

# Here's What You'll Get in the Strega Nona Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

**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**  
What would you do if someone asked you not to touch a magic pot that could make pasta all by itself? The temptation proves to be too much for Big Anthony who gets himself in trouble when he puts the magic pot to work. Enjoy this fanciful story about a forgiving witch, her sensitive and sneaky helper, and a town that enjoys overflowing bowls of pasta.

**Link to What You Know**  
Think of a time when someone asked you to help them do a job. What directions did they give you?  
Describe a time when you didn't follow someone's directions. What happened?

**Important Words to Know and Understand**  
**Cupboard** - A piece of furniture used for storage that has doors and contains shelves.  
**Hoiler** - A large plate that is used for serving food and especially meat.

**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's helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it's important to describe what happened first, next, then, and last. It's 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 scientist. Set and summarize the information using important facts, facts, and vocabulary from the text.  
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

### Retelling and Summarizing Lesson Plan

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**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

**4 Notice the Work Reading**  
Think  
Talk  
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 3** - After reading the text and looking at the illustration, how do you think Strega Nona feels about asking for help? How do you know?  
**Page 9** - Look at the illustration on this page. How does Strega Nona feel about leaving Big Anthony alone with the pasta pot? How do you know?  
**Page 10** - Here we learn what Big Anthony does as soon as Strega Nona leaves the house. What do his actions tell you about his character?  
**Page 11** - The townspeople laughed at Big Anthony, but still ran right to the pasta pot to eat the pasta. What does this new information tell you about the townspeople?  
**Page 16** - Look at the picture on this page. How do you think Big Anthony is feeling right now? Why is this an important page in the book?

**Time to Reflect**  
Think - What type of information did you use when you retold and summarized *Strega Nona*? 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 about the characters, the setting, the events. Explain why 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 *Strega Nona*. How does paying attention to the story elements help you to be a better reader?  
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Strega Nona*. (Remember to include excerpts from the book!)

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

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

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

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

**Answer Key for Retelling and Summarizing with Strega Nona**  
**Your Turn to Practice Retelling and Summarizing with Strega Nona**

**Answer Key for Making Predictions with Strega Nona**  
**Your Turn to Practice Making Predictions with Strega Nona**

**Answer Key for Determining Importance with Strega Nona**  
**Your Turn to Practice Determining Importance with Strega Nona**

**Answer Key for Asking Questions with Strega Nona**  
**Your Turn to Practice Asking Questions with Strega Nona**

**Answer Key for Understanding Text Structure with Strega Nona**  
**Your Turn to Practice Understanding Text Structure with Strega Nona**

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 nonfiction?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Making Predictions**

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

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
<p>What did you predict?</p> <p>How did you know?</p>	<p>What did you predict?</p> <p>How did you know?</p>	<p>How did your predictions turn out?</p> <p>Were you right or wrong?</p>

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

Comprehension Strategy Graphic Organizer | ©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 part of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

**Asking Questions**

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

Question Sentence Starters	Why didn't...?	How does...?
<p>Wonder...</p> <p>Learn about...</p>	<p>Learn about...</p> <p>Learn about...</p>	<p>Learn about...</p> <p>Learn about...</p>

Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

**Understanding Text Structure**

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

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

Text Structure You Might Use While Reading

Description	Sequence	Problem and Solution	Cause and Effect

Directions:  
1. Answer each of the questions.  
2. Carefully cut out 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

## Important Words to Know and Understand in Strega Nona Word List

### Vocabulary Connections

Strega Nona  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

**Important Words to Know and Understand in "Strega Nona"**

**Barricade**  
A temporary wall, fence, or similar structure that is built to prevent people from entering a place or area.

**Confess**  
To admit that you did something wrong or illegal.

**Convent**  
A group of nuns who live together.

**Cupboard**  
A piece of furniture used for storage that has doors and contains shelves.

**Hairpin**  
A pin that is worn in your hair.

**Platter**  
A large plate that is used for serving food and especially meat.

**Priest**  
A person who has the authority to lead or perform ceremonies in some religions and especially in some Christian religions.

**Simmer**  
To cook (something) so that it is almost boiling for a certain period of time.

**Sister**  
A member of a religious community of women.





**Spitter**  
To make loud sounds like explosions.

vocabulary Word List | ©BookPages.com

## Word and Picture Sorting Cards

### Vocabulary Connections

Strega Nona  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

<b>Barricade</b>	<b>Confess</b>	<b>Convent</b>
		
<b>Cupboard</b>	<b>Hairpin</b>	<b>Platter</b>
		

Picture Vocabulary Sorting Cards | ©BookPages.com

### Vocabulary Connections

Strega Nona  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

<b>Barricade</b>	<b>Confess</b>	<b>Convent</b>
A temporary wall, fence, or similar structure that is built to prevent people from entering a place or area.	To admit that you did something wrong or illegal.	A group of nuns who live together.
<b>Cupboard</b>	<b>Hairpin</b>	<b>Platter</b>
A piece of furniture used for storage that has doors and contains shelves.	A pin that is worn in your hair.	A large plate that is used for serving food and especially meat.

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

### Vocabulary Connections

Strega Nona  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M






Cupboard is a/an noun/verb adverb/adjective	Hairpin is a/an noun/verb adverb/adjective	Platter is a/an noun/verb adverb/adjective
Definition of Cupboard:	Definition of Hairpin:	Definition of Platter:
Cupboard looks like this:	Hairpin looks like this:	Platter looks like this:
Cupboard reminds me of:	Hairpin reminds me of:	Platter 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 Strega Nona

Directions: Draw lines to match the word with the picture.

Barricade	
Hairpin	
Priest	
Sister	
Simmer	

Directions: Graph the number of syllables in each of the words below.

CONFESS				
CONVENT				
CUPBOARD				
PLATTER				
SPUTTER				

Name: \_\_\_\_\_

Answer Key to Strega Nona Word Games

1. Connect the word to the picture.

2. Draw a line to connect the word to the picture.

3. Write the number of syllables in each of the words below.

Answer Key:

CONFESS	3
CONVENT	3
CUPBOARD	3
PLATTER	3
SPUTTER	3

Answer Key | ©BookPages.com

## Word Games and Answer Key

### Vocabulary Connections

Strega Nona  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

**Strega Nona**  
By: Tomie dePaola

A new word that I learned in the book is: \_\_\_\_\_

Name: \_\_\_\_\_

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

## Personalized Vocabulary Bookmark

### Vocabulary Connections

Name: \_\_\_\_\_

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/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: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
Short Vowel

**Background:**  
A single vowel in the middle of a syllable is usually short.

**Examples:**

Short A	Short E	Short I
hot	bed	him
back	yes	visit
that	well	kiss
has	want	tid

**Materials and Preparation:**

- A Copy of *Strega Nona* by Tomie dePaola
- Chart Paper
- Markers
- Scissors
- Pencils
- Crayons
- Sample Anchor Chart
- Missing Vowel Mat (1 copy per student)
- Missing Vowel Word Cards (1 copy per student)
- Draw the Word Practice Page (1 per student)
- Optional - Fill in the Blank Vowel Page (1 per student)
- Optional - Word Detective (1 per student)

**Word Work**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

**Step 1: Introduce the Focus of Word Work**

**Introduce Short Vowel**

- Explain that a single vowel in the middle of a syllable is usually short.
- Write 5 headings on the chart paper: "Short a", "Short e", "Short i", "Short o", "Short u".
- Write the word "cat" under the "Short o" heading. Ask children what vowel is in the middle of the syllable. Explain that the "o" makes the short "o" sound because it is a single vowel in the middle of a syllable. Say the word "cat" and ask children to repeat the word. Follow the same steps with bed, mat and made.
- Write the word "red" under the "Short e" heading. Ask children what vowel is in the middle of the syllable. Explain that the "e" makes the short "e" sound because it is a single vowel in the middle of a syllable. Say the word "red" and ask children to repeat the word. Follow the same steps with bent, seven and kettle.
- Write the word "at" under the "Short i" heading. Ask children what vowel is in the middle of the syllable. Explain that the letter "i" makes the short "i" sound because it is a single vowel in the middle of a syllable. Say the word "at" and ask children to repeat the word. Follow the same steps with middle, misty and wig.
- Write the word "frog" under the "Short o" heading. Ask children what vowel is in the middle of the syllable. Explain that the letter "o" makes a short "o" sound because it is a single vowel in the middle of a syllable. Say the word "frog" and ask children to repeat the word. Follow the same steps with sock, job and rot.
- Write the word "sun" under the "Short u" heading. Ask children what vowel is in the middle of the syllable. Explain that the letter "u" makes the short "u" sound because it is a single vowel in the middle of a syllable. Say the word "sun" and ask children to repeat the word. Follow the same steps with tub, bus and cup.

**Step 2: Connect Word Work to Reading**

**Short Vowel in the Text**

- Tell the children you are going to read a page from the book *"Strega Nona"* by Tomie dePaola. While you read, they are to listen for words with a short vowel sound.
- Instruct children to raise their hand if they hear a word that has a short vowel sound.
- Read page 5. Exaggerate words with a short vowel sound.
- Add the words to the chart paper under the corresponding headings.

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

**Fill in the Blank Vowel Page**  
Extend Engagement Activity

**Directions:**  
Fill in the blanks with an a, e, i, o, or u.

b \_ d

d \_ sh

m \_ gic

st \_ p

b \_ bbles

Name: \_\_\_\_\_ Extend Engagement Activity | ©BookPages.com

Interactive Activities

**Missing Vowel Mat**  
Interactive Activity

short a

short e

short i

short o

short u

Guided Word Work Practice | ©BookPages.com

Independent Practice Page

**Draw the Word**  
Word Work Practice Page

Read each word and illustrate it in the middle of the pot.

milk

shed

bat

run

rock

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com

Extension Activity

**Word Detective: Short Vowel**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for short vowel while you read. Write the words with adjectives that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPages.com

**Word Work**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: M

**Step 2: Connect Word Work to Reading (continued)**

**Short Vowel in the Text**

- The following words on page 5 have short vowel sounds: want, big, did, sit, strega, met, with, husbands, had, new, shed, had.

**Some Examples of Short Vowels in the Text:**

• ate	• but	• get	• held
• attention	• compliment	• got	• feelings
• back	• convert	• grab	• film
• bad	• did	• had	• hot
• bed	• dishes	• happened	• hungry
• big	• fetch	• has	• husbands
• bubble	• fill	• have	• jumped

**Interactive Exploration**

- Pass out the **Missing Vowel Mat** and the **Missing Vowel Word Cards**.
- Ask children to cut out the word cards.
- Tell students to pick a card, read the word, and decide what vowel is missing.
- Place the word on the pot that has the missing vowel listed at the top.
- For example, "l\_nny" would be placed in the "Short u" pot.
- Some words may be placed in more than 1 pot. Children can decide what pot to place the word.
- For example, the word "c\_t" could be placed in the "a", "u", or "o" pot.

**Step 3: Guided Word Work Practice**

**Step 4: Independent Word Work Practice**

**Practice Page**


- Give each child a **Draw the Word Practice Page**.
- Have children read the word on the top of each pot.
- Instruct children to illustrate the word in the middle of the pot.

Word Work Lesson Plan | ©BookPages.com

# Bonus Activity and Running Record Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
Draw a picture of Big Anthony in the picture frame. Write about his character traits in the box below.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extension Activity | ©BookPagez.com

Bonus Extension Activity

**Running Record**

Title: *Strega Nona* Guided Reading Text Level: M 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	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy

		E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual		COUNT	INFORMATION USED
Page		E	SC	M	SC
1	In a town in Calabria, a long time ago, there lived an old lady everyone called Strega Nona, which meant "Crabapple Witch." Although all the people in town talked about her in whispers, they all went to see her! They had troubles. Even the priest and the sisters of the convent went, because Strega Nona did have a magic touch.				
2	She could cure a headache, with oil and water and a halpin. She made special potions for the girls who wanted husbands. And she was very good at getting rid of wars.				
3	But Strega Nona was getting old and				

**Analysis and Comments:**

Tested By: \_\_\_\_\_ ©BookPagez.com

Running Record Assessment

# Complete Common Core Alignment

<p style="text-align: center;"><b>Common Core State Standards Correlation</b></p> <p style="text-align: center; font-size: small;">Strega Nona Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with "Strega Nona" correlate with the English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p><b>RF.2</b> - Recount stories, including fables and folktales from diverse cultures, and define central message, lesson, or moral.</p> <p><b>RF.3</b> - Describe how characters in a story respond to major events and challenges.</p> <p><b>RF.4</b> - Analyze how different media or formats (e.g., print or digital texts) present information and ideas differently.</p> <p><b>RF.5</b> - Use information gained from the illustrations and words in print or digital texts to demonstrate understanding of characters, setting, or plots.</p> <p><b>RF.6</b> - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.7</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.8</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1</b> - Participate in discussions about books and stories, using an array of discourse skills and media (e.g., print or digital texts) to present ideas and express reactions.</p> <p><b>SL.2</b> - Analyze how different media or formats (e.g., print or digital texts) present information and ideas differently.</p> <p><b>SL.3</b> - Ask and answer questions about what a speaker says in order to clarify, compare, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b></p> <p><b>L.1</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objectives and activities to describe (e.g., when other kids play that make me happy).</p> <p style="text-align: right; font-size: x-small;">Strega Nona CCSS Alignment   ©BookPagez.com</p>	<p style="text-align: center;"><b>Common Core State Standards Correlation</b></p> <p style="text-align: center; font-size: small;">Strega Nona Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with "Strega Nona" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p><b>RF.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RF.3</b> - Describe how characters in a story respond to major events and challenges.</p> <p><b>RF.4</b> - Analyze how different media or formats (e.g., print or digital texts) present information and ideas differently.</p> <p><b>RF.5</b> - Use information gained from the illustrations and words in print or digital texts to demonstrate understanding of characters, setting, or plots.</p> <p><b>RF.6</b> - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.7</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.8</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Strega Nona Lesson Plans, Resources, and Activities

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

**Vocabulary: Lexical and Morphology**

**LS.1** - Use general and specific strategies to determine the meaning of a word or phrase.

**LS.2** - Identify and describe the relationships between words and their use (e.g., describe words that are synonyms).

**LS.3** - 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).

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Vocabulary Connections  
Common Core Alignment

**Common Core State Standards Correlation**

Strega Nona Lesson Plans, Resources, and Activities

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

**Word Work: Morphology and Vocabulary**

**LS.1** - Use general and specific strategies to determine the meaning of a word or phrase.

**LS.2** - Identify and describe the relationships between words and their use (e.g., describe words that are synonyms).

**LS.3** - 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).

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Word Work  
Common Core Alignment