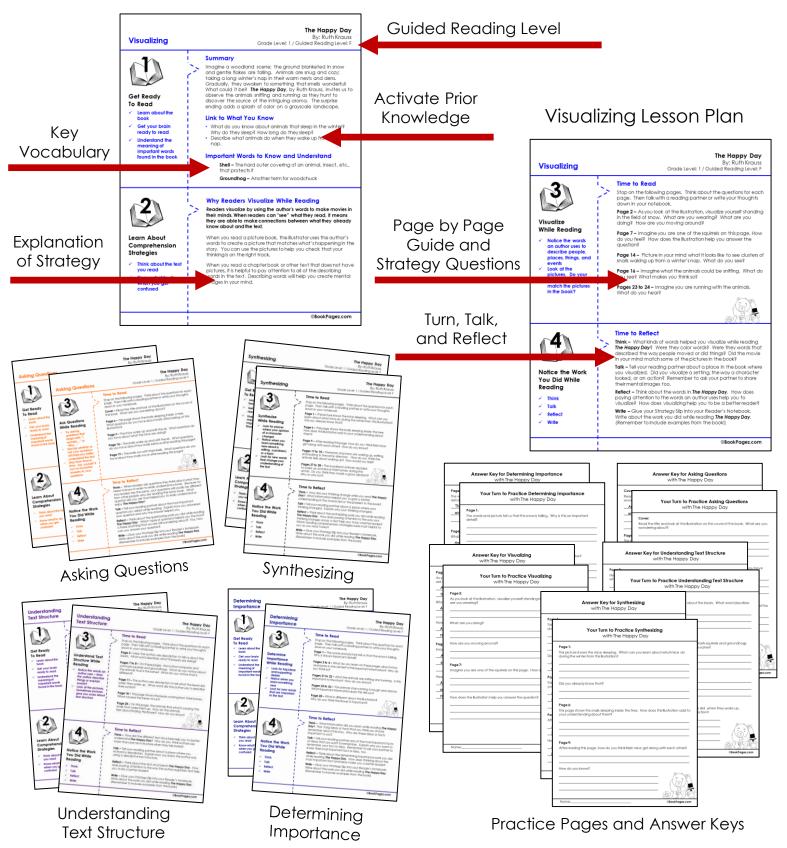
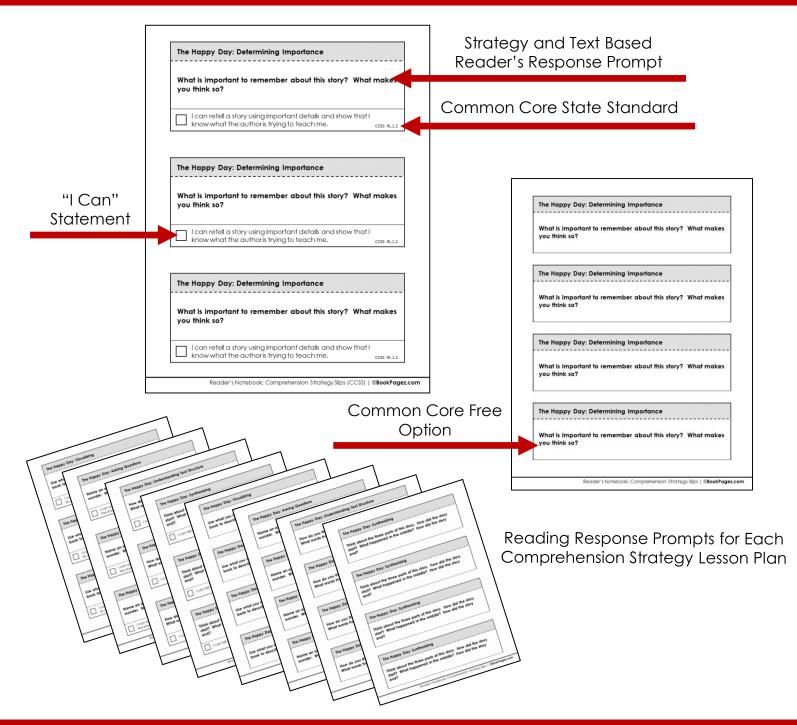
Here's What You'll Get in the The Happy Day Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Visualizing Lesson Plan



Writing About Reading with Optional CCSS Alignment



5 Comprehension Strategy Graphic Organizers

Vis	valizing #:
Wh	at page did you use to practice visualizing?
Dra bel	w a picture of your mental image in the space ow:
	te down some of the words that the outlier used why you make this picture in your mind.
	w your picture to someone. Make sure that drew all of the words that helped you visualize

Visualizing

Determining Title:	Importance	
Now determine	he book. Witte all of the Ing the thought bubble below.	ls, or fact
illustrate the r	nost important parts of your	book.
#2		
#3		
	the questions, the dotted line, table into your reader's notebo	

Determining Importance

tle:		
Question Sentence	e Starters	
Iwonder	Why didn't	How does
Fam confused when	lam curious about	Fam not sure why
Question	Answ	er
Question	Answ	er
Question	Алзи	er
Question	Алси	er
ctions: mwer each of the carefully cut on the	dotted line.	

Asking Questions

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
Text Bluchares Too	Might See While Reading	9
Description Compare and Contrast	Sequence Problem and Solution	Cause and Effect

Understanding

Text Structure

 Arrest finiting
 Iterational
 Annual

 Because...
 Because...
 Learning

 Differences
 Because...
 Learning

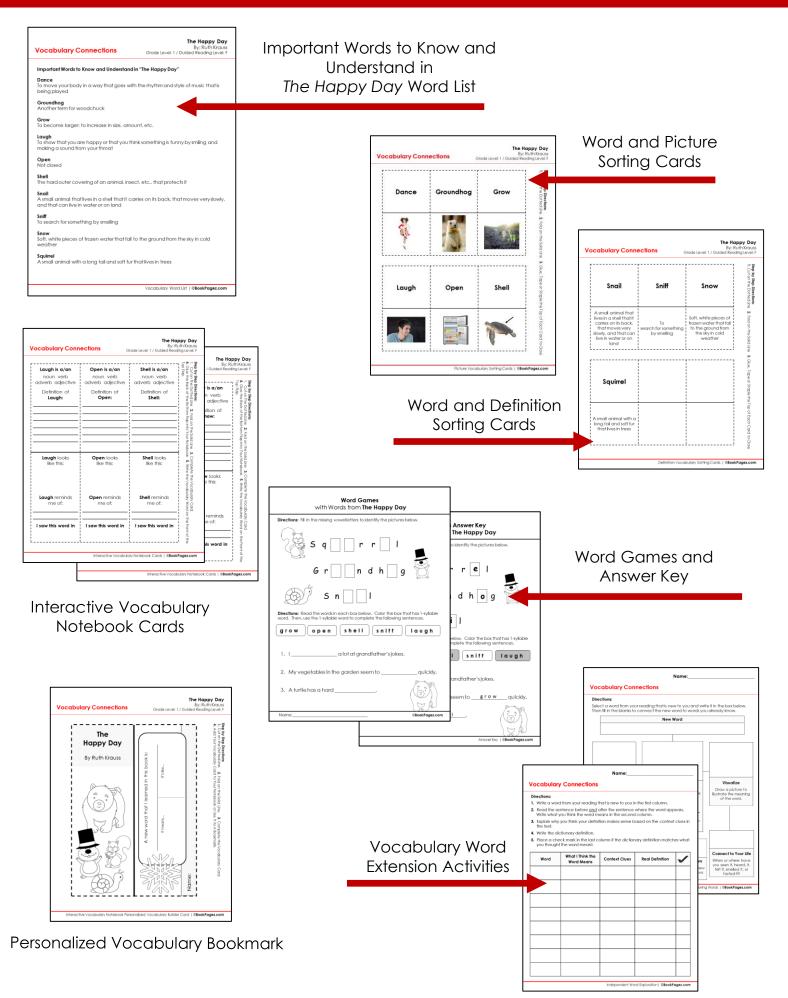
 Differences
 Learning
 Because...
 Learning

 Differences
 Learning
 Because...
 Because...
 Because...

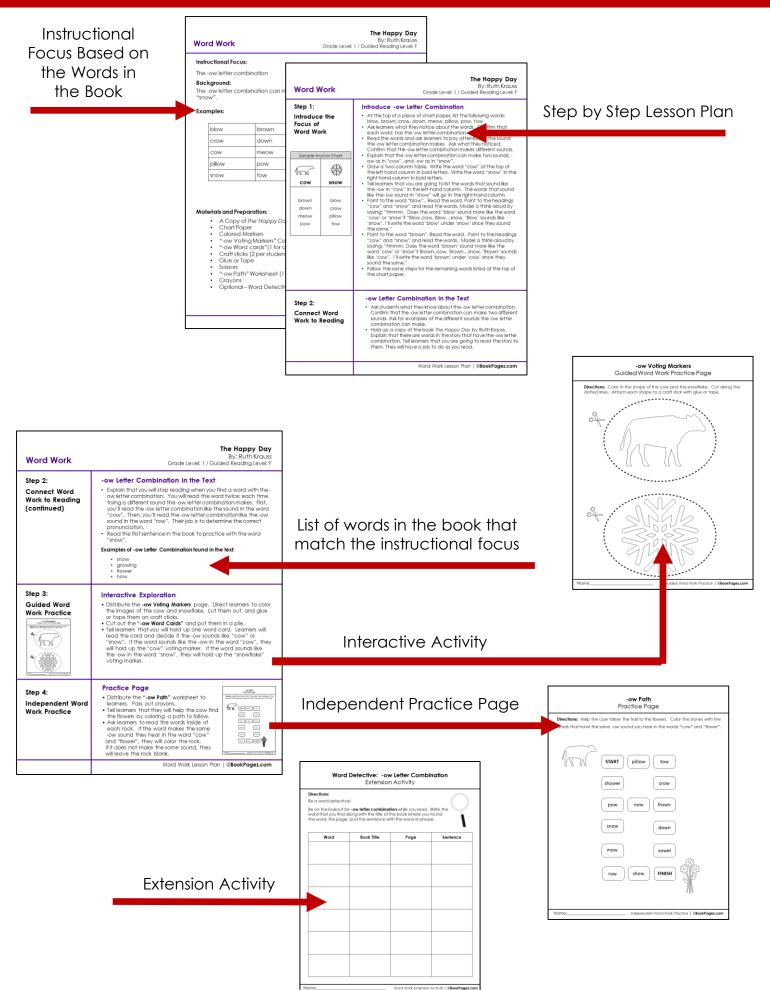
 Differences
 Learning
 Comparison of the generations
 Because...
 Because....
 Because...
 Because...

Synthesizing

Vocabulary Connections Resources



Word Work Lesson Plan and Activities

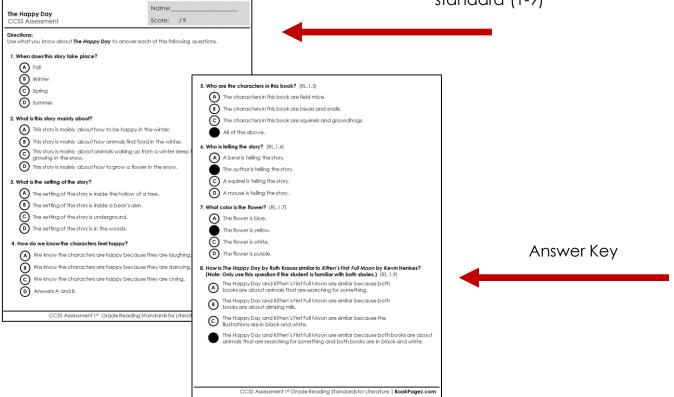


Assessments

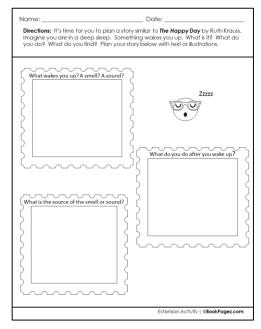
Running Record Assessment: Use the first 100 words from the text to assess oral reading fluency

	Title: The Happy Day	Guided Reading Tex	t Level: F	Woi	rd Count	: 100
Name: Date: Accuracy Rate: (# of words correct/100 words)						
		ords/100 words)				
	•	vords self-corrected/100 wo				
Time	e: (in seconds)	Words Per Minute: (100/	secondsr	ead x	60)	
	Easy	Instructional	Hard 50% - 89% Accure			
95	% - 100% Accuracy	90% - 94% Accuracy	50%	- 89%	Accura	су
		-Correction M = Meaning e/Syntax V = Visual	0			
Page			E	sc	E MSV	SC MSV
1	Spowisfalling. The field pic					
	Snow is falling. The field mice are sleeping,					
3	the bears are sleeping,					
5	the little snails sleep in their					
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 snalls sniff in their shells:					
15	and the squirrels sniff in the					
16	the ground hogs sniff in the	ground.				
17	They sniff. They run. The field					
				1	1	1

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



Bonus Activity

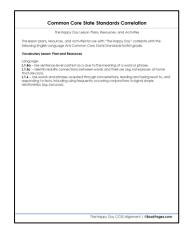


Extension Activity

Complete Common Core Alignment

	, I			
Common Core State Standards Correlation		Common Core State Standards Correlation		Common Core State Standards Correlation
		The Happy Day Lesson Plans, Resources, and Activities		The Happy Day Lesson Plans, Resources, and ActMfles
The Happy Day Lesson Plans, Resources, and Activities	mmon Core State Standards Correlation	The lesson plans, resources, and activities for use with "The Happy Day" correlate with the	Common Core State Standards Correlation	The lesson plans, resources, and activities for use with "The Happy Day" correlate with the
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.	The Happy Day Lesson Plans, Resources, and Activities	following English Language Arts Common Core State Standards for first grade.	The Happy Day Lesson Plans, Resources, and Activities	following English Longuage Arts Common Core State Standards for first grade.
Determining Importance Lesson Plan and Resources	urces, and activities for use with "The Happy Day" correlate with the urage Arts Common Core State Standards for first grade.	Asking Questions Lesson Plan and Resources Reading: Literature	plans, resources, and activities for use with "The Happy Day" correlate with the English Language Arts Common Core State Standards for first grade.	Synthesizing Lesson Plan and Resources
Reading: Literature BL1 – Ask and answer questions about key details in a text. BL1 – Release it stokes, including key details, and demonstrate understanding of their central	n and Resources	RE.1.2 - whick rand issues questions about key details in a text. RE.1.5 - Exploring the random strength of the random strength	iding Text Shuchure Lesson Plan and Resources	Reaching: Uterature BL11 – Ask and answer questions about key detals in text. BL12 – Betell storks, holxing key details, and demonstrate understanding of their central message or lesion.
message or lesson. RE1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.	racters, setting, and major events in a story, using key details. s and phrases in stories or poems that suggest feeling or appeal to t	BL.1.2 — Use institutions and serias in a stary to describe in strataction, sering or evens. BL.1.10 — With prompting and support, read prose and poetry of appropriate complexity for grade 1.	endown is and answer questions about key details in a text, ientify words and phrases in states or poems that suggest feeling or appeal to	BL13 - Describe characters, settings, and major events in a story using key details BL14 - Identify words and phrases in stories or poems that suggest feeling or appeal to the series.
Reading: Foundational Skills 85.1.1 – Diamonstrator understanding of the organization of basic features of print. 85.1.2 – Diamonstrator understanding of spoken words, syllabiles, and sounds (phonemes).	ns and details in a story to describe its characters, setting, or events, ting and support, read prose and poetry of appropriate complexity.	Reading: Foundational Skills BF.1.1 - Demonstrate understanding of the organization of basic features of print. BF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	With prompting and support, read prose and poetry of appropriate complexity foundational Selfs.	BL1.4 – identify who is felling the story of various points in a text. BL1.7 – Use lististrations and details in a story to describe its characters, setting or events. BL1.9 – Compare and contrast the adventures and experiences of characters in stories. BL1.10 – With prompting and support, readed proce and powerly of appropriate complexity for
Vetting WL3 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from paies, and add defails to strengthen writing an needed. WL3 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	of Solis understanding of the organization of basic features of print, understanding of spoken words, syllables, and sounds (phonemes).	Witting WE15 = VMP guidance and support from oduits, focus on a tapic, respond to questions and suggestions from peens, and add detals to strengthen writing as needed. WE15 = VMP guidance and support from adults, recoil information from experiences or gather information from provided sources to arriver a question.	emonstrate understanding of the organization of basic features of print, emonstrate understanding of spoken words, syllables, and sounds (phanemes) th guidance and support from adults, focus on a taple, respond to questions of	grade 1. Reaching: foundational Skits 19.1.1 – Demonstrate understanding of the organization of basic features of print, 19.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phanemes).
Speaking & Littening \$1.10 – Build on others' takin conversations by responding to the comments of othes through multiple exchanges. \$1.2 – Aki and answer questions about key details in a text read about or Mamation presented order or through other media.	 and support from adults, focus on a topic, respond to questions a rs, and add actiols to strengtherwitting asneeded. and support from adults, recall information from experiences or pt ided sources to answer a question. 	Speaking & Listening \$1.1.0 – Suid on other 'tak'n convensions by responding to the comments of othes through multiple exchanges. \$1.12 – Ark and amaker questions about key details in a text read aloud or information presented only or through othermedia.	In tim peer, and add details to threighen withing annexided. It by oldance and support frame addits, seed information from experiences or g in from provided sources to answer a question. It Litering uild on others' takin convessitions by responding to the comments of others:	Witting Witting Witting - Witting Advance and support from adults, focus on a topic, respond to questions and suppositions from pees, and add detable to strengthem witting as needed. Witting Advance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
\$1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	ers' talk in conversations by responding to the comments of others th	\$1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. \$1.5 – Add drawings or other visual (above) descriptions when appropriate to clarify ideas	schanges. Ik and answer questions about key details in a text read aloud or information p	Speaking & Listening \$1.1b – Build on others' takin conversations by responding to the comments of others through
Language LLA – Use words and phrases acquired through convenations, reading and being read to, and responding to tests, including using frequently occurring conjunctions to signal simple reliationships (eg. 2eccure).	or questions about key details in a text read aloud or information pr prmedia. ter questions about what a speaker says in order to gather additions something that is not understood. or other visual displays to descriptions when appropriate to clarify is	ALLS – Add attowing or other valual alignays to assorptions when appropriate to clarity advast thought, and feelings. Longuage LIA – Use words and phrases acquired through conversations, reading and being read to, and responding to tests, including using frequently occurring conjunctions to signal simple	traugh other media. Is and answer questions about what a speaker says in order to gather addition in or clarify something that is not undentaod. ad drawings or other visual displays to descriptions when appropriate to clarify and fealings.	multiple exchanges. \$1.12 - Add and answer questions about key details in a text read aloud or information presented orally or through other media. \$1.13 - Add answer questions about what a speaker says in order to gother additional information or darily smerting that is not undentaod.
	s. Ephrases acquired through conversations, reading and being read to folkating using thequently accurring conjunctions to signal simple rouse).	reportanting to reach succession and request my soccurring comprisions to regime empres	e swords and phrases acquired through conversations, reading and being read go to texis, including using frequently occurring conjunctions to signal simple los (eg. because).	Language LLA – Use words and phrases acquired through convenzions, reading and being read to, and responding to tests, including using trequently occuring conjunctions to signal simple relationships (eg. because).
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment



Vocabulary Connections Common Core Alignment



Word Work Common Core Alignment