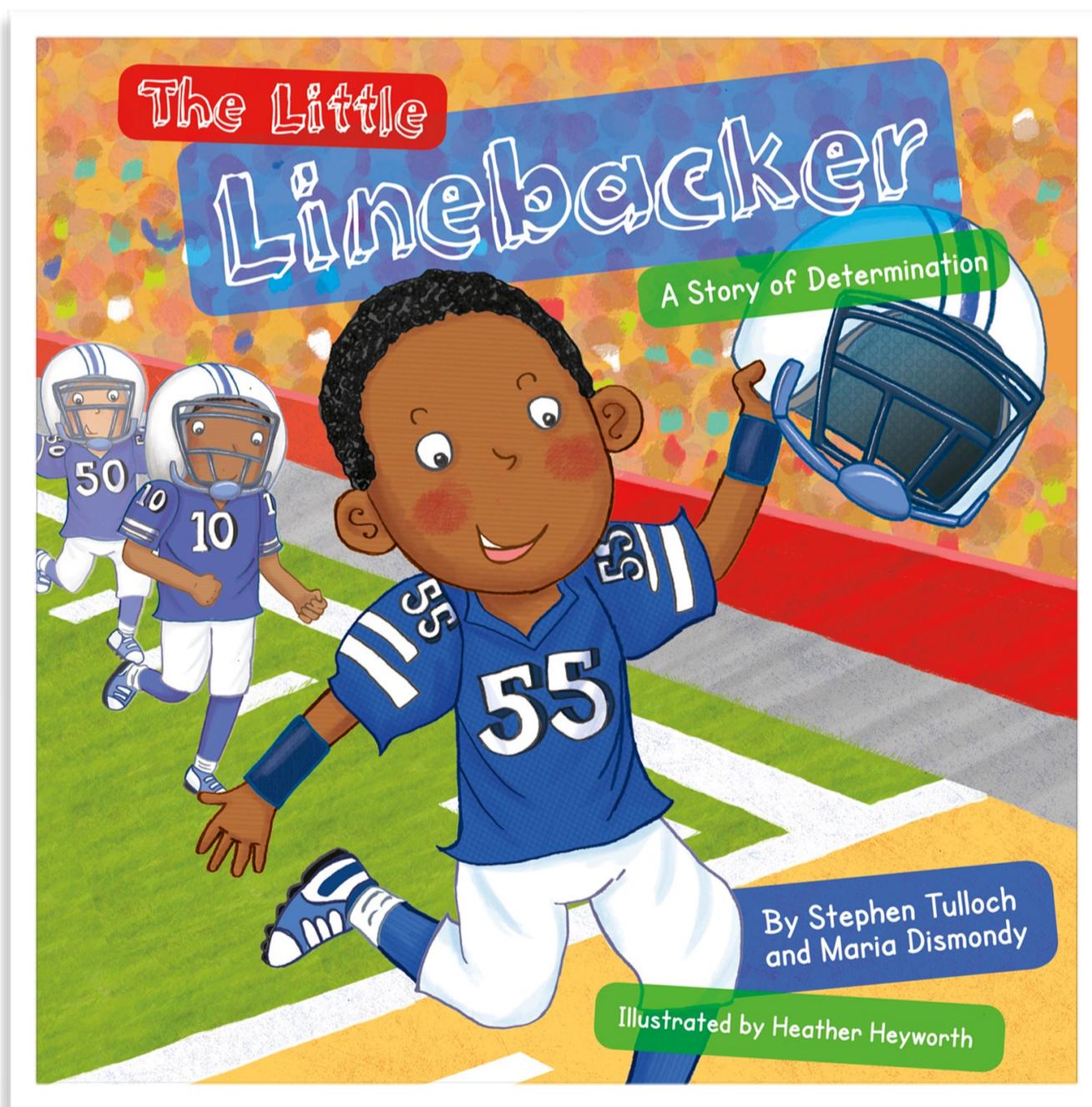


THE LITTLE LINEBACKER

A READER'S GUIDE

BY EMILY YOST FROM THIRD IN HOLLYWOOD



Written by:
Stephen Tulloch &
Maria Dismondly

Illustrated by:
Heather
Heyworth

THE LITTLE LINEBACKER

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NOTE TO TEACHERS/PARENTS

These worksheets have been aligned to 3rd grade Common Core Standards, however, they can be used and adapted for any grade as you see fit.



THE LITTLE LINEBACKER

COMPREHENSION QUESTIONS

Before Reading:

- ★What do you think this book will be about? Why do you think that?
- ★What characters do you think might be in this story?
- ★What questions would you like to ask the author before you read this book?
- ★What are you wondering about as you look at the cover and back of your book?

During Reading:

- ★What do you think will happen next? Why?
- ★How do you think Stephen will handle this situation?
- ★What must have happened here that the author didn't tell us?
- ★What emotions is Stephen feeling? How do you know?
- ★What would you have done if you were the Stephen?
- ★Has anything like this ever happened to you? Does it remind you of something?
- ★How would you have felt if that happened to you?
- ★Do you know someone like this Stephen?
- ★How are you like/different than this Stephen?

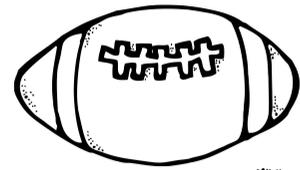
After Reading:

- ★If this story had a sequel, what do you think it would be about?
- ★What is the main message of this book? What does the author want you to think about? What was the big idea?
- ★What questions would you like to ask the authors?
- ★If you could talk to Stephen, what would you say to him? What questions would you ask him?

Name: _____

THE LITTLE LINEBACKER

THE 5W'S



Directions: Using the 5 W's (who, what, where, when, why) to recall the details of the story.

WHO IS THE STORY ABOUT?

WHAT IS THE STORY ABOUT?

WHERE DID THE STORY TAKE PLACE?

WHEN DID THE STORY TAKE PLACE?

WHY WAS THE STORY WRITTEN?

CCSS.ELA-LITERACY.RL.3.1

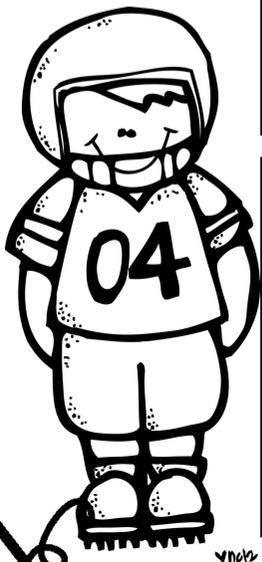
Name: _____

THE LITTLE LINEBACKER

SEQUENCING

Directions: Cut out each event below and glue them in order of sequence according to the story.

<u>FIRST</u> 	→	<u>THEN</u> 	→	<u>NEXT</u> 
<u>FINALLY</u> 	←	<u>NEXT</u> 	←	<u>THEN</u> 



Stephen wanted to get better at football so he got his neighborhood friends to play.

Stephen overheard the college scouts saying that he would never get picked because of his size.

In a crowded stadium, Stephen ran the ball for a touchdown and the crowd went wild.

Stephen didn't get picked during a practice in high school.

Stephen got a bad grade on his math test so he studied harder to get a better score.

Stephen asked his coach if he could practice again tomorrow because he loved it so much.



Name: _____

THE LITTLE LINEBACKER CHARACTER TRAITS

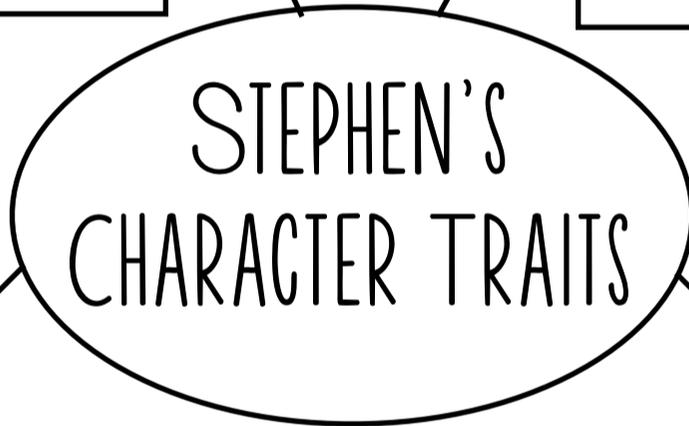
Directions: Think of adjectives to describe Stephen's personality. Write them on the line in the boxes below, and then give evidence from the text to support your answers.

Character Trait:

Evidence From Text:

Character Trait:

Evidence From Text:

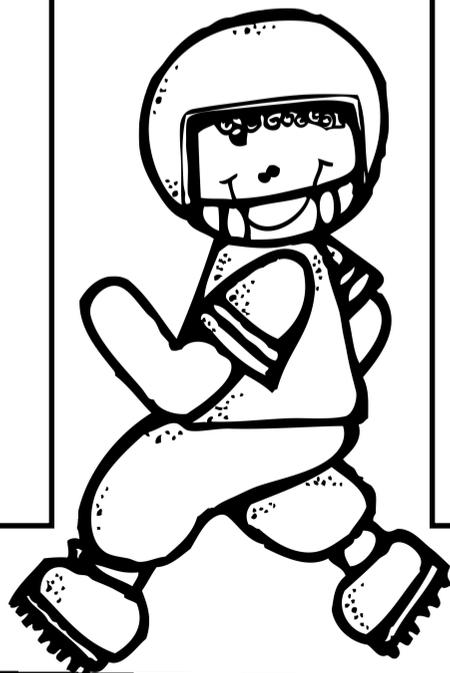


Character Trait:

Evidence From Text:

Character Trait:

Evidence From Text:



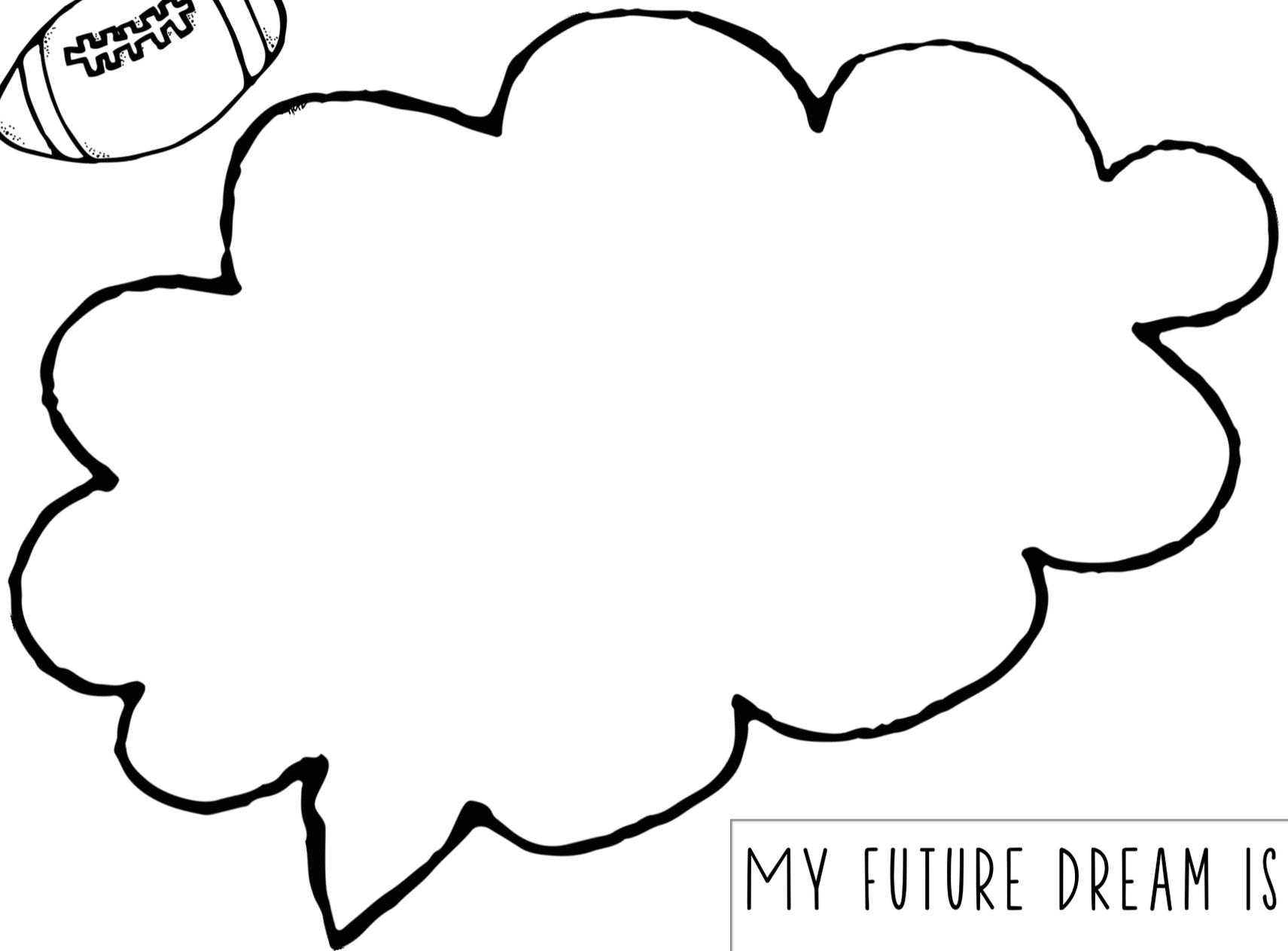
CCSS.ELA-LITERACY.RL.3.3 and 3.6



Name: _____

THE LITTLE LINEBACKER VISUALIZING

Directions: Think of a future goal/dream that you would love to achieve. Draw it in the think bubble below.



MY FUTURE DREAM IS:

I CAN ACHIEVE IT BY:



↑ Draw YOU here ↑

CCSS.ELA-LITERACY.RL.3.2 and 3.6

Name: _____

THE LITTLE LINEBACKER CHARACTER CHANGE

Directions: Think how Stephen changed throughout the story and what happened that caused those changes.

STEPHEN AT THE BEGINNING OF THE STORY:

EVENTS THAT CAUSED THE CHANGE:

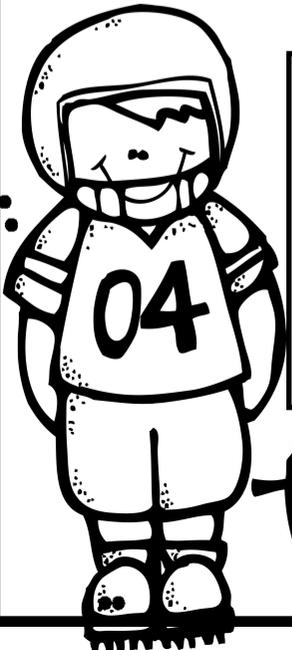
1.

2.

3.

4.

STEPHEN AT THE END OF THE STORY:



Football

Name: _____

THE LITTLE LINEBACKER

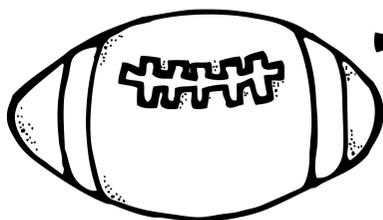
AUTHOR'S PURPOSE

Directions: Think about the purpose of this story and why the author wrote it. What did the author want the readers to take away from the story?

THE AUTHOR'S PURPOSE:

THE MESSAGE OF THE STORY:

THE THEME OF THE STORY:



football

Name: _____

THE LITTLE LINEBACKER CAUSE & EFFECT

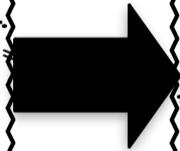
Directions: Think about what happened to Stephen in the story. What happened and what were the effects from those situations in his life?

CAUSE (WHY IT HAPPENED)



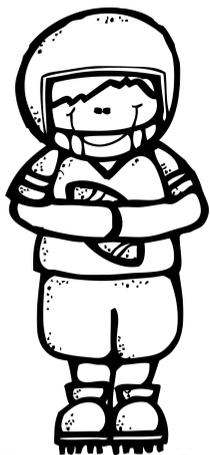
EFFECT (WHAT HAPPENED)

CAUSE (WHY IT HAPPENED)

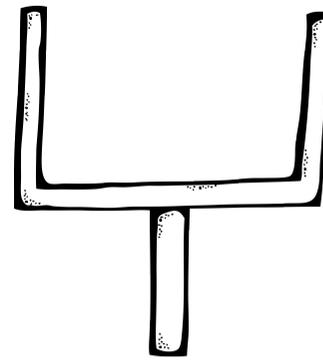


EFFECT (WHAT HAPPENED)





Name: _____



THE LITTLE LINEBACKER INFERRING

WHAT THE TEXT SAYS (CLUES)

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



WHAT I KNOW (PRIOR KNOWLEDGE)

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



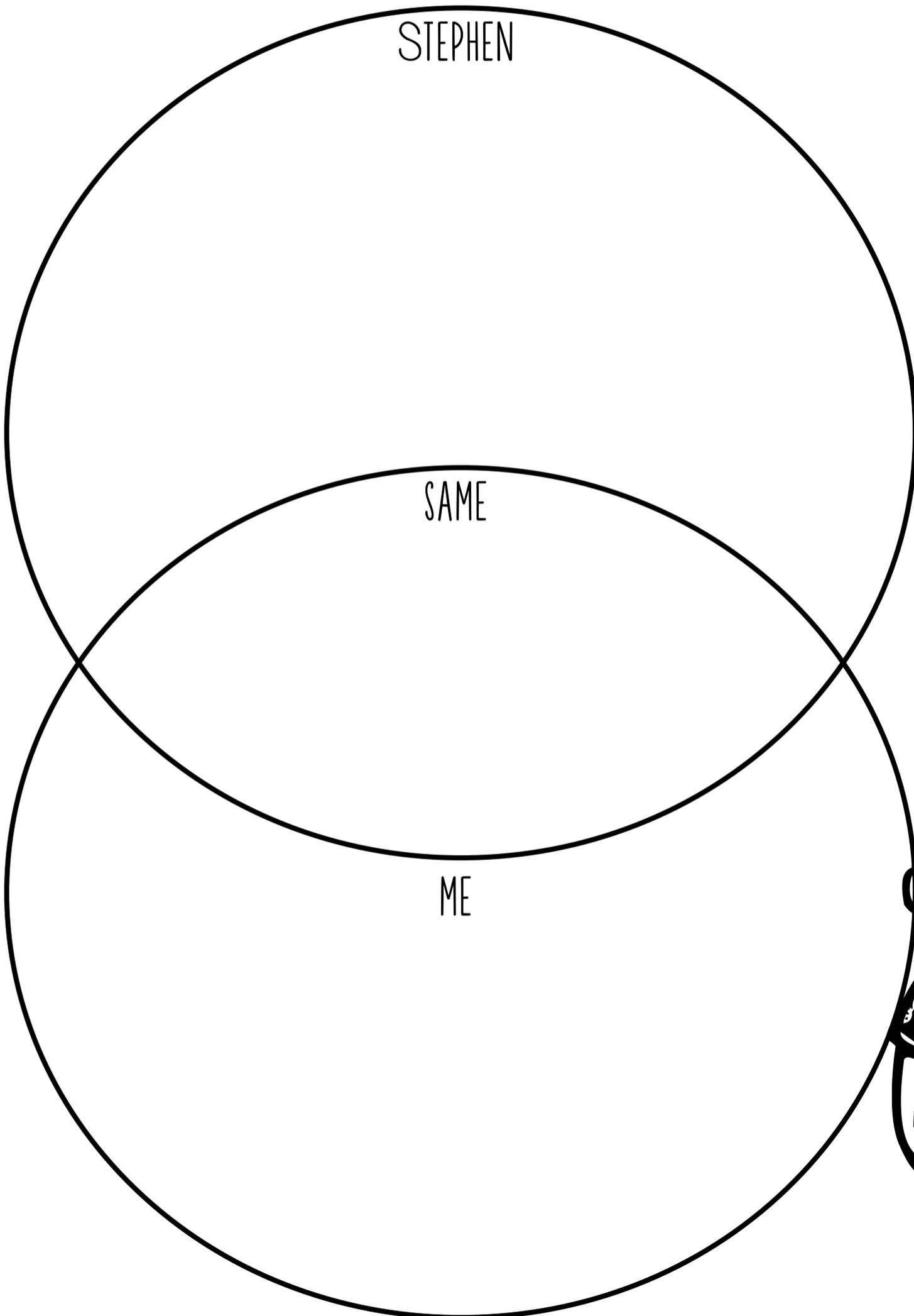
THE CONCLUSIONS I CAME TO (INFERENCE)

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

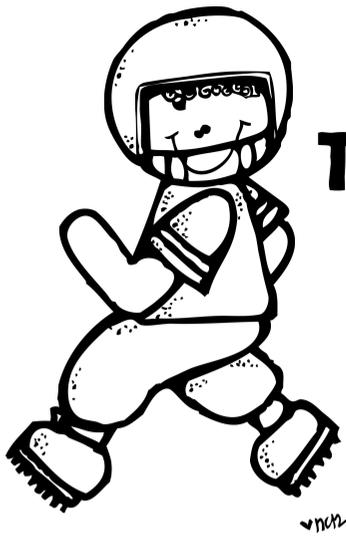
THE LITTLE LINEBACKER COMPARE & CONTRAST

Directions: Compare yourself to Stephen. How are you alike and how are you different?



CCSS.ELA-LITERACY.RL.3.9

Name: _____



THE LITTLE LINEBACKER CONNECTING

TEXT TO SELF

WHAT THE TEXT SAYS

HOW THAT CONNECTS TO ME

TEXT TO TEXT

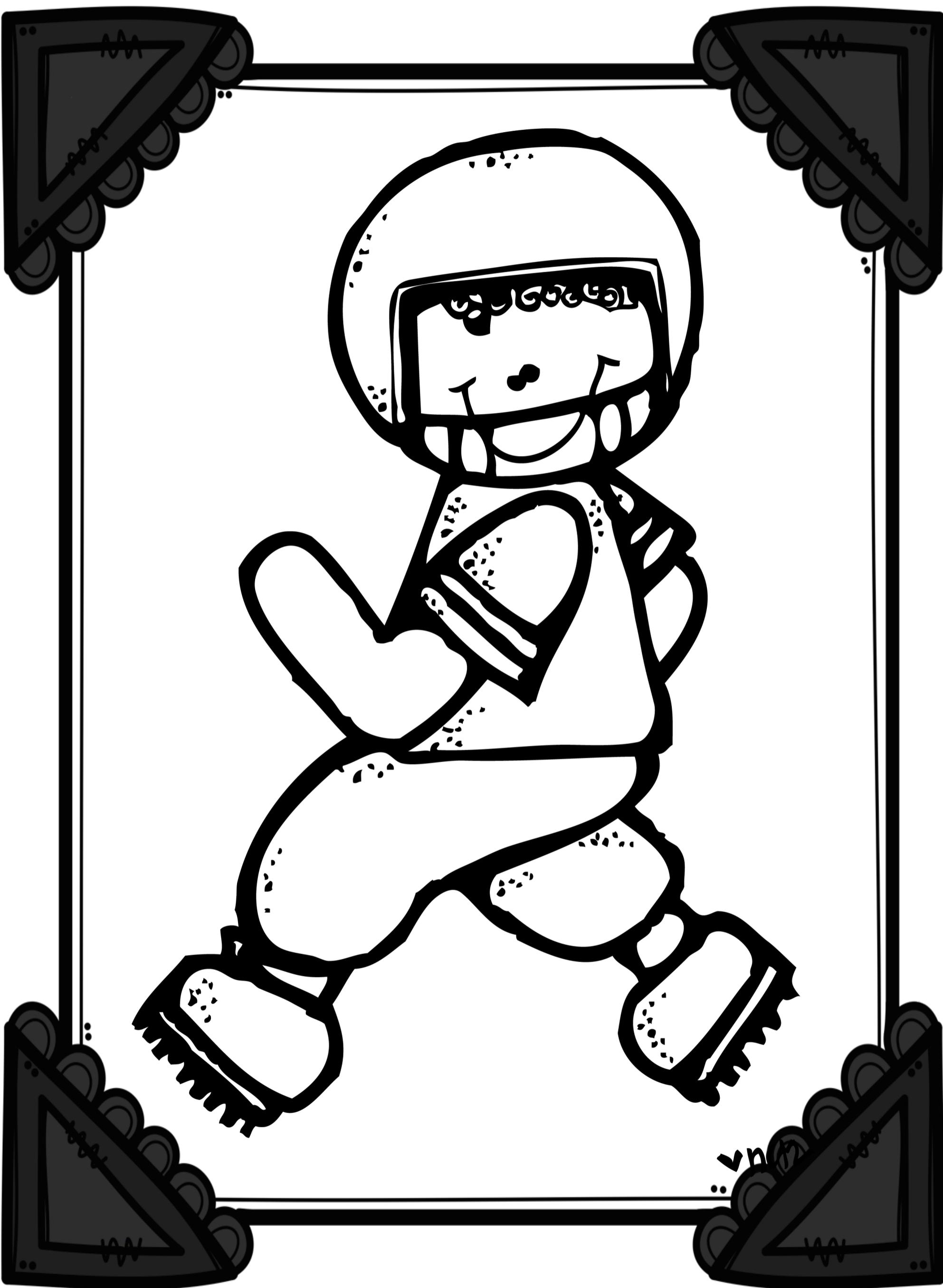
WHAT THE TEXT SAYS

HOW THAT CONNECTS TO ANOTHER TEXT

TEXT TO WORLD

WHAT THE TEXT SAYS

HOW THAT CONNECTS TO THE WORLD





Y NCH2..

THE LITTLE LINEBACKER ADJECTIVE, NOUN, & VERB SORT

Directions: Cut and sort the words under the correct category.

PASS

FOOTBALL

RUNNING

BROWN

TEAM

SWEATING

PRACTICE

STEPHEN

DETROIT

BRAVE

FAN

WATCHING

PLAYING

HELMET

GOAL

JERSEY

FUN

FAST

DETERMINED

STRONG

THE LITTLE LINEBACKER ADJECTIVE, NOUN, & VERB SORT

Directions: Cut out the categories and sort the words beneath each category.



ADJECTIVES



VERBS

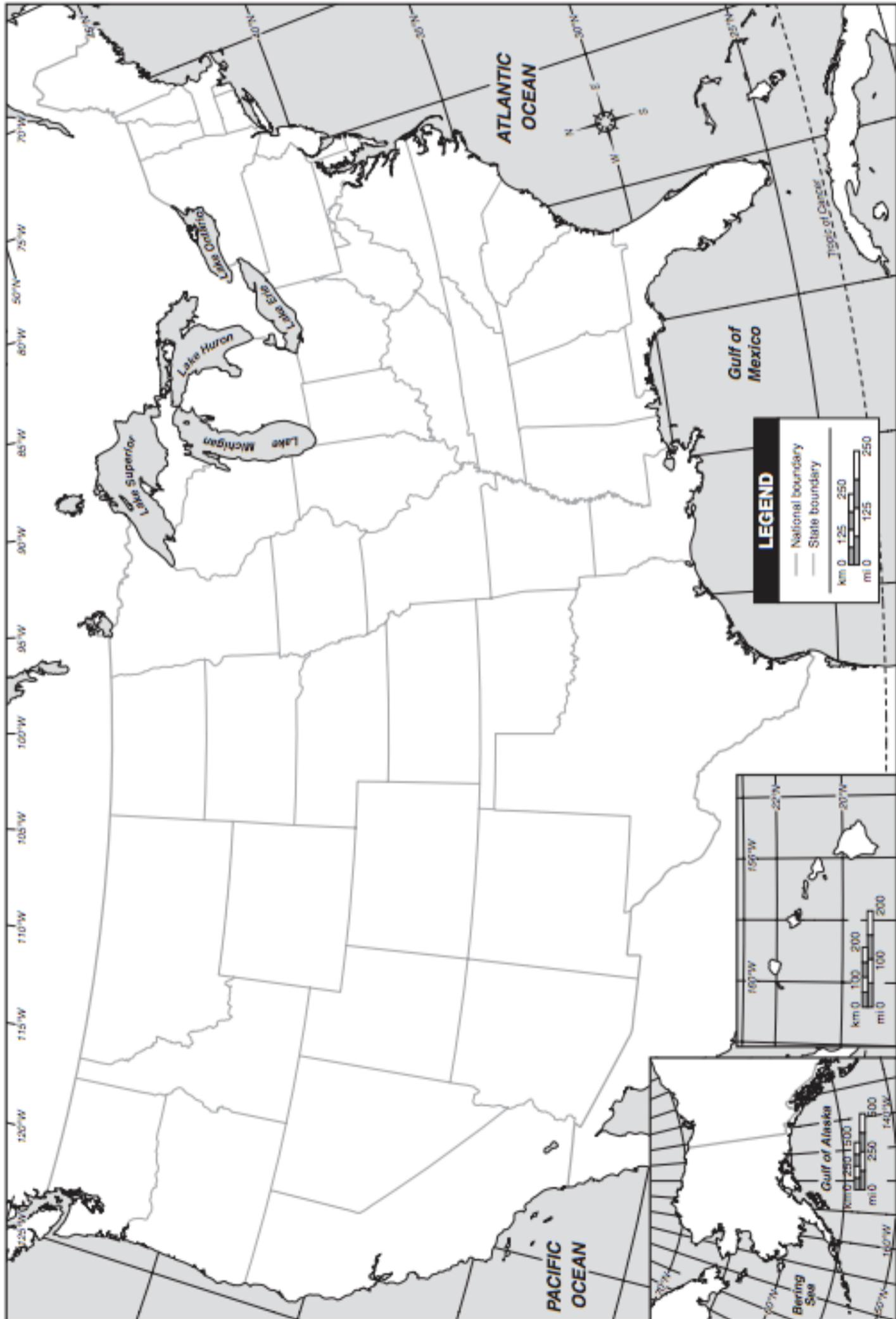


NOUNS

Name: _____

THE LITTLE LINEBACKER SUPER BOWL MAPPING

Directions: Using the internet, locate and mark on this map all of the Super Bowl locations from Super Bowl History.



Name: _____

THE LITTLE LINEBACKER

RESEARCHING THE DETROIT LIONS

Directions: Using the internet, research the Detroit Lions and answer the following questions.

★ How many quarterbacks are on the team? _____

★ Which player weighs the most? _____

★ Which player weighs the least? _____

★ Who is the tallest player? _____

★ Who is the shortest player? _____

★ Who has the most experience? _____

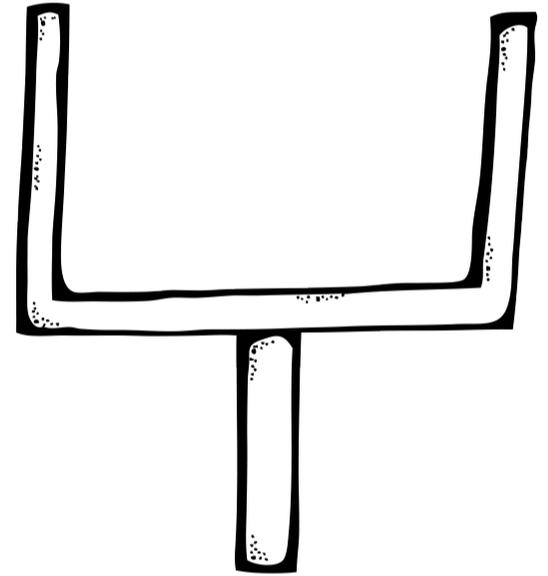
★ How many rookies are on the team? _____

★ Who is the oldest player on the team? _____

★ What is the average age of players on the team? _____

★ How many injured players are on the team? _____

★ Who is the kicker on the team? _____



football

Name: _____

THE LITTLE LINEBACKER KICKING & THROWING A FOOTBALL

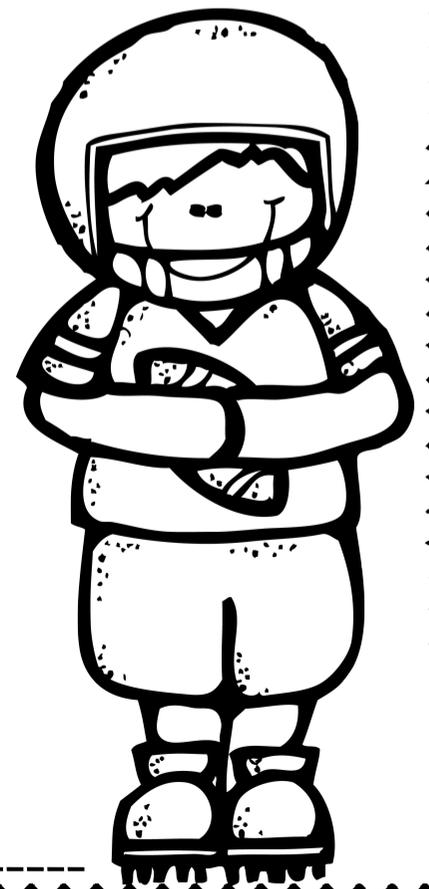
Directions: If you have a football, predict how long you can throw and kick a football. After you have made your prediction, try throwing and kicking the football three times and record your length using a tape measure.

PREDICTION MEASUREMENTS:

- ★ How far do you think you can throw the football? _____ feet
- ★ How far do you think you can kick the football? _____ feet

ACTUAL MEASUREMENTS:

- ★ How far can you kick the football?
 - ★1st time: _____ feet
 - ★2nd time: _____ feet
 - ★3rd time: _____ feet
- ★ How far can you throw the football?
 - ★1st time: _____ feet
 - ★2nd time: _____ feet
 - ★3rd time: _____ feet



Were your predictions correct? _____

Name: _____

THE LITTLE LINEBACKER MEASURING/WEIGHING A FOOTBALL

Directions: If you happen to have a football handy, grab it for some math fun! If you don't, use the internet to answer the questions below.

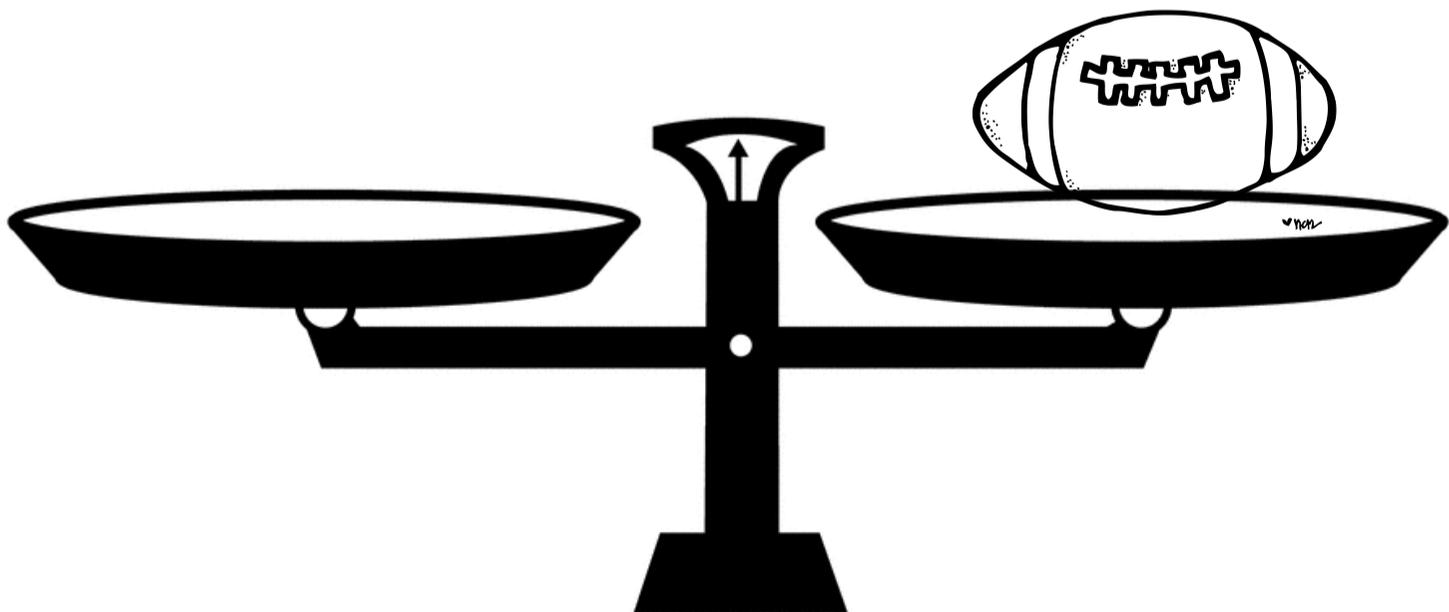
PREDICTION MEASUREMENTS:

- ★ I think a football weighs: _____ inches
- ★ I think a football's length is: _____ inches
- ★ I think a football's circumference is: _____ inches

ACTUAL MEASUREMENTS:

- ★ A football weighs: _____ inches
- ★ A football's length is: _____ inches
- ★ A football's circumference is: _____ inches

WHAT IS THE SAME WEIGHT AS A FOOTBALL? DRAW IT ON THE PAN BALANCE SCALE.



Name: _____

THE LITTLE LINEBACKER COST OF A FOOTBALL GAME

Directions: Stephen's 5 friends came to watch him play football. Figure out how much they spent on game day.

TICKETS COST: \$50.00

HOT DOGS: \$4.50

CHIPS: \$2.50

DRINK: \$3.50

COOKIE: \$2.50

T-SHIRT: \$30.00

POM POMS: \$10.00

FOAM FOOTBALL: \$8.00



Football

All Friends bought tickets to the game. \$_____

3 Friends bought hot dogs. \$_____

1 Friend bought a cookie. \$_____

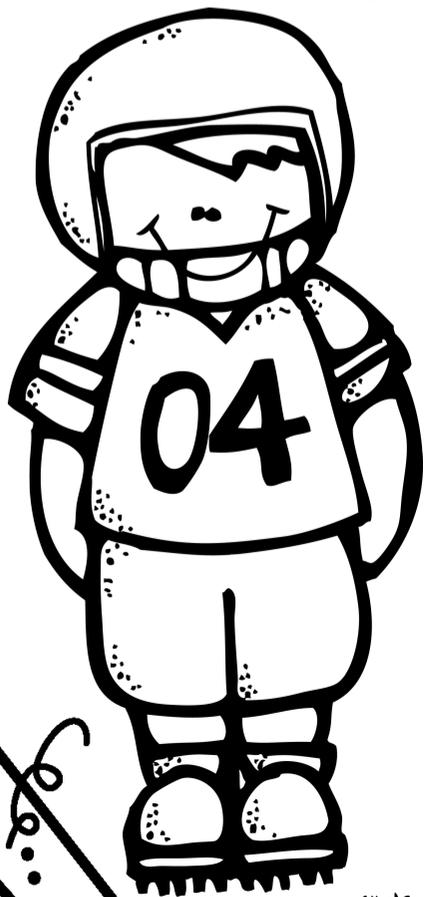
5 Friends bought chips. \$_____

4 Friends bought a drink. \$_____

2 Friends bought a t-shirt. \$_____

2 Friends bought a football. \$_____

TOTAL SPENT: \$_____

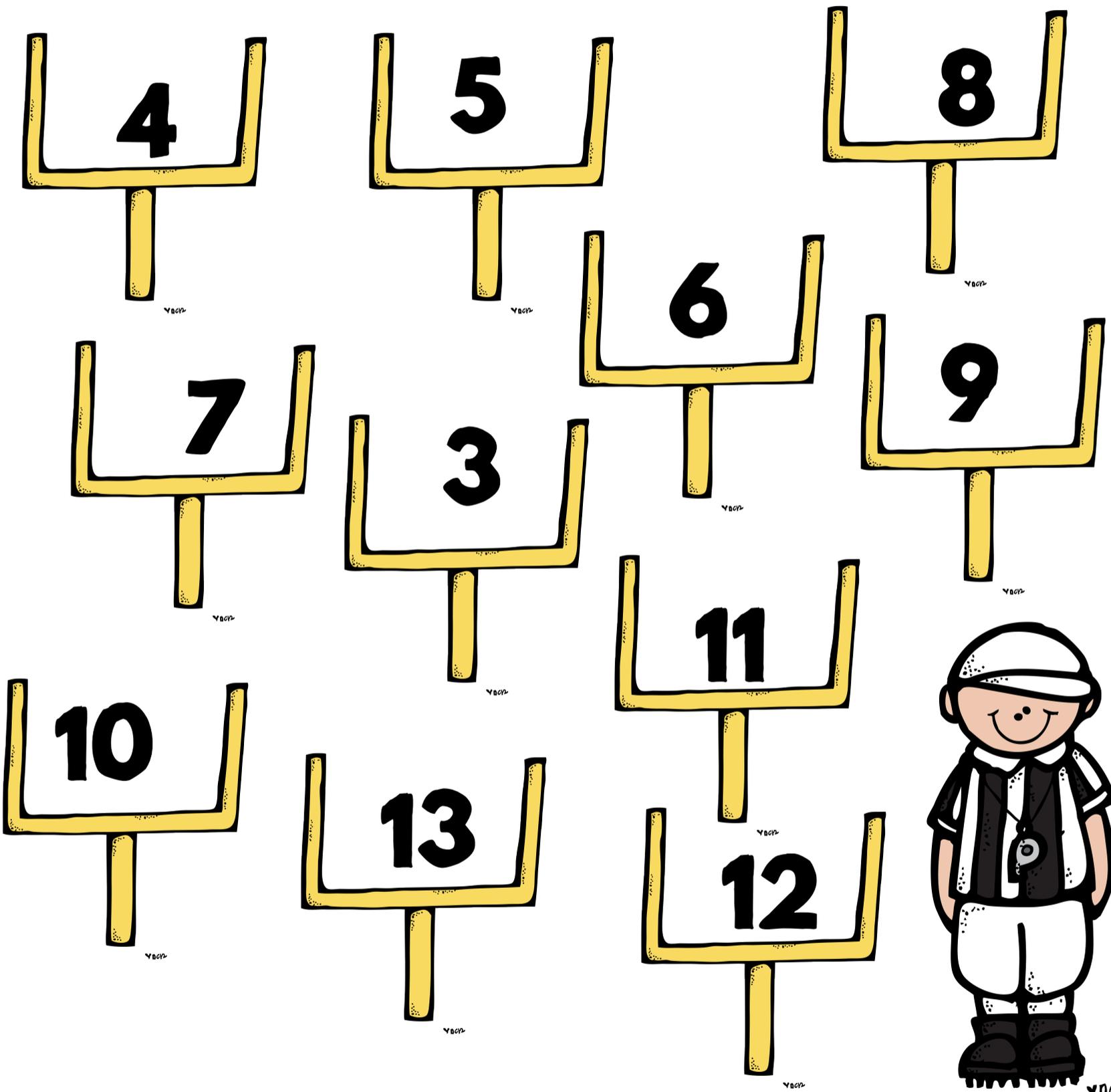


FOOTBALL ADDITION



BUMP

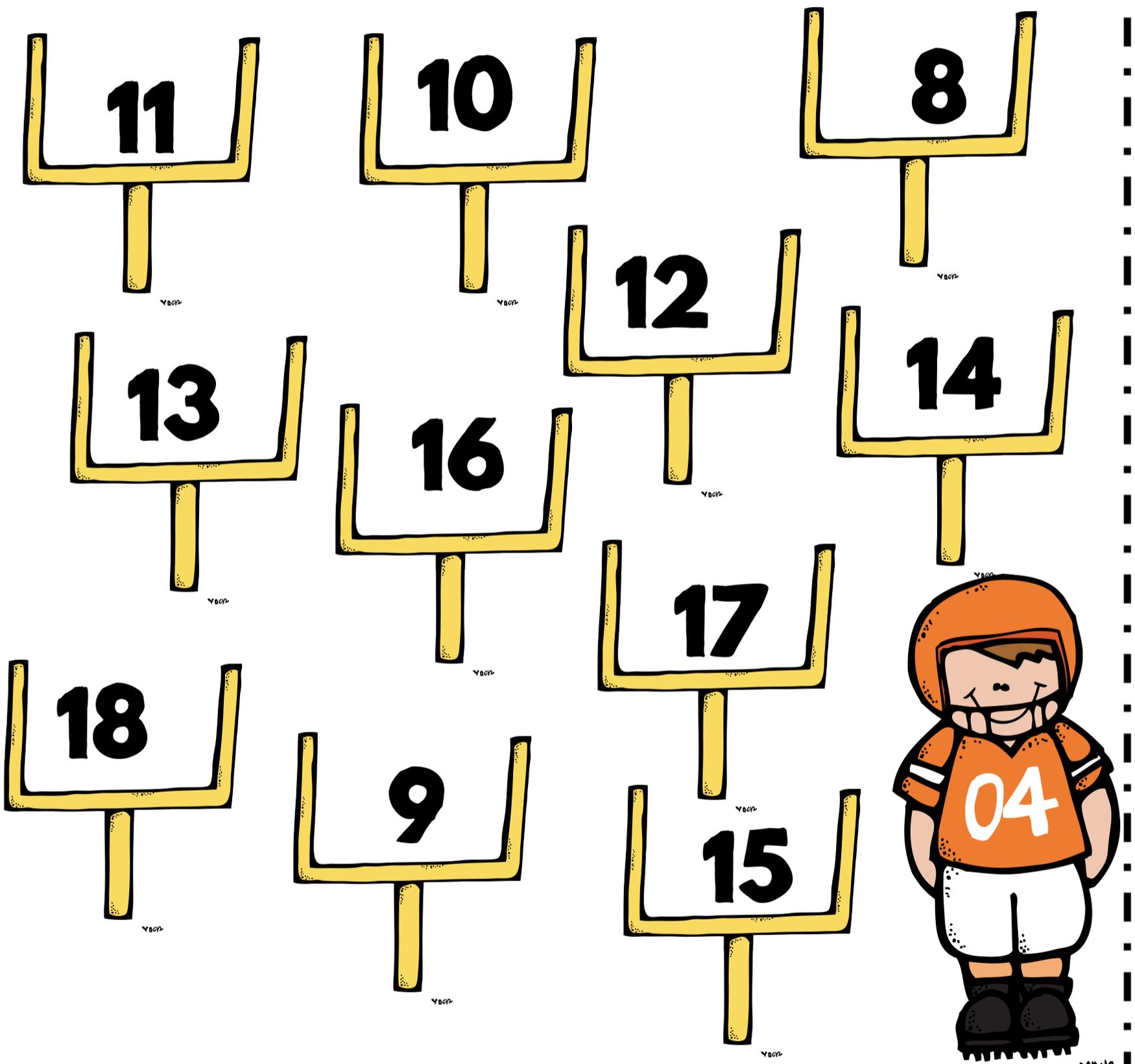
ROLL TWO DICE AND ADD ONE MORE



Directions: 2 dice and 8 counters per player- each player a different color counter. The first player rolls 2 dice and adds one more and puts a counter on that number. If another player's counter is on that number BUMP it off. If your counter is on that number, stack two counters on top of one another and it freezes that spot. The winner is the player that uses all of his/her counters first!

FOOTBALL SUBTRACTION BUMP

TAKE FROM 20



Directions: 2 dice and 8 counters per player- each player a different color counter. The first player rolls 2 dice and adds them together and then subtracts the sum from 20. Then, they cover that number with a counter. If another player's counter is on that number BUMP it off. If your counter is on that number, stack two counters on top of one another and it freezes that spot. The winner is the player that uses all of his/her counters first!

INTEGER FOOTBALL RULES

1. Duplicate the Integer Football reproducible for each pair. Review the terms integer, positive, and negative.
2. One player takes the side of the Touchdown Negatives, while the other takes the side of the Pigskin Positives. To start, each player's three counters are placed on the 0-yard line. The object is for players to get all three of their counters to their own 50-yard lines (positive or negative) first.
3. Players use a pencil and paper clip to make the spinner, spinning the clip around the pencil.
4. For each turn, a player spins the Yards spinner and moves a counter the number of positive or negative yards indicated.
5. If all three of one player's counters land on the opposing side's 50-yard line, all those counters should be moved back to 0. A player does not need an exact spin to land on a 50-yard line. The first player to get all three counters on his or her own 50-yard line wins.

THANK YOU

Thank you for your download. I hope you and your student(s) enjoy this reader's guide.

Emily Yost is a 2nd/3rd grade teacher in Ann Arbor, Michigan. Emily loves blogging about her classroom and sharing ideas with other teachers through her blog and online Teachers pay Teachers store. You can find more of her resources at her store by clicking on the link below.

Click here to check out my blog for other great ideas, freebies, and products!

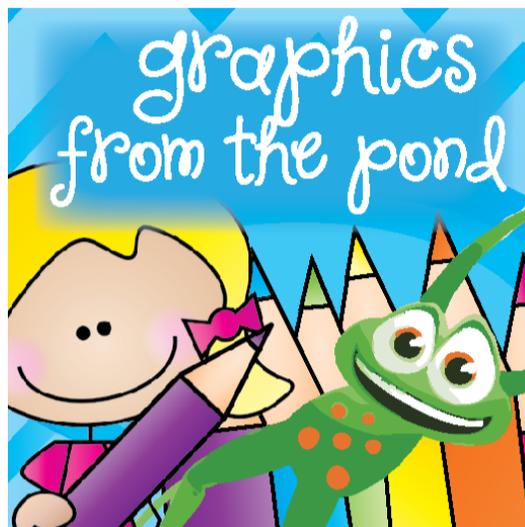


Thanks for visiting!
-Emily Yost from
Third in Hollywood

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SPECIAL THANKS



Credit to where credit is due...