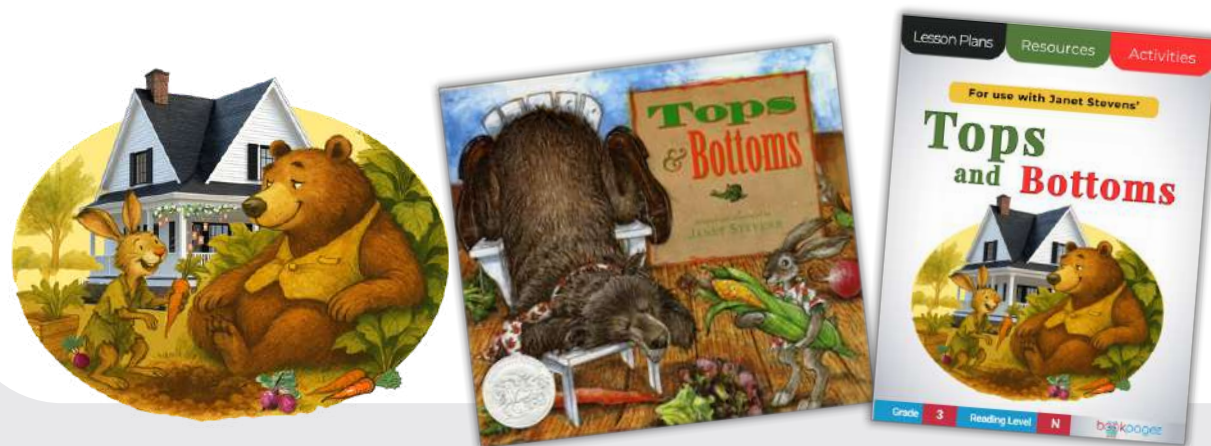


What You'll Get in this Resource Set

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

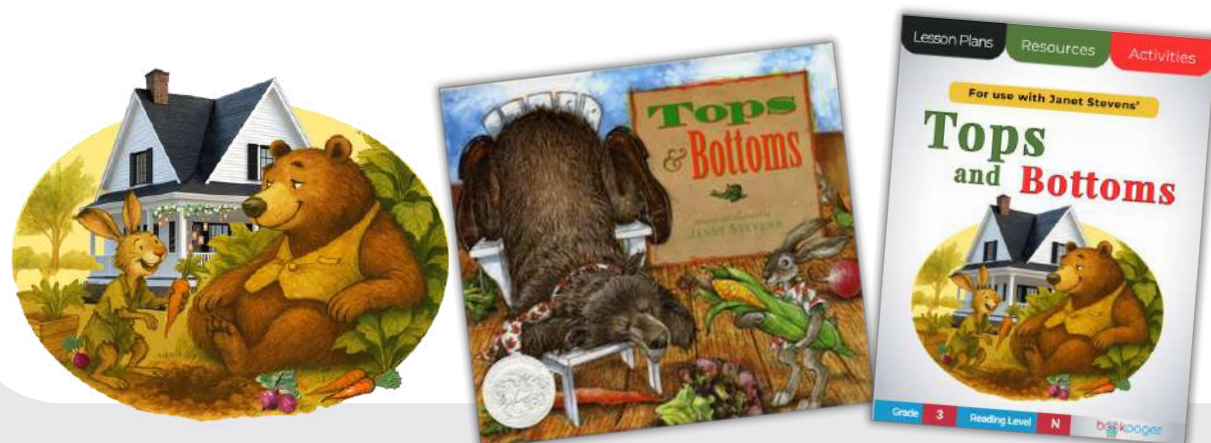


What You'll Get in this Resource Set

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



Word Work

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

Regular Past Tense Action Verbs	Irregular Past Tense Action Verbs
opened	went
walked	ate
planted	ran

Introduce Regular and Irregular Past Tense Verbs

Introduce the Focus:

- Tell students: "Today, we are going to focus on regular and irregular past tense action verbs."

Anchor Chart Setup

- Write "Regular Past Tense Action Verbs" and "Irregular Past Tense Action Verbs" at the top of the anchor chart.
- Explain: "Regular past tense verbs are verbs that end with the rule of adding -ed. Irregular past tense verbs do not follow this rule."

Explain the Concept

- Show examples of both regular and irregular past tense verbs on the chart.
- Read them together as a class.
- Remind students: "For irregular verbs, we do not say goed or eatied. Instead, we say went or ate."

Student Practice

- Ask students to think of other regular or irregular past tense verbs they know.
- Write their examples under the correct column on the chart.

Support & Differentiation

- If students struggle, prompt them with questions like:
 - "What did you do yesterday?"
 - "What is something you have already done today?"
- Encourage them to notice how verbs change and connect the past tense form back to the original verb.

Step 2: Connect Word Work to Text

Regular and Irregular Past Tense Verbs

Name: _____

Directions: Look at the list of incorrect past tense action verbs on the left side of the page. These words do not follow the -ed rule, which makes them irregular. Match each incorrect word to its proper, irregular past tense form on the right side of the page.

goed •	• gave
eated •	• went
runned •	• sold
growed •	• drove
digged •	• ate
drived •	• got
drinked •	• ran
selled •	• drank
getted •	• dug
gived •	• grew

Put It in the Past

Directions: Underline the 6 present tense action verbs in the short story, and rewrite them as regular past tense action verbs below. The first one has been done for you.

The dogs _____ and _____ house.

delivered _____

6 STEP LESSON PLAN

INDEPENDENT PRACTICE

Past Tense Action Verb Cards

Found	Drunk	Wanted	Choosed	Painting
Finded	Drank	Wants	Chose	Painted
Cooked	Opened	Jumper	Made	Sat
Cookked	Openned	Jumped	Maked	Satted
Washed				Ated

Word Detective: Regular and Irregular Past Tense Verbs

Extension Activity

Directions: Be a word detective! Be on the lookout for **regular and irregular past tense verbs** 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

GUIDED PRACTICE

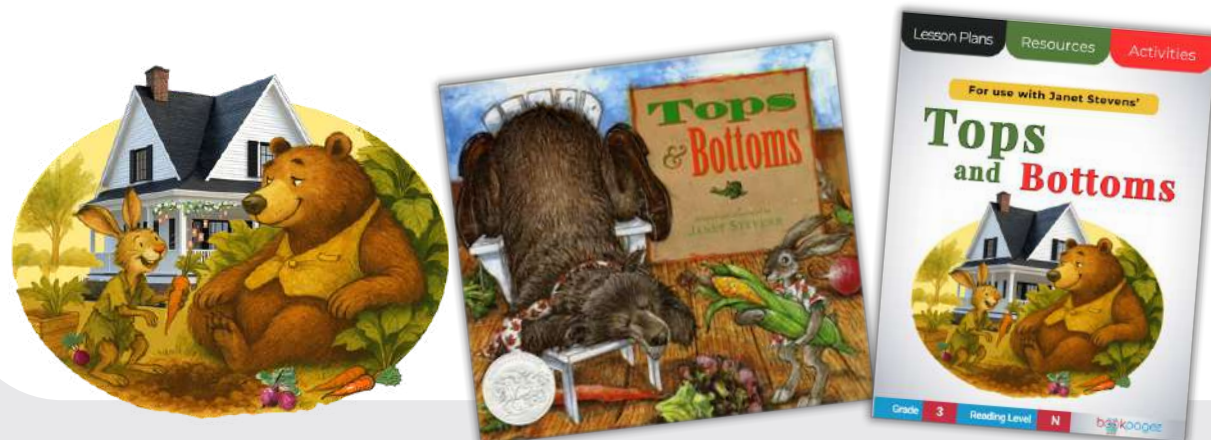
WORD DETECTIVE

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



Tops & Bottoms
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Tops & Bottoms* to answer each of the following questions.

1. Why does Hare want to be business partners with Bear?

☐ A Because Bear is very smart.
☐ B Because Bear owns land but doesn't use it.
☐ C Because Bear is a hard worker.
☐ D Because Hare wants to take a nap.

2. What is the main lesson the author wants you to learn from the story?

☐ A It is better to be lazy than to work hard.
☐ B Working hard and being clever can help you succeed.
☐ C It's okay to trick your friends whenever you want.
☐ D Sleeping is more important than planting.

3. How does Bear's choice of "tops" or "bottoms" affect what happens in the story?

☐ A It shows that Bear is careful about his choices.
☐ B It makes Hare feel lazy like Bear.
☐ C It helps Bear get all the vegetables.
☐ D It causes Hare to be lazy.

4. What does the author want you to learn from the story?

☐ A It is better to be lazy than to work hard.
☐ B Working hard and being clever can help you succeed.
☐ C It's okay to trick your friends whenever you want.
☐ D Sleeping is more important than planting.

ASSESSMENT

Name: _____

A Tops & Bottoms Advice Column
Share your wisdom (or tricks!) just like Bear and Hare.

Directions:
In *Tops & Bottoms*, Bear learned a big lesson, and Hare showed just how clever he could be.
Now it's your turn to write an advice column from the perspective of one of these characters.

Choose your character. Will you be Bear, sharing what you learned about hard work? Or Hare, giving clever tips for outsmarting others?

Write your advice. Pretend you are Bear or Hare and write 1-2 short paragraphs of advice to other animals or farmers.

- Begin with a greeting (like "Dear Farmers" or "Dear Readers").
- Stay in character — write the way Bear or Hare would talk!
- Use at least one detail from the story to support your advice.
- End with a clear lesson or moral.

Make it creative. Give your column a catchy title and decorate your page.

Check your work. Use the checklist at the bottom of the page to be sure your advice column has everything it needs.

Writer's Checklist:

☐ I wrote a catchy title.
☐ I stayed in character.
☐ I used at least one detail from the story.
☐ I ended with a clear lesson or moral.

**SKILL
WORKSHEET**

**Identificar el propósito del autor
con Tops & Bottoms (Arriba y abajo)**

Páginas 11 y 12:
La Liebre le dio las partes de arriba al Oso y se quedó con las de abajo para él. ¿Cómo te ayuda el diseño de estas páginas a entender las "partes de arriba" y "partes de abajo" de los vegetales?

El diseño muestra un montón de folios para el Oso en la página de arriba y un montón de vegetales para la Liebre en la página de abajo.

¿Por qué piensas que el autor eligió mostrar la historia de esta manera?

Creo que el autor hizo esto para que los lectores puedan entender el truco que la Liebre estaba haciendo y cómo las "partes de arriba" de esos vegetales no eran tan buenas como las "partes de abajo."

Páginas 15 y 16:
El Oso vuelve a dormir mientras la Liebre y su familia se ponen a trabajar. ¿Por qué eligió el autor mostrar al Oso durmiendo en la parte de abajo de la página?

El autor puso al Oso en la página de abajo porque esta vez él escogió las "partes de abajo" de los vegetales.

¿Cómo te ayuda notar esto a ser un mejor lector?

Notar esto me ayuda a ser un mejor lector porque muestra lo importante que es la elección del Oso entre

**RECURSOS
EN ESPAÑOL**

Texas Essential Knowledge and Skills Alignment
Tops & Bottoms Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Tops & Bottoms* correlate with the following essential knowledge and skills for English Language Arts and Reading, Grade 3.

Determining Importance Lesson Plan and Resources

Knowledge and Skills:

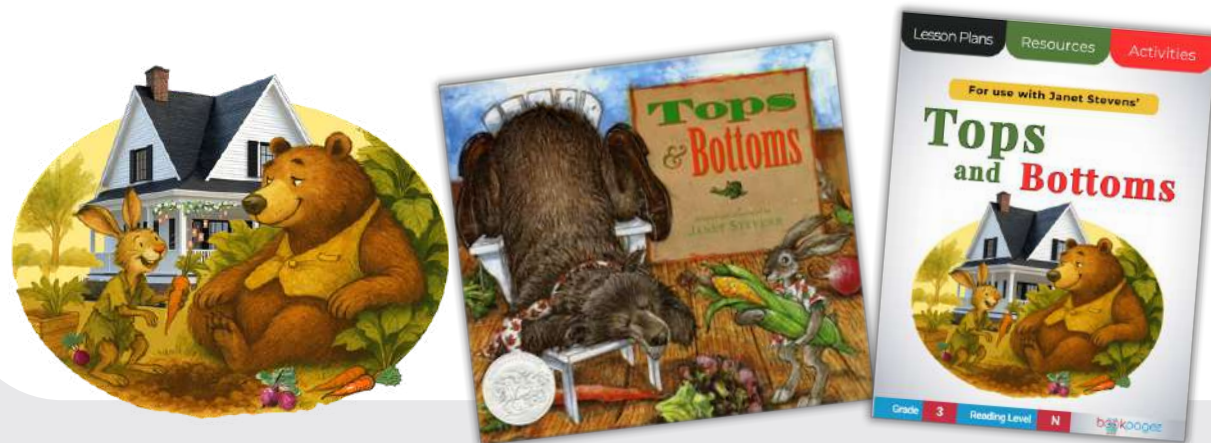
3.1A – Listen actively, ask relevant questions to clarify information, and make pertinent comments.
3.1C – Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
3.1D – Work collaboratively with others by following agreed-upon rules, norms, and protocols.
3.1E – Develop social communication skills such as conversing politely in all situations.
3.4A – Establish purpose for reading assigned and self-selected text.
3.4B – Generate questions about text before, during, and after reading to deepen understanding and gain information.
3.4E – Make connections to personal experiences, ideas in other texts, and society.
3.4G – Evaluate details read to determine key ideas.
3.4I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down.
3.7A – Describe personal connections to a variety of sources, including self-selected texts.
3.7B – Write a response to a literary or informational text that demonstrates an understanding of a text.
3.7C – Use text evidence to support an appropriate response.
3.7D – Retell and paraphrase texts in ways that maintain meaning and logical order.
3.7E – Interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating.
3.7F – Respond using newly acquired vocabulary as appropriate.
3.7G – Discuss specific ideas in the text and explain the meaning.
3.8C – Analyze plot elements in a literary text, including conflict and the resolution.
3.10A – Explain the purpose of a text.
3.10C – Identify the main idea and supporting details.
3.13B – Demonstrate understanding of the relationship between the text and the reader's own experiences.
3.13H – Use a variety of media to present results.

**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



Determining Importance



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Tops & Bottoms

By: Janet Stevens

Grade Level: 3 / Guided Reading Level: N

Summary

In **Tops & Bottoms**, Bear owns a big piece of land, but he's too lazy to use it. Hare, who is clever and needs food for his family, asks Bear to be his business partner so that he can grow food on the land. Bear agrees, but he only wants the "tops" of the vegetables. Hare and his family do all the planting and harvesting. When it's time to divide the crops, Bear comes to find that he has the worst parts of the vegetables! Hare keeps finding ways to outsmart Bear again and again. Will Bear ever figure out Hare's trick of "tops" or "bottoms"—or will he stay one step behind forever?

Link to What You Know

- Think of a time when you were clever. What did you do?
- Have you ever worked really hard for something and achieved your goal? Tell about it.

Important Words to Know and Understand

Profit – The extra money a person or business makes after paying for costs

Tassels – The thin, stringy parts that grow on top of a corn plant and help make the kernels grow


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

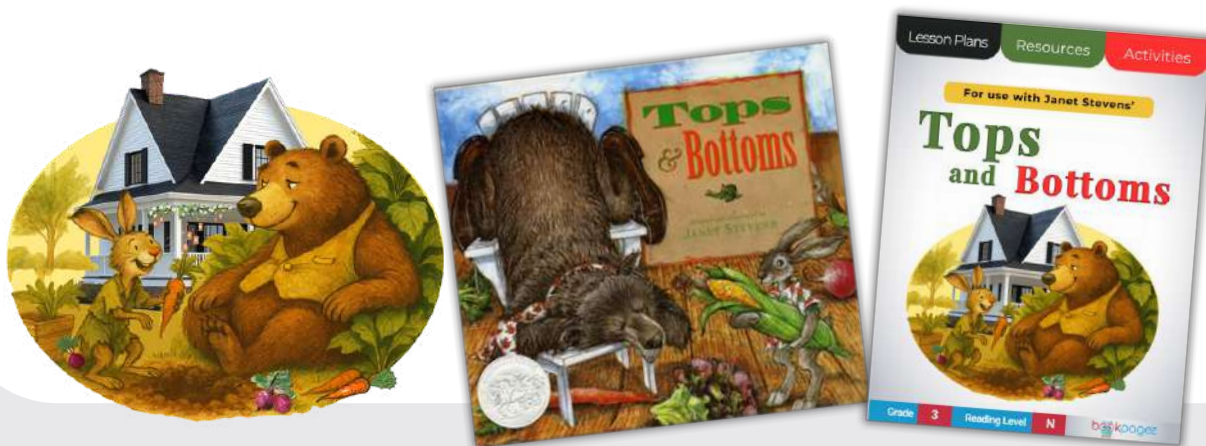
Why Readers Determine Importance While Reading

Readers determine importance in order to decide which information is most important to remember.

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

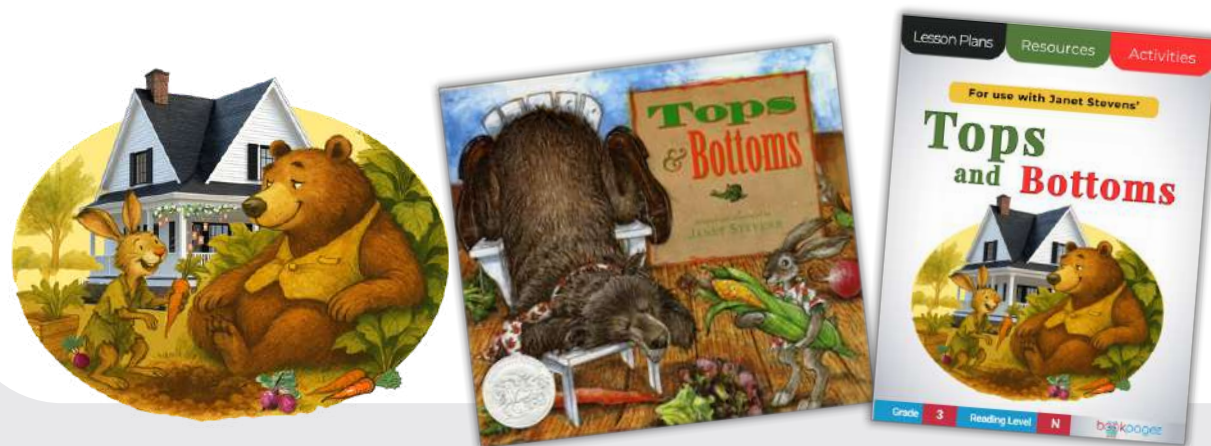


Take a Closer Look at the Comprehension Strategy Resources

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.



Determining Importance

Tops & Bottoms

By: Janet Stevens

Grade Level: 3 / Guided Reading Level: N



Determine Importance While Reading

- ✓ Look for big ideas and supporting details
- ✓ Notice when you learn something new
- ✓ Look for new words that are important to 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 and 6 – Hare asks Bear to be business partners. What question does he ask Bear in this exchange? Is this question important? Why or why not?

Pages 11 and 12 – Hare and his family dug up the vegetables. Which side was more important for his family, tops or bottoms? How does answering this question help you to better understand the story?

Pages 19 and 20 – What kind of vegetables did Hare plant this time? Is this an important detail to notice? Why or why not?

Pages 27 and 28 – So far, Bear and Hare have chosen either "tops" or "bottoms." What important decision did Hare make to keep his family fed while also keeping his deal with Bear? How does this decision help you to better understand Hare's character?

Pages 31 and 32 – Bear never slept through a season of planting again. What lesson can you learn from this story? Is it important? Why or why not?

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

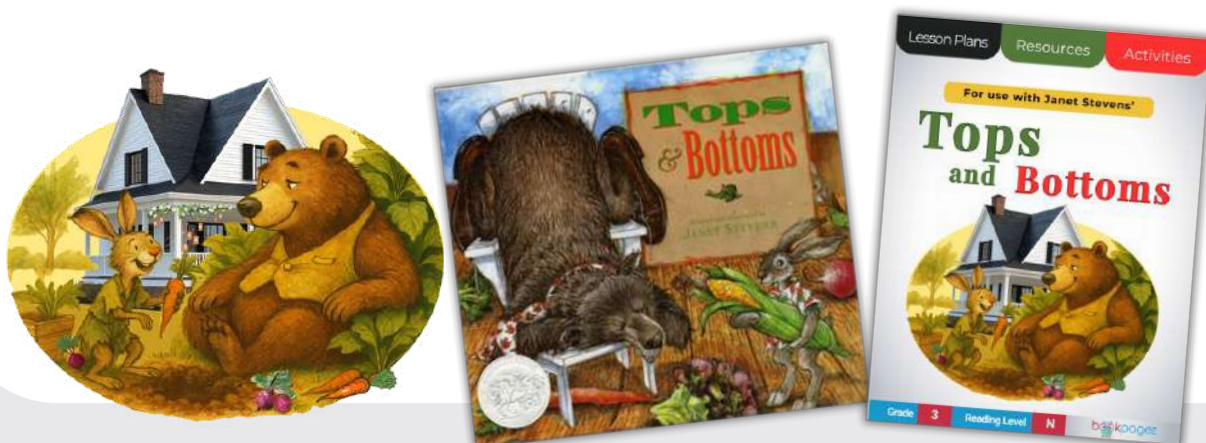
Time to Reflect

Think – What information did you learn while reading **Tops & Bottoms**? Pick 3 big ideas or facts that you think you should remember about this story. Why are these ideas or facts important to you?

Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.

Reflect – Think about the determining importance work you did while reading **Tops & Bottoms**. How does thinking about the most important facts and ideas make you a better reader?

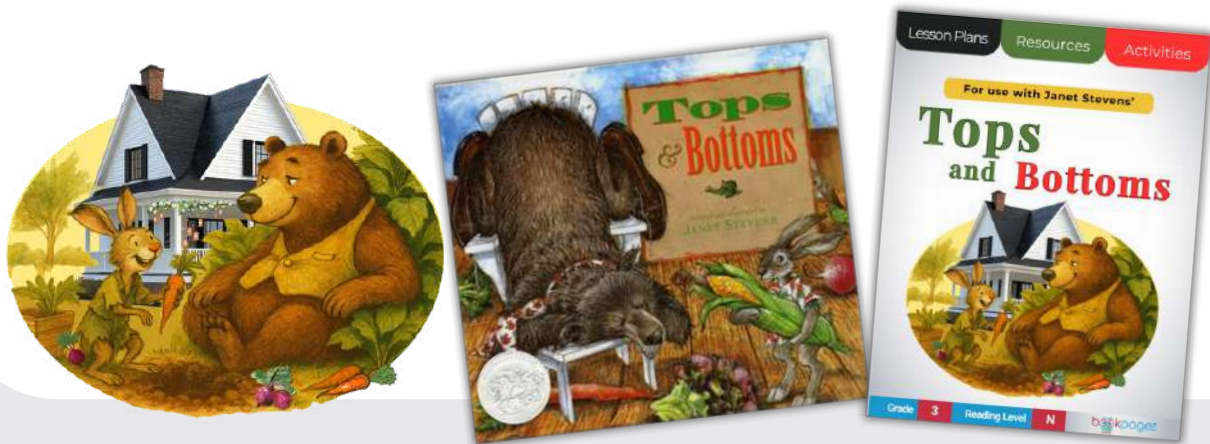
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Tops & Bottoms**. (Remember to include examples from the book!)



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 Determining Importance with Tops & Bottoms

Pages 5 and 6:
Hare asks Bear to be business partners. What question does he ask Bear in this exchange?
Hare asks Bear if he wants the tops or the bottoms of the crops.

Is this question important? Why or why not?
This question is important because it sets up the trick that Hare will play on Bear.

Pages 11 and 12:
Hare and his family dug up the vegetables. Which side was more important for his family, tops or bottoms?
The bottoms were more important because that's where the carrots, radishes, and beets grew, and those are the parts you can eat.

How does answering this question help you to better understand the story?
This helps me understand that Hare knew exactly what he was doing when he asked Bear "tops or bottoms" and that he was using the business deal to feed his family.

Pages 19 and 20:
What kind of vegetables did Hare plant this time?
He planted lettuce, broccoli, and celery.

Is this an important detail to notice? Why or why not?
This is an important detail because it shows that Hare outsmarted Bear and grew vegetables where the "tops" could feed his family, and he left the bad parts, the "bottoms," for Bear.

Answer Key | ©BookPagez.com

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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 | ©BookPagez.com

Tops & Bottoms: Making Predictions

This story is written in a pattern, with Bear choosing first and Hare planting crops to fit that choice. Based on this pattern, what would you predict might happen if there were another round of planting? How does the pattern in the book help you make your prediction?

Tops & Bottoms: Making Predictions

This story is written in a pattern, with Bear choosing first and Hare planting crops to fit that choice. Based on this pattern, what would you predict might happen if there were another round of planting? How does the pattern in the book help you make your prediction?

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

Texas Essential Knowledge and Skills Alignment

Tops & Bottoms Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Tops & Bottoms consist of the following essential knowledge and skills for English Language Arts and Reading, Grade 3.

Determining Importance Lesson Plan and Resources

Knowledge and Skills

3.1A - Listen actively, ask relevant questions to clarify information, and make pertinent comments.
3.1C - Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
3.1D - Work collaboratively with others by following agreed-upon rules norms, and protocols.
3.1E - Develop social communication such as conversing politely in all situations.
3.4A - Establish purpose for reading assigned and self-selected text.
3.4B - Generate questions about text before, during, and after reading to deepen understanding and gain information.
3.4E - Make connections to personal experiences, ideas in other texts, and society.
3.4G - Evaluate details read to determine key ideas.
3.4I - Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, asking questions, and annotating when understanding breaks down.
3.7A - Describe personal connections to a variety of sources, including self-selected texts.
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3.7C - Use text evidence to support an appropriate response.
3.7D - Retell and paraphrase texts in ways that maintain meaning and logical order.
3.7E - Interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating.
3.7F - Respond using newly acquired vocabulary as appropriate.
3.7G - Discuss specific ideas in the text that are important to the meaning.
3.8C - Analyze plot elements, including the sequence of events, the conflict, and the resolution.
3.10A - Explain the author's purpose and message within a text.
3.13C - Identify and gather relevant sources and information to answer questions.
3.13E - Demonstrate understanding of information gathered.
3.13H - Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

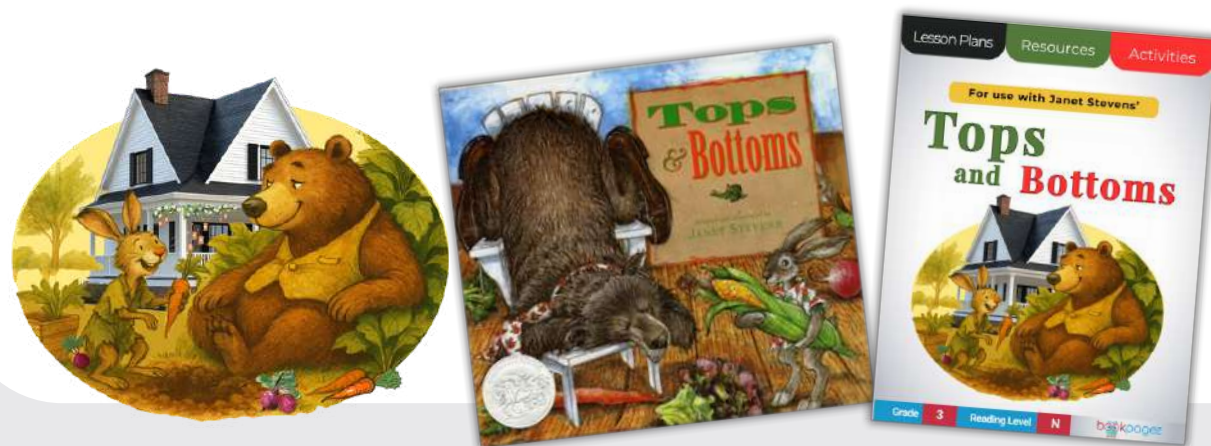
Tops & Bottoms TEKS Alignment | ©BookPagez.com

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.



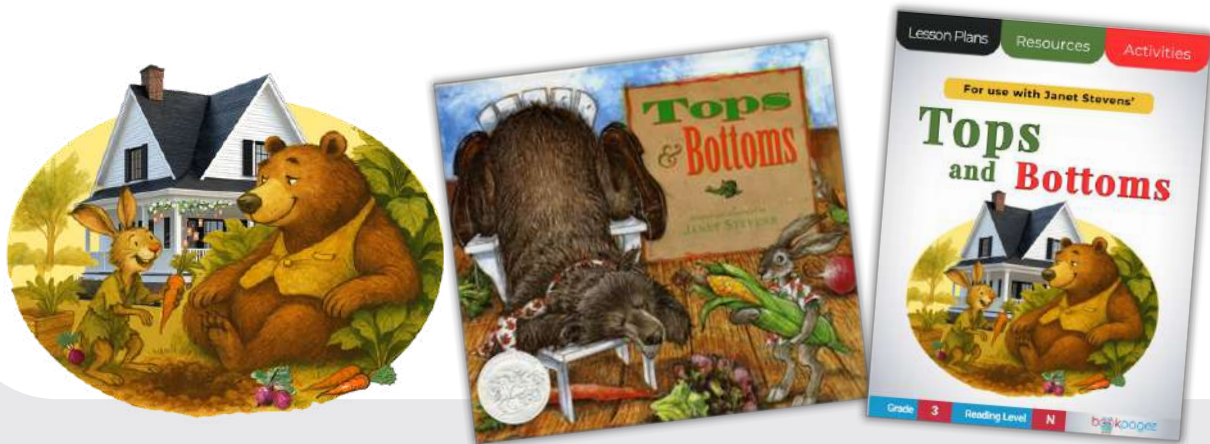
Vocabulary Connections		Tops & Bottoms By: Janet Stevens Grade Level: 3 / Guided Reading Level: N
Important Words to Know and Understand in <i>Tops & Bottoms</i>		
Business partners	Two or more people who work together to run a company or project	
Clever	Smart and quick at thinking of ideas or solving problems	
Debt	Money that you owe someone and still need to pay back	
Hare	An animal like a rabbit, but usually bigger and faster	
Harvesting	Picking or gathering crops, fruits, or vegetables when they are ready	
Plucked	Pulled something off or out quickly, like picking a flower or feather	
Profit	The extra money a person or business makes after paying for costs	
Scowled	Made an angry or unhappy face by frowning	
Tassels	The thin, stringy parts that grow on top of a corn plant and help make the kernels grow	
Wealth	Having a lot of money or valuable things	

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!

Match the words to the definition!

Sort the cards by attribute!

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

Business partners	Clever	Debt

Tops & Bottoms
By: Janet Stevens
Grade Level: 3 / Guided Reading Level: N

Business partners	Clever	Debt

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

Business partners	Clever	Debt

Definition Vocabulary Sorting Cards | ©BookPagez.com

Business partners	Clever	Debt

Picture Vocabulary Sorting Cards | ©BookPagez.com

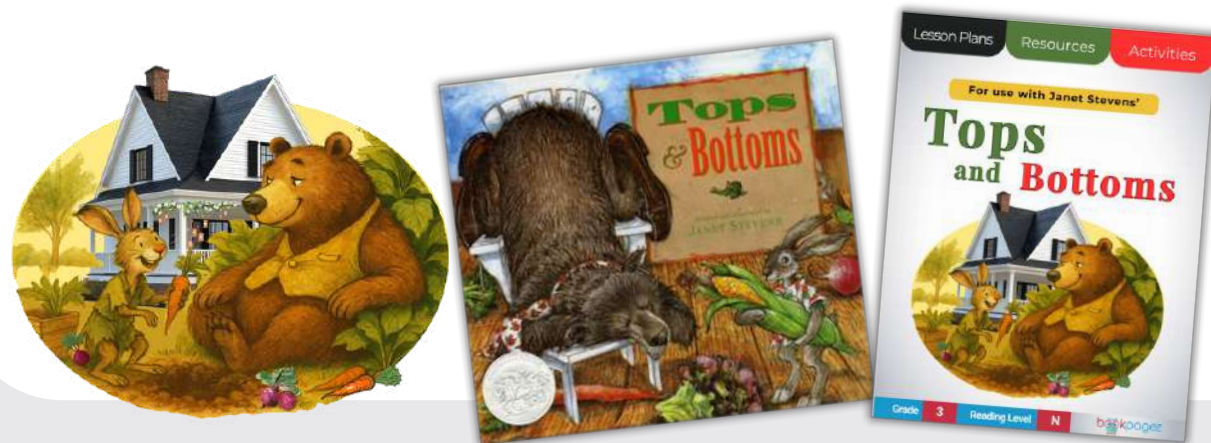
Take a Closer Look at the Vocabulary Connections Resource Set

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



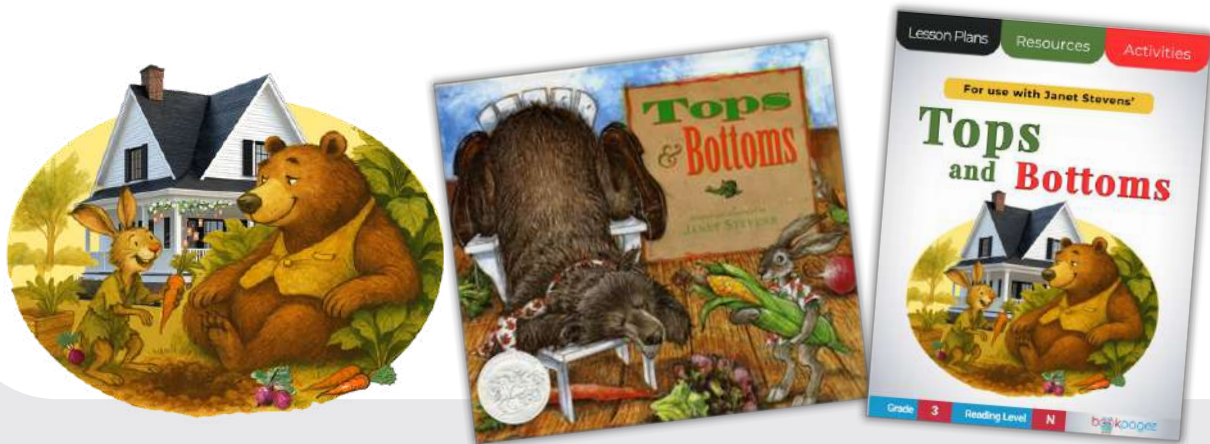
Vocabulary Connections		Tops & Bottoms By: Janet Stevens Grade Level: 3 / Guided Reading Level: N
<p>Hare is a/an noun verb adverb adjective</p> <p>Definition of Hare:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Harvesting is a/an noun verb adverb adjective</p> <p>Definition of Harvesting:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Plucked is a/an noun verb adverb adjective</p> <p>Definition of Plucked:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Hare looks like this:</p> <p>_____</p> <p>_____</p> <p>Hare reminds me of:</p> <p>_____</p> <p>_____</p> <p>I saw this word in</p> <p>_____</p> <p>_____</p>	<p>Harvesting looks like this:</p> <p>_____</p> <p>_____</p> <p>Harvesting reminds me of:</p> <p>_____</p> <p>_____</p> <p>I saw this word in</p> <p>_____</p> <p>_____</p>	<p>Plucked looks like this:</p> <p>_____</p> <p>_____</p> <p>Plucked reminds me of:</p> <p>_____</p> <p>_____</p> <p>I saw this word in</p> <p>_____</p> <p>_____</p>

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 Cripple	Original Sentence Copy the sentence in the book where the word appears. Book Title: Pink and Say	Visualize Draw a picture to illustrate the meaning of the word.
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Tops & Bottoms
By Janet Stevens
Grade Level: 3 / Guided Reading Level: N


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

A new word that I learned in this book is: _____

It's like... _____

Word Games
with Words from **Tops & Bottoms**

Directions: Look at the picture of Bear and Hare. Use the word bank to answer the questions. Write your answers on the lines.



Word Bank: hare, tassels, bear, profit, harvesting, wealth, clever, scowled, plucked, debt

Label the Picture

- The animal holding the carrot is the _____.
- The big animal sitting down is the _____.
- Hare _____ the carrot from the ground.

Vocabulary in Action

- Which word means "smart at solving problems"? _____.
- What word describes Bear's face when he looks angry? _____.
- The stringy parts on top of corn are called _____.
- When a business makes extra money, that's called _____.
- Money you owe to someone is called _____.

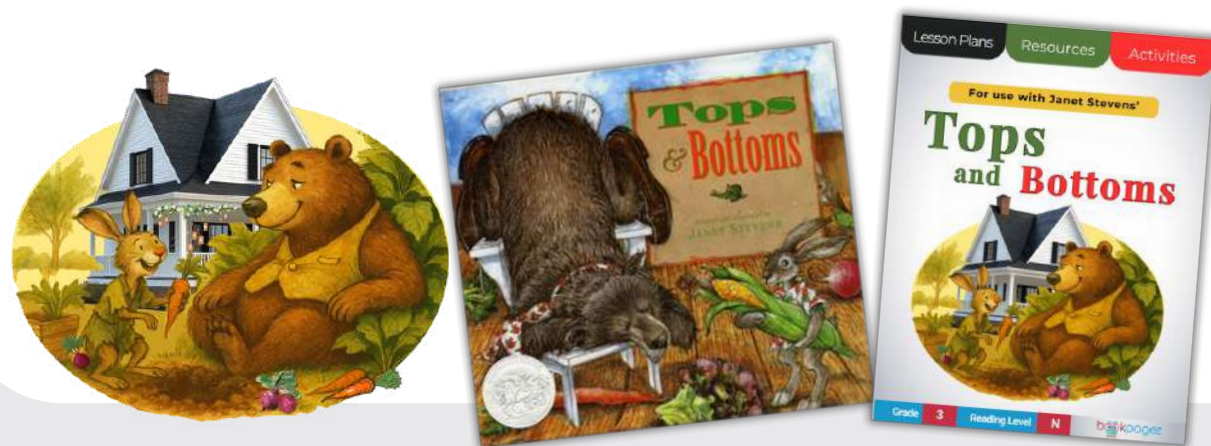
Bonus! Write Your Own Sentences
Choose 3 words from the Word Bank. Write your own sentence for each one. Try to make your sentences about Hare, Bear, or the garden!
Use the back of the page to write your sentences.

Name: _____ ©BookPagez.com

The Vocabulary Connections Resource Set

also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT

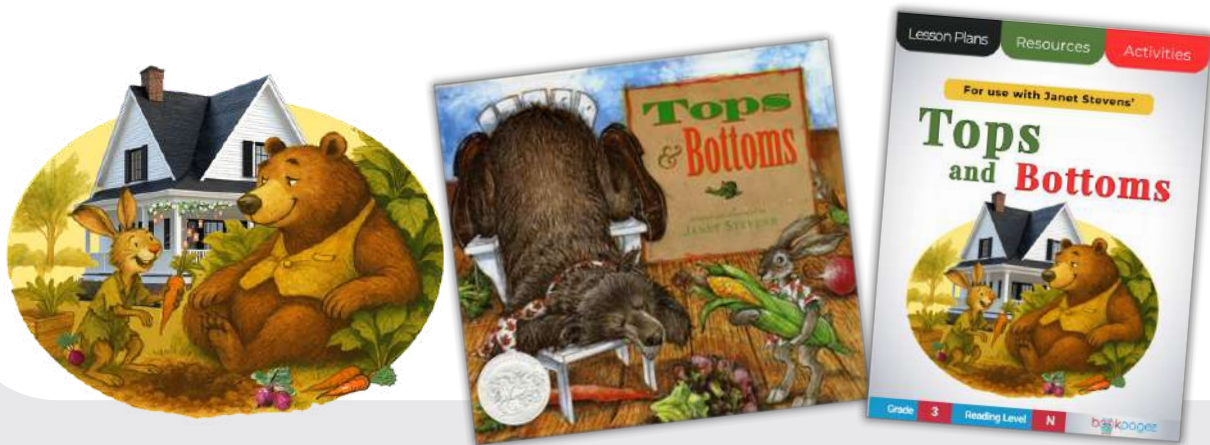


Take a Closer Look at the Phonics & Word Work Resource Set

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

Tops & Bottoms

By: Janet Stevens

Grade Level: 3 / Guided Reading Level: N

Instructional Focus:

Regular and Irregular Past Tense Verbs

Background:

Past tense action verbs describe actions that have already happened. These verbs show that something occurred in the past. To show this, we add -ed to the end of a verb. For example, walk becomes walked.

But sometimes, past tense action verbs do not follow the rule of adding -ed.

These verbs are called irregular past tense action verbs. Instead, they change in different ways, which means their past tense forms must be memorized. For example, go becomes went. Because irregular verbs don't follow a standard pattern, they can be more challenging to spot and spell.

Examples:

lived(regular)	walked(regular)	opened(regular)	asked(regular)
planted(regular)	listened(regular)	said(irregular)	dug(irregular)
went(irregular)	saw(irregular)	ate(irregular)	slept(irregular)

Materials and Preparation:

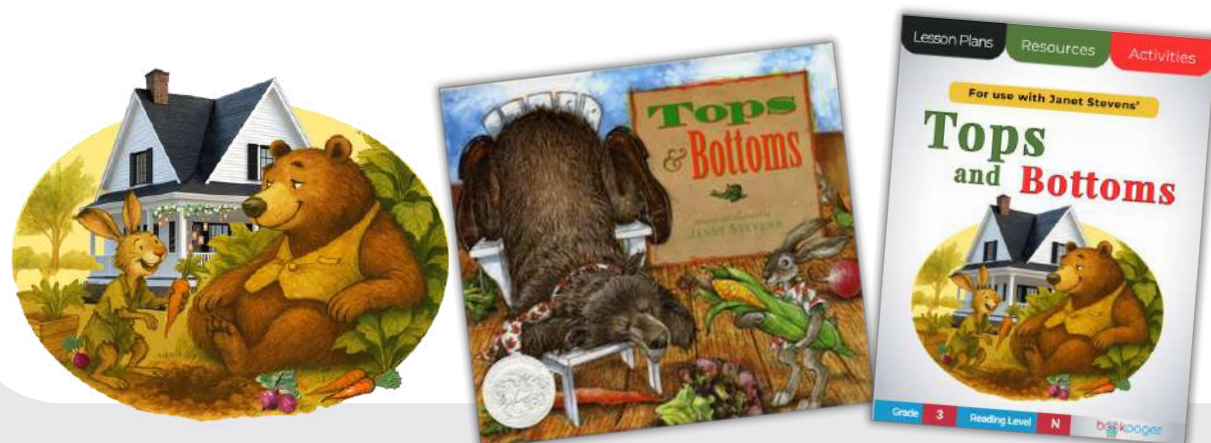
- A copy of **Tops & Bottoms** by Janet Stevens
- Whiteboard or chart paper
- Markers
- Past Tense Action Verb Cards (1 set per pair; cut out in advance)
- Regular and Irregular Past Tense Verbs Practice Page (1 per student)
- *Optional:* Word Detective Extension Worksheet (1 per student)
- *Optional:* "Blank the Verb!" 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



Past Tense Action Verb Cards

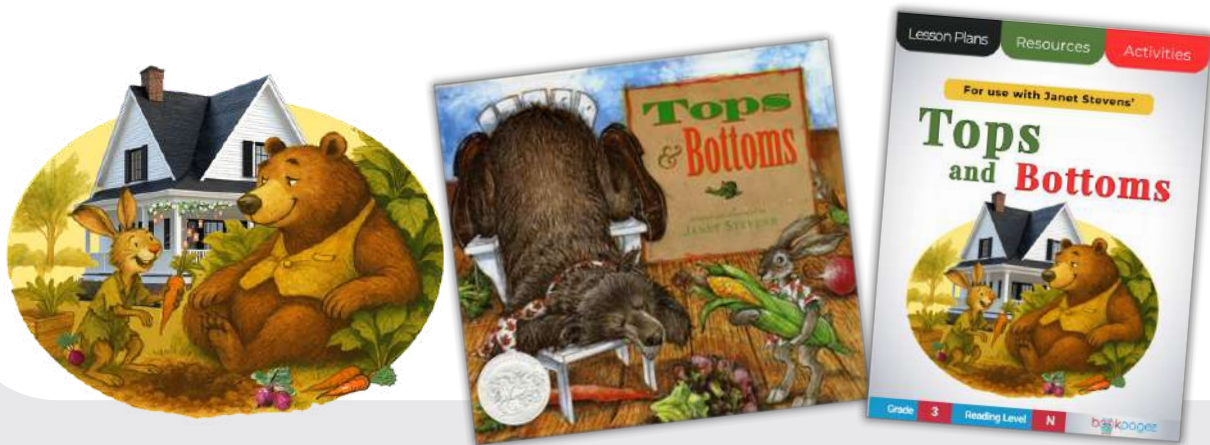
Found	Drinked	Wanted	Choosed	Painting
Finded	Drank	Wants	Chose	Painted
Cooked	Opened	Jumper	Made	Sat
Cookked	Openned	Jumped	Maked	Satted
Washes	Shouted	Slept	Telled	Ated
Washed	Shouting	Sleeped	Told	Ate

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.



Regular and Irregular Past Tense Verbs

Name: _____

Directions: Look at the list of incorrect past tense action verbs on the left side of the page. These words do not follow the -ed rule, which makes them irregular. Match each incorrect word to its proper, irregular past tense form on the right side of the page.

- | | |
|-----------|---------|
| goed • | • gave |
| eated • | • went |
| runned • | • sold |
| growed • | • drove |
| digged • | • ate |
| drived • | • got |
| drinked • | • ran |
| selled • | • drank |
| getted • | • dug |
| gived • | • grew |

Put It In the Past

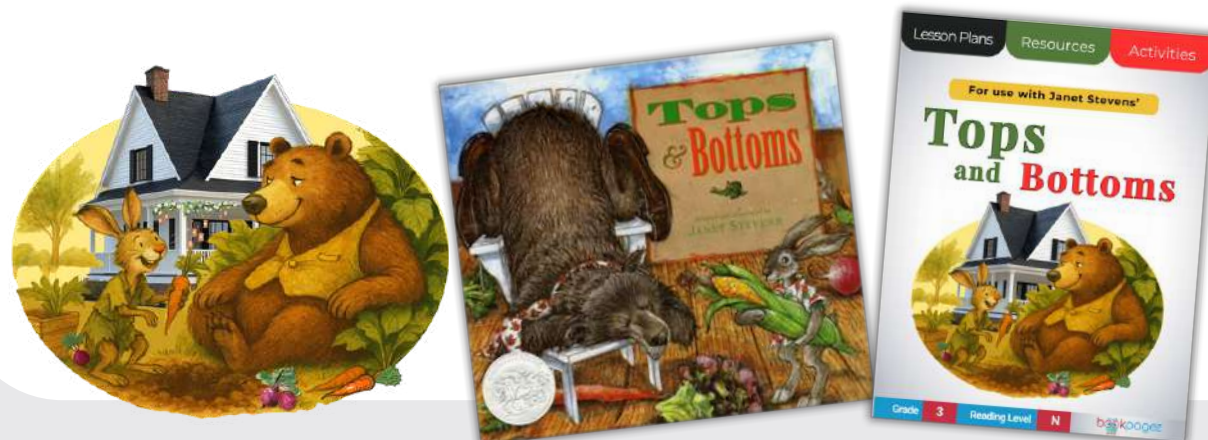
Directions: Underline the 6 present tense action verbs in the short story, and rewrite them as regular past tense action verbs on the lines below. The first one has been done for you.

The dogs cook dinner for the cats. They walk to the cats' house and knock on the door. The cats open the door and the dogs deliver the food. The cats thank the dogs.

1. Cooked	3.	5.
2.	4.	6.

The Phonics & Word Work Resource Set also Include:

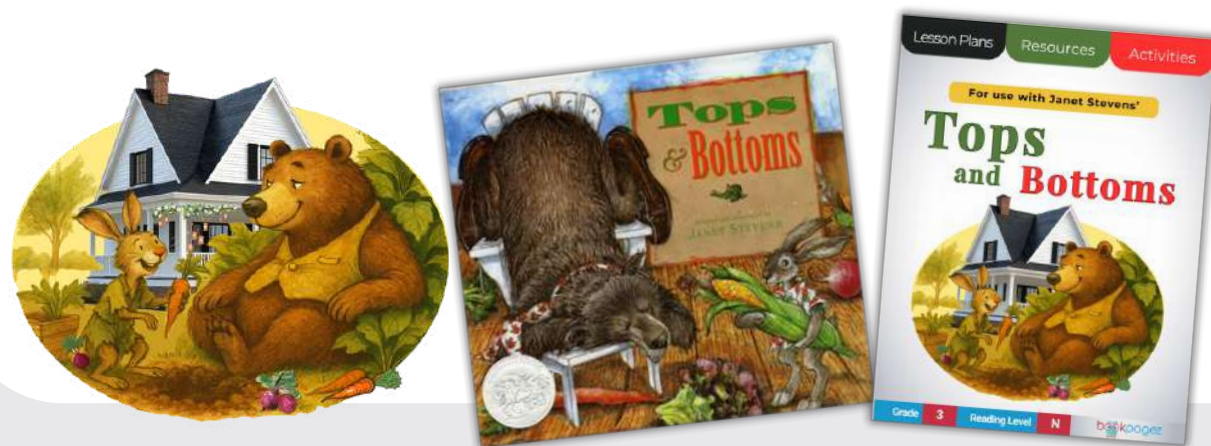
- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT



Assessments and Activities include:

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

The assessments include a standards-aligned comprehension assessment to help you evaluate student understanding of the text.



Tops & Bottoms
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about **Tops & Bottoms** to answer each of the following questions.

1. Why does Hare want to be business partners with Bear?

- (A) Because Bear is very smart.
- (B) Because Bear owns land but doesn't use it.
- (C) Because Bear is a hard worker.
- (D) Because Hare wants to take a nap.

2. What is the main lesson the author wants you to learn from the story?

- (A) It is better to be lazy than to work hard.
- (B) Working hard and being clever can help you succeed.
- (C) It's okay to trick your friends whenever you want.
- (D) Sleeping is more important than planting.

3. How does Bear's choice of "Tops" or "Bottoms" affect what happens in the story?

- (A) It shows that Bear is careful about his choices.
- (B) It makes Hare feel lazy like Bear.
- (C) It helps Bear get all the food he wants.
- (D) It causes Hare to plant crops that give him the better half.

4. What does the word "clever" mean when the author uses it to describe Hare?

- (A) Strong and powerful
- (B) Sleepy and tired
- (C) Smart and quick at solving problems
- (D) Kind and helpful to everyone

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

Name: _____

A Tops & Bottoms Advice Column
Share your wisdom (or tricks!) just like Bear and Hare.

Directions:
In **Tops & Bottoms**, Bear learned a big lesson, and Hare showed just how clever he could be.
Now it's your turn to write an advice column from the perspective of one of these characters.

Choose your character. Will you be Bear, sharing what you learned about hard work? Or Hare, giving clever tips for outsmarting others?

Write your advice. Pretend you are Bear or Hare and write 1-2 short paragraphs of advice to other animals or farmers.

- Begin with a greeting (like "Dear Farmers" or "Dear Readers").
- Stay in character — write the way Bear or Hare would talk!
- Use at least one detail from the story to support your advice.
- End with a clear lesson or moral.

Make it creative. Give your column a catchy title and decorate your page.

Check your work. Use the checklist at the bottom of the page to be sure your advice column has everything it needs.

Writer's Checklist:

- ☐ I wrote a catchy title.
- ☐ I started with a greeting.
- ☐ I wrote 1-2 paragraphs in Bear's or Hare's voice.
- ☐ I used at least one detail from the story to support the advice I gave.
- ☐ I ended with a lesson or moral.
- ☐ I decorated my page.

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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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