

# Here's What You'll Get in the The Day You Begin Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Connections Lesson Plan

**Making Connections**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: P

**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 when you get confused

**Summary**

**The Day You Begin** is about Angelina, a girl with big curly hair and brown skin, who feels like she doesn't fit in. Angelina listens to the other kids in her class describe their travels to Paris, Maine, and India and is afraid to share her summer of reading and taking care of her little sister. Angelina notices others in her class sometimes feel like outsiders, too. One day, she takes a chance in class and makes an unexpected connection with classmate, Rigoberto. This sparks bravery in Angelina and she begins to share her story, discovering along the way that there is space for her in the world.

**Link to What You Know**

- What was the best thing you did last summer? What was so much fun?
- How did you feel when you walked into your classroom on the first day of school? What made you feel that way?

**Important Words to Know and Understand**

**Laughter** – The action or sound of laughing  
**Hometown** – The country where someone was born or raised

**Why Readers Make Connections While Reading**

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

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### Guided Reading Level

### Activate Prior Knowledge

### Making Connections Lesson Plan

**Making Connections**

**The Day You Begin**  
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Grade Level: 3 / Guided Reading Level: P

**3**

**Make Connections While Reading**

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- remind you of things you've heard about in the world?

**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 on your practice page.

**Page 6** – When Rigoberto says his name, everyone starts laughing. Make a **text-to-world** connection. Why do people laugh (or make fun of) at others?

**Page 9** – The students tell their stories of the places they visited last summer. Make a **text-to-self** connection. What did you do last summer? How does making this connection help you to understand the story?

**Page 14** – The girl is embarrassed by the lunch her mom packed her. Make a **text-to-self** connection by telling about something that you love to eat, but your friends think is terrible.

**Page 24** – Angelina is imagining far away places that she visited in the books she read. Think of a story that makes you feel like you've visited or far away place. Tell about your **text-to-text** connection.

**Page 26** – Rigoberto tells Angelina that he has a sister named Angelina and all of a sudden, she feels like the world opened up a bit. Make a **text-to-self** connection by telling about a time when someone made you feel welcome. How does your connection help you as a reader?

**Time to Reflect**

**Think** – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand it even more. What did you already know about **The Day You Begin**? How did your prior knowledge help you as a reader?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book, too.

**Reflect** – Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your connection helped you. How does making connections help you be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Day You Begin**. (Remember to include examples from the book!)

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### Key Vocabulary

### Explanation of Strategy

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Asking Questions**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: P

**3**

**Ask Questions While Reading**

- Think
- 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 on your notebook.

**Page 2** – The girl works into the room. There is no one else in the room but you. What do you think about this?

**Page 4** – The picture shows some of the kids in the girl's class. What do you think about the girl's class? How do you think she feels about the other kids in this picture? What do you notice about them?

**Page 6** – Rigoberto begins to talk to Angelina. What do you notice about them?

**Page 7** – How that the girls in your book of your questions from 2? How do you think about them? How does asking questions help you as a reader?

**Time to Reflect**

**Think** – When readers ask questions, they think about what they need to know to understand a text. Because you know a lot about the story, you'll be able to understand it even more. What did you already know about **The Day You Begin**? How did your prior knowledge help you as a reader?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book, too.

**Reflect** – Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your connection helped you. How does making connections help you be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Day You Begin**. (Remember to include examples from the book!)

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**Understanding Text Structure**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: P

**3**

**Understand Text Structure While Reading**

- Think
- 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 on your notebook.

**Page 3** – How does the author use a descriptive text structure to tell about Rigoberto? How does the author use a descriptive text structure to tell about Angelina? How does the author use a descriptive text structure to tell about the girl's class?

**Page 14** – How does the author use a compare and contrast text structure to tell about the girl's class? How does the author use a compare and contrast text structure to tell about the girl's class?

**Page 26** – The author is using a problem and solution text structure. How does Rigoberto solve his problem? How does the author use a problem and solution text structure to tell about Rigoberto? How does the author use a problem and solution text structure to tell about Rigoberto?

**Time to Reflect**

**Think** – How did the different text structures help you to better understand the text? How did the different text structures help you to better understand the text? How did the different text structures help you to better understand the text?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book, too.

**Reflect** – Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your connection helped you. How does making connections help you be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Day You Begin**. (Remember to include examples from the book!)

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### Asking Questions

### Understanding Text Structure

**Visualizing**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: P

**3**

**Visualize While Reading**

- Think
- 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 on your notebook.

**Page 4** – The teacher says Rigoberto's name. What words help you visualize what he looks like? How does the author use a descriptive text structure to tell about Rigoberto? How does the author use a descriptive text structure to tell about Rigoberto?

**Page 14** – Look at the picture on page 14. What words help you visualize how the boy is feeling? Explain what the words mean to you.

**Page 21** – Listen to the words on page 21. What do you notice about them? How do you think the girl feels about the other kids in this picture? What do you notice about them?

**Page 27** – Angelina is imagining far away places that she visited in the books she read. Think of a story that makes you feel like you've visited or far away place. Tell about your **text-to-text** connection.

**Time to Reflect**

**Think** – How did the words help you visualize what you were reading? How did the words help you visualize what you were reading? How did the words help you visualize what you were reading?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book, too.

**Reflect** – Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your connection helped you. How does making connections help you be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Day You Begin**. (Remember to include examples from the book!)

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**Synthesizing**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: P

**3**

**Synthesize While Reading**

- Think
- 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 on your notebook.

**Page 12** – The girl is embarrassed by the lunch her mom packed her. Make a **text-to-self** connection by telling about something that you love to eat, but your friends think is terrible.

**Page 18** – The girl is imagining far away places that she visited in the books she read. Think of a story that makes you feel like you've visited or far away place. Tell about your **text-to-text** connection.

**Page 26** – Rigoberto tells Angelina that he has a sister named Angelina and all of a sudden, she feels like the world opened up a bit. Make a **text-to-self** connection by telling about a time when someone made you feel welcome. How does your connection help you as a reader?

**Time to Reflect**

**Think** – How did your thinking change while you read **The Day You Begin**? How did your thinking change while you read **The Day You Begin**? How did your thinking change while you read **The Day You Begin**?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book, too.

**Reflect** – Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your connection helped you. How does making connections help you be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Day You Begin**. (Remember to include examples from the book!)

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### Visualizing

### Synthesizing

**Answer Key for Making Connections with The Day You Begin**

**Your Turn to Practice Making Connections with The Day You Begin**

**Page 6** – When Rigoberto says his name, everyone starts laughing. Make a **text-to-world** connection. Why do people laugh (or make fun of) at others?

**Page 9** – The students tell their stories of the places they visited last summer. Make a **text-to-self** connection. What did you do last summer? How does making this connection help you to understand the story?

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**Answer Key for Asking Questions with The Day You Begin**

**Your Turn to Practice Asking Questions with The Day You Begin**

**Page 2** – The girl works into the room. There is no one else in the room but you. What do you think about this?

**Page 4** – The picture shows some of the kids in the girl's class. What do you think about the girl's class? How do you think she feels about the other kids in this picture? What do you notice about them?

**Page 6** – Rigoberto begins to talk to Angelina. What do you notice about them?

**Page 7** – How that the girls in your book of your questions from 2? How do you think about them? How does asking questions help you as a reader?

**Answer Key for Understanding Text Structure with The Day You Begin**

**Your Turn to Practice Understanding Text Structure with The Day You Begin**

**Page 3** – How does the author use a descriptive text structure to tell about Rigoberto? How does the author use a descriptive text structure to tell about Angelina? How does the author use a descriptive text structure to tell about the girl's class?

**Page 14** – How does the author use a compare and contrast text structure to tell about the girl's class? How does the author use a compare and contrast text structure to tell about the girl's class?

**Page 26** – The author is using a problem and solution text structure. How does Rigoberto solve his problem? How does the author use a problem and solution text structure to tell about Rigoberto? How does the author use a problem and solution text structure to tell about Rigoberto?

**Answer Key for Visualizing with The Day You Begin**

**Your Turn to Practice Visualizing with The Day You Begin**

**Page 4** – The teacher says Rigoberto's name. What words help you visualize what he looks like? How does the author use a descriptive text structure to tell about Rigoberto? How does the author use a descriptive text structure to tell about Rigoberto?

**Page 14** – Look at the picture on page 14. What words help you visualize how the boy is feeling? Explain what the words mean to you.

**Page 21** – Listen to the words on page 21. What do you notice about them? How do you think the girl feels about the other kids in this picture? What do you notice about them?

**Page 27** – Angelina is imagining far away places that she visited in the books she read. Think of a story that makes you feel like you've visited or far away place. Tell about your **text-to-text** connection.

**Answer Key for Synthesizing with The Day You Begin**

**Your Turn to Practice Synthesizing with The Day You Begin**

**Page 12** – The girl is embarrassed by the lunch her mom packed her. Make a **text-to-self** connection by telling about something that you love to eat, but your friends think is terrible.

**Page 18** – The girl is imagining far away places that she visited in the books she read. Think of a story that makes you feel like you've visited or far away place. Tell about your **text-to-text** connection.

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**The Day You Begin: Asking Questions**

Pretend you are talking to one of the students who laughed at Rigoberto's name. What question would you like to ask them? What do you think their answer would be?

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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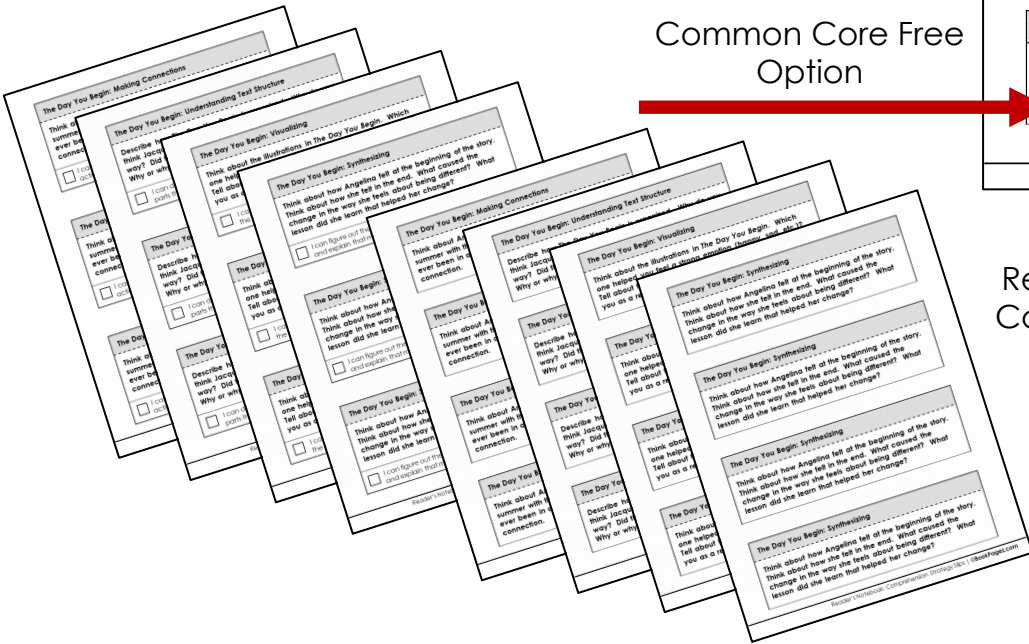
Strategy and Text Based Reader's Response Prompt

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 Connections**

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

Think about the book. What does the book remind you of?

What type of connection did you make?

Text-to-Text    Text-to-Text    Text-to-World

Draw a picture of your connection in the box below:

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

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**Visualizing**

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

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

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

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**Asking Questions**

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

Question Sentence Starters

I wonder... Why didn't... How does...  
 I am confused about... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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

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**Understanding Text Structure**

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

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

**Text Structures You Might See While Reading:**

Description	Sequence	Relationship	Cause and Effect

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

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**Synthesizing**

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

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

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Retelling and Summarizing

Visualizing

Asking Questions

Understanding Text Structure

Synthesizing



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: F

**Instructional Focus:**  
Suffix -er

**Background:** When -er is found at the end of a word, it can be one of three things:

- a part of the word (Example: brother)
- a suffix that means more (Example: sweeter)
- a suffix that means a person who (Example: painter)

**Examples:**

Part of the Word	Suffix
flower	fu
brother	er
sister	is
father	ch

**Materials and Preparation:**

- A Copy of **The Day You Begin**
- Chart Paper
- Markers
- "er" Categories Game Sheet
- ER Sort Practice page (one for each student)
- Optional - Word Detective (1 per student)
- Optional - Sticky Notes, 3 for each student

Optional Activity to Extend Engagement

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Word Work**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: F

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Give each student an "er" categories game sheet.
- Tell students that they are going to play a game using the 3 categories for using "er" at the end of a word. (Explain the categories again, and give an example for each, if necessary.)
- Tell students that you are going to spin the spinner. When it lands on a letter, they must think of one word that begins with that letter, that will fit ONE of the categories. Give a free 30-second timer at this point and ask a volunteer for an answer. Let everyone write that word in the proper column on their page.
- Tell them that you will keep spinning the spinner, and they are to write down one word each time, for one category. Tell them they must do it quietly, so as not to give away any answers. When someone thinks they have all the lines under each category filled in, they raise their hand and say, "ER!"
- Spin the spinner and call out the letter it lands on. Give students a few seconds to think of an answer and write it down. Spin the spinner again.
- Continue this way until someone says, "ER!" Check that person's paper. If all the words are in the correct categories, they win. If they are not all correct, keep playing until someone wins. Give a prize, privilege, or praise to the winner.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Pass out ER Sort practice page to each student.
- Ask for a volunteer to read the directions.
- When you are sure that everyone understands the directions, tell them to begin.
- Monitor students as they are working.
- Collect papers when they are finished.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Independent Practice Page

**"er" Categories Game Sheet**  
Interactive Activity

**Directions:** Duplicate enough pages for half the students. Cut each page in half. Distribute one half to each student.

**ER Categories Game**

**Directions:** The leader will spin the spinner and call out the letter it lands on. Think of a word with an "er" ending that begins with the letter that was called out. Write the word in the correct column, before the leader spins the spinner again. Try to fill in all the lines on your paper.

"er" means "more"	"er" means "someone who"	"er" is part of the word

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Extension Activity

**Word Detective: Suffix -er**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for words that end in "er" while you read. Write the words 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 | @BookPagez.com

**ER Sort Practice Page**

**Directions:** Read each sentence below. Look at the underlined word. Decide which category the word belongs in. Write the word under the correct heading.

"er" means "more"	"er" means "someone who"	"er" is part of the word
er	er	er

- The dancer moved very gracefully across the stage.
- My sister likes to take us hiking in the woods.
- That joke was funnier than the other one you told us yesterday.
- My new shoes are shabbier than my old ones.
- The farmer down the road sold us some hay for our horses.
- Tonight's math homework is easier than what we did last night.
- We had fun watching them make apple cider.
- The painter made the walls in my bedroom purple.
- We couldn't believe the glitter did a back flip.
- Alisa always wins when we play checkers.
- My mom bought six packs of flower seeds to plant this spring.
- Our dog is gamer, now than he was when he was a puppy.
- The robber was caught shortly after he stole the money.
- Amia wants to hire a balcony when she plants her garden.
- Roberto feels lonelier since his friend moved away.

**Challenge:** Write one sentence that uses at least one word from each category.

Independent Word Work Practice | @BookPagez.com

# Assessments

Running Record Assessment:  
Use the first 100 words from the text to assess oral reading fluency



Running Record					
Title: <i>The Day You Begin</i>		Guided Reading Text Level: P	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 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
2	There will be times when you walk into a room and no one there is quite like you.				
4	Maybe it will be your skin, your clothes, or the curl of your hair.				
6	There will be times when no one understands the way words curl from your mouth.  the beautiful language of the country you left behind.  <i>My name is Rigoberto. We just moved here from Venezuela.</i>  And because they don't understand, the classroom will fill  with laughter until the teacher quiets everyone.				
Tested By: _____					©BookPagez.com

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



<b>The Day You Begin</b> CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>The Day You Begin</i> to answer each of the following questions.	
1. Which character makes Angelina feel welcome in the story <i>The Day You Begin</i> ?	
<input type="radio"/> A Chavia <input type="radio"/> B Rigoberto <input type="radio"/> C Jonathan <input type="radio"/> D Nadja	
2. Which of these phrases best supports how Angelina changed by the summer?	
<input type="radio"/> A "...your voice stronger than it was a minute ago..." <input type="radio"/> B "...like a place that you're standing all the way outside of..." <input type="radio"/> C "... you can have a fun later." <input type="radio"/> D "... made you laugh out loud..."	
3. Which of these adjectives describes Angelina at the end of <i>The Day You Begin</i> ?	
<input type="radio"/> A fearful <input type="radio"/> B sad <input type="radio"/> C lonely <input type="radio"/> D brave	
4. No one understands the way the words <u>curl</u> from Rigoberto's mouth. <u>curl</u> mean in this sentence?	
<input type="radio"/> A Rigoberto has a curly mustache. <input type="radio"/> B Rigoberto laughs every time he speaks. <input type="radio"/> C Rigoberto has an accent. <input type="radio"/> D Rigoberto cannot speak at all.	
CCSS Assessment 3 <sup>rd</sup> Grade Reading Standards for Literature	

5. In the beginning, Angelina doesn't want to tell her story about what she did during the summer. Which of these is the reason why? (RL.3.5)
<input type="radio"/> A She felt her story didn't measure up to the stories of the others. <input type="radio"/> B She felt she would be showing off if she told what she did. <input type="radio"/> C She was too nervous to speak in front of the class. <input type="radio"/> D Grandma will buy a TV so Nicky has something to do.
6. Who is narrating <i>The Day You Begin</i> ? (RL.3.6)
<input type="radio"/> A Angelina <input type="radio"/> B Rigoberto <input type="radio"/> C The teacher <input checked="" type="radio"/> D Someone who is not a character
7. How do the illustrations in <i>The Day You Begin</i> help you to understand the story? (RI.3.7)
<input type="radio"/> A They show the different countries the students visited. <input type="radio"/> B They show the different languages the student speak. <input checked="" type="radio"/> C They show how the characters are feeling, both happy and sad. <input type="radio"/> D They show how the teacher helped everyone get along well.
8. How is Angelina different at the end of <i>The Day You Begin</i> than she was at the beginning? (RL.3.9)
<input type="radio"/> A She is much sadder at the end of the book than she was at the beginning. <input checked="" type="radio"/> B She is not afraid to tell her story at the end of the book, as she was at the beginning. <input type="radio"/> C At the beginning of the book she had many friends, but at the end she had none. <input type="radio"/> D She is more shy at the end than she was at the beginning.
9. Why did Angelina feel like she had visited many places last summer? (RI.3.10)
<input type="radio"/> A Her parents sent her on a long trip with her sister. <input type="radio"/> B She watched movies about different places. <input type="radio"/> C She listened to her classmates tell about the trips that they took. <input checked="" type="radio"/> D She read books about different places.
CCSS Assessment 3 <sup>rd</sup> Grade Reading Standards for Literature   BookPagez.com

Answer Key



# Extension Activity

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

**Directions:**  
When your teacher says, "GO!" walk around the room. Find classmates who have done the things listed in each box. Have them mark their initials in the box. See if you can fill all the boxes.

**Find Someone Who...**

When Angelina started telling her story in the book **The Day You Begin**, she began to make friends. Tell your story and listen to others' stories to see what you have in common.

speaks 2 languages	was born in another country	babysits their brothers and sisters
eats kimchi	read 3 or more books last summer	is an only child
plays a musical instrument	has visited another state	has a birthday the same as month as you
loves broccoli	favorite color is the same as yours	plays a sport
has visited another country	parents were born in another country	has the same hobby as you

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

<p style="text-align: center;"><b>Common Core State Standards Correlation</b></p> <p style="text-align: center; font-size: x-small;">The Day You Begin Lesson Plans, Resources, and Activities</p> <p style="text-align: center; font-size: x-small;">The lesson plans, resources, and activities for use with The Day You Begin correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p style="text-align: center; font-size: x-small;"><b>Making Connections Lesson Plan and Resources</b></p> <p style="text-align: center; font-size: x-small;"><b>Reading: Literature</b></p> <p style="text-align: center; font-size: x-small;"><b>RL.1</b> - Ask and answer questions to demonstrate understanding of a text, relating explicitly to the text or to its details as a basis for the answers.</p> <p style="text-align: center; font-size: x-small;"><b>RL.3</b> - Describe characters in a story (eg, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p style="text-align: center; font-size: x-small;"><b>RL.10</b> - By the end of the year, read and comprehend literature, including stories and drama, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p style="text-align: center; font-size: x-small;"><b>Reading: Foundational Skills</b></p> <p style="text-align: center; font-size: x-small;"><b>RF.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center; font-size: x-small;"><b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center; font-size: x-small;"><b>Writing</b></p> <p style="text-align: center; font-size: x-small;"><b>W.1.8</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p style="text-align: center; font-size: x-small;"><b>Speaking &amp; Listening</b></p> <p style="text-align: center; font-size: x-small;"><b>SL.1.6</b> - Explain their own ideas and understanding in the light of the discussion.</p> <p style="text-align: center; font-size: x-small;"><b>SL.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p style="text-align: center; font-size: x-small;"><b>SL.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p style="text-align: center; font-size: x-small;"><b>Language</b></p> <p style="text-align: center; font-size: x-small;"><b>L.3.4</b> - Acquire and use accurately, grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).</p> <p style="text-align: right; font-size: x-small;">The Day You Begin CCSS Alignment   @BookPagez.com</p>	<p style="text-align: center;"><b>Common Core State Standards Correlation</b></p> <p style="text-align: center; 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font-size: x-small;">Know and apply grade-level phonics and word analysis skills in decoding words, with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center; font-size: x-small;"><b>Writing</b></p> <p style="text-align: center; font-size: x-small;">Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p style="text-align: center; font-size: x-small;"><b>Speaking &amp; Listening</b></p> <p style="text-align: center; font-size: x-small;">Explain their own ideas and understanding in the light of the discussion.</p> <p style="text-align: center; font-size: x-small;">Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p style="text-align: center; font-size: x-small;">Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p style="text-align: center; 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font-size: x-small;"><b>RL.3.4</b> - Determine the meaning of words and phrases as they are used in a text, distinguishing figurative language, such as similes, metaphors, and personification.</p> <p style="text-align: center; font-size: x-small;"><b>RL.7</b> - Explain how specific aspects of a text's illustrative contributions to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).</p> <p style="text-align: center; font-size: x-small;"><b>RL.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p style="text-align: center; font-size: x-small;"><b>Reading: Foundational Skills</b></p> <p style="text-align: center; font-size: x-small;"><b>RF.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center; font-size: x-small;"><b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

The Day You Begin Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with The Day You Begin correlate with the following English Language Arts Common Core State Standards for third grade.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.4b** - Identify readily-gained connections between words and their use (eg, identify people who are friendly or helpful).

**L.3.4c** - Acquire and use accurately, grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).

The Day You Begin CCSS Alignment | @BookPagez.com

Vocabulary Connections  
Common Core Alignment

**Common Core State Standards Correlation**

The Day You Begin Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with The Day You Begin correlate with the following English Language Arts Common Core State Standards for third grade.

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**

**RF.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4** - Read with sufficient accuracy and fluency to support comprehension.

The Day You Begin CCSS Alignment | @BookPagez.com

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Day You Begin Super Pack

## 5 Comprehension Strategy Practice Pages

### Synthesizing Practice Page

**Tu turno para Sintetizar**  
con The Day You Begin (El día que comienzas)

**Página 4:**  
¿Qué ha pasado en la historia hasta ahora? ¿Cuál es el problema al principio del libro?

**Página 12:**  
Esta página cuenta lo que hizo la niña durante sus vacaciones de verano. ¿Qué hizo durante sus vacaciones de verano? ¿Qué siente por su verano?

¿Cómo lo sabes?

**Página 18:**  
El niño se siente excluido de jugar con los otros niños. ¿Cómo se sienten el chico y la chica de pelo rizado?

¿Cómo es eso?

Nombre: \_\_\_\_\_ ©BookPagez.com

### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Sintetizar**  
con The Day You Begin (El día que comienzas)

**Página 23:**  
Angelina habla y comparte su verano con su clase. ¿Cómo se siente Angelina con su verano ahora?  
Angelina piensa que su verano es emocionante porque visitó muchos lugares diferentes en los libros que leyó.

¿Qué cambió para ella?  
Cambió la forma en que pensaba sobre su verano y encontró lo bueno. Ella también decidió ser valiente y compartir.

**Página 27:**  
¿Angelina resolvió su problema?  
Angelina resolvió su problema cambiando su forma de pensar sobre las cosas que la hacen diferente.

¿En qué se diferencia ella al final de la historia desde el principio?  
Al principio de la historia, pensó que era un problema porque no había nadie más como ella. Al final, piensa que es maravilloso que no haya nadie más exactamente como ella.

¿Cómo le ayuda a usted como lector pensar en cómo cambian los personajes?  
Las respuestas varían. Podrían incluir: Pensar en cómo cambian los personajes me ayuda como lector al ayudarme a comprender profundamente al personaje.

Nombre: \_\_\_\_\_ Answer Key | ©BookPagez.com

**Hacer conexiones**  
con The Day You Begin (El día que comienzas)

**Tu turno para Hacer conexiones**  
con The Day You Begin (El día que comienzas)

**Hacer preguntas**  
con The Day You Begin (El día que comienzas)

**Hacer preguntas**  
con The Day You Begin (El día que comienzas)

**Hacer preguntas**  
con The Day You Begin (El día que comienzas)

**Hacer preguntas**  
con The Day You Begin (El día que comienzas)

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

**Entender la estructura del texto**  
con The Day You Begin (El día que comienzas)

**Tu turno para Entender la estructura del texto**  
con The Day You Begin (El día que comienzas)

**Visualizar**  
con The Day You Begin (El día que comienzas)

**Tu turno para Visualizar**  
con The Day You Begin (El día que comienzas)

**Visualizar**  
con The Day You Begin (El día que comienzas)

**Tu turno para Visualizar**  
con The Day You Begin (El día que comienzas)

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

**Making Connections**

**Asking Questions**

**Understanding Text Structure**

**Visualizing**

Asking Questions

Visualizing

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement  
written in  
Spanish

**The Day You Begin (El día que comienzas): Hacer conexiones**

Piense en Angelina el día que decidió compartir su verano con la clase. ¿Cómo cambió ella? ¿Has estado alguna vez en una situación similar? Cuenta sobre tu conexión texto a tu mismo.

Puedo describir personajes en historias y explicar cómo sus acciones afectan la historia. CCSS: RL.3.3

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**The Day You Begin (El día que comienzas): Hacer conexiones**

Piense en Angelina el día que decidió compartir su verano con la clase. ¿Cómo cambió ella? ¿Has estado alguna vez en una situación similar? Cuenta sobre tu conexión texto a tu mismo.

Puedo describir personajes en historias y explicar cómo sus acciones afectan la historia. CCSS: RL.3.3

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**The Day You Begin (El día que comienzas): Hacer conexiones**

Piense en Angelina el día que decidió compartir su verano con la clase. ¿Cómo cambió ella? ¿Has estado alguna vez en una situación similar? Cuenta sobre tu conexión texto a tu mismo.

Puedo describir personajes en historias y explicar cómo sus acciones afectan la historia. CCSS: RL.3.3

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

**The Day You Begin (El día que comienzas): Hacer conexiones**

Piense en Angelina el día que decidió compartir su verano con la clase. ¿Cómo cambió ella? ¿Has estado alguna vez en una situación similar? Cuenta sobre tu conexión texto a tu mismo.

---

**The Day You Begin (El día que comienzas): Hacer conexiones**

Piense en Angelina el día que decidió compartir su verano con la clase. ¿Cómo cambió ella? ¿Has estado alguna vez en una situación similar? Cuenta sobre tu conexión texto a tu mismo.

---

**The Day You Begin (El día que comienzas): Hacer conexiones**

Piense en Angelina el día que decidió compartir su verano con la clase. ¿Cómo cambió ella? ¿Has estado alguna vez en una situación similar? Cuenta sobre tu conexión texto a tu mismo.

---

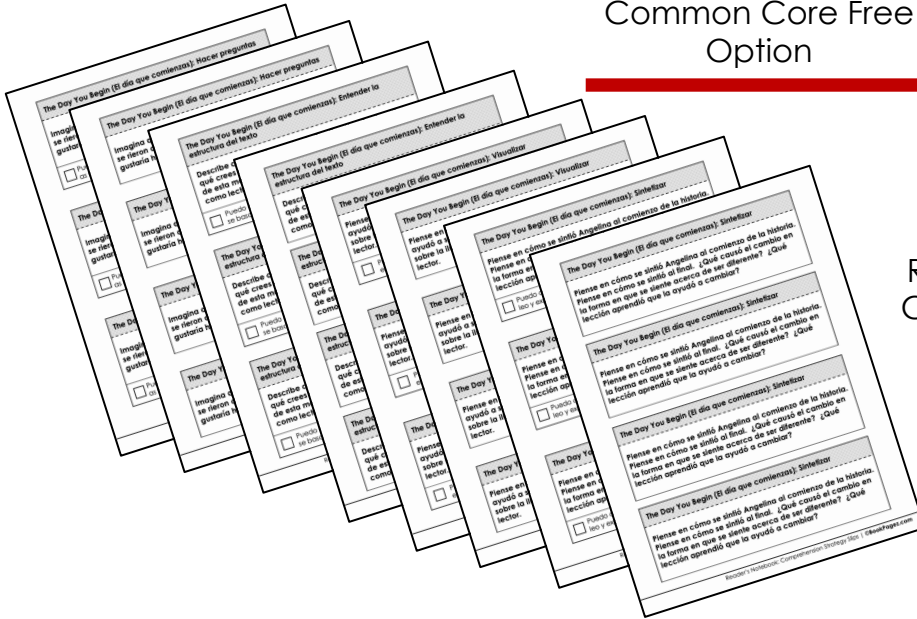
**The Day You Begin (El día que comienzas): Hacer conexiones**

Piense en Angelina el día que decidió compartir su verano con la class. ¿Cómo cambió ella? ¿Has estado alguna vez en una situación similar? Cuenta sobre tu conexión texto a tu mismo.

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

Common Core Free  
Option

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Hacer conexiones**  
Título: \_\_\_\_\_

Piense en el libro. ¿En qué le hace pensar el libro?

¿Qué tipo de conexión hiciste?

Texto a mí mismo  
 Texto a texto  
 Texto al mundo

Haz un dibujo de tu conexión abajo.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making  
Connections

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página usaste para practicar a visualizar?

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

Escribe algunos de las palabras que la autora usó para ayudarte a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnate de hablar 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

Visualizing

**Hacer preguntas**  
Título: \_\_\_\_\_

Muestrame para empezar una oración

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

Me confunde... Estoy curioso... No estoy seguro por qué...

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

Asking  
Questions

**Entender la estructura del texto**  
Título: \_\_\_\_\_

Estructura del texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding  
Text Structure

**Sintetizar**  
Título: \_\_\_\_\_

Al principio ya estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing



# Extension Activity

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

**Direcciones:**

Cuando tu maestro dice: "¡VAMOS!" caminar alrededor del cuarto. Busque compañeros de clase que hayan hecho las cosas que se enumeran en cada cuadro. Pídale que marquen sus iniciales en el cuadro. Vea si puede llenar todas las casillas.

**Encontrar a alguien que...**

Cuando Angelina comenzó a contar su historia en el libro *The Day You Begin*, comenzó a hacer amigos. Cuente su historia y escuche las historias de los demás para ver qué tienen en común.

habla 2 idiomas	nació en otro país	cuida a sus hermanos y hermanas
come kimchi	leyó 3 o más libros el verano pasado	Es hijo único
toca un instrumento musical	ha visitado otro estado	tiene un cumpleaños igual al mes que tú
ama el brócoli	el color favorito es el mismo que el tuyo	juega un deporte
ha visitado otro país	los padres nacieron en otro país	tiene el mismo pasatiempo que tú