

# Here's What You'll Get in the The Day It Rained Hearts Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**Making Inferences**

**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  
✓ When you get confused

**Summary**  
What would you do if it suddenly started raining hearts? Valentine's Day is right around the corner and Camella Augusta has the perfect plan! She catches a pocketful of hearts and after carefully examining each one, she turns them into special Valentines for each of her friends. Camella takes great care in creating each card and mailing it to the perfect friend just in time for Valentine's Day.

**Link to What You Know**  
• What do you think about when you are choosing a gift for someone?  
• How do you know if someone likes or dislikes them?

**Important Words to Know and Understand**  
**Strung** – To put things together on a string, thread, or chain  
**Needle** – A small, very thin object that is used in sewing that has a sharp point at one end and a hole for thread

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives.  
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."  
For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know if a person's face turns red after making a mistake, it usually means that they feel embarrassed.  
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

©BookPages.com

Guided Reading Level

Activate Prior Knowledge

### Making Inferences Lesson Plan

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**Making Inferences**

**3**  
**Make Inferences While Reading**  
✓ Look for clues that tell you how a character might be feeling or what they might be thinking  
✓ Study the pictures. What do you notice characters, setting, and events?

**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 4** – Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that? Does your inference make sense?  
**Page 6** – Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected? How does your inference help you as a reader?  
**Page 15** – Camella makes several valentine cards. How do you think she feels about each of the cards she had made? How do you know?  
**Page 24** – Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
**Page 24** – Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *The Day It Rained Hearts*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know to make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while making inferences in *The Day It Rained Hearts*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Day It Rained Hearts*. (Remember to include examples from the book.)

©BookPages.com

Turn, Talk, and Reflect

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**Asking Questions**

**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  
✓ When you get confused

**3**  
**Ask Question While Reading**  
✓ Write down questions you have while reading  
✓ Ask your reading partner or write your thoughts down in your notebook

**4**  
**Notice the Work You Did While 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 1** – Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that? Does your inference make sense?  
**Page 6** – Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected? How does your inference help you as a reader?  
**Page 15** – Camella makes several valentine cards. How do you think she feels about each of the cards she had made? How do you know?  
**Page 24** – Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
**Page 24** – Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *The Day It Rained Hearts*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know to make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while making inferences in *The Day It Rained Hearts*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Day It Rained Hearts*. (Remember to include examples from the book.)

©BookPages.com

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**Making Predictions**

**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  
✓ When you get confused

**3**  
**Make Predictions While Reading**  
✓ Look for clues that tell you how a character might be feeling or what they might be thinking  
✓ Study the pictures. What do you notice characters, setting, and events?

**4**  
**Notice the Work You Did While 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 1** – Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that? Does your inference make sense?  
**Page 6** – Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected? How does your inference help you as a reader?  
**Page 15** – Camella makes several valentine cards. How do you think she feels about each of the cards she had made? How do you know?  
**Page 24** – Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
**Page 24** – Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *The Day It Rained Hearts*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know to make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while making inferences in *The Day It Rained Hearts*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Day It Rained Hearts*. (Remember to include examples from the book.)

©BookPages.com

Asking Questions

Making Predictions

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**Identifying the Author's Purpose**

**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  
✓ When you get confused

**3**  
**Identify the Author's Purpose While Reading**  
✓ Write down the author's purpose  
✓ Ask your reading partner or write your thoughts down in your notebook

**4**  
**Notice the Work You Did While 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 1** – Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that? Does your inference make sense?  
**Page 6** – Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected? How does your inference help you as a reader?  
**Page 15** – Camella makes several valentine cards. How do you think she feels about each of the cards she had made? How do you know?  
**Page 24** – Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
**Page 24** – Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *The Day It Rained Hearts*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know to make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while making inferences in *The Day It Rained Hearts*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Day It Rained Hearts*. (Remember to include examples from the book.)

©BookPages.com

Author's Purpose

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**Determining Importance**

**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  
✓ When you get confused

**3**  
**Determine Importance While Reading**  
✓ Look for clues that tell you how a character might be feeling or what they might be thinking  
✓ Study the pictures. What do you notice characters, setting, and events?

**4**  
**Notice the Work You Did While 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 1** – Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that? Does your inference make sense?  
**Page 6** – Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected? How does your inference help you as a reader?  
**Page 15** – Camella makes several valentine cards. How do you think she feels about each of the cards she had made? How do you know?  
**Page 24** – Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
**Page 24** – Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *The Day It Rained Hearts*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know to make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while making inferences in *The Day It Rained Hearts*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Day It Rained Hearts*. (Remember to include examples from the book.)

©BookPages.com

Determining Importance

**Answer Key for Making Inferences With The Day It Rained Hearts**

**Your Turn to Practice Making Inferences With The Day It Rained Hearts**

**Page 1**  
Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that?  
Answer: She says it's getting close because she says she's going to make Valentine's cards.

**Page 6**  
Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected?  
Answer: She will make Valentine's cards.

**Page 15**  
Camella makes several valentine cards. How do you think she feels about each of the cards she had made?  
Answer: She is proud of them.

**Page 24**  
Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
Answer: Yes, because she says she's going to make Valentine's cards.

**Page 24**  
Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?  
Answer: Yes, because she says she's going to make Valentine's cards.

**Answer Key for Asking Questions With The Day It Rained Hearts**

**Your Turn to Practice Asking Questions With The Day It Rained Hearts**

**Page 1**  
Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that?  
Answer: She says it's getting close because she says she's going to make Valentine's cards.

**Page 6**  
Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected?  
Answer: She will make Valentine's cards.

**Page 15**  
Camella makes several valentine cards. How do you think she feels about each of the cards she had made?  
Answer: She is proud of them.

**Page 24**  
Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
Answer: Yes, because she says she's going to make Valentine's cards.

**Page 24**  
Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?  
Answer: Yes, because she says she's going to make Valentine's cards.

**Answer Key for Identifying the Author's Purpose With The Day It Rained Hearts**

**Your Turn to Practice Identifying the Author's Purpose With The Day It Rained Hearts**

**Page 1**  
Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that?  
Answer: She says it's getting close because she says she's going to make Valentine's cards.

**Page 6**  
Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected?  
Answer: She will make Valentine's cards.

**Page 15**  
Camella makes several valentine cards. How do you think she feels about each of the cards she had made?  
Answer: She is proud of them.

**Page 24**  
Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
Answer: Yes, because she says she's going to make Valentine's cards.

**Page 24**  
Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?  
Answer: Yes, because she says she's going to make Valentine's cards.

**Answer Key for Determining Importance With The Day It Rained Hearts**

**Your Turn to Practice Determining Importance With The Day It Rained Hearts**

**Page 1**  
Camella Augusta says she thinks Valentine's Day is getting close. What makes her say that?  
Answer: She says it's getting close because she says she's going to make Valentine's cards.

**Page 6**  
Camella collects a pocketful of hearts. What do you think she will do with all the hearts she collected?  
Answer: She will make Valentine's cards.

**Page 15**  
Camella makes several valentine cards. How do you think she feels about each of the cards she had made?  
Answer: She is proud of them.

**Page 24**  
Camella cuts holes in the heart for her friend Mouse. Does your inference make sense? Why?  
Answer: Yes, because she says she's going to make Valentine's cards.

**Page 24**  
Use clues from the story to infer why Camella decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?  
Answer: Yes, because she says she's going to make Valentine's cards.

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Making Inferences**

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

What the Text Says	What I Know	What I Can Infer
Use the clues in the text or pictures.	What do you know about the text?	Strategies: Read, think, guess, setting.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Making Predictions**

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

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions here.	Write your predictions here.	Correct Incorrect
		Correct Incorrect
		Correct Incorrect
		Correct Incorrect

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

**Identifying the Author's Purpose**

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

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**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 out on 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...?
I wonder...	Why didn't...?	How does...?
I am confused when...	I am curious about...	I am not sure why...

Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

# Vocabulary Connections Resources

## Important Words to Know and Understand in *The Day It Rained Hearts* Word List

**Vocabulary Connections**

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**Important Words to Know and Understand in *The Day It Rained Hearts***

**Caught**  
To have used your hands to stop and hold an object that was moving

**Doubt**  
To be uncertain about something

**Needle**  
A small, very thin object that is used in sewing that has a sharp point at one end and a hole for thread

**Set**  
To cause someone or something to start doing something

**Strung**  
To put things together on a string, thread, or chain

**Thread**  
A long, thin piece of cotton, silk, etc., used for sewing







**Valentines**  
A card or gift that you give usually to someone you love on Valentine's Day

**Valentine's Day**  
February 14 observed as a time for sending valentines

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections**

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

Caught	Doubt	Needle
		
Set	Strung	Thread
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

Caught	Doubt	Needle
To have used your hands to stop and hold an object that was moving	To be uncertain about something	A small, very thin object that is used in sewing that has a sharp point at one end and a hole for thread
Set	Strung	Thread
To cause someone or something to start doing something	To put things together on a string, thread, or chain	A long, thin piece of cotton, silk, etc., used for sewing

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

<b>Caught</b> noun verb adverb adjective Definition of Caught:   Caught looks like this:  Caught reminds me of:  I saw this word in	<b>Doubt</b> noun verb adverb adjective Definition of Doubt:   Doubt looks like this:  Doubt reminds me of:  I saw this word in	<b>Needle</b> noun verb adverb adjective Definition of Needle:   Needle looks like this:  Needle reminds me of:  I saw this word in
---	---	---

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games**  
with Words from *The Day It Rained Hearts*

**Directions:** Complete each sentence below using the vocabulary words in the Word Bank.

- Grandma taught me how to sew with a \_\_\_\_\_ and \_\_\_\_\_.
- He once \_\_\_\_\_ a fish alive.
- I send \_\_\_\_\_ cards and gifts to my parents on \_\_\_\_\_.

**Directions:** Match the vocabulary word to its correct definition by shading the two matching hearts with the same color.

Valentine's Day	Thread	A long, thin piece of cotton, silk, etc., used for sewing
Doubt	To be uncertain about something	Celebrated on February 14
Caught	To be uncertain about something	Celebrated on February 14

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**The Day It Rained Hearts**  
By: Felicia Bond  
Grade Level: 2 / Guided Reading Level: K

**The Day It Rained Hearts**  
By Felicia Bond

A new word that I read in this book is: \_\_\_\_\_  
It means: \_\_\_\_\_  
Name: \_\_\_\_\_

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

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

**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?

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

The Day It Rained Hearts By: Felicia Bond Grade Level: 2 / Guided Reading Level: K						
<b>Word Work</b>						
<b>Instructional Focus:</b> Long a Digraphs: ai and ay						
<b>Background:</b> A digraph is a combination of two letters representing one sound. The digraphs ai and ay make the long a sound. If the sound /ay/ is at the end of the word, it is spelled -ay. If the sound /ai/ is in the middle of the word or syllable, it is spelled -ai.						
<b>Examples:</b> <table><tr><td>day</td></tr><tr><td>gray</td></tr><tr><td>play</td></tr><tr><td>stay</td></tr><tr><td>tray</td></tr></table>		day	gray	play	stay	tray
day						
gray						
play						
stay						
tray						
<b>Materials and Preparation</b> <ul style="list-style-type: none"><li>A Copy of <i>The Day It Rained Hearts</i></li><li>Anchor Chart</li><li>Marker</li><li>Tape or Magnets</li><li>Which Spelling Do I Use? Practice Page</li><li>Getting to Know Digraphs! Word Work Practice Page</li><li>Highlighter (marker)</li><li>Optional - Word Detective Extension Activity</li></ul>						
<b>Step 1: Introduce the Focus of Word Work</b>	<b>Introduce Long a Digraphs: ai and ay</b> <ul style="list-style-type: none"><li>Tell students you will be talking about digraphs today.</li><li>Point to the anchor chart you prepared ahead of time.</li><li>Point to the words on top of the anchor chart as you say, "A digraph is a combination of two letters that represent one sound."</li><li>Next, point to the ai and ay digraph and say, "We will focus on two digraphs today, -ay and -ai. Both have two letters, but they say one sound- the long a."</li><li>Move to the table on the anchor chart and read through the examples (-ay words: day, play, clay, tray and -ai words: rain, pain, stain, plain).</li><li>Acting as if you were asking this question to yourself, say, "Hmmm...since I am just learning about these digraphs and because they say the same long /a/ sound, how do I know whether a word is spelled using the -ay digraph or the -ai digraph? Reassure the students that there is a simple way to figure out which digraph to use."<ul style="list-style-type: none"><li>If the sound /ay/ is at the end of the word or syllable, it is spelled -ay.</li><li>If the sound /ai/ is in the middle of the word or syllable, it is spelled -ai.</li></ul></li><li>Focusing on the -ay digraph, say the word "pay," making sure to emphasize the two sounds: /p/ and /ay/. "Pay." I hear the /ay/ sound at the end of the word. So it must be spelled using the -ay.</li><li>Repeat with two more -ay words (lay and tray).</li><li>Now focus on the -ai digraph. Say the word "rain," making sure to emphasize the separate sounds: /r/ /ai/ /n/. "Rain." I hear the /ai/ sound in the middle of the word. It must be spelled using the -ai.</li><li>Repeat with two more -ai words (tail and grain).</li></ul>					
<b>Step 2: Connect Word Work to Reading</b>	<b>Long a Digraphs: ai and ay in the Text</b> <ul style="list-style-type: none"><li>Tell students that the book they will be reading today has just a few digraphs.</li><li>Show students page 14 of <i>The Day It Rained Hearts</i>. Tell the class to listen carefully and look at the words as you read. Instruct them to put their finger on their nose when they hear or see an ai or ay digraph.</li><li>Read, "The other hearts were so small, she arranged all of them on one piece of paper. Around the hearts she painted patterns of many colors. Then she folded her design in half."</li><li>After reading, ask the students to identify the digraph (painting).</li></ul>					
Word Work Lesson Plan   @BookPages.com						

Step by Step Lesson Plan

The Day It Rained Hearts By: Felicia Bond Grade Level: 2 / Guided Reading Level: K	
<b>Word Work</b>	
<b>Step 2: Connect Word Work to Reading (continued)</b>	<b>Long a Digraphs: ai and ay in the Text</b> <ul style="list-style-type: none"><li>Tell students you are going to read the book once from beginning to end.</li><li>Read <i>The Day It Rained Hearts</i>.</li><li>List of words in the text that are examples of the Long a Digraphs: ai and ay:<ul style="list-style-type: none"><li>day</li><li>ways</li><li>painted</li><li>rained</li><li>mailed</li></ul></li></ul>
<b>Step 3: Guided Word Work Practice</b>	<b>Interactive Exploration</b> <ul style="list-style-type: none"><li>Provide each student with <b>Which Spelling Do I Use? Practice Page</b>.</li><li>Read the directions while the students silently follow along.</li><li>Direct students to independently work on the paper.</li><li>As students are working, walk around, observe and provide support as needed.</li><li>After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.</li></ul>
<b>Step 4: Independent Word Work Practice</b>	<b>Practice Page</b> <ul style="list-style-type: none"><li>Give each student a copy of the with <b>Getting to Know Digraphs! Word Work</b>.</li><li>Read the directions with the class.</li><li>Go over the example with the class.</li><li>Tell students to complete the rest of the page practice page.</li><li>Monitor students as they work.</li></ul>
<b>Step 5: Reconnect and Reflect on Word Work</b>	<b>Group Discussion</b> <ul style="list-style-type: none"><li>Bring the students back together.</li><li>Ask students to explain what they learned about words based on the work they completed.</li><li>Invite students to turn and talk with a partner about their word work.</li><li>Invite 2-3 students to share what they learned with the group.</li></ul>
Word Work Lesson Plan   @BookPages.com	

List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

Extension Activity

Which Spelling Do I Use? Word Work Practice Page	
<ul style="list-style-type: none"><li>If the sound /ay/ is at the end of the word or syllable, it is spelled -ay.</li><li>If the sound /ai/ is in the middle of the word or syllable, it is spelled -ai.</li></ul>	
<b>Ay (ending sound)</b>	<b>AI (middle sound)</b>
day	rain
play	pain
<b>Directions:</b> Your teacher will read a list of words out loud. Each word has the long /a/ sound. Your job is to decide whether the long /a/ sound is in the middle of the word or the end of the word. If the long /a/ sound is at the end of the word, it is spelled with -ay. If the long /a/ sound is in the middle of the word, it is spelled with -ai.	
Is the long /a/ at the end or in the middle?	Spell the Word
Example	
1.	
2.	
3.	
4.	
5.	
Name: _____ Guided Word Work Practice   @BookPages.com	

Getting to Know Digraphs! Word Work Practice Page	
<b>Directions:</b> 1. Read each sentence. Using a yellow highlighter, highlight the words that have the digraph -ay or -ai in each sentence. 2. Write the highlighted digraphs in the correct column under the sentences.	
The chain on my bike is broken.	
My lunch fell off of the tray.	
I will play with my friend at recess.	
_____ and I took the long trail through the park.	
Can you lay this blanket on the bed?	
Is your painting for sale?	
<b>-ay words</b>	<b>-ai words</b>
Name: _____ Independent Word Work Practice   @BookPages.com	

Word Detective: Long a Digraphs: ai and ay Extension Activity			
<b>Directions:</b> Be a word detective! Be on the lookout for long a digraphs: ai and ay 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: _____ Independent Word Work Practice   @BookPages.com			

## Assessments

## Running Record Assessment

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)



# Extension Activity

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

**Directions:** Oh no....It's raining hearts! The hearts got mixed up and the events of the story are all over the place. We need your help in putting the events back in the correct sequence. Cut out each heart and paste them in order on the next page.

**It's Raining Hearts**

Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Day It Rained Hearts Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Making Inferences Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges.  <b>RL.2.4</b> - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>RL.2.7</b> - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10</b> - 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><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Show and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.9</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.10</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - 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><b>Language</b>  <b>L.2.4</b> - 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><b>Common Core State Standards Correlation</b></p> <p>The Day It Rained Hearts Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Making Predictions Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RL.2.7</b> - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10</b> - 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><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Show and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.9</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.10</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - 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><b>Language</b>  <b>L.2.4</b> - 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><b>Common Core State Standards Correlation</b></p> <p>The Day It Rained Hearts Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>The Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RL.2.7</b> - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10</b> - 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><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Show and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.9</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.10</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - 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><b>Language</b>  <b>L.2.4</b> - 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><b>Common Core State Standards Correlation</b></p> <p>The Day It Rained Hearts Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Determining Importance Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RL.2.7</b> - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10</b> - 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><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Show and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.9</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.10</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - 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><b>Language</b>  <b>L.2.4</b> - 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>
The Day It Rained Hearts CCSS Alignment   ©BookPagez.com	The Day It Rained Hearts CCSS Alignment   ©BookPagez.com	The Day It Rained Hearts CCSS Alignment   ©BookPagez.com	The Day It Rained Hearts CCSS Alignment   ©BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Day It Rained Hearts Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b>  <b>L.2.4a</b> - Use sentence-level context as a clue to the meaning of a word or phrase.  <b>L.2.4b</b> - Identify reliable connections between words and their use (e.g., describe foods that are spicy or juicy).  <b>L.2.4</b> - 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).</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Day It Rained Hearts Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Show and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p>
The Day It Rained Hearts CCSS Alignment   ©BookPagez.com	The Day It Rained Hearts CCSS Alignment   ©BookPagez.com

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Day It Rained Hearts Super Pack

## 5 Comprehension Strategy Practice Pages

### Determining Importance Practice Page

**Tu turno para practicar: Determinar la importancia**  
con The Day It Rained Hearts (El día que llovieron corazones)

**Páginas 1 a 4:**  
Está lloviendo corazones. ¿Crees que esto es importante para la historia?

¿Por qué o por qué no?

**Página 7:**  
¿Qué sabes de Cornelia Augusta?

¿Por qué es esto importante para la historia?

**Páginas 8 a 9:**  
Cornelia mira cada corazón con mucho cuidado y nota que todos son diferentes. ¿Es este un detalle importante?

Nombre: \_\_\_\_\_

©BookPages.com

### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Determinar la importancia**  
con The Day It Rained Hearts (El día que llovieron corazones)

**Páginas 1 a 4:**  
Está lloviendo corazones. ¿Crees que esto es importante para la historia?  
Las respuestas varían. Podrían incluir: Si es importante

¿Por qué o por qué no?  
Las respuestas varían. Podrían incluir: Creo que los corazones que llueven son importantes para la historia porque es parte del título y está sucediendo en cada página del libro hasta ahora.

**Página 7:**  
¿Qué sabes de Cornelia Augusta?  
Las respuestas varían. Podrían incluir: Hasta ahora, sé que Cornelia Augusta es una amiga muy atenta.

¿Por qué es esto importante para la historia?  
Las respuestas varían. Podrían incluir: Esto es importante para la historia porque Cornelia es el personaje principal y esta información me ayuda a conocerla mejor.

**Páginas 8 a 9:**  
Cornelia mira cada corazón con mucho cuidado y nota que todos son diferentes. ¿Es este un detalle importante?  
Las respuestas varían. Podrían incluir: Es un detalle importante.

Nombre: \_\_\_\_\_

Answer Key | ©BookPages.com

### Hacer inferencias

**Tu turno para practicar: Hacer inferencias**  
con The Day It Rained Hearts (El día que llovieron corazones)

**Página 4:**  
Cornelia Augusta dice que cree que el corazón que ella coleccionó es importante. ¿Por qué?

**Página 24:**  
Cornelia mira cada corazón con mucho cuidado y nota que todos son diferentes. ¿Es este un detalle importante?

Nombre: \_\_\_\_\_

©BookPages.com

### Hacer preguntas

**Tu turno para practicar: Hacer preguntas**  
con The Day It Rained Hearts (El día que llovieron corazones)

**Página 12:**  
Cornelia sabe exactamente a quién quiere darle la tarjeta en la que está trabajando. ¿Qué te gustaría saber sobre lo que está haciendo Cornelia?

**Página 24:**  
Cornelia continúa esparciendo alegría en el Día de San Valentín, aunque no llueven corazones nuevamente. Si pudieras hacerle a Cornelia alguna pregunta, ¿qué le harías a ella?

¿Tu pregunta te ayuda a entender mejor la historia? ¿Cómo es eso?

Nombre: \_\_\_\_\_

©BookPages.com

### Identifica el propósito del autor

**Tu turno para practicar: Identifica el propósito del autor**  
con The Day It Rained Hearts (El día que llovieron corazones)

**Página 7:**  
¿Qué crees que el autor está tratando de decirte sobre este libro?

**Página 9:**  
Observa cómo la autora explica cómo Cornelia está todos los días y decide cuáles irán a cada amigo. ¿Qué crees que el autor quiere decirte?

**Página 14:**  
El autor describe cada tarjeta que Cornelia hace en el día que llueven corazones. ¿Qué crees que el autor quiere decirte?

Nombre: \_\_\_\_\_

©BookPages.com

### Hacer predicciones

**Tu turno para practicar: Hacer predicciones**  
con The Day It Rained Hearts (El día que llovieron corazones)

**Página 17:**  
Cornelia Augusta envía tarjetas de San Valentín a sus amigos. Haz una predicción sobre cómo se sentirán sus amigos cuando reciban las tarjetas.

**Página 24:**  
¿Cómo crees que se verán las tarjetas de San Valentín de Cornelia Augusta el próximo año?

Nombre: \_\_\_\_\_

©BookPages.com

Making  
Inferences

Author's  
Purpose

Determining  
Importance

Making  
Predictions

# Writing About Reading with Optional CCSS Alignment

**“I Can” Statement written in Spanish**

When I Am Old with You (Cuando sea viejo contigo): Visualizar

Esta historia tiene lugar en el campo. Visualiza a los personajes que viven en una gran ciudad. ¿Qué tipo de actividades podrían hacer juntas que serían iguales? ¿Qué actividades serían diferentes?

☐ Puedo compararlo que sucede con los personajes en las historias que leo.

CCSS: RL.1.9

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

When I Am Old with You (Cuando sea viejo contigo): Visualizar

Esta historia tiene lugar en el campo. Visualiza a los personajes que viven en una gran ciudad. ¿Qué tipo de actividades podrían hacer juntas que serían iguales? ¿Qué actividades serían diferentes?

When I Am Old with You (Cuando sea viejo contigo): Visualizar

Esta historia tiene lugar en el campo. Visualiza a los personajes que viven en una gran ciudad. ¿Qué tipo de actividades podrían hacer juntas que serían iguales? ¿Qué actividades serían diferentes?

When I Am Old with You (Cuando sea viejo contigo): Visualizar

Esta historia tiene lugar en el campo. Visualiza a los personajes que viven en una gran ciudad. ¿Qué tipo de actividades podrían hacer juntas que serían iguales? ¿Qué actividades serían diferentes?

When I Am Old with You (Cuando sea viejo contigo): Visualizar

Esta historia tiene lugar en el campo. Visualiza a los personajes que viven en una gran ciudad. ¿Qué tipo de actividades podrían hacer juntas que serían iguales? ¿Qué actividades serían diferentes?

When I Am Old with You (Cuando sea viejo contigo): Visualizar

Esta historia tiene lugar en el campo. Visualiza a los personajes que viven en una gran ciudad. ¿Qué tipo de actividades podrían hacer juntas que serían iguales? ¿Qué actividades serían diferentes?

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

## 5 Comprehension Strategy Graphic Organizers

**Visualizar**  
(Title)

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de la imagen mental en el espacio abajo.

Escribe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todas las palabras que te ayudaron a visualizar.

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**Determinar la Importancia**  
(Title)

Pienso en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar los puntos más importantes de tu libro.

#1

#2

#3

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**Hacer preguntas**  
(Title)

Muestrame para empezar una oración

Quiero saber... ¿Por qué no...? ¿Cómo...? ¿Qué...?

Me confundí cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**Entender la estructura del texto**  
(Title)

Estructura del texto	¿Dónde fue usada la estructura del texto?	¿Cómo la estructura del texto me ayudó?
Párrafo...		
Párrafo...		
Párrafo...		
Párrafo...		
Párrafo...		

¿Estructura que puedes ver mientras lees?

Repetición Comparación y Contraste Similitud Cambio y Transición Causa y Efecto

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**Sintetizar**  
(Title)

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Para ahora pienso...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

¿Mi nueva forma de pensar es...?

Ahora entiendo... Después de pensar sobre...

Porque... Porque... Porque...

**Instrucciones:**  
1. Contesta las siguientes preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Determining Importance

Asking Questions

Understanding Text Structure

Synthesizing

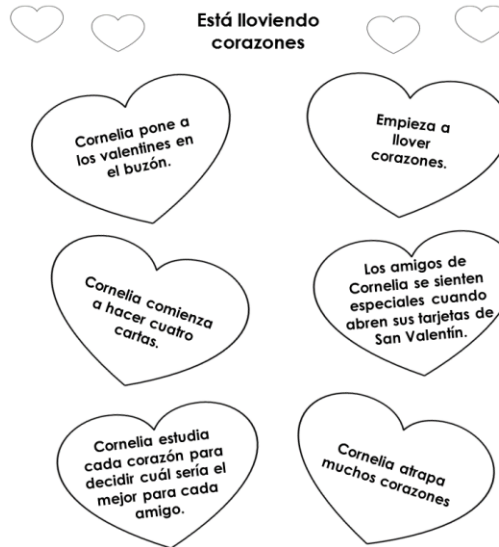


# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

Instrucciones: Oh no ... ¡Está lloviendo corazones! Los corazones se mezclaron y los eventos de la historia están por todas partes. Necesitamos su ayuda para volver a poner los eventos en la secuencia correcta. Recorta cada corazón y pégalos en orden en la página siguiente.

Está lloviendo corazones



The activity consists of six heart-shaped cards arranged in two columns and three rows. Each card contains a sentence describing an event from the story. The text on the cards is as follows:

- Top Left: Cornelia pone a los valentines en el buzón.
- Top Right: Empieza a llover corazones.
- Middle Left: Cornelia comienza a hacer cuatro cartas.
- Middle Right: Los amigos de Cornelia se sienten especiales cuando abren sus tarjetas de San Valentín.
- Bottom Left: Cornelia estudia cada corazón para decidir cuál sería el mejor para cada amigo.
- Bottom Right: Cornelia atrapa muchos corazones.