

Here's What You'll Get in the The Pain and the Great One Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Key Vocabulary

Explanation of Strategy

Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections

The Pain and the Great One
By: Judy Blume
Grade Level: 3 / Guided Reading Level: 3

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 Pain thinks his older sister, **The Great One**, is a jerk. She thinks she's great because she can walk the canyons and play the piano. When they go to the pool, she dives and eats her face underwater. **The Pain** thinks his parents love **The Great One** more than they love him.

The Great One thinks her younger brother, **The Pain**, is a pokey stob. He dances around and sings stupid songs. He gets dessert even if he doesn't finish dinner and worst of all, the cat sleeps with **The Pain**. **The Great One** thinks her parents love **The Pain** more than they love her.

Link to What You Know

- What are some things that your brother / sister / cousin / friend does to annoy you?

Important Words to Know and Understand

Pokey - Very slow

2 Learn About Comprehension Strategies

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

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 self** connection. When a reader makes a **text to self** connection, they compare the characters or events in a book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Making Connections Lesson Plan

Making Connections

The Pain and the Great One
By: Judy Blume
Grade Level: 3 / Guided Reading Level: 3

3 Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the world?

Time to Read

Stop on the following pages. Think about the questions for each page. Then take with a reading partner or write your thoughts down on your practice page.

Page 7 - What text to self connections can you make so far? What do you have in common with **The Great One**? How does your connection help you better understand the book?

Page 14 - What text to text connections can you make so far? What other characters do **The Pain** and **The Great One** remind you of? How does your connection help you as a reader?

Page 22 - What other connections can you make? Do the events in **The Pain and the Great One** remind you of something you've seen in the real world? What text to world connections can you make?

Page 27 - Can you make any other connections? What connections can you make between **The Pain** and **The Great One**? What is the most meaningful connection you can make to this book? Why is it meaningful?

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **The Pain and the Great One**? How did your prior knowledge help you as a reader?

Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Write - Write about the connections that you made while reading **The Pain and the Great One**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

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

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Making Inferences

Making Predictions

Author's Purpose

Understanding Text Structure

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections

Title: _____

How 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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Use the clues in the text to make an inference.	Use the clues in the text to make an inference.	Use the clues in the text to make an inference.

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here.	Write your prediction here.	Write your prediction here.

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 the 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure helped me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structure: How Might We Use While Reading

Description	Sequence	Compare and Contrast	Cause and Effect

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure





Vocabulary Connections Resources

Vocabulary Connections		
<p>The Pain and the Great One By: Judy Blume Grade Level: 3 / Guided Reading Level: N</p>		
<p>Important Words to Know and Understand in "The Pain and the Great One"</p>		
Jerk		A person who is not well liked or who treats other people badly
Ordinary		Normal, not special
Pinch		To squeeze someone's skin between your thumb and finger in a painful way
Pokey		Very slow
Powder		A very fine, dry substance that is put on your body or face
Sleeb	A person who is lazy and dirty or messy	
Tuck	To put something in a particular place, usually into or behind something in order to hold it in place, or to make it look neat	

Important Words to Know and Understand in The Pain and the Great One Word List

The Pain and the Great One
By: Judy Blume
Grade Level: 3 / Guided Reading Level: H

Vocabulary Connections

Jerk	Ordinary	Pinch
		
Pokey	Powder	Slob
		

Picture Vocabulary Starting Cards | © Heidi Priebe

Word and Picture Sorting Cards

Vocabulary Connections

The Pain and the Great One
 By: Judy Blume
 Grade Level: 3 / Guided Reading Level: H

Jerk

A person who is not well liked or who treats other people badly

Ordinary

Normal, not special

Pinch

To squeeze someone's skin between your thumb and finger often in a painful way

Pokey

Very slow

Powder

A very fine, dry substance that is put on your body or face

Slob

A person who is lazy and dirty or messy

Step by Step Directions:
 1. Cut out the cards.
 2. Fold on the horizontal line.
 3. Fold on the vertical line.
 4. Sort, shape or arrange the top of each card to create

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

<h1>Vocabulary Connections</h1>		<h2>The Pain and the Great One</h2> <p>By: Andy Blaine Grade Level: 3 / Guided Reading Level: N</p>	
<p>Jerk is a/an noun verb adverb adjective</p> <p>Definition of Jerk:</p>	<p>Ordinary is a/an noun verb adverb adjective</p> <p>Definition of Ordinary:</p>	<p>Pinch is a/an noun verb adverb adjective</p> <p>Definition of Pinch:</p>	<p>the Great One By: Andy Blaine Grade Level: 3 / Guided Reading Level: N</p>
<p>Jerk looks like this:</p>	<p>Ordinary looks like this:</p>	<p>Pinch looks like this:</p>	<p>the Great One By: Andy Blaine Grade Level: 3 / Guided Reading Level: N</p>
<p>Jerk reminds me of:</p>	<p>Ordinary reminds me of:</p>	<p>Pinch reminds me of:</p>	<p>the Great One By: Andy Blaine Grade Level: 3 / Guided Reading Level: N</p>
<p>I saw this word in</p>	<p>I saw this word in</p>	<p>I saw this word in</p>	<p>the Great One By: Andy Blaine Grade Level: 3 / Guided Reading Level: N</p>

Interactive Vocabulary notebook Cards | [eBookPages.com](#)

Interactive Vocabulary notebook Cards | [eBookPages.com](#)


Interactive Vocabulary Notebook Cards


Word Games


with Words from The Pain and the Great One


Read the word below each hat. Then use the code to color the hat.


Nouns = Yellow Adjectives = Blue Verbs = Red



 Jerk



 Ordinary


 Finch


 Pokey


 Powder


 Slob


 Tuck

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

	1	2	3	4	5	6
JERK						
ORDINARY						
PINCH						
POKEY						
POWDER						
SLOB						
TUCK						


Name: _____ ©BookPages.com


Word Games


with Words from The Pain and the Great One


Then use the code to color the hat.

Nouns = Blue Verbs = Red


 Finch


 Pokey


 Jerk


 Tuck

is in each of the words in the word bank.

	1	2	3	4	5	6
JERK						
ORDINARY						
PINCH						
POKEY						
POWDER						
SLOB						
TUCK						

Answer Key: ©BookPages.com

Word Games and Answer Key

[illegible]

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

The Pain and the Great One
By: Judy Blume
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Homophones

Background:
Homophone means as another word with same or close and different meanings.

Examples:

do/due
fur/fir

Materials and Preparation:

- A Copy of the Word Work Lesson Plan
- Chart Paper
- Scissors
- Homophones
- Directions for Here-Yes or Hear-Yes
- Optional: A list of words in the book that match the instructional focus

Word Work

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

Word	Meaning
hair/hare	Use
butte/bute	High
ma/male	Back/Back
pair/pair	Right/Write
knows/nose	Peer/Peer
new/knew	Right/Write

Introduce Homophones

- Students will work together to find homophone pairs of words and be able to define each word in the pair.
- Use the Anchor Chart to introduce the students to the concept of homophones.
- Explain that there are many words in today's book that have homophones, but are not necessarily used in this reading today.
- Pair students up and have them go through the text to see how many words they can write down that have homophones, reminding them that homophones are not spelled the same.
- Monitor the students as they work together.
- After a number of minutes, have students take turns reading aloud some of their findings.
- You may subsequently go through the list below that shows a comprehensive list of words in the text that have homophones.

Homophones in the Text

- Tell the children that you will be reading a book called *The Pain and the Great One*.
- There are many word pairs in the English language that are considered homophones because they sound alike, although they are spelled differently and have different meanings.
- The reading selection today has many words that could have homophones, but they aren't necessarily written in the book.
- Ask them to keep their ears and eyes open for any such words that they might come across as you read *The Pain and the Great One* by Judy Blume, and after they will play a game.

Examples of Homophones Found in the Text:

NOTE: These words in the text are not presented as homophones, but have potential homophone matches.

• pain - pane	• be - bee	• in - inn
• in - inn	• line - rhyme	• rise - rise
• morning - mourning	• I - eye	• due - dew
• but - butt	• which - which	• for - four, fore
• to - two, too	• all - all	• right - write
• or - our		

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

The Pain and the Great One
By: Judy Blume
Grade Level: 3 / Guided Reading Level: N

Step 3: Guided Word Work Practice

Interactive Exploration

- Reproduce the homophone cards and definitions on tag board.
- Cut apart all words.
- Scatter the definition part of each card on a table in a centralized location, so that all students will have access.
- Explain to students that we will be playing a matching game with homophones.
- Give each student a card with one of a pair of homophones.
- Give students five minutes to find their "homophone partner" AND the correct definitions on the centralized table.
- After the students have their matches and appropriate definitions, have them line up in pairs, in order, together around the perimeter of the room.
- If a pair of students inadvertently picks up the wrong definitions, the student pair who rightly "own" the definition, may go to the first pair of students and retrieve the appropriate card.
- Then the pair of students who had the wrong definition, loses their place in line, and must go back to the centralized table and find the correct definition card(s).
- Going around the room, have each student read their card and the definition.
- If the students are having trouble figuring out the correct definition, they may utilize a dictionary.
- The first pair of students in line who correctly matched their words to the definitions will be the winner and so forth, throughout the room.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Finish the Word Practice Page*.
- 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

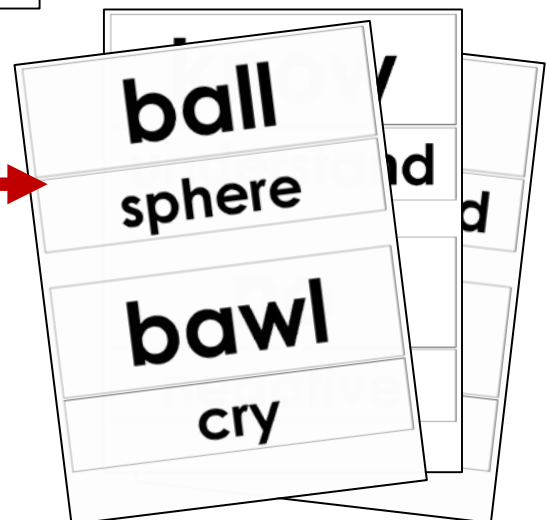
Group Discussion

- 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.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activity

Independent Practice Page



Extension Activity

Word Detective: Homophones
Extension Activity

Directions:
Be a word detective!
Be on the lookout for homophones 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

Here-Yes or Hear-Yes?
Word Work Practice Page

Directions:
Choose one of the words to correctly complete each sentence and write it on the line provided.

- She combed her _____ before she went to school.
hair hair
- In the summer it's fun to go to the county _____ fair.
fair fair
- There are only _____ people in the room.
two to
- Do you _____ what you want for your birthday?
no know
- My mother asked me to _____ a letter to my grandmother.
right write
- Please don't walk _____ the open cage.
by bye
- My mom and dad took _____ car to the shop.
there their
- Many families have _____ and vegetables at dinner.
meat meat
- This is not something you _____ want to do in the morning.
wood would
- It will take a _____ loaf of bread to feed our family.
whole hole

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

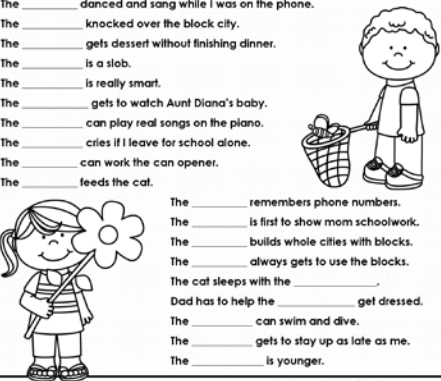
Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
In the book *The Pain and the Great One*, The Pain and The Great One have different points of view about their family. Read each statement below. If it is about The Pain, write the letter P on the line. If it is about The Great One, write the letters GO on the line.

The _____ picks of the food during dinner.
The _____ is older.
Mom carries the _____ in for breakfast.
The _____ calls me a baby because I'm afraid to put my face in the water.
The _____ makes a mess in the bathroom.
The _____ danced and sang while I was on the phone.
The _____ knocked over the block city.
The _____ gets dessert without finishing dinner.
The _____ is a slob.
The _____ is really smart.
The _____ gets to watch Aunt Diana's baby.
The _____ can play real songs on the piano.
The _____ cries if I leave for school alone.
The _____ can work the can opener.
The _____ feeds the cat.

The _____ remembers phone numbers.
The _____ is first to show mom schoolwork.
The _____ builds whole cities with blocks.
The _____ always gets to use the blocks.
The cat sleeps with the _____.
Dad has to help the _____ get dressed.
The _____ can swim and dive.
The _____ gets to stay up as late as me.
The _____ is younger.



Extension Activity | ©BookPages.com

Running Record

Title: *The Pain and the Great One* 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			
Page	E	SC	E MSV SC MSV
1	THE PAIN My bother's a pain. He won't get out of bed in the morning. Mom has to carry him into the kitchen. He opens his eyes when he smells his corn flakes.		
2	He should get dressed himself. He's six. He's in first grade. But he's so pokey		

Tested By: _____ ©BookPages.com

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation

The Pain and the Great One Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *The Pain and the Great One* correlate with the following English Language Arts Common Core State Standards for third grade.

Identifying the Author's Purpose Lesson Plan and Resources

Reading: Literature
RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.
RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.10 - By the end of the year, read and comprehend literature, including stories and novels, at the high end of the grades 3-5 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.10 - Explain their own ideas and understanding in the light of the discussion.
SL.3.2 - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

The Pain and the Great One CCSS Alignment | ©BookPages.com

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

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RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.10 - Explain their own ideas and understanding in the light of the discussion.
SL.3.2 - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

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Vocabulary Connections
Common Core Alignment

Word Work
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