

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Visualizing Lesson Plan

The Happy Day
By: Ruth Krauss
Grade Level: 1 / Guided Reading Level: F

Visualizing

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
- Remember you get confused

Summary

Imagine a woodland scene; the ground blanketed in snow and gentle flakes are falling. Animals are snug and cozy; taking a long winter's nap in their warm nests and dens. Gradually, they awaken to something that smells wonderful! What could it be? **The Happy Day**, by Ruth Krauss, invites us to observe the animals sniffling and running as they hunt to discover the source of the intriguing aroma. The surprise ending adds a splash of color on a grayscale landscape.

Link to What You Know

- What do you know about animals that sleep in the winter? Why do they sleep? How long do they sleep?
- Describe what animals do when they wake up in the nap.

Important Words to Know and Understand

Shell – The hard outer covering of an animal, insect, etc., that protects it

Groundhog – Another term for woodchuck

Why Readers Visualize While Reading

Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental pictures in your mind.

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Guided Reading Level

Activate Prior Knowledge

Visualizing Lesson Plan

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Visualizing

3

Visualize While Reading

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do your match the pictures in the book?

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 2 – As you look at the illustration, visualize yourself standing in the field of snow. What are you wearing? What are you doing? How are you moving around?

Page 7 – Imagine you are one of the squirrels on this page. How do you feel? How does the illustration help you answer the question?

Page 14 – Picture in your mind what it looks like to see clusters of snails waking up from a winter's nap. What do you see?

Page 16 – Imagine what the animals could be sniffing. What do you see? What makes you think so?

Pages 23 to 24 – Imagine you are running with the animals. What do you hear?

Time to Reflect

Think – What kinds of words helped you visualize while reading **The Happy Day**? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

Reflect – Think about the words in **The Happy Day**. How does paying attention to the words on an author uses help you to visualize? How does visualizing help you to be a better reader?

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

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Turn, Talk, and Reflect

The Happy Day
By: Ruth Krauss
Grade Level: 1 / Guided Reading Level: F

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
- Remember you get confused

3

Ask Question While Reading

- By asking questions, you can check your understanding of the text.
- Ask questions about the text.
- Ask questions about the text.
- Ask questions about the text.

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

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

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The Happy Day
By: Ruth Krauss
Grade Level: 1 / Guided Reading Level: F

Synthesizing

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
- Remember you get confused

3

Synthesize While Reading

- By synthesizing, you can check your understanding of the text.
- Ask questions about the text.
- Ask questions about the text.
- Ask questions about the text.

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.

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Pages 23 to 24 – Imagine you are running with the animals. What do you hear?

Time to Reflect

Think – What kinds of words helped you visualize while reading **The Happy Day**? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

Reflect – Think about the words in **The Happy Day**. How does paying attention to the words on an author uses help you to visualize? How does visualizing help you to be a better reader?

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

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Asking Questions

Synthesizing

The Happy Day
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Grade Level: 1 / Guided Reading Level: F

Understanding Text Structure

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
- Remember you get confused

3

Understand Text Structure

- By understanding text structure, you can check your understanding of the text.
- Ask questions about the text.
- Ask questions about the text.
- Ask questions about the text.

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

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Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

Reflect – Think about the words in **The Happy Day**. How does paying attention to the words on an author uses help you to visualize? How does visualizing help you to be a better reader?

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

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Grade Level: 1 / Guided Reading Level: F

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
- Remember you get confused

3

Determine Importance While Reading

- By determining importance, you can check your understanding of the text.
- Ask questions about the text.
- Ask questions about the text.
- Ask questions about the text.

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.

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Time to Reflect

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Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

Reflect – Think about the words in **The Happy Day**. How does paying attention to the words on an author uses help you to visualize? How does visualizing help you to be a better reader?

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

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Answer Key for Determining Importance with The Happy Day

Your Turn to Practice Determining Importance with The Happy Day

Page 1: The work and picture tell us that the snow is falling. Why is this an important detail?

Page 2: As you look at the illustration, visualize yourself standing in the field of snow. What are you wearing? What are you doing? How are you moving around?

Page 7: Imagine you are one of the squirrels on this page. How do you feel? How does the illustration help you answer the question?

Page 14: Picture in your mind what it looks like to see clusters of snails waking up from a winter's nap. What do you see?

Page 16: Imagine what the animals could be sniffing. What do you see? What makes you think so?

Pages 23 to 24: Imagine you are running with the animals. What do you hear?

Answer Key for Asking Questions with The Happy Day

Your Turn to Practice Asking Questions with The Happy Day

Page 1: The work and picture tell us that the snow is falling. Why is this an important detail?

Page 2: As you look at the illustration, visualize yourself standing in the field of snow. What are you wearing? What are you doing? How are you moving around?

Page 7: Imagine you are one of the squirrels on this page. How do you feel? How does the illustration help you answer the question?

Page 14: Picture in your mind what it looks like to see clusters of snails waking up from a winter's nap. What do you see?

Page 16: Imagine what the animals could be sniffing. What do you see? What makes you think so?

Pages 23 to 24: Imagine you are running with the animals. What do you hear?

Answer Key for Visualizing with The Happy Day

Your Turn to Practice Visualizing with The Happy Day

Page 1: The work and picture tell us that the snow is falling. Why is this an important detail?

Page 2: As you look at the illustration, visualize yourself standing in the field of snow. What are you wearing? What are you doing? How are you moving around?

Page 7: Imagine you are one of the squirrels on this page. How do you feel? How does the illustration help you answer the question?

Page 14: Picture in your mind what it looks like to see clusters of snails waking up from a winter's nap. What do you see?

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Pages 23 to 24: Imagine you are running with the animals. What do you hear?

Answer Key for Understanding Text Structure with The Happy Day

Your Turn to Practice Understanding Text Structure with The Happy Day

Page 1: The work and picture tell us that the snow is falling. Why is this an important detail?

Page 2: As you look at the illustration, visualize yourself standing in the field of snow. What are you wearing? What are you doing? How are you moving around?

Page 7: Imagine you are one of the squirrels on this page. How do you feel? How does the illustration help you answer the question?

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Page 16: Imagine what the animals could be sniffing. What do you see? What makes you think so?

Pages 23 to 24: Imagine you are running with the animals. What do you hear?

Answer Key for Synthesizing with The Happy Day

Your Turn to Practice Synthesizing with The Happy Day

Page 1: The work and picture tell us that the snow is falling. Why is this an important detail?

Page 2: As you look at the illustration, visualize yourself standing in the field of snow. What are you wearing? What are you doing? How are you moving around?

Page 7: Imagine you are one of the squirrels on this page. How do you feel? How does the illustration help you answer the question?

Page 14: Picture in your mind what it looks like to see clusters of snails waking up from a winter's nap. What do you see?

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Pages 23 to 24: Imagine you are running with the animals. What do you hear?

Understanding Text Structure

Determining Importance

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

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 drew 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

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 part of your book.
#1 _____
#2 _____
#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut 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
I wonder... Why did I... How does...
I am confused about... I am curious about... I am not sure about...

Question Answer
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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

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

Text Structure: You might see while reading: Sequence, Compare and Contrast, Cause and Effect, Problem and Solution.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

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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Synthesizing




Vocabulary Connections Resources

Important Words to Know and Understand in *The Happy Day* Word List




Vocabulary Connections	The Happy Day By: Ruth Krauss Grade Level: 1 / Guided Reading Level: F
Important Words to Know and Understand in "The Happy Day"	
Dance To move your body in a way that goes with the rhythm and style of music; that is being played	
Groundhog Another term for woodchuck	
Grow To become larger; to increase in size, amount, etc.	
Laugh To show that you are happy or that you think something is funny by smiling and making a sound from your throat	
Open Not closed	
Shell The hard outer covering of an animal, insect, etc., that protects it	
Snail A small animal that lives in a shell that it carries on its back, that moves very slowly, and that can live in water or on land	
Sniff To search for something by smelling	
Snow Small, white pieces of frozen water that fall to the ground from the sky in cold weather	
Squirrel A small animal with a long tail and soft fur that lives in trees	

The Happy Day
 By: Ruth Krauss
 Grade Level: 1 / Guided Reading Level F

Vocabulary Connections

Dance	Groundhog	Grow
		

Directions: 1. Read the words in the box. 2. Use the words in the box to write a sentence. 3. Draw a picture of the word in your book. 4. Share your work with a friend.

Laugh	Open	Shell
		

Word and Picture Sorting Cards

Vocabulary Connections		The Happy Day By: Ruth Krauss Grade Level: 1 / Guided Reading Level: F	
<p>Snaail</p> <p>A small animal that lives in a shell that it carries on its back, that moves very slowly, and that can live in water or on land</p>	<p>Sniff</p> <p>To search for something by smelling</p>	<p>Snow</p> <p>Soft, white pieces of frozen water that fall to the ground from the sky in cold weather</p>	<p>Step by Step Directions</p> <p>1. Cut out the Definitions 2. Paste on the card the 1. Title, Author, Steps the top of each Card in Order</p>
<p>Squirrel</p> <p>A small animal with a long tail and soft fur that lives in trees</p>			

Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

Word Games

with Words from **The Happy Day**

Directions: Fill in the missing vowel letters to identify the pictures below.

S q r l

G r n d h g

S n l

Directions: Read the words in each box below. Color the box that has 1-syllable word. Then, use the 1-syllable word to complete the following sentences.

grow

open

shell

sniff

laugh

- I _____ a lot at grandfather's jokes.
- My vegetables in the garden seem to _____ quickly.
- A turtle has a hard _____.

Name: _____

Answer Key

The Happy Day

to identify the pictures below.

r e l

d h o g

l l

Directions: Read the words in each box below. Color the box that has 1-syllable word. Then, use the 1-syllable word to complete the following sentences.

l

sniff

laugh

and father's jokes.

seem to grow quickly.

Name: _____

Name: _____


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Word Games and Answer Key

Vocabulary Connections

The Happy Day
 By Ruth Krauss


The
Happy Day
 By Ruth Krauss



A new word that I learned in this book is:

It's like...

It means...



Name: _____

Step by Step Directions 2. Look at the picture. 3. Copy the word in the box. 4. Use your vocabulary words to write a sentence about the picture.

Name: _____

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	

Name: _____

Connections

Our reading that is new to you in the first column, before egg offer the sentence where the word appears, and the word means in the second column.

Link your definition makes sense based on the context clues in the last column. If the dictionary definition matches what you mean.

Context Clues	Real Definition	

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?

www.ck12.org/words/1000Words/1000Words.pdf

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

The Happy Day
By: Ruth Krauss
Grade Level: 1 / Guided Reading Level: F

Instructional Focus:
The -ow letter combination

Background:
The -ow letter combination can make two different sounds: -ow as in "cow", and -ow as in "snow".

Examples:

blow	brown
crow	down
cow	meow
pillow	pow
snow	tow

Materials and Preparation:

- A Copy of The Happy Day
- Chart Paper
- Colored Markers
- "-ow Voting Markers" Cards
- "-ow Word cards" (1 for each word)
- Craft sticks (2 per student)
- Glue or Tape
- Scissors
- "-ow Path" Worksheet (1 per student)
- Crayons
- Optional - Word Detective

Word Work

The Happy Day
By: Ruth Krauss
Grade Level: 1 / Guided Reading Level: F

Step 1: Introduce the Focus of Word Work

Introduce -ow Letter Combination

- At the top of a piece of chart paper, list the following words: blow, brown, crow, down, meow, pillow, pow, tow.
- Ask learners what they notice about the words. Confirm that each word has the -ow letter combination.
- Read the words and ask learners to pay attention to the sound the -ow letter combination makes. Ask what they noticed. Confirm that the -ow letter combination makes different sounds. Explain that the -ow letter combination can make two sounds: -ow as in "cow", and -ow as in "snow".
- Draw a two-column table. Write the word "cow" at the top of the left hand column in bold letters. Write the word "snow" in the right hand column in bold letters.
- Tell learners that you are going to list the words that sound like the -ow in "cow" in the left-hand column. The words that sound like the -ow sound in "snow" will go in the right-hand column.
- Point to the word "blow". Read the word. Point to the headings "cow" and "snow" and read the words. Model a think-aloud by saying: "Hmmm. Does the word 'blow' sound more like the word 'cow' or 'snow'? Blow, cow. Blow, snow. 'Blow' sounds like 'cow'. I'll write the word 'blow' under 'snow' since they sound the same."
- Point to the word "brown". Read the word. Point to the headings "cow" and "snow" and read the words. Model a think-aloud by saying: "Hmmm. Does the word 'brown' sound more like the word 'cow' or 'snow'? Brown, cow. Brown, snow. 'Brown' sounds like 'cow'. I'll write the word 'brown' under 'cow' since they sound the same."
- Follow the same steps for the remaining words listed at the top of the chart paper.

Sample Anchor Chart

cow	snow
brown	blow
down	crow
meow	pillow
pow	tow

Step 2: Connect Word Work to Reading

-ow Letter Combination in the Text

- Ask students what they know about the -ow letter combination. Confirm that the -ow letter combination can make two different sounds. Ask for examples of the different sounds the -ow letter combination can make.
- Hold up a copy of the book The Happy Day by Ruth Krauss. Explain that there are words in the story that have the -ow letter combination. Tell learners that you are going to read the story to them. They will have a job to do as you read.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

Extension Activity

Word Work

The Happy Day
By: Ruth Krauss
Grade Level: 1 / Guided Reading Level: F

Step 2: Connect Word Work to Reading (continued)

-ow Letter Combination in the Text

- Explain that you will stop reading when you find a word with the -ow letter combination. You will read the word twice; each time trying a different sound the -ow letter combination makes. First, you'll read the -ow letter combination like the sound in the word "cow". Then, you'll read the -ow letter combination like the -ow sound in the word "snow". Their job is to determine the correct pronunciation.
- Read the first sentence in the book to practice with the word "snow".

Examples of -ow Letter Combination found in the text:

- snow
- growing
- flower
- now

Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute the **-ow Voting Markers** page. Direct learners to color the images of the cow and snowflake, cut them out, and glue or tape them on craft sticks.
- Cut out the **"-ow Word Cards"** and put them in a pile.
- Tell learners that you will hold up one word card. Learners will read the card and decide if the -ow sounds like "cow" or "snow". If the word sounds like the -ow in the word "cow", they will hold up the "cow" voting marker. If the word sounds like the -ow in the word "snow", they will hold up the "snowflake" voting marker.

Step 4: Independent Word Work Practice

Practice Page

- Distribute the **"-ow Path"** worksheet to learners. Pass out crayons.
- Tell learners that they will help the cow find the flowers by coloring a path to follow.
- Ask learners to read the words inside of each rock. If the word makes the same -ow sound they hear in the word "cow" and "flower", they will color the rock. If it does not make the same sound, they will leave the rock blank.

Word Work Lesson Plan | @BookPages.com

-ow Voting Markers

Guided Word Work Practice Page

Directions: Color in the shape of the cow and the snowflake. Cut along the dotted lines. Attach each shape to a craft stick with glue or tape.

Name: _____

Guided Word Work Practice | @BookPages.com

Word Detective: -ow Letter Combination

Extension Activity

Directions:
Be a word detective!
Be on the lookout for -ow letter combination 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: _____

Word Work Extension Activity | @BookPages.com

-ow Path Practice Page

Directions: Help the cow follow the trail to the flowers. Color the stones with the words that have the same -ow sound you hear in the words "cow" and "flower".

START pillow tow

shower crow

pow now frown

snow down

mow vowel

row show FINISH

Name: _____

Independent Word Work Practice | @BookPages.com

Assessments

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



Running Record					
Title: The Happy Day		Guided Reading Text Level: F		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
1	Snow is falling. The field mice are sleeping.				
3	the bears are sleeping.				
5	the little snails sleep in their shells;				
7	and the squirrels sleep in the trees.				
8	the ground hogs sleep in the ground.				
9	Now, they open their eyes. They sniff. The field mice sniff.				
11	the bears sniff.				
13	the little snails sniff in their shells;				
15	and the squirrels sniff in the trees.				
16	the ground hogs sniff in the ground.				
17	They sniff. They run. The field mice run.				
Tested By: _____					
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Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

The Happy Day CCSS Assessment	
Name: _____	Score: / 9
Directions: Use what you know about The Happy Day to answer each of the following questions.	
1. When does this story take place? <input type="radio"/> A Fall <input type="radio"/> B Winter <input type="radio"/> C Spring <input type="radio"/> D Summer	
2. What is this story mainly about? <input type="radio"/> A This story is mainly about how to be happy in the winter. <input type="radio"/> B This story is mainly about how animals find food in the winter. <input type="radio"/> C This story is mainly about animals waking up from a winter sleep growing in the snow. <input type="radio"/> D This story is mainly about how to grow a flower in the snow.	
3. What is the setting of the story? <input type="radio"/> A The setting of the story is inside the hollow of a tree. <input type="radio"/> B The setting of the story is inside a bear's den. <input type="radio"/> C The setting of the story is underground. <input type="radio"/> D The setting of the story is in the woods.	
4. How do we know the characters feel happy? <input type="radio"/> A We know the characters are happy because they are laughing. <input type="radio"/> B We know the characters are happy because they are dancing. <input type="radio"/> C We know the characters are happy because they are crying. <input type="radio"/> D Answers A and B.	

5. Who are the characters in this book? (RL.1.5) <input type="radio"/> A The characters in this book are field mice. <input type="radio"/> B The characters in this book are bears and snails. <input type="radio"/> C The characters in this book are squirrels and groundhogs. <input checked="" type="radio"/> D All of the above.
6. Who is telling the story? (RL.1.6) <input type="radio"/> A A bear is telling the story. <input checked="" type="radio"/> B The author is telling the story. <input type="radio"/> C A squirrel is telling the story. <input type="radio"/> D A mouse is telling the story.
7. What color is the flower? (RL.1.7) <input type="radio"/> A The flower is blue. <input checked="" type="radio"/> B The flower is yellow. <input type="radio"/> C The flower is white. <input type="radio"/> D The flower is purple.
8. How is <i>The Happy Day</i> by Ruth Krauss similar to <i>Kitten's First Full Moon</i> by Kevin Henkes? (Note: Only use this question if the student is familiar with both stories.) (RL.1.9) <input type="radio"/> A The Happy Day and Kitten's First Full Moon are similar because both books are about animals that are searching for something. <input type="radio"/> B The Happy Day and Kitten's First Full Moon are similar because both books are about drinking milk. <input type="radio"/> C The Happy Day and Kitten's First Full Moon are similar because the illustrations are in black and white. <input checked="" type="radio"/> D The Happy Day and Kitten's First Full Moon are similar because both books are about animals that are searching for something and both books are in black and white.

Answer Key





Bonus Activity


Name: _____ Date: _____

Directions: It's time for you to plan a story similar to **The Happy Day** by Ruth Krauss. Imagine you are in a deep sleep. Something wakes you up. What is it? What do you do? What do you find? Plan your story below with text or illustrations.


What wakes you up? A smell? A sound?



What do you do after you wake up?



What is the source of the smell or sound?



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Extension Activity

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>The <i>Happy Day</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the "Happy Day" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Determining Important Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 – Ask and answer questions about key details in a text.</p> <p>RL.1.1 – Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.2 – With prompting and support, read prose and poetry of appropriate complexity for grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>RF.1.4 – With guidance and support from adults, recall information from experiences or gather information from print and digital sources to answer a question.</p> <p>Speaking & Listening</p> <p>L.1.1 – Build on others' talk in conversations by responding to the comments of others through relevant comments, questions, and ideas.</p> <p>L.1.2 – Ask and answer questions about key details in a text read aloud or information presented in diverse media and formats, including visually.</p> <p>L.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – Use the 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>The <i>Happy Day</i> CCS Alignment iBooPages.com</p>	<p>Common Core State Standards Correlation</p> <p>The <i>Happy Day</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the "Happy Day" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Asking Questions Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 – Ask and answer questions about key details in a text.</p> <p>RL.1.1 – Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.2 – With prompting and support, read prose and poetry of appropriate complexity for grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>RF.1.4 – With guidance and support from adults, recall information from experiences or gather information from print and digital sources to answer a question.</p> <p>Speaking & Listening</p> <p>L.1.1 – Build on others' talk in conversations by responding to the comments of others through relevant comments, questions, and ideas.</p> <p>L.1.2 – Ask and answer questions about key details in a text read aloud or information presented in diverse media and formats, including visually.</p> <p>L.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – Use the 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>The <i>Happy Day</i> CCS Alignment iBooPages.com</p>	<p>Common Core State Standards Correlation</p> <p>The <i>Happy Day</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the "Happy Day" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Using Text Structure Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 – Ask and answer questions about key details in a text.</p> <p>RL.1.1 – Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.2 – With prompting and support, read prose and poetry of appropriate complexity for grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>RF.1.4 – With guidance and support from adults, recall information from experiences or gather information from print and digital sources to answer a question.</p> <p>Speaking & Listening</p> <p>L.1.1 – Build on others' talk in conversations by responding to the comments of others through relevant comments, questions, and ideas.</p> <p>L.1.2 – Ask and answer questions about key details in a text read aloud or information presented in diverse media and formats, including visually.</p> <p>L.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – Use the 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>The <i>Happy Day</i> CCS Alignment iBooPages.com</p>	<p>Common Core State Standards Correlation</p> <p>The <i>Happy Day</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the "Happy Day" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 – Ask and answer questions about key details in a text.</p> <p>RL.1.1 – Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.2 – Describe characters, settings, and major events in a story using key details.</p> <p>RL.1.3 – Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.4 – Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RF.1.1 – Identify words that tell the story of what values points in a text.</p> <p>RF.1.2 – With prompting and support, read prose and poetry of appropriate complexity for grade level.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>RF.1.4 – With guidance and support from adults, recall information from experiences or gather information from print and digital sources to answer a question.</p> <p>Speaking & Listening</p> <p>L.1.1 – Build on others' talk in conversations by responding to the comments of others through relevant comments, questions, and ideas.</p> <p>L.1.2 – Ask and answer questions about key details in a text read aloud or information presented in diverse media and formats, including visually.</p> <p>L.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – Use the 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>The <i>Happy Day</i> CCS Alignment iBooPages.com</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>The Happy Day Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Happy Day" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>LA.1-2 – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LA.3-4 – Identify semantic connections between words and their use (e.g., note places of home that are close).</p> <p>LA.4 – Use words and phrases acquired through conversations, reading and being read to, and reporting to peers, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>Common Core State Standards Correlation</p> <p>The Happy Day Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Happy Day" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1-2 – Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 – Blend phonemes, including key details, and demonstrate understanding of their central message or lesson.</p>
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Vocabulary Connections Common Core Alignment

Word Work
Common Core Alignment