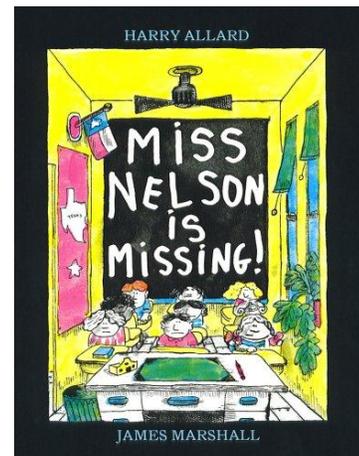


Miss Nelson is Missing!

Written by: James Marshall

Classroom teacher, Miss Nelson, has had it with misbehaving, disrespectful students. Having a guest teacher, Miss Viola Swamp, fill in for her was a clever choice to curb student misbehavior! Students quickly realize just how good they had it with Miss Nelson.



Possible strategies for instruction:

Comprehension:

- **Make and adjust predictions; Use text to confirm:**
 - Show students the front cover of the book. Read the title. Ask students what they think is going on in the picture. (Where is the picture taken? Looking at the expressions on the children's faces, how do you think they feel? Who do you think Miss Nelson is?)
 - After reading p. 7, stop and ask, "Miss Nelson said something will have to be done. What do you think she will do?"
 - Read p. 8 and before turning the page, ask students, "Who do you think the unpleasant voice is coming from?"
 - Read p. 15 and ask the children, "Where do you think Miss Nelson is?"
- **Infer and support with evidence:**
 - Read through p. 14 and ask students what they can infer about Miss Viola Swamp. Do the students like her? What evidence do they have to support their thinking?
 - Read p. 26 and ask students who they think the sweet voice belongs to? Why?
 - Read p. 30 and using the text and picture, what can students infer about Miss Nelson's secret?

Accuracy:

- **Use the pictures... do the words and pictures match?**
 - Struggle on the following words, and model using the pictures to help you with the words.
 - P.3 ~ ceiling
 - P. 17 ~ detective
 - P. 24 ~ butterflies
- **Skip the word, then come back:**
 - This strategy can be modeled for children many times throughout this story. When reading, look at the word and think aloud to students, "I am not sure what this word is so I am going to skip it, read the rest of the sentence and come back to see if I can figure it out." You can use the following words or select some of your own.
 - P. 3 ~ misbehaving
 - P. 10 ~ arithmetic
 - P. 12 ~ business
 - P. 17 ~ assigned
 - P. 26 ~ discouraged
 - P. 28 ~ certainly

Fluency:

- **Use punctuation to enhance phrasing and prosody:**
 - Show the text from p. 8 using an overhead or write the text on chart paper. Model for students how to use the punctuation when reading. Break it into sections, modeling and having them try. Then, read through the text all together.
 - Pages 10, 14, and 28 also allow for great explicit instruction in fluency.
- **Voracious reading:**
 - This text is a favorite of students of various levels and abilities. There are also other books with Miss Nelson, the character from this story. Encourage students to reread this story along with reading other stories about Miss Nelson.
- **Read text as the author would say it, conveying the meaning or feeling:**
 - Use a favorite search engine to find videos of this story. There are many versions of the story being read aloud, using the pictures from the text, and many versions of this story being performed. Both examples provide a great opportunity for students to hear and see the meaning and feeling of this text.

Expand Vocabulary:

- **Use word parts to determine the meaning of words:**
 - Use words in the text such as *mis*-behaving, *un*-pleasant, *whisper-ed*, and *giggle-d* to model this strategy. Discuss how these word parts change the meaning of the word.
- **Use dictionaries, thesauruses, and glossaries as tools:**
 - Encourage the use of the thesaurus when discussing certain words in the story. What other words could work as a substitute?
 - P. 3 ~ whizzed
 - P. 4 ~ sweet
 - P. 5 ~ squirmed
 - P. 6 ~ rude
 - P. 8 ~ terrible, unpleasant
 - P. 10 – ugly
 - P. 20 ~ gobbled

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.