



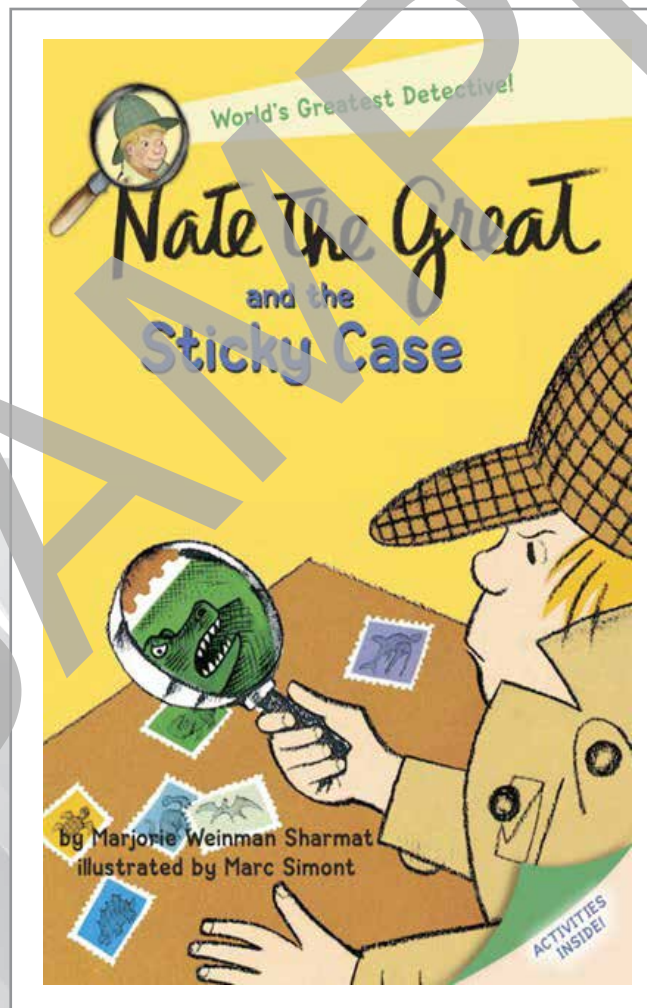
TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Nate the Great and the Sticky Case

Marjorie Weinman Sharmat



READ, WRITE, THINK, DISCUSS AND CONNECT

Nate the Great and the Sticky Case

Marjorie Weinman Sharmat

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

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Skills and Strategies

Thinking

Brainstorming

Writing

Creative writing

Listening/Speaking

Discussion

Comprehension

Prediction, comparison/
contrast

Literary Elements

Characterization, story
elements

Summary

Nate the Great is asked for help by his friend, Claude. A treasured stegosaurus stamp is missing! Nate and his dog, Sludge, follow clues that lead to the ultimate recovery, but not without incident.

About the Author

Marjorie Weinman Sharmat was born November 12, 1928, in Portland, Maine. She married Mitchell Brenner Sharmat, an investor and writer, in 1957. Sharmat attended Lasell Junior College and, later, graduated from Westbrook Junior College in 1948. She worked on the staff of the library at Yale University from 1951 through 1955. She then became a writer of greeting card verse and advertising copy. She has been an author of books for children since 1967.

Growing up in Portland, she was introspective, nearsighted, and shy. She enjoyed reading, playing the piano, and drawing. She was deeply drawn to the imaginary world. During her early years, she wanted to be a writer or a detective. She started writing at the age of eight, when she and a friend published "The Snooper's Gazette" with news they obtained by spying on the people in the neighborhood. There was one issue, with a circulation of four—both sets of parents.

Her first poem was written at that time, and was about a neighbor's dog. She has been writing diaries, music, poems, and stories ever since, having received a great deal of encouragement from her parents. *Nate the Great* is named after her father. These stories are written "backwards." She looks for something unusual, but plausible, for the ending, and then creates a case leading up to it. The characterizations and dialogue fall into place easily for her, since she knows where she is going in the plot. She tries to keep the readers from finding out the solution too soon, but believes, if the reader is sharp, he is entitled to know the answer! Marjorie Weinman Sharmat likes to write, and children all over the world enjoy her stories.

Introductory Activities

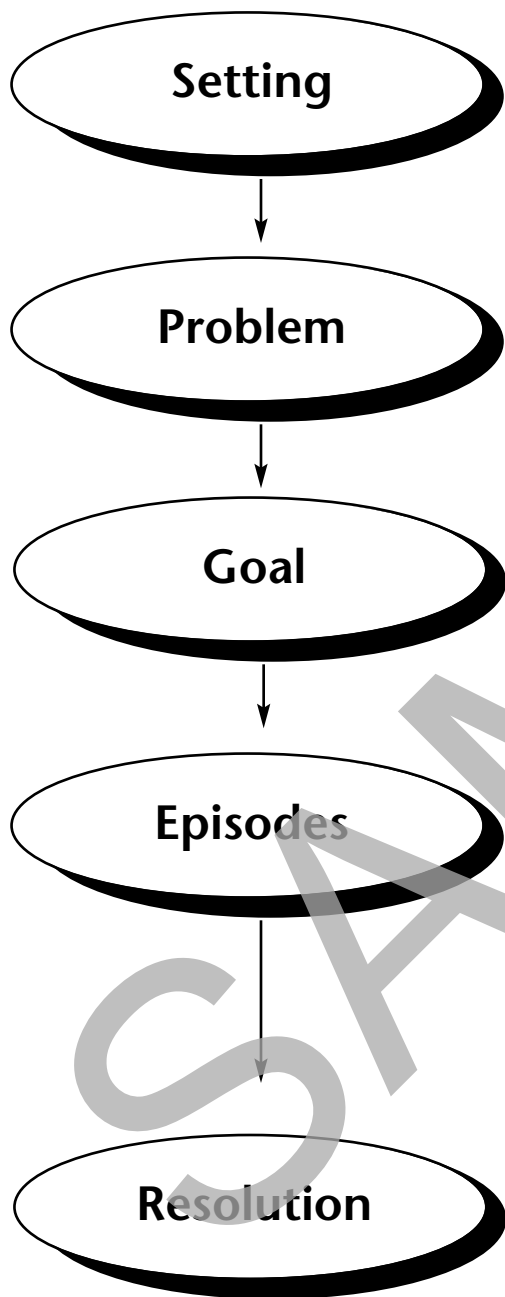
You may choose to do one of these activities before reading the story and the other activities after reading the story. However, they are appropriate at any time.

1. **Detecting:** For this activity, use the *Detecting* bulletin board. Make some large question marks out of colored construction paper. Attach the square part by some string, after questions have been written on them. These can then be hung in the area. You may want to ask questions like: "What Is Missing?", "What Is Different?", "What Comes Next?". Hang up some plain question marks, too. You may want to use them later. Since detectives must hone their powers of observation, hide some of the things that are already in the room; things that are familiar to the children. Put the appropriate question over the area that has something different, missing, etc.

Before discussing the question marks, allow the children enough time to settle in, and give them time to observe. Perhaps someone will notice that something is missing, etc., and will start the conversation in that vein. If not, pose a question to the group.

Have the children form cooperative groups, each group going to an assigned area in the room. Each group will try the observation skills of the members by changing or deleting something in the area, taking turns to be the observer. After a preset amount of time, each cooperative group will decide upon a change to make, to leave for others to observe and detect the difference.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Discussion Questions and Activities

Show the children the cover of the book. Read the title. Predict what the story is about. Record the predictions. (See pages 8-9 of this guide.)

Predicting what will happen is an important part of reading a novel. Using the facts and ideas that the author gives, the illustrations, and your own knowledge, predictions may be made. As more information is gathered, you may have cause to change a prediction, or your feeling about the prediction may be strengthened.

1. Ask the children why they think this novel is called the “sticky case.” Then ask them if they think that this word “sticky” will be important in the story. The answers will vary.
2. Read the story. As the story is read, have them listen for the answer to the question, “What is the mystery or problem?” and then list the clues as they are found by Nate.

Ask: What is the problem? (*Page 8, A stegosaurus stamp is missing.*)

Ask: What are the clues?

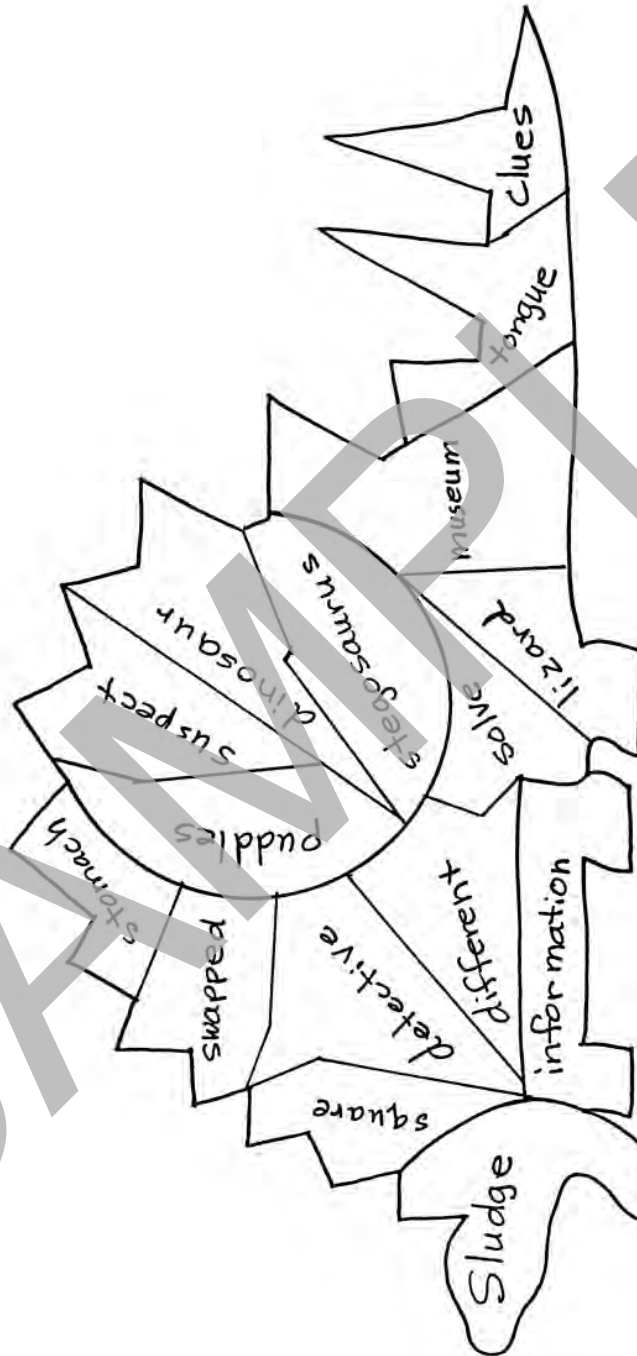
- *The stamp was near the edge of a table. (Page 10)*
- *Annie, Pip, and Rosamond had come to visit Claude, and had looked at the stamps. (Page 10)*
- *The stamp was not on the floor. (Page 16)*
- *The stamp was not in Claude’s house. (Page 18)*
- *It had rained. (Page 19)*
- *The stamp was not in Rosamond’s yard sale. (Page 22)*
- *Pip didn’t know anything about the stamp. (Page 26)*
- *Annie didn’t know anything about the stamp. (Page 27)*
- *Nate starts to “think sticky”. (Page 34)*
- *Sludge helps Nate to realize that a stamp has a sticky side. (Page 37)*
- *Nate experiments with a wet shoe and a stamp. (Page 39)*
- *Pip is wearing slippers. (Page 41)*
- *Rosamond has sold Pip’s shoes to Annie. (Page 43)*
- *Fang is playing with a shoe. (Page 44)*

Accept other clues found by the children. They may have a different opinion of the importance of discoveries made.

The solution to the problem: the stegosaurus stamp was stuck to the bottom of Pip’s wet shoe. (*Page 46*)

3. **Story Map:** Create a story map. (See page 10 of this guide.)
4. **Nate’s Clues:** Discuss the clues that were found by Nate, and the manner in which he conducted the investigation. Compare Nate’s techniques to that of a real detective. Would you ask for Nate’s help if you had a mystery to solve?

Vocabulary Dinosaur Puzzle



Detective's Walkie-Talkie

To build your own walkie-talkie, you will need:

- A partner
- 2 paper cups
- Round toothpicks
- Scissors
- Ruler
- String

Partners work together to make the walkie-talkies.

1. Punch a hole in the bottom of each cup with a toothpick. Make the hole just big enough for the string to go through.
2. Cut a piece of string. Make it 10 to 15 feet long.
3. Thread a cup to each end of the string. Tie each end of the string to the center of a toothpick. Pull each cup back along the string until the toothpick catches on the bottom of the cup. The toothpicks will hold the string in place inside the cups.
4. Try out the walkie-talkie by stretching out the string. Partners may talk to one another. One partner puts the cup to his or her ear while the other one talks. Take turns talking and listening.

