

Here's What You'll Get in the Miss Nelson Is Missing Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

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

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 her 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

Think about the text you read
Know what to do

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

Miss Nelson is Missing
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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 text you read
Know what to do

2 Learn About Comprehension Strategies

Think about the text you read
Know what to do

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Think
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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?
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Making Predictions

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

3 Make Predictions While Reading

Think about the text you read
Know what to do

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

Answer Key for Making Inferences with Miss Nelson is Missing

Your Turn to Practice Making Inferences with Miss Nelson is Missing

Page 4: 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 10: Make an inference about the kids in room 207. How do they feel about Miss Swamp? How do you know?
Page 17: Look at the pictures. Why is Miss Swamp at Miss Nelson's house? What can you infer?
Page 24: What is the author trying to tell you about teacher? What makes a good teacher?

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 6 & 4: Why do you think the author and illustrator chose to use so many small pictures on these pages? What is the author trying to tell you about the students in room 207?
Page 10: Why do you think the author chose this particular outfit for Miss Swamp?
Page 24: What is the author trying to tell you about teacher? What makes a good teacher?
Page 32: Why do you think the author wrote this book? What kind of experiences do you think the author had that made him want to write a book about the way kids behave at school?

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 text you read
Know what to do

2 Learn About Comprehension Strategies

Think about the text you read
Know what to do

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?
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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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Author's Purpose

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

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

Miss Nelson is Missing: Identifying the Author's Purpose
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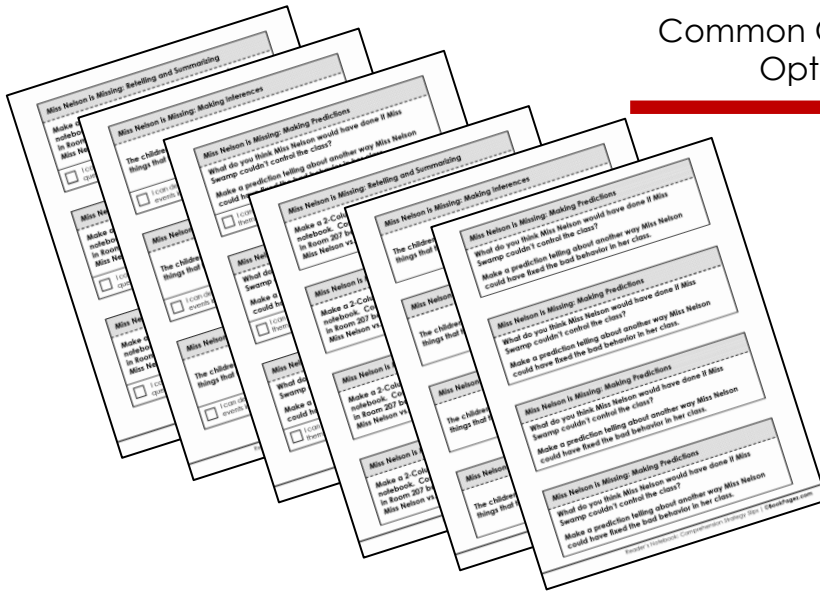
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

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 lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text and illustrations.	What do you know about the book?	Predictions, thoughts, or conclusions.

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Making Predictions
Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
What do you think Miss Nelson would have done if Miss Swamp couldn't control the class?	Make a prediction telling about another way Miss Nelson could have fixed the bad behavior in her class.	Did I predict correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

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 lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Vocabulary Connections Resources

Important Words to Know and Understand in Miss Nelson Is Missing Word List

Vocabulary Connections Miss Nelson is Missing By: Harry Allard Grade Level: 2 / Guided Reading Level: L

Important Words to Know and Understand in "Miss Nelson is Missing"

Arithmetic
Addition, subtraction, multiplication, and division

Case
A situation that is being investigated or managed by someone such as a police officer

Misbehaving
To behave badly

Spitballs
A small piece of a paper that is chewed and rolled into a ball so that it can be thrown or shot at someone

Swarm
A very large number of insects moving together

Whizzed
To move or pass by quickly while making a buzzing or humming sound

Vocabulary Word List | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Miss Nelson is Missing By: Harry Allard Grade Level: 2 / Guided Reading Level: L

Arithmetic	Case	Misbehaving
Spitballs	Swarm	Whizzed

Picture Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections Miss Nelson is Missing By: Harry Allard Grade Level: 2 / Guided Reading Level: L

Arithmetic	Case	Misbehaving
Addition, subtraction, multiplication, and division	A situation that is being investigated or managed by someone such as a police officer	To behave badly
Spitballs	Swarm	Whizzed
A small piece of a paper that is chewed and rolled into a ball so that it can be thrown or shot at someone	A very large number of insects moving together	To move or pass by quickly while making a buzzing or humming sound

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Miss Nelson is Missing By: Harry Allard Grade Level: 2 / Guided Reading Level: L

Arithmetic is a/an noun verb adverb adjective Definition of Arithmetic:	Case is a/an noun verb adverb adjective Definition of Case:	Misbehaving is a/an noun verb adverb adjective Definition of Misbehaving:
Arithmetic looks like this:	Case looks like this:	Misbehaving looks like this:
Arithmetic reminds me of:	Case reminds me of:	Misbehaving reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games with Words from Miss Nelson is Missing

Directions: Unscramble each of the words. Then find each word in the word search below.

MEIATRICH
ABIVSMHNGNE
EZHZDIW
SAEC
WMRAS
LPBTAISSL

Word Bank
ARITHMETIC
CASE
MISBEHAVING
SPITBALLS
SWARM
WHIZZED

Name: _____

Word Search Grid:

G	U	I	R	E	Y	T	J	J	M	V	P	U	R
Q	I	V	F	N	L	W	Y	O	M	L	L	F	T
C	I	T	E	M	H	T	I	R	A	H	P	V	X
B	W	Y	D	E	Z	I	H	W	X	L	R	N	D
Q	C	E	M	I	S	B	E	H	A	V	I	N	G
X	E	R	O	B	X	C	U	B	N	X	P	L	S
L	S	N	D	R	Z	I	F	Z	G	O	F	P	C
N	S	C	L	I	P	A	P	Z	L	Q	V	O	I
H	J	G	O	B	X	M	M	R	A	W	S	B	S
R	J	V	B	E	R	T	V	E	S	A	C	T	A
C	M	P	S	N	M	P	I	E	O	F	A	B	P
W	L	N	H	J	M	H	W	W	V	C	Y	A	U
N	B	M	Q	G	R	Z	G	A	M	Z	M	N	D
H	X	P	H	O	S	P	I	T	B	A	L	L	S
O	H	F	Z	N	O	H	Z	C	I	R	L	Y	H

Name: _____

Answer Key: ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections Miss Nelson is Missing By: Harry Allard Grade Level: 2 / Guided Reading Level: L

Miss Nelson is Missing
By Harry Allard

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

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Miss Nelson is Missing
By: Harry Allard
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Long and Short Vowel Sounds

Background:
Long Vowel Sound Words
Long Vowel Sound Words
Long Vowel Sound Words
Long Vowel Sound Words
Short Vowel Sound Words
Short Vowel Sound Words
Short Vowel Sound Words

Examples:

Long Vowel Sound	
bake	goal
bean	green
bite	hay
blue	hope
feet	June
glue	kite

Materials and Preparation:

- A Copy of Miss Nelson is Missing
- Chart Paper
- Long and Short Vowel Sounds
- 5 - In - A - Row Game Board
- Red and Blue Markers
- Penny (1 per student)
- Long and Short Vowel Sound Words
- Optional - Word Work Practice Page

Word Work
Miss Nelson is Missing
By: Harry Allard
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Introduce Long and Short Vowel Sounds

- Explain that some words contain long vowel sounds and some words contain short vowel sounds. Short vowel sound words...

Word Work
Miss Nelson is Missing
By: Harry Allard
Grade Level: 2 / Guided Reading Level: L

Step 2: Connect Word Work to Reading

Long and Short Vowel Sounds in the Text

- Tell the students that the book they will be reading today has many words that contain long vowels and many words that contain short vowels.
- Show them page 1 of Miss Nelson is Missing. Ask students to listen carefully and look at the words while you read. Ask the students to raise their hands if they hear a short vowel sound word.
- After reading the first page, ask them which short vowel sound words they heard.
- Add the words to the chart paper.
- Show them page 1 of the book again. This time, ask students to listen carefully and raise their hands if they hear a long vowel sound word.
- After reading the first page again, ask them which long vowel sound words they heard.
- Add the words to the chart paper in a separate column.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read Miss Nelson is Missing.

Examples of Long and Short Vowel Sounds Found in the Text:

• whole	• make	• class	• dress
• planes	• rude	• black	• them
• real	• we	• in	• hissed
• sweet	• be	• whisper	• rapped
• see	• ruler	• not	• shut
• seas	• she	• Miss	• still
• made	• loaded	• out	• sit
• faces	• days	• up	

Word Work
Miss Nelson is Missing
By: Harry Allard
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that you are going to place children in pairs to play the game "5-in-A-Row."
- Give each pair of children a copy of the 5 in a Row Game Board and a penny.
- Ask children to write their names at the top to show who is Player #1 and who is Player #2. Ask Player #1 to use a blue marker to mark his or her spaces. Player #2 will use a red marker.

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Miss Nelson is Missing
By: Harry Allard
Grade Level: 2 / Guided Reading Level: L

Step 3 Continued: Guided Word Work Practice

Interactive Exploration Continued

- Show children how to toss the penny onto the game board and read the word that is under the penny (or closest to the penny). Explain that when you read the word, you must decide if the word has a long vowel or short vowel sound. Your opponent will tell you if you are right or wrong. If you are right, draw an X over the word with your color (red or blue). If you are not right, you do not draw an X and it is the other player's turn.
- The object of the game is to try to get 5 X's in a row. You may get 5 in a row from left to right, top to bottom, or diagonally.
- Have children begin the game. Continue play until one player gets 5 in a row, or until time is up.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Long and Short Vowel Sounds Word Work.
- Read the directions with the class.
- Tell the students to complete the practice page.
- 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 long and short vowel sounds in the book. 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.

Interactive Activities

Independent Practice Page

Extension Activity

5 - In - A - Row Interactive Activity

Directions:
Player #1 - Toss a penny onto the game board. Read the word that is under (or closest to) the penny. Decide if it has a long or short vowel sound. If Player #2 says you are right, draw a blue X on that space.
Player #2 - Toss the penny. Decide if the word has a long or short vowel sound. If Player #1 says you are right, mark the space with a red X.
Continue play until someone wins with 5 X's in a row, going right to left, top to bottom or diagonally.

Player #1:		Player #2:	
face	made	real	sweet
kid	class	whizzed	in
whispered	no	miss	dress
see	make	rude	stuck
we	ruler	be	act
up	fast	just	she
loaded	days	no	hissed
rapped	witch	with	all
still	shut	her	went
case	sign	he	listen
think	much	shades	street
help	gol	but	know
leaf	coat	smile	back
tell	song	little	yes

Guided Word Work Practice | ©BookPagez.com

Word Detective: Long and Short Vowel Sounds Extension Activity

Directions:
Be a word detective!
Be on the lookout for long and short vowel sounds 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

Long and Short Vowel Sounds Word Work Practice Page

Directions:
Miss Nelson is back but the vowels are missing! Write in the missing short vowel (a, e, i, o, u) each word below. If you see any words with a long vowel sound, circle them.

- Paper planes wh_____zzed through the air.
- The k_____ds squirmed and made faces.
- Th_____y always refused to do their l_____sons.
- The n_____xt morning Miss Nelson d_____d not come to school.
- "Keep your mouths sh_____t," said M_____ss Swamp.
- They could see that Miss Swamp was a real w_____tch.
- "Maybe she was gobbled up by a sh_____rk!" said one of the kids.
- Miss Nelson noticed that during story hour no one was rude or s_____lly.
- When it was time for b_____d, she sang a little s_____ng.
- "I'll never t_____ll," she said to herself with a smile.

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record
 Title: Miss Nelson is Missing Guided Reading Text Level: L 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

Page	E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual	COUNT		INFORMATION USED	
		E	SC	E	SC
2	The kids in Room 207 were misbehaving again. Spitballs stuck to the ceiling. Paper planes whizzed through the air. They were the worst behaved class in the whole school.				
3	"Now settle down," said Miss Nelson in a sweet voice. But the class would not settle down.				
4	They whispered and giggled. They squirmed and made faces.				
5	They were even rude during story hour.				
6	And they always refused to do their lessons. "Something will have to be done," said Miss Nelson.				

Tested By: _____ ©BookPagez.com

Running Record Assessment

Miss Nelson is Missing
 CCSS Assessment

Name: _____
 Score: / 9

Directions:
 Use what you know about *Miss Nelson is Missing* to answer each of the following questions.

- Which of these key details is **not** important to understanding the story?
 - A None of the students were respecting Miss Nelson.
 - B Miss Viola Swamp was strict and gave them too much homework.
 - C Their room number was 207.
 - D Miss Nelson has an ugly black dress hanging in her closet.
- How did Miss Nelson solve the problem of her class being the worst behaved in the school?
 - A She made her students miss her kindly.
 - B She quit her job.
 - C She refused to come back until they were good.
 - D She put the whole class in time-out.
- What effect does their time with Miss Viola Swamp have on the students?
 - A They hate school and misbehave more.
 - B They love Miss Swamp and they work better.
 - C They all ask their parents to complain.
 - D They miss Miss Nelson and learn they should be better.
- Which of these is an example of alliteration?
 - A whispered and giggled
 - B sang a little song
 - C "That's my little secret!"
 - D "Now we can **really** act up!"
- What did Miss Nelson say that helped you understand the rest of the story? (RL.2.5)
 - A She asked them nicely to settle down.
 - B She said that something will have to be done.
 - C She said hello to the children.
 - D She asked them if they wanted to have story hour.
- When reading out loud, what voices would you use for Miss Nelson and Miss Swamp? (RL.2.6)
 - A Miss Nelson's voice soft and pleasant; Miss Swamp's sharp and mean.
 - B They should both sound the same.
 - C Miss Nelson is loud, Miss Swamp very quiet.
 - D Miss Nelson is angry and frustrated; Miss Swamp is happy and cheery.
- How do the illustrations at the end help us to better understand Miss Nelson? (RL.2.7)
 - A She is tired after a long day at work.
 - B She has a nice house.
 - C She is reading something funny before she goes to sleep.
 - D We can see the dress and wig box, helping us to infer that Miss Nelson **is** Miss Swamp.
- How are the students different at the end of the story compared to the beginning? (RL.2.9)
 - A The kids are basically the same, just happy Miss Nelson is back.
 - B The kids are very rude at the end because they want Miss Swamp back.
 - C At the end they are good and caring, unlike the beginning when they were rude.
 - D At the end the students all got in trouble for what they did at the beginning.
- What will happen the next time Miss Nelson has to miss a day of school? (RL.2.10)
 - A The students will hope their substitute will not be Miss Swamp.
 - B The students will hope that Miss Swamp will come back.
 - C They will call Detective McSmogg right away.
 - D The students will miss a day of school also.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

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

Answer Key

E Activity

Name: _____ Date: _____

Directions:
In the book *Miss Nelson is Missing*, Miss Nelson pretends to be Viola Swamp. Viola is the opposite of Miss Nelson. What would your opposite be like? Fill in the boxes below to compare and contrast you and your opposite.

<p>My Name: _____</p> <p>People think I am... _____</p> <p>I am happy when... _____</p> <p>Here are some words that describe me: _____</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">My Self Portrait</div>	<p>My Opposite's Name _____</p> <p>People think my opposite is ... _____</p> <p>My opposite is happy when... _____</p> <p>Here are some words that describe my opposite: _____</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">A Portrait of My Opposite</div>
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Extension Activity | ©BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Miss Nelson is Missing Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Miss Nelson is Missing" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.2 - Recount episodes, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.4 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.6 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>Miss Nelson is Missing CCSS Alignment ©BookPage.com</p>

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Miss Nelson is Missing Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Miss Nelson is Missing" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.6a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.6b - Identify real-life connections between words and their use (e.g., describe foods that are hot or cold). L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Miss Nelson is Missing CCSS Alignment ©BookPage.com</p>

Common Core State Standards Correlation
<p>Miss Nelson is Missing Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Miss Nelson is Missing" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Miss Nelson is Missing CCSS Alignment ©BookPage.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Miss Nelson Is Missing

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con Miss Nelson is Missing (La Señorita Nelson ha desaparecido)

Página 3:
¿Cuáles son algunas de las cosas que están haciendo los niños en el salón 207?

Página 7:
¿Qué eventos causan que la Señorita Nelson diga: "habrá que hace algo"?

Página 10:
¿Quién entra al cuento en la página 10? ¿Piensas que este personaje es importante? ¿Por qué sí o por qué no?

Nombre: _____



Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key


Tu turno para practicar: Volver a contar y resumir con Miss Nelson is Missing (La Señorita Nelson ha desaparecido)

Página 3:
¿Cuáles son algunas de las cosas que están haciendo los niños en el salón 207?
Las respuestas varían. Pueden incluir: Están tirando aviones de papel y bolitas de papel ensalivadas, hablando en sus sitios, mirando al lado incorrecto y sacando la basura del basurero.

Página 7:
¿Qué eventos causan que la Señorita Nelson diga: "habrá que hace algo"?
Las respuestas varían. Pueden incluir: Su clase no se tranquiliza. Estaban susurrando, riéndose, retorciéndose, haciendo caras, rehusando hacer su trabajo y siendo irrespetuosos durante la hora del cuento.

Página 10:
¿Quién entra al cuento en la página 10? ¿Piensas que este personaje es importante? ¿Por qué sí o por qué no?
Las respuestas varían. Pueden incluir: Viola Swamp.

Nombre: _____



Tu turno para practicar: Hacer inferencias con Miss Nelson is Missing (La Señorita Nelson ha desaparecido)

Página 4:
Mira los niños en el salón 207. ¿Qué puedes inferir sobre ellos? ¿Cómo se sienten acerca de sus maestros?

Página 15:
Haz una inferencia sobre Swamp? ¿Cómo lo sabes?

Página 19:
Mira los dibujos. ¿Por qué puedes inferir sobre la Srta. Nelson?

Nombre: _____

Making Inferences

Tu turno para practicar: Hacer predicciones con Miss Nelson is Missing (La Señorita Nelson ha desaparecido)

Página 7:
¿Qué piensas que hará la Srta. Nelson?

Página 13:
¿Cómo predices que reaccionará (esta basada tu predicción algo que has visto en el mundo real)?

Página 17:
¿Qué piensas que harán ahora los niños?

Nombre: _____

Making Predictions

Tu turno para practicar: Identificar el propósito del autor con Miss Nelson is Missing (La Señorita Nelson ha desaparecido)

Páginas 5 a 4:
¿Por qué piensas que el autor y el ilustrador escogieron usar tantos dibujos pequeños en estas páginas?

Página 10:
¿Por qué piensas que el autor escogió este conjunto de dibujos para Viola Swamp?
Las respuestas varían. Pueden incluir: El autor y el ilustrador usan los dibujos para mostrar que los niños son absurdos/tontos.

Página 26:
¿Qué está intentando decirte el autor sobre los maestros? ¿Como es un buen maestro?
Las respuestas varían. Pueden incluir: La Srta. Swamp parece una bruja. El autor quería que supiéramos que la Srta. Swamp iba a ser una sustituta antipática. e

Página 26:
¿Qué está intentando decirte el autor sobre los maestros? ¿Como es un buen maestro?
Las respuestas varían.

Nombre: _____

Identifying the Author's Purpose



Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Miss Nelson is Missing (La Señorita Nelson ha desaparecido): Identificar el propósito del autor

¿Qué mensaje está intentando decirte el autor sobre cómo portarte en la escuela?

Busca un dibujo que muestra el mensaje del autor. Explica lo que te está enseñando el dibujo sobre tu comportamiento.

Puedo usar lo que aprendo de dibujos y palabras para mostrar que entiendo los personajes, el entorno y los eventos de una historia.

CCSS: RL.2.7

Miss Nelson is Missing (La Señorita Nelson ha desaparecido): Identificar el propósito del autor

¿Qué mensaje está intentando decirte el autor sobre cómo portarte en la escuela?

Busca un dibujo que muestra el mensaje del autor. Explica lo que te está enseñando el dibujo sobre tu comportamiento.

Puedo usar lo que aprendo de dibujos y palabras para mostrar que entiendo los personajes, el entorno y los eventos de una historia.

CCSS: RL.2.7

Miss Nelson is Missing (La Señorita Nelson ha desaparecido): Identificar el propósito del autor

¿Qué mensaje está intentando decirte el autor sobre cómo portarte en la escuela?

Busca un dibujo que muestra el mensaje del autor. Explica lo que te está enseñando el dibujo sobre tu comportamiento.

Puedo usar lo que aprendo de dibujos y palabras para mostrar que entiendo los personajes, el entorno y los eventos de una historia.

CCSS: RL.2.7

Cuaderno del lector: Estrategias de comprensión ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Miss Nelson is Missing (La Señorita Nelson ha desaparecido): Identificar el propósito del autor

¿Qué mensaje está intentando decirte el autor sobre cómo portarte en la escuela?

Busca un dibujo que muestra el mensaje del autor. Explica lo que te está enseñando el dibujo sobre tu comportamiento.

Miss Nelson is Missing (La Señorita Nelson ha desaparecido): Identificar el propósito del autor

¿Qué mensaje está intentando decirte el autor sobre cómo portarte en la escuela?

Busca un dibujo que muestra el mensaje del autor. Explica lo que te está enseñando el dibujo sobre tu comportamiento.

Miss Nelson is Missing (La Señorita Nelson ha desaparecido): Identificar el propósito del autor

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Miss Nelson is Missing (La Señorita Nelson ha desaparecido): Identificar el propósito del autor

¿Qué mensaje está intentando decirte el autor sobre cómo portarte en la escuela?

Busca un dibujo que muestra el mensaje del autor. Explica lo que te está enseñando el dibujo sobre tu comportamiento.

Cuaderno del lector: Estrategias de comprensión ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Volver a contar y resumir título

¿De qué se trata el libro?

¿Es ficción o no ficción? ¿La ficción es real o no real?

Has un dibujo o escribe una oración completa en cada caja.

Primera	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que sucede en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Crea un dibujo o escribe en las líneas de puntos.
3. Pega o engancha tu libro en la cubierta del lector.

Estrategia de comprensión ©BookPagez.com

Retelling and Summarizing

Hacer inferencias

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Algunos niños en el libro dicen que...	¿Qué sabes de los niños?	

Instrucciones:
1. Contesta las preguntas.
2. Crea un dibujo o escribe en las líneas de puntos.
3. Pega o engancha tu libro en la cubierta del lector.

Estrategia de comprensión ©BookPagez.com

Making Inferences

Hacer predicciones

Predicciones al principio	Predicciones al medio	Verifica las predicciones
¿Qué piensas que va a pasar?	¿Qué piensas que va a pasar?	¿Cómo se resolvió?

Instrucciones:
1. Contesta las preguntas.
2. Crea un dibujo o escribe en las líneas de puntos.
3. Pega o engancha tu libro en la cubierta del lector.

Estrategia de comprensión ©BookPagez.com

Making Predictions

Identificar el propósito del autor

¿Crees en el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para enseñar Para informar Para entretener

¿Por qué?

¿Qué piensas que el autor quería que pensamos nosotros al leer este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras lees este libro.

Instrucciones:
1. Contesta todas las preguntas.
2. Crea un dibujo o escribe en las líneas de puntos.
3. Pega o engancha tu libro en la cubierta del lector.



Estrategia de comprensión ©BookPagez.com

Author's Purpose

Extension Activities

Nombre: _____ Fecha: _____

Instrucciones:
En el libro In the book **Miss Nelson is Missing (La Señorita Nelson ha desaparecido)**, la Srta. Nelson finje ser Viola Swamp. Viola es la opuesta de la Srta. Swamp. ¿Cómo sería tu opuesto? Llena los espacios para compararte con tu opuesto.

<p>Mi nombre es: _____</p> <p>La gente piensa que soy... _____ _____</p> <p>Estoy feliz cuando... _____ _____</p> <p>Algunas palabras que me describen son: _____ _____ _____</p> <p>Mi autorretrato</p> 	<p>El nombre de mi opuesto es: _____</p> <p>La gente piensa que mi opuesto es... _____ _____</p> <p>Mi opuesto está feliz cuando... _____ _____</p> <p>Algunas palabras que describen a mi opuesto son: _____ _____ _____</p> <p>Un retrato de mi opuesto</p> 
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