

Here's What You'll Get in the Nate the Great Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Determining Importance Lesson Plan

Nate the Great
By: Marjorie Weinman Sharmat
Grade Level: 2 / Guided Reading Level: K

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Summary
Meet Nate. Nate loves pancakes and likes solving mysteries. In fact, Nate is a talented detective who has solved many mysterious cases. Nate has found lost balloons, slippers, chickens and even a lost golden. Now Nate's friend Annie needs his help. After painting a picture of her dog Fang, Annie left the painting on her desk to dry. When she went back to check on her painting, Annie discovered that it had mysteriously disappeared. Now Nate is on the case. He asks all the right questions and talks to suspicious suspects. Nate the great is determined to find the culprit behind Annie's missing painting.

Link to What You Know
• What are the important parts of a mystery?
• How do you keep track of important information when you read chapter books?

Important Words to Know and Understand
Secret Passage - A hidden long and narrow space that connects one place to another.
Trail - The marks, smells, or signs that are left behind by someone or something that can often be followed.

Why Readers Determine Importance While Reading
Readers determine importance in order to decide which information is most important to remember.
When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.
On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.
Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Determining Importance Lesson Plan

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3
Determining Importance While Reading
✓ Look for big ideas and supporting details
✓ Notice when you learn something new
that are important to the text

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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 15 - What have you learned so far about the problem in the story? Why do you think the information is important?

Page 18 - What is special about the color yellow in the story?

Page 23 - Why does Nate ask Annie who else had seen the picture? Why is this information important?

Page 26 to 50 - Who did Nate interview about the picture? Why is it important to pay attention to this part of the story?

Page 56 - How did Nate solve the mystery?

Time to Reflect
Think - What information did you learn while reading *Nate the Great*? Pick 3 big ideas or facts that you think you should remember about Nate. Why are these ideas or facts important to you?
Talk - Tell your reading partner 1 of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea too.
Reflect - Think about the determining importance work you did while reading *Nate the Great*. How does thinking about the big ideas and ideas make you a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Nate the Great*. (Remember to include examples from the book!)

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Key Vocabulary

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Explanation of Strategy

Turn, Talk, and Reflect

Retelling and Summarizing

1 Get Ready To Read
3 Retell and Summarize While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Making Inferences

1 Get Ready To Read
3 Make Inferences While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Making Predictions

1 Get Ready To Read
3 Make Predictions While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Understanding Text Structure

1 Get Ready To Read
3 Understand Text Structure While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Answer Key for Retelling and Summarizing with Nate the Great

Your Turn to Practice Retelling and Summarizing with Nate the Great

Answer Key for Making Inferences with Nate the Great

Your Turn to Practice Making Inferences with Nate the Great

Answer Key for Making Predictions with Nate the Great

Your Turn to Practice Making Predictions with Nate the Great

Answer Key for Determining Importance with Nate the Great

Your Turn to Practice Determining Importance with Nate the Great

Answer Key for Understanding Text Structure with Nate the Great

Your Turn to Practice Understanding Text Structure with Nate the Great

Making Predictions

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

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.

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
Write the exact text or picture.	What do you know about the book?	Write your thoughts, clues, or inferences.

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 Reader's Response Prompt | ©BookPagez.com

Making Inferences

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Finished with what you predicted? <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.

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

Making Predictions

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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 Reader's Response Prompt | ©BookPagez.com

Determining Importance

Understanding Text Structure
Title: _____

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

Text Structure You Might See While Reading:

Definition	Sequence	Cause and Effect
Comparison and Contrast	Problem and Solution	

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 Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Vocabulary Connections Resources

Vocabulary Connections

Nate the Great
By: Marjorie Weinman Sharmat
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in "Nate the Great"

Case
A mysterious situation or event that is being investigated

Diamonds
A very hard stone that is used to make jewelry

Dull
Not exciting or interesting

Mystery
A book, play, or movie that describes a crime and the process of solving it

Pearls
A hard, shiny white ball that is formed inside of an oyster and is often used to make jewelry

Rubbers
Old fashioned shoes or boots that are made of rubber and fit over your shoes to keep them dry

Secret Passage
A hidden long and narrow space that connects one place to another

Trail
The marks, smells, or signs that are left behind by someone or something that can often be followed







Trap Door
A door that covers or hides an opening in the floor or ceiling

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Nate the Great Word List

Vocabulary Connections

Nate the Great
By: Marjorie Weinman Sharmat
Grade Level: 2 / Guided Reading Level: K

Case	Diamonds	Dull
		
Mystery	Pearls	Rubbers
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Nate the Great
By: Marjorie Weinman Sharmat
Grade Level: 2 / Guided Reading Level: K

Case	Diamonds	Dull
A mysterious situation or event that is being investigated	A very hard stone that is used to make jewelry	Not exciting or interesting
Mystery	Pearls	Rubbers
A book, play, or movie that describes a crime and the process of solving it	A hard, shiny white ball that is formed inside of an oyster and is often used to make jewelry	Old fashioned shoes or boots that are made of rubber and fit over your shoes to keep them dry

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

Nate the Great
By: Marjorie Weinman Sharmat
Grade Level: 2 / Guided Reading Level: K

Case is a/an noun verb adverb adjective	Diamonds are a/an noun verb adverb adjective	Dull is a/an noun verb adverb adjective
Definition of Case:	Definition of Diamonds:	Definition of Dull:
Case looks like this:	Diamonds look like this:	Dull looks like this:
Case reminds me of:	Diamonds remind me of:	Dull reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from Nate the Great

Read the word below each magnifying glass. Then use the code to color the magnifying glasses.
Nouns = Green Adjectives = Yellow

case dull diamonds trap door rubbers

secret passage pearls trail mystery

Word Games
Nate the Great

Read the word below each magnifying glass. Then use the code to color the magnifying glasses.
Nouns = Green Adjectives = Yellow

trap door rubbers

mystery

Make a word search using the words in the word bank.

Give your word search to a friend to solve.

Friend's Name: _____

Name: _____

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Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections

Nate the Great
By: Marjorie Weinman Sharmat
Grade Level: 2 / Guided Reading Level: K

Nate the Great
By: Marjorie Weinman Sharmat

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

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

Nate the Great
By: Marjorie Weinman Sharmat
Grade Level: 2 / Guided Reading Level: K

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

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

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
 By: Marjorie Weinman Sharmat
 Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
 R Controlled Vowels (Bossy R)

Background:
 When the letter "r" follows a vowel, it controls the sound that the vowel makes. This rule is sometimes referred to as "Bossy R". When r is paired with e, i and u,

Word Work
 By: Marjorie Weinman Sharmat
 Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce R Controlled Vowels (Bossy R)

- Draw the students' attention to the chart paper.
- Explain that when the letter "r" follows a vowel, it controls the way the vowel sounds.
- Review the vowels.
- Write the word "farm" in the column labeled with the letter a on the chart paper. You may wish to write the "a" in a different colored marker (refer to the sample anchor chart). Stress the "a" sound.
- Provide students with additional examples writing fern, bird, corn, and burn in the appropriate column.
- Discuss that when r is paired with a, it says "ar." When r is paired with e, i and u, it says "er." When r is paired with o, it says "or."
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class. Add new words to the anchor chart.

Step 2: Connect Word Work to Reading

R Controlled Vowels (Bossy R) in the Text

- Tell the students that the book they will be reading today has a lot of Bossy R words.
- Show them **page 9** of *Nate the Great*. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the Bossy R words (**pearls, dollars, picture, course**). Add the words to the chart paper.
- 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 *Nate the Great*.

Examples of R Controlled Vowels (Bossy R) Words in the Text:

- pearls
- dollars
- picture
- course
- alpacas
- over
- girls
- yesterday
- door
- sure
- comfortable
- yard
- hours
- mother
- covered
- around

The dog played in the yard

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
 By: Marjorie Weinman Sharmat
 Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Review the words.
- Model how to play **Go Fish**.
- Divide students into pairs and allow them to play **Go Fish** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Bossy R 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 **bossy r words** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Go Fish Student Directions

Materials:
 Sorting Cards

Players:
 2

Directions:

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
- Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile. The **players take turns taking cards** from the deal pile **until each** has 5 cards.
- Begin playing. **Player 1** looks at their cards and chooses one card. Player 1 says, "Do you have _____?"
- Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they hand over the match. If not, they say "Go fish!"
- If **Player 1** gets a match, he or she places the matching cards face up on the table and takes another turn. If told to "Go fish," **Player 1** draws from the pile. If he then has a match, he places the matching cards face down and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
- The object of the game is to "go out" by laying down all your cards in matching pairs. The first player to "go out" wins.

Deal Pile
 Each player takes 5 cards from the pile.

Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: R Controlled Vowels (Bossy R)
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for **r controlled vowels (bossy r)** 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

Bossy R Word Work Practice Page

Directions:
 Unscramble the words to form the words in the word bank. The first one has been done for you.

Word Bank

pearls yard sure part hours picture
 mother course girls dollars work door

- use sure
- ehmrot _____
- scuroae _____
- kwro _____
- olatsd _____
- odto _____
- lpra _____
- sigrl _____
- eprast _____
- dary _____
- hnsou _____
- lprectu _____


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

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
In the book *Nate the Great*, Nate is a detective. Now Nate needs your help finding some things. Look at the words below. Each of the words is something Nate found or wanted to find in the book. Find each of the words in the puzzle for Nate.

diamonds	pearls	dollars	millions	chickens
cat	slippers	balloons	books	goldfish
rocks	worms	bones	ants	picture
clown	house	tree	monster	pancakes



g	e	r	l	b	a	l	l	o	o	n	d
o	f	s	l	i	p	p	e	r	s	a	o
l	c	h	i	c	k	e	n	s	b	p	l
d	s	m	i	l	l	i	o	n	s	a	l
f	p	i	c	t	u	r	e	i	h	n	a
i	e	o	m	d	f	e	r	y	v	c	r
s	a	p	b	o	n	e	s	d	c	a	s
h	r	u	k	t	s	l	r	s	w	k	k
c	l	o	w	n	m	h	o	u	s	e	t
m	s	x	o	c	o	p	e	i	s	r	
k	l	c	r	b	o	o	k	s	o	j	e
d	i	a	m	o	n	d	s	f	r	d	e
a	n	t	s	q	m	o	n	s	t	e	r

Extension Activity | ©BookPagez.com

Running Record

Title: *Nate the Great* Guided Reading Text Level: K 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
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Page	E = Errors SC = Self-Correction M = Mearing S = Structure/syntax V = Visual	COUNT	INFORMATION USED	
			E MSV	SC MSV
7				
My name is Nate the Great. I am a detective. I work alone. Let me tell you about my last case: I had just eaten breakfast. It was a good breakfast.				
8				
Pancakes, juice, pancakes, milk, and pancakes. I like pancakes. The telephone rang. I hoped it was call to look for lost diamonds or pearls or a million dollars. It was Annie.				

Tested By: _____ ©BookPagez.com

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>Note the Great Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Nate the Great" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature</p> <p>RI.2.1 Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.4 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.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.</p> <p>RI.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</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.2 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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</p> <p>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>Note the Great CCSS Alignment ©BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>Note the Great Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Nate the Great" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature</p> <p>RI.2.1 Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.4 Describe the overall 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<p>W.2.2 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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</p> <p>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>Note the Great CCSS Alignment ©BookPagez.com</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Note the Great Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Nate the Great" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language

L.2.4a Use the sentence-level context as a clue to the meaning of a word or phrase.

L.2.4b Identify real-life connections between words and the use (e.g., describe foods that are salty or spicy).

L.2.4c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Note the Great CCSS Alignment | ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

Note the Great Lesson Plans, Resources, and Activities

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Word Work Lesson Plan and Resources

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.

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Word Work
Common Core Alignment