

# Here's What You'll Get in the Hershel and the Hanukkah Goblins Super 5 Comprehension Strategy Lesson Plans and Practice Pages

## Asking Questions Lesson Plan

### Asking Questions

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**1 Get Ready To Read**

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

**2 Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do

**Summary**

**Hershel and the Hanukkah Goblins** is a story about a village that has been miserable because of some terrible goblins. The goblins have even prevented the villagers from celebrating Hanukkah. Upon hearing this news, a man named Hershel decides to stop the goblins and to save Hanukkah. To do so, he must fight the menorah while the goblins try to stop him. Will he be able to outwit the goblins? Will Hanukkah be saved?

**Link to What You Know**

- What do you already know about goblins? What are you wondering about goblins?
- What do you know about Hanukkah? What do you want to know about this holiday?

**Important Words to Know and Understand**

**Shattered** - To break suddenly into small pieces  
**Enormous** - Very great in size or amount

**Why Readers Ask Questions While Reading**

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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## Guided Reading Level

## Activate Prior Knowledge

## Asking Questions Lesson Plan

### Asking Questions

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**3 Ask Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why...?"
- Not your questions will help you better understand the text. Stop from time to time. Ask yourself if you've found the answers to your questions

**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.

**Cover** - Look at the title and the cover page. What do these items tell you about the story? What questions do you have about Hershel and the goblins?

**Page 1** - Hershel is walking towards the village and not a single Hanukkah candle can be seen. What are you wondering? How does asking questions help you as a reader?

**Page 8** - Hershel offers his pickles to the goblin on the second night. What questions do you have about Hershel's actions? How will your question help you understand the story better?

**Page 15** - Hershel and the goblin are playing with the dreidel. What are you wondering about this scene?

**Book** - Review the questions that you asked in #1 to #4. Did you find the answers to any of your questions? Were the answers helpful to you as a reader? How so?

**Time to Reflect**

**Think** - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Hershel and the Hanukkah Goblins*?

**Talk** - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

**Reflect** - Think about the questioning work you did while reading *Hershel and the Hanukkah Goblins*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Hershel and the Hanukkah Goblins*. (Remember to include examples from the book)

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## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

### Making Connections

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**3 Make Connections While Reading**

- Make connections between what you read and what you know
- Make connections between what you read and what you feel
- Make connections between what you read and what you think

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

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

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**Summary**

**Hershel and the Hanukkah Goblins** is a story about a village that has been miserable because of some terrible goblins. The goblins have even prevented the villagers from celebrating Hanukkah. Upon hearing this news, a man named Hershel decides to stop the goblins and to save Hanukkah. To do so, he must fight the menorah while the goblins try to stop him. Will he be able to outwit the goblins? Will Hanukkah be saved?

**Link to What You Know**

- Describe one of your favorite holiday traditions.
- Think about how you have made traditions, what's in them and where they came from.

**Important Words to Know and Understand**

**Shattered** - To break suddenly into small pieces  
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**Why Readers Make Connections While Reading**

Readers make connections to better understand a text. There are three types of connections that readers make. The first type of connection is a text-to-text connection. When readers make a text-to-text connection, they compare the characters or events in the book to their own.

The second type of connection is a text-to-self connection. When readers make a text-to-self connection, they compare the characters or events in the book to their own.

The third type of connection is a text-to-world connection. When readers make a text-to-world connection, they compare the characters or events in the book to the world around them.

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### Making Predictions

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**3 Make Predictions While Reading**

- Look for clues in the text
- Use your own knowledge to make predictions
- Check your predictions as you read

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**1 Get Ready To Read**

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

**2 Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do

**Summary**

**Hershel and the Hanukkah Goblins** is a story about a village that has been miserable because of some terrible goblins. The goblins have even prevented the villagers from celebrating Hanukkah. Upon hearing this news, a man named Hershel decides to stop the goblins and to save Hanukkah. To do so, he must fight the menorah while the goblins try to stop him. Will he be able to outwit the goblins? Will Hanukkah be saved?

**Link to What You Know**

- What do you think you know about the story?
- What do you think you know about the characters?
- What do you think you know about the setting?

**Important Words to Know and Understand**

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## Making Connections

## Making Predictions

### Understanding Text Structure

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**3 Understand Text Structure While Reading**

- Notice the way the author organizes the text
- Understand the meaning of important words found in the book

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**1 Get Ready To Read**

- Learn about the book
- Get your brain ready to read
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**Summary**

**Hershel and the Hanukkah Goblins** is a story about a village that has been miserable because of some terrible goblins. The goblins have even prevented the villagers from celebrating Hanukkah. Upon hearing this news, a man named Hershel decides to stop the goblins and to save Hanukkah. To do so, he must fight the menorah while the goblins try to stop him. Will he be able to outwit the goblins? Will Hanukkah be saved?

**Link to What You Know**

- What do you think you know about the story?
- What do you think you know about the characters?
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**Why Readers Understand Text Structure While Reading**

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## Understanding Text Structure

### Visualizing

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**3 Visualize While Reading**

- Notice the way the author organizes the text
- Understand the meaning of important words found in the book

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**1 Get Ready To Read**

- Learn about the book
- Get your brain ready to read
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**Summary**

**Hershel and the Hanukkah Goblins** is a story about a village that has been miserable because of some terrible goblins. The goblins have even prevented the villagers from celebrating Hanukkah. Upon hearing this news, a man named Hershel decides to stop the goblins and to save Hanukkah. To do so, he must fight the menorah while the goblins try to stop him. Will he be able to outwit the goblins? Will Hanukkah be saved?

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- What do you think you know about the story?
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**Why Readers Visualize While Reading**

Readers visualize to better understand a text. There are three types of visualization that readers visualize. The first type of visualization is a text-to-text visualization. When readers visualize a text-to-text visualization, they compare the characters or events in the book to their own.

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## Visualizing

### Answer Key for Asking Questions with Hershel and the Hanukkah Goblins

**Your Turn to Practice Asking Questions with Hershel and the Hanukkah Goblins**

**Cover** - Look at the title and the cover page. What do these items tell you about the story?

**Page 1** - Hershel is walking towards the village and not a single Hanukkah candle can be seen. What are you wondering? How does asking questions help you as a reader?

**Page 8** - Hershel offers his pickles to the goblin on the second night. What questions do you have about Hershel's actions? How will your question help you understand the story better?

**Page 15** - Hershel and the goblin are playing with the dreidel. What are you wondering about this scene?

**Book** - Review the questions that you asked in #1 to #4. Did you find the answers to any of your questions? Were the answers helpful to you as a reader? How so?

**Time to Reflect**

**Think** - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Hershel and the Hanukkah Goblins*?

**Talk** - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

**Reflect** - Think about the questioning work you did while reading *Hershel and the Hanukkah Goblins*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Hershel and the Hanukkah Goblins*. (Remember to include examples from the book)

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### Answer Key for Making Connections with Hershel and the Hanukkah Goblins

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### Answer Key for Making Predictions with Hershel and the Hanukkah Goblins

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### Answer Key for Understanding Text Structure with Hershel and the Hanukkah Goblins

**Your Turn to Practice Understanding Text Structure with Hershel and the Hanukkah Goblins**

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### Answer Key for Visualizing with Hershel and the Hanukkah Goblins

**Your Turn to Practice Visualizing with Hershel and the Hanukkah Goblins**

**Page 1** - Hershel is walking towards the village and not a single Hanukkah candle can be seen. What are you wondering? How does asking questions help you as a reader?

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## Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Hershel and the Hanukkah Goblins: Visualizing

How did the author's illustrations add meaning to Hershel and the Hanukkah Goblins? What could you add to the illustrations to make them more meaningful?

☐ I can explain how the author uses illustrations to show the meaning in a story.

CCSS: RL.3.7

Hershel and the Hanukkah Goblins: Visualizing

How did the author's illustrations add meaning to Hershel and the Hanukkah Goblins? What could you add to the illustrations to make them more meaningful?

☐ I can explain how the author uses illustrations to show the meaning in a story.

CCSS: RL.3.7

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How did the author's illustrations add meaning to Hershel and the Hanukkah Goblins? What could you add to the illustrations to make them more meaningful?

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CCSS: RL.3.7

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

Common Core Free Option

Hershel and the Hanukkah Goblins: Visualizing

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How did the author's illustrations add meaning to Hershel and the Hanukkah Goblins? What could you add to the illustrations to make them more meaningful?

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Asking Questions**  
Title: \_\_\_\_\_

Question Sentence Starters  
I wonder... Why didn't... How does...  
I am confused about... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

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

Asking Questions

**Making Connections**  
Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?  
☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World

Draw a picture of your connection in the box below.

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 Connections

**Making Predictions**  
Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction(s) below.	Write your prediction(s) below.	Encircle what was right/incorrect.
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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.

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Making Predictions

**Understanding Text Structure**  
Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures You Might See While Reading:  
Sequence, Compare and Contrast, Cause and Effect

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.

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Understanding Text Structure

**Visualizing**  
Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.


Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

Visualizing

## Vocabulary Connections Resources


<b>Vocabulary Connections</b>	<p><b>Hershel and the Hanukkah Goblins</b>          By: Eric Kimmel          Grade Level: 3 / Guided Reading Level: N</p>
<p><b>Important Words to Know and Understand in <i>Hershel and the Hanukkah Goblins</i></b></p>	
<p><b>Enormous</b>          Very great in size or amount</p>	
<p><b>Goblin</b>          Angry and sometimes evil creature that likes to cause trouble</p>	
<p><b>Hovering</b>          To float in the air without moving in any direction</p>	
<p><b>Miserable</b>          Very unhappy</p>	
<p><b>Outwit</b>          To defeat or trick (someone) by being more intelligent or clever</p>	
<p><b>Pleaded</b>          To ask for something in a serious and emotional way</p>	
<p><b>Shattered</b>          To break suddenly into many small pieces</p>	
<p><b>Shuddered</b>          To shake because of fear, cold, etc.</p>	
<p><b>Vanished</b>          To disappear entirely without a clear explanation</p>	
<p><b>Village</b>          A small town in the country</p>	

## Important Words to Know and Understand in Hershel and the Hanukkah Goblins Word List


## Vocabulary Connections

**Hershel and the Hanukkah Goblins**  
 By: Eric Kimmel  
 Grade Level: 3 / Guided Reading Level: N


**Enormous**




**Goblin**




**Hovering**




**Miserable**



**Outwit**



**Pleaded**



**Directions:**  
 1. Use on the side of the book.  
 2. Use on the side of the book.  
 3. Use, figure it out on the side of the book.  
 4. Use, figure it out on the side of the book.

Picture Vocabulary Sorting Cards | ©BookPage.com

## Word and Picture Sorting Cards

## Vocabulary Connections

**Hershel and the Hanukkah Goblins**  
 By: Eric Kimmel  
 Grade Level: 3 / Guided Reading Level: N

<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Shattered</p> <p style="margin-top: 100px;">To break suddenly into many small pieces</p>	<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Shuddered</p> <p style="margin-top: 100px;">To shake because of fear, cold, etc.</p>
<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Vanished</p> <p style="margin-top: 100px;">To disappear entirely without a clear explanation</p>	<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Village</p> <p style="margin-top: 100px;">A small town in the country</p>

**Step by Step Directions**

1. Cut out the Definition 2. Fold on the solid line 3. Glue, Taped or Staple the top of each Card in Order

Definition Vocabulary Sorting Cards | ©BookPage.com

## Word and Definition Sorting Cards

## Vocabulary Connections

### Hershel and the Hanukkah Gablins

By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

### anukkah Gablins

By: Eric Kimmel  
Guided Reading Level: N

**Enormous** is a/an  
noun verb  
adverb adjective

Definition of  
**Enormous**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goblin** is a/an  
noun verb  
adverb adjective

Definition of  
**Goblin**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Hovering** is a/an  
noun verb  
adverb adjective

Definition of  
**Hovering**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Enormous** looks  
like this:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goblin** looks  
like this:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Hovering** looks  
like this:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Enormous** reminds  
me of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Goblin** reminds  
me of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Hovering** reminds  
me of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interactive Vocabulary Notebook Cards | © [800Page.com](http://800Page.com)

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# Interactive Vocabulary Notebook Cards

### Word Games

with Words from **Hershel and the Hanukkah Goblins**

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**Directions:** Circle the correct word to fill in the blank.

- If you are happy and contented, you are not \_\_\_\_\_.  
                cheerful      joyful      miserable
- Tiny is the opposite of \_\_\_\_\_.  
                small            enormous      little
- Floating in the air in any direction without moving is called \_\_\_\_\_.  
                hovering         resting         crashing
- The word \_\_\_\_\_ is used to describe a small town in the country.  
                city               village         street
- When you \_\_\_\_\_ someone, you defeat them by being smarter.  
                outwit            confuse         protect

**Directions:** Graph the number of vowels in each of the words in the word bank.

S H A T T E R E D					
S H U D D E R E D					
V A N I S H E D					
	1	2	3	4	5

Name: \_\_\_\_\_ @BookPages.com

## Word Games and Answer Key


## Vocabulary Connections

By Eric Kimmel

Grade Level: 3 / Guided Reading Level: N

### Hershel and the Hanukkah Goblins

By Eric Kimmel




A new word that I learned in this book is:

It's like...

It means...

Name: \_\_\_\_\_



**Step by Step Directions**

- Read the story "Hershel and the Hanukkah Goblins" by Eric Kimmel.
- Look up the word "goblin" in the dictionary.
- Write the word "goblin" in the space provided.
- Write a sentence about the word "goblin" in the space provided.

## Personalized Vocabulary Bookmark

[illegible]



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**Instructional Focus:**  
Contractions

**Background:**  
A contraction is when two words are combined together to make a new, shorter word with the same meaning. In a contraction, an apostrophe is used to replace the missing letters and combine the two words.

**Examples:**

not	is
shouldn't	she's
couldn't	he's
wouldn't	it's
doesn't	
won't	

**Materials and Preparation:**

- A Copy of *Hershel and the Hanukkah Goblins*
- Markers
- Scissors (1 per student)
- Colored Paper (1 per student)
- Making Contractions Bingo Boards (1 per student)
- Bingo Boards (1 per student)
- Dry erase boards (1 per student)
- Dry erase markers
- glue (1 per student)
- Optional - Word Detective Worksheet

**Word Work**

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**Step 1: Introduce the Focus of Word Work**

**Introduce Contractions**

- Please write a step-by-step lesson plan below according to the example provided.
- Explain that contractions are two words combined to make a shorter version. When the two words are combined, an apostrophe is used to replace the missing letters.
- Draw student attention to the list of words on the anchor chart. Tell students you will make a contraction by combining these words.
- Start with the words "do" and "not." Write the contraction "don't" next to "do" and "not" on the chart paper. Show how you removed the letter "o" and put an apostrophe in place.
- Repeat this process for the word pairs "it" and "is" and "we" and "will."
- Next, invite student volunteers to determine the two words that match each contraction. Begin with "we're". Repeat for the remaining 4 words.

**Step 2: Connect Word Work to Reading**

**Contractions in the Text**

- Pass out a white board and dry erase markers to each student.
- Tell students that *Hershel and the Hanukkah Goblins* has examples of contractions throughout the story.
- Direct students to use the whiteboard to tally how many times they hear or see a contraction.
- Read **page 2** aloud. Ensure that students drew three tally marks for this page. Ask students to identify the contractions they heard or saw. (Answer: isn't, don't, and it's)
- Read the rest of the story.
- After reading, discuss how many contractions students heard/saw. Ask students to identify any specific contractions.

**Examples of Contractions found in the text:**

- isn't
- don't
- it's
- I'm
- can't
- who's
- nobody's
- that's
- there's
- won't
- you'll
- it's
- we'll
- you're
- weren't

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**

**Hershel and the Hanukkah Goblins**  
By: Eric Kimmel  
Grade Level: 3 / Guided Reading Level: N

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Distribute copies of the Contraction Bingo Board to students (Note: There are 5 different versions of the bingo boards. Each student gets one board).
- Make one copy of the Teacher's Contraction Word Cards. Cut apart or mark to keep track of the contractions you call out.
- Distribute scraps of colored paper to use as markers.
- To play, call out a set of contraction words. If students have the corresponding contraction on their board, they cover it with a piece of paper. Once students have an entire row, column, or diagonal covered, they raise their hand and call out "Bingo".
- Check words to ensure the student covered the correct contractions.
- Continue to play as time permits.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Pass out the *Making Contractions* practice page.
- Make scissors and glue available to each student.
- Instruct students to cut out the contractions on the bottom of the page and glue them next to the matching words.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for **contractions** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Independent Practice Page

**Contraction Bingo Board**  
Interactive Activity

Bingo Board 1

she'll	wouldn't	can't	isn't	I'll
she's	hasn't	don't	it's	I'm
they're	we're	FREE SPACE	you'll	there's
we'll	he'll	won't	you're	he's
doesn't	couldn't	she'll	weren't	that's

Guided Word Work Practice | @BookPagez.com

Extension Activity

**Word Detective: Contractions**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **contractions** 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

**Making Contractions**  
Word Work Practice Page

**Directions:**  
Cut out the contractions and glue them next to the two words that matches the contraction.

I	+	am	=
they	+	are	=
can	+	not	=
she	+	is	=
will	+	not	=
that	+	is	=

I'm    can't    won't

they're    she's    that's

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com



# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency

Running Record					
Title: <i>Hershel and the Hanukkah Goblins</i> Guided Reading Text Level: N Word Count: 100					
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual					COUNT
Page		E	SC	E MSV	SC MSV
1	It was the first night of Hanukkah. Hershel of Ostropol was walking down the road. He was tired and hungry. Nonetheless, his step was light. Soon he would reach the next village, where bright candles, merry songs, and platters piled high with tasty potato latkes awaited him. But when he arrived, the village was silent and dark. Not a single Hanukkah candle could be seen.				
Tested By: _____ @BookPagez.com					

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

Hershel and the Hanukkah Goblins CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>Hershel and the Hanukkah Goblins</i> to answer each of the following questions.	
<b>1. Why did the villagers stop celebrating Hanukkah?</b> <input type="radio"/> A They were too tired to celebrate. <input type="radio"/> B The goblins stopped them from celebrating. <input type="radio"/> C They had no menorahs to celebrate. <input type="radio"/> D They never stopped celebrating Hanukkah.	
<b>2. What did the villagers learn from Hershel?</b> <input type="radio"/> A They learned to be brave and to use intelligence to defeat the goblins. <input type="radio"/> B They learned to be funny to defeat the goblins. <input type="radio"/> C They learned to be mean to defeat the goblins. <input type="radio"/> D They did not learn anything from Hershel.	
<b>3. What word would best describe Hershel?</b> <input type="radio"/> A Boring <input type="radio"/> B Silly <input type="radio"/> C Stubborn <input type="radio"/> D Clever	
<b>4. What do you think the author means by the phrase "the king of the goblin fury...it splintered the great timbers and scattered them like matchsticks."</b> <input type="radio"/> A The building pieces were so small that they caught on fire. <input type="radio"/> B The pieces of wood flew around because they were in such small pieces. <input type="radio"/> C The goblin breathed fire on the building. <input type="radio"/> D Hershel struck a match to light a candle.	

<b>5. What information helps the reader to know beforehand that Hershel will outwit the third goblin?</b> (RL.3.5) <input checked="" type="radio"/> A Hershel outwitted the first two goblins. <input type="radio"/> B Hershel volunteered to help. <input type="radio"/> C Hershel did not outwit the first two goblins. <input type="radio"/> D Hershel will not outwit the goblin.
<b>6. Who is the narrator in <i>Hershel and the Hanukkah Goblins</i>?</b> (RL.3.6) <input type="radio"/> A Hershel <input type="radio"/> B The King of the Goblins <input type="radio"/> C Rabbi <input checked="" type="radio"/> D Third Person
<b>7. Why did the illustrator use such dark colors for the artwork in <i>Hershel and the Hanukkah Goblins</i>?</b> (RL.3.7) <input checked="" type="radio"/> A So that the reader is frightened by the goblins. <input type="radio"/> B So that the reader feels sleepy. <input type="radio"/> C We can see all of Hershel's many emotions. <input type="radio"/> D The illustrations don't help the story.
<b>8. Compare and contrast the villagers in the beginning of the story and the end of the story.</b> (RL.3.9) <input type="radio"/> A The villagers were mad in the beginning and happy in the end. <input checked="" type="radio"/> B The villagers were miserable in the beginning and thankful in the end. <input type="radio"/> C The villagers were bored in the beginning and sad in the end. <input type="radio"/> D The villagers were annoyed in the beginning and thankful in the end.
<b>9. Based on what you learned about Hershel, what do you think he is likely to do the next time someone needs help?</b> (RL.3.10) <input type="radio"/> A Hershel is likely to walk away the next time someone needs help. <input type="radio"/> B Hershel is likely to give advice the next time someone needs help. <input checked="" type="radio"/> C Hershel is likely to volunteer to help the next time someone needs it. <input type="radio"/> D Hershel is likely to run home and hide the next time someone needs help.

Answer Key

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Alternate Ending

**Directions:** Change the ending of the book *Hershel and the Hanukkah Goblins*. Draw a picture and write your new ending.

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Extension Activity | @BookPagez.com

## Complete Common Core Alignment

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

## Vocabulary Connections Common Core Alignment

Word Work  
Common Core Alignment