

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Miss Nelson is Missing by Harry Allard

## Retelling and Summarizing Lesson Plan

**Miss Nelson is Missing**  
By: Harry Allard  
Grade Level: 2 / Guided Reading Level: I

**Retelling and Summarizing**

**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

**Summary**

The kids in room 207 are the worst behaved class in the entire school. Their sweet teacher, Miss Nelson, knows that something must be done to improve the bad behavior in their class. One day, Miss Nelson doesn't come to school. Miss Viola Swamp, the meanest substitute teacher in the world, comes instead. Miss Swamp quickly whips the kids in room 207 into shape. In desperation, the kids begin searching for Miss Nelson. They ask Detective McSmogg to take on the case and they even visit Miss Nelson's house but she's not there. The kids in room 207 are very worried and wonder if Miss Nelson will ever come back.

**Link to What You Know**

- What is your favorite thing about school? Why?
- What are three words to describe your teacher?

**Important Words to Know and Understand**

**Misbehaving** - To behave badly  
**Swarm** - A very large number of insects moving together

**2 Learn About Comprehension Strategies**

**Why Readers Retell and Summarize While Reading**

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non-fiction, the most important thing to do is use your own words.

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Guided Reading Level

## Retelling and Summarizing Lesson Plan

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Grade Level: 2 / Guided Reading Level: I

**Retelling and Summarizing**

**3 Retell and Summarize While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

**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.

**Page 3** - What are some of the things the children are doing in Room 207?

**Page 7** - What events cause Miss Nelson to say, "something will have to be done"?

**Page 10** - Who enters the story on Page 10? Do you think this character is important? Why or why not?

**Page 17** - What do the children do to try and find Miss Nelson? Why do they want to find her?

**Page 28** - How do the children react to the return of Miss Nelson?

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

- Think
- Reflect
- Write

**Time to Reflect**

**Think** - What type of information did you use when you retold and summarize *Miss Nelson is Missing*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in *Miss Nelson is Missing*. How does paying attention to the story help you to be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Miss Nelson is Missing*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**Making Inferences**

**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

**3 Make Inferences While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
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**2 Learn About Comprehension Strategies**

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**Making Predictions**

**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

**3 Make Predictions While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
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**2 Learn About Comprehension Strategies**

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**Answer Key for Retelling and Summarizing with Miss Nelson is Missing**

**Your Turn to Practice Retelling and Summarizing with Miss Nelson is Missing**

Page 3: What are some of the things the children are doing in Room 207?

Page 7: What events cause Miss Nelson to say, "something will have to be done"?

Page 10: Who enters the story on Page 10? Do you think this character is important? Why or why not?

Page 17: What do the children do to try and find Miss Nelson? Why do they want to find her?

Page 28: How do the children react to the return of Miss Nelson?

**Answer Key for Making Inferences with Miss Nelson is Missing**

**Your Turn to Practice Making Inferences with Miss Nelson is Missing**

Page 3: Look at the kids in room 207. What can you infer about them? How do they feel about their teacher? Why do you think so?

Page 7: Make an inference about the kids in room 207. How do they feel about Miss Swamp? How do you know?

Page 10: Look at the picture. Why is Miss Swamp of Miss Nelson's house? What can you infer about her? Why do you think so?

Page 17: How do you think the children will do now that they know Detective McSmogg is not helpful?

Page 28: Who do you think is talking to the children? Why do you think this person is talking to them?

**Identifying the Author's Purpose**

**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

**3 Identify the Author's Purpose While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

**2 Learn About Comprehension Strategies**

**Why Readers Retell and Summarize While Reading**

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On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non-fiction, the most important thing to do is use your own words.

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**Answer Key for Making Predictions with Miss Nelson is Missing**

**Your Turn to Practice Making Predictions with Miss Nelson is Missing**

Page 7: What do you think Miss Nelson might do next? Why do you think so?

Page 13: How do you predict the kids will react to Miss Swamp? How do you know (is your prediction based on your own experience, another book that you've read, or something you've seen in the real world)?

Page 17: What do you think the children will do now that they know Detective McSmogg is not helpful?

Page 28: Who do you think is talking to the children? Why do you think this person is talking to them?

**Answer Key for Identifying the Author's Purpose with Miss Nelson is Missing**

**Your Turn to Practice Identifying the Author's Purpose with Miss Nelson is Missing**

Pages 5 & 6: Why do you think the author and illustrator chose to use so many small pictures on these pages? What is the author telling you about the students in room 207?

Page 10: Why do you think the author chose this particular outfit for Miss Swamp?

Page 28: What is the author trying to tell you about teachers? What makes a good teacher?

Page 33: Why do you think the author wrote this book? What kind of experiences do you think the author has had that made him want to write a book about the way kids behave at school?

Author's Purpose

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

"I Can" Statement

Common Core State Standard

**Miss Nelson is Missing: Identifying the Author's Purpose**

What message is the author trying to tell you about how to behave at school?

Find a picture that shows the author's message. Explain what the picture is teaching you about your behavior.

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. CCSS: RL.2.7

**Miss Nelson is Missing: Identifying the Author's Purpose**

What message is the author trying to tell you about how to behave at school?

Find a picture that shows the author's message. Explain what the picture is teaching you about your behavior.

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. CCSS: RL.2.7

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What message is the author trying to tell you about how to behave at school?

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**Miss Nelson is Missing: Identifying the Author's Purpose**

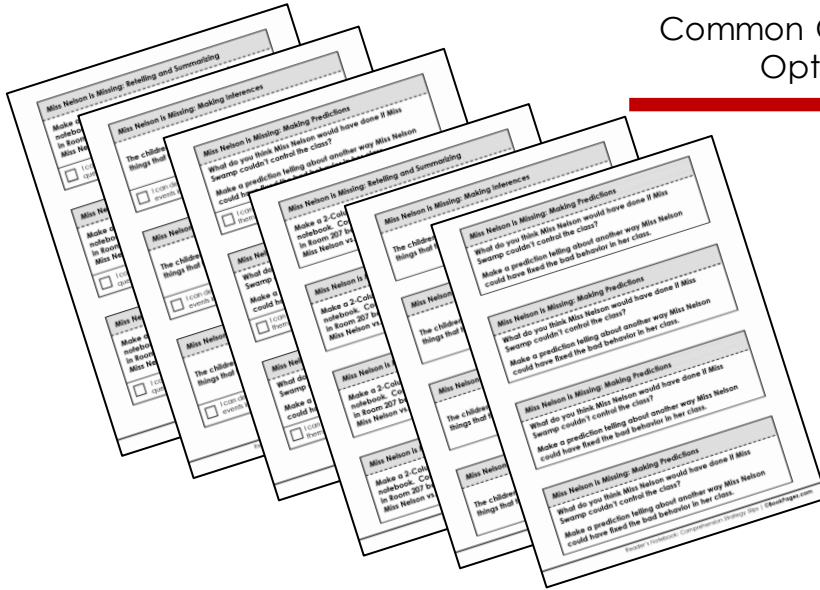
What message is the author trying to tell you about how to behave at school?

Find a picture that shows the author's message. Explain what the picture is teaching you about your behavior.

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues that help you understand the text.	What do you know from your background knowledge?	Predictions, thoughts, or conclusions.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	Enclosed with what you expected.
		<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 on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Making Predictions

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade  To Inform  To Entertain

I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Author's Purpose