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Nate the Great Comprehension Questions

In order to enjoy our site in the future, please confirm your identity as a human being. Thank you very much for your cooperation. Marjorie Wharmato (Grade 2-3) Nate the Great Objections Free This worksheet contains a set of questions with multiple choices and short answers to the book. The word list includes Nate, Annie, Rosamond, pictures, paints, clues, cases, mysteries and detectives. Lesson Plan Reading Summary: Nate the Great This lesson is designed to establish elementary school skills to summarize the story. This lesson uses Marjorie Wenman Sharmato's book Nate the Great. In this lesson, you'll use story maps and image clues to summarize your story. This is the second lesson in a series of summary lessons designed for the first grade. (See the first lesson – Summary: Play the Ball, Amelia Vedelier.) In this lesson, you'll focus on summaries and assume that students are familiar with basic story elements such as characters, plots, and settings. In addition, in the summary, students should be familiar with the ordering and importance of events. If students are not familiar with these concepts, it may take some time to introduce them. Marjorie Wenman Sharmato Chart Paper Materials Nate the Great Story Map Drawing Paper Procedure Hook/Engagement To Involve Students, Tell Nate the Great is the detective of the story they're trying to read. Ask students what the detective thinks and write their answers on the chalkboard. Lead them to understand that detectives use clues to help them find the missing ones. In this story, Nate the Great tells us that his friend is going to help her find something very important to her that she lost. Invite students to draw a picture of something important that they will never want to lose. Next, talk to students about the main details of their picture and briefly explain why they don't want to lose it. Tell students that only the most important details should be included in the oral summary. For example, I've had a brown stuffed teddy bear since I was born. It's my favorite toy, and I'll never lose it. Students don't need to tell all the stories about teddy bears or explain them in detail. They need to tell them what's important to them and why they don't want to lose it. You can create a drawing and provide students with an initial overview as an example. Vocabulary students must be familiar with story element terms (characters, settings, problems, main events, and solutions). Tell students that they will learn more about how to organize measurable goal stories. First, it will help you complete the story map about Nate the Great. For information about a story map, see the <a0>T:System.Web.WEB.WEBan important part of the story Next, I'm going to put it in a group and give each group a picture of the story. Groups should use photos to help them summarize the parts of the story that the photos show. Then each group is going to place the photos in the correct order and give a verbal summary so that the group sums up the whole story together. The ability to successfully complete this task will help students understand how much they have learned. Help students remember that summary means conveying the most important parts. Engagement activities summarize the most important details about important things you don't want to lose. Well, you'd like to summarize an important part of Nate the Great to them. Say that you want to read Nate the Great a voice a day, stop at a specific point in time, and ask for new information to fill out the story map. It will make you remember that you need to include all the information. You can only include the most important information so that they can summarize the story. Tell them to listen carefully and look at the pictures on each page so that they can use pictures to summarize part of the story. Draw an example of the diagram below on a chalkboard or graph sheet, but don't fill it out yet. Start by reading a printed publication on the cover of a storybook, and then start reading the story. Stop nate the Great before he arrives at Annie's. Think a voice about the information you're recording on the story map: The name of this story is Nate the Great. The author's name is on the cover: Marjorie Wymeneman Sharmato illustrator Mark Symont. In the Where can I find this information? I know that Nate the Great is the hero of the story. So, I'll write his name. This is part of the story, fiction. Annie is also the main character of the story, so I'll write her name too. One of the main events is for Nate the Great to go to Annie's house and find her lost picture. Please point out that nate's letter to mom and did not record interesting or interesting details like Annie's look. If you want to summarize this story with a friend, you don't need to convey that information. Ask students what they think the problem with this story is based on what you've heard so far. When Nate arrives at Annie's house, she starts reading to the students and continues to read to the next stop. The recommended stop points are as follows: When you stop reading, ask students to fill out a story map and ask them to provide their own information or answer the questions they pointed out. If you can verbally identify the information contained in the story map, it is close to understanding the main points of the story.As you read, point to the diagram that best illustrates the main points of the story you want to include in the story map. Proposed stop point: Nate recognizes that Fang did not fill the picture after Fang leaves Rosamond's house after nate and Annie leaves Rosamond's house. The main point refers to the photo that best describes it. You don't have to re-read the story to them. Instead, use the image to summarize it. Dividing students into groups of three. Tell them that you are going to pass a picture of Nate the Great and they're going to use the photo to help summarize that part of the story for you. Emphasize that we don't need to talk about every part of the picture. Most students can't read the text of this story, but this activity will help them use text clues and photos to give a verbal summary of some of the stories. This activity uses the clues from the actual book, so it's one step closer to summary than the activity in the first lesson. They are asked to figure out the parts of the story that they need to summarize, and they are giving a verbal summary rather than drawing. A copy page of a story that properly represents the main part of the story and gives it to the group. For example, you might copy the first three pages of Nate the Great and give them to one group. A sample summary of these pages looks like this: Nate the Great is a detective who helps his friend Annie find the lost photo. The summary does not include a description of all the images on all pages. Monitor the progress of each group and guide them to include only the most important information in the summary. The group determines whether one spokesman shares a verbal summary with the class or whether each member says part of the summary. When the group is ready, take turns displaying the photos and 100 them to give a summary. Write independent practices for index cards for the same number of terms (characters, settings, issues, main events, and solutions) as if you had a group and placed cards on a table. Ask the group to take a card that matches their photo and summary. Next, place yourself in the order of the story map for the group. If their groups are in the correct order, tell them that each group can show photos and summarize them, and that they need to summarize Nate the Great well when the last group is over. Assessment To assess whether students have learned how to summarize part of a story, ask each group to meet with you and explain how they came up with the verbal summary and why they chose it.cards they've made. To test students' individual understanding of the summary, meet with each student and show them some pages copied from the story. Make sure that the page is not the same as the page received in the group. Invite students to use the picture clues to verbally summarize that part of the story. Reflections and Plans Determine which students understand how to use picture clues to summarize parts of a story. For students who need more help, show a picture of a story they already know and summarize the part of the story that the picture shows. When students become accustomed to summary using picture clues, invite them to take a closer look at the pictures of the next story they read a voice together. When the book is complete, turn back the page and use the picture clues to summarize the story. As students begin to learn to write, invite them to summarize the story in writing. If students are still struggling with the concept of summary, review their skills to find and sequence key ideas before going to other summary lessons. Lesson.

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