

Lesson Plans and Teaching Resources for The Biggest Valentine Ever

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Retelling & Summarizing Lesson Plan

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing

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

Link to What You Know

- Think about a time when you needed advice. Who did you go to for help?
- Have you ever worked with another classmate on a project at school? Tell about it.

Important Words to Know and Understand

- Needs Together** – Working together to come up with a plan
- Lace Doily** – A small, pretty paper used to decorate

2

Learn About Comprehension Strategies

- ✓ Think about the text you read
- when you get confused

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is helpful to remember which happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a reader. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling & Summarizing Lesson Plan

Retelling and Summarizing

3

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.

Pages 3 and 4 – These pages tell about Clayton and Desmond and the setting of the story. Who are Clayton and Desmond? Where does this story take place? How does answering these questions help you as a reader?

Pages 11 to 13 – Clayton is sad on these pages. What is he sad about? How does his dad try to help him with his problem? How does answering this question help you better understand the story?

Pages 18 to 20 – While Clayton tries to make a valentine on his own, Desmond helps. What problem does Desmond have with his tries to make a valentine? What do you think the solution to his problem might be?

Pages 23 and 24 – Clayton and Desmond end their fight. How do they solve their problem? What details in the text help you with your answer?

Page 31 – Clayton and Desmond give Mousely the best valentine ever. Is this a good ending to the story? Why or why not? What lesson can you learn from the story?

4

Time to Reflect

Think – What type of information did you use when you retold and summarized *The Biggest Valentine Ever*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your other reader their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in *The Biggest Valentine Ever*. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your notebook. Write about the work you did while reading *The Biggest Valentine Ever*. (Remember to include examples from the book!)

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Understanding Text Structure

The Biggest Valentine Ever

Grade Level: 1 / Guided Reading Level: J

Summary

The Biggest Valentine Ever tells the story of two mouse friends, Clayton and Desmond, who want to make the best Valentine's Day card for their mother, Mrs. Mousely. At first, there are lots of ideas, but then the mice argue about how the valentine should look. Their fight grows bigger, and the friends decide to work alone instead of together. Both mice feel sad and frustrated as they try to finish their valentines by themselves. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

Link to What You Know

Have you ever had a fight with a friend? What did you do to make up? What did you learn from the experience?

Important Words to Know and Understand

Author's Purpose – Authors use their words to tell a story or give information. **Delight** – A feeling of great happiness or joy

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Understanding Text Structure

The Biggest Valentine Ever

Grade Level: 1 / Guided Reading Level: J

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.

Pages 1 and 4 – On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond? What caused Desmond to become upset with Clayton?

Pages 5 and 10 – On these pages, the author uses sequencing. What happened first, next, then, and last? How does answering these questions help you better understand the story?

Pages 14 to 19 – On these pages, the author uses a compare and contrast text structure. How are Clayton and Desmond's feelings the same? How are they different? How does answering these questions help you better understand the story?

Pages 22 and 23 – On these pages, the author uses a problem and solution text structure. What problem does Clayton have with his valentine project? How does answering this question help you better understand the story?

Pages 27 and 30 – On these pages, the author uses a cause and effect text structure. What caused Clayton and Desmond to become friends again? How does answering these questions help you better understand the story?

Time to Reflect

Think – How do the different text structures help us to better understand *The Biggest Valentine Ever*? Why do you think the author chose to use different text structures in different parts of the book?

Talk – Tell your reading partner about a place where you noticed a description. Explain why you knew the author was using a description.

Reflect – Think about the text structures in *The Biggest Valentine Ever*. How do they help you better understand the book?

Write – Glue your Strategy Slip into your notebook. Write about the work you did while reading *The Biggest Valentine Ever*. (Remember to include examples from the book!)

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Understanding Text Structure

Identifying the Author's Purpose

The Biggest Valentine Ever

Grade Level: 1 / Guided Reading Level: J

Summary

The Biggest Valentine Ever tells the story of two mouse friends, Clayton and Desmond, who want to make the best Valentine's Day card for their mother, Mrs. Mousely. At first, there are lots of ideas, but then the mice argue about how the valentine should look. Their fight grows bigger, and the friends decide to work alone instead of together. Both mice feel sad and frustrated as they try to finish their valentines by themselves. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

Link to What You Know

Have you ever had a fight with a friend? What did you do to make up? What did you learn from the experience?

Important Words

Updated – Like. **Motivates** – Encourages.

Why Readers Read

Usually, the author writes the book for a reason. When you read it, you need to figure out what that reason is. When you figure out what the people, places, the things, and the events in the book are trying to tell you, that's what's called **Author's Purpose**.

An author may try to teach you something, entertain you, or persuade you.

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Identifying the Author's Purpose

The Biggest Valentine Ever

Grade Level: 1 / Guided Reading Level: J

Time to Read

Stop on the following pages. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 7 and 8 – On these pages, Clayton and Desmond choose to work alone instead of together. How does this choice help them to better understand Clayton's and Desmond's feelings?

Pages 13 and 14 – On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond? What caused Desmond to become upset with Clayton?

Pages 19 and 20 – On these pages, the author uses a cause and effect text structure. What caused each mouse to help make a valentine? How does answering this question help you better understand Clayton and Desmond?

Pages 25 and 26 – Clayton and Desmond get into an argument over who made the best valentine. How does answering this question help you better understand Clayton and Desmond?

Time to Reflect

Think – Steven Kroll is the author of *The Biggest Valentine Ever*. What was his purpose for writing the book? Did he write the book to teach us something? Did he write the book to entertain us? Did he write the book to persuade us?

Talk – Tell your reading partner what this book made you think about. Did it make you feel good? Did it make you feel bad? Remember to ask your partner to share their thoughts about the book.

Reflect – Think about what you learned while reading *The Biggest Valentine Ever*. Think about the things you and your reading partner learned. How does answering these questions help you better understand the book?

Write – Glue your Strategy Slip into your notebook. Write about the work you did while reading *The Biggest Valentine Ever*. (Remember to include examples from the book!)

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Identifying the Author's Purpose

Answer Key for Understanding Text Structure with The Biggest Valentine Ever

Pages 5 and 6

On these pages, Clayton and Desmond are fighting. They are not talking to each other. What caused them to fight? Why did they start fighting?

Pages 5 and 6

On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond?

Pages 9 and 10

On these pages, Clayton and Desmond are fighting. They are not talking to each other. What caused them to fight? Why did they start fighting?

Answer Key for Retelling and Summarizing with The Biggest Valentine Ever

Pages 3 and 4

These pages tell about Clayton and Desmond and the setting of the story. Who are Clayton and Desmond? Where does this story take place?

Pages 11 to 13

Clayton is sad on these pages. What is he sad about?

Answer Key for Identifying the Author's Purpose with The Biggest Valentine Ever

Pages 7 and 8

On these pages, Clayton and Desmond get into an argument over the valentine. Why do you think the author chose to write this part of the story?

Pages 13 and 14

How does answering this question help you as a reader?

Pages 19 and 20

On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond?

Pages 25 and 26

On these pages, the author uses a cause and effect text structure. What caused each mouse to help make a valentine?

Pages 11 to 13

Clayton is sad on these pages. What is he sad about?

Answer Keys

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Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

The Biggest Valentine Ever: Understanding Text Structure

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

The Biggest Valentine Ever: Understanding Text Structure

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

The Biggest Valentine Ever: Understanding Text Structure

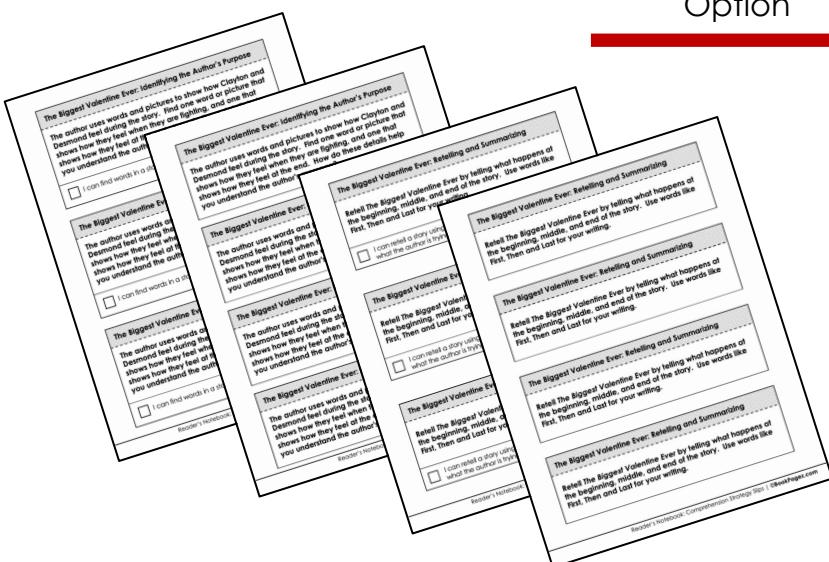
Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

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

Common Core Free Option



The Biggest Valentine Ever: Understanding Text Structure

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

The Biggest Valentine Ever: Understanding Text Structure

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

The Biggest Valentine Ever: Understanding Text Structure

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

The Biggest Valentine Ever: Understanding Text Structure

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

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

To Persuade To Inform To Entertain

I know the author wanted to _____ me 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Retelling and Summarizing

Title: _____

What is this book about?

Draw a picture or write a sentence for each box below:

Retell	Next
Then	Last

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

Retelling & Summarizing

Understanding Text Structure

Text Structure	When the Text Structure was Used	How the Text Structure Helped Me
Page:		

Text Structures You Might See While Reading

Descriptive	Comparing and Contrasting	Sequence	Cause and Effect
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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

VOCABULARY CONNECTIONS RESOURCES

Vocabulary Connections
The Biggest Valentine Ever
By: Steven Kroll
Grade Level: 1 / Guided Reading Level: J

Important Words to Know and Understand in The Biggest Valentine Ever

Awful
Feeling very bad or not nice at all

Delight
A feeling of great happiness or joy

Glared
Looked at someone in an angry way

Heads together
Working together to come up with a plan

Hung
Looked down because he felt sad

Lace Dolly
A small, pretty paper used to decorate

Lopsided
Leaning to one side or not even

Mischiefous
A little naughty in a playful way

Pasted
Stuck on with glue

Upset
Feeling sad or mad

Vocabulary Word List | ©BookPagez.com

Important Words to Know and Understand in The Biggest Valentine Ever Word List



Vocabulary Connections
The Biggest Valentine Ever
By: Steven Kroll
Grade Level: 1 / Guided Reading Level: J

Awful	Delight	Glared

Heads together	Hung	Lace Dolly

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections
The Biggest Valentine Ever
By: Steven Kroll
Grade Level: 1 / Guided Reading Level: J

Lopsided	Mischiefous	Pasted
Leaning to one side or not even	A little naughty in a playful way	Stuck on with glue

Upset		
Feeling sad or mad		

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

Vocabulary Connections
The Biggest Valentine Ever
By: Steven Kroll
Grade Level: 1 / Guided Reading Level: J

Heads together is a/an noun verb adverb adjective. Definition of Heads together:	Hung is a/an noun verb adverb adjective. Definition of Hung:	Lace Dolly is a/an noun verb adverb adjective. Definition of Lace Dolly:

Heads together looks like this:	Hung looks like this:	Lace Dolly looks like this:

Heads together reminds me of:	Hung reminds me of:	Lace Dolly reminds me of:

I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections
The Biggest Valentine Ever
By: Steven Kroll
Grade Level: 1 / Guided Reading Level: J

The Biggest Valentine Ever By Steven Kroll	A new word that I learned in this book is: It means... Name: _____

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

Word Games
with Words from The Biggest Valentine Ever

Directions: Help Clayton and Desmond fix their sentences! Use the Word Bank to fill in the blanks.

awful	pasted	lopsided	delight	mischiefous
-------	--------	----------	---------	-------------

1. Clayton _____ the paper to the card.
2. The card was leaning to one side. It looked _____.
3. Desmond felt _____ when the valentine ripped.
4. The mice were being _____ when they hid the glitter.
5. It gave the mice great _____ to see their big heart.

Directions: Look at the pictures of the mice. If the mouse is being **mischiefous** (playfully naughty), color it red. If the mouse is being helpful, color it blue.

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Word Games and Answer Key

Vocabulary Word Extension Activities

Vocabulary Connections
Name: _____

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		
----------	--	--

Vocabulary Connections
Name: _____

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a checkmark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	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, smelled it, or tasted it?

Independent Word Exploration | ©BookPagez.com

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work

Instructional Focus: Initial L-Blends

Background: In the English language, there are letters **except** a, e, i, o, and u. Sometimes, two consonants work together to called **blends**. In a blend, you can find an **L-blend** happens when the letters start of a word. Common Initial L-blends in this lesson, we will focus on **cl-, gl-, pl-**. Listen to these words: **clap, glum, plan**. In each word, you can hear the first together.

Examples:

clap	glum
glad	glow
clean	close

Materials and Preparation:

- A copy of **The Biggest Valentine Ever**
- Whiteboard or chart paper
- Markers
- Scissors
- L-Blend cards (1 set per pair)
- A **gl-** heart, a **cl-** heart, a **pl-** heart (in advance)
- Initial L-Blends Practice Page
- Optional: Word Detective
- Optional: "Which L-Blend is it?"

Step 2: Connect Word Work to Reading (continued)

Initial L-Blends in the Text

- Tell students that you will now read **The Biggest Valentine Ever** from beginning to end.
- Remind students to **listen and look** for other words that begin with **cl-, gl-, or pl-** as you read, and to stay quiet so everyone can enjoy the story.
- Read **The Biggest Valentine Ever** aloud.

Examples of Initial L-Blends found in the text:

class	glared
Clayton	Clayton's
glued	plan
glitter	classroom
clapped	

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a **gl-** heart, a **cl-** heart, a **pl-** heart, a set of L-blend cards, and a clipboard.
- Tell students that they will take turns picking up L-blend cards.
- They must read their card aloud and decide if their word has a **gl-, cl-, or pl-** blend.
- Once they have read their word and identified the blend, they must then glue their word card onto the correct heart.
- Students will alternate turns until all of the L-blend cards have been glued onto their proper hearts.
- When students are finished, they may decorate their hearts with additional art supplies to make the best L-blend valentines ever!
- Set aside 15-20 minutes for this activity.
- Visit each pair as they work. Discuss the answers at the end of the activity with the whole group.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Initial L-Blends practice page**.
- Read the directions with the class.
- Tell students to complete the practice page on their own.
- Walk around the room to monitor students' work and provide support as needed.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

Initial L-Blends

Name: _____

Directions: Look at the image of the classroom below. The image is filled with objects that begin with either **gl-**, **cl-**, or **pl-** blends. Circle 2 items that begin with **gl-**, 2 items that begin with **cl-**, and 2 items that begin with **pl-**.

Now, choose one of the objects you circled and use it in a sentence below. Remember to start your sentence with a capital letter and end with a period.

Independent Word Work Practice | ©BookPagez.com

Initial L-Blends

Name: _____

Directions: Look at the image of the classroom below. The image is filled with items that begin with **gl-**, **cl-**, or **pl-** blends. Circle 2 items that begin with **gl-**, 2 items that begin with **cl-**, and 2 items that begin with **pl-**.

Now, choose one of the objects you circled and use it in a sentence below. Remember to start your sentence with a capital letter and end with a period.

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

L-Blend Cards

Interactive Activity

clam	glum	plan
clap	glam	plate
clay	glass	play
clop	glue	plug
clash	glare	plank
club	glee	plus

Guided Word Work Practice | ©BookPagez.com

gl-

Guided Word Work Practice | ©BookPagez.com

Interactive Activity

Which L-Blend Fits?

Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Write the blends **gl-, cl-, and pl-** on the white board in large letters.
- Tell students that you will write the middle and ending letters of a word on the board.
- Tell students that they must look at the letters they are given, and choose one of the L-blends for the beginning of the word to help make it a real word.
- Tell students that once they think they know which blend to choose, they can raise their hand.
- If a student has answered correctly, write the blend in front of the letters on the whiteboard for the class to see. Then, erase the word and move onto the next one.
- If a student has not answered correctly, they can call on a friend to have a chance to answer.

Word List: gl-, cl-, pl-

1. ap (clap)	11. um (glum or plumb)
2. us (plus)	12. ose (close)
3. op (clap or plap)	13. ate (plate)
4. od (glad)	14. are (plane)
5. ow (glow or plow)	15. ue (glue or clue)
6. oy (clay or play)	16. ace (place)
7. ont (plant)	17. ear (clear)
8. ug (plug)	18. ub (club)
9. ide (glide)	
10. ip (clip)	

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

Word Detective: Initial L-Blends

Extension Activity

Directions: Be a word detective!

Be on the lookout for **Initial L-blends** 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 | ©BookPagez.com

Extension Activity

WORKSHEETS

Name: _____

Friendship Fix-It

Sweet Solutions for the Biggest Valentine's Day Problems

Directions:
In *The Biggest Valentine Ever*, Clayton and Desmond have a great idea—but they don't always agree. Now it's your turn to fix some Valentine's Day problems the way good friends do.

Read each Valentine's Day problem below. Use what you learned about friendship from Clayton and Desmond to tell what you would do to solve the problem. Draw a picture or write a sentence to show your solution.

Two friends want to sit next to each other at the Valentine's Day party. There is only one spot left at the table. What would you do to help?
My Solution: 

Your friend feels sad because their Valentine does not look as fancy as some of the others. What would you do to help?
My Solution: 

Two friends want to use the same sticker on their Valentine's Day craft. They start to argue, and one of them cries. What would you do to help?
My Solution: 

© BookPagez.com | Worksheet

Journey of Feelings

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *The Biggest Valentine Ever*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Desmond got mad at Clayton because 

Desmond made a hole in the middle. 

Clayton got mad at Desmond because 

Clayton used too much glitter. 

Desmond and Clayton fell down because 

Clayton and Desmond made the best Valentine ever. 

Mrs. Mousely clapped with delight because 

Desmond tripped on the stairs. 

© BookPagez.com | Cause and Effect Sorting Cards for The Biggest Valentine Ever

© BookPagez.com | Cause and Effect Sorting Mat for The Biggest Valentine Ever

Name: _____ Date: _____

EFFECT CARDS

Clayton used too much glitter

Desmond made a hole in the middle.

Desmond tripped on the stairs.

Clayton and Desmond made the best Valentine ever.

EFFECT CARDS

1

2

3

4

REMEMBER!
cause is why something happened.
effect is what happened.

© BookPagez.com | Cause and Effect Sorting Mat for The Biggest Valentine Ever Answer Key

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

The Biggest Valentine Ever
Cause and Effect

Name: _____

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *The Biggest Valentine Ever*. Complete each sentence by telling the cause.

Clayton used too much glitter.

Desmond made a hole in the middle.

Desmond tripped on the stairs.

Clayton and Desmond made the best Valentine ever.

Clayton and Desmond made the best Valentine ever.

Desmond got mad at Clayton because _____.

Clayton got mad at Desmond because _____.

Desmond and Clayton fell down because _____.

Mrs. Mousely clapped with delight because _____.

Reading Tip!
Remember: the cause is why something happened. The effect is what happened.

© BookPagez.com | Cause and Effect Practice Answer Key

© BookPagez.com | Cause and Effect Practice

COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

<p>The Biggest Valentine Ever CCSS Assessment</p> <p>Name: _____ Score: / 9</p>	
<p>Directions: Use what you know about The Biggest Valentine Ever to answer each of the following questions.</p>	
<p>1. What are Clayton and Desmond trying to make at the beginning of the story? <input type="radio"/> A card for their parents <input type="radio"/> A valentine for their teacher <input type="radio"/> A sign for a contest <input type="radio"/> A gift for the class</p>	
<p>2. What lesson do Clayton and Desmond learn by the end of the story? <input type="radio"/> Bigger is always better <input type="radio"/> It's better to work alone <input type="radio"/> Working together makes things better <input type="radio"/> Winning is the most important thing</p>	
<p>3. What big problem happens when Clayton and Desmond work on the valentine? <input type="radio"/> They run out of paper <input type="radio"/> They argue and stop working together <input type="radio"/> The valentine gets lost <input type="radio"/> The teacher takes it away</p>	
<p>4. Which words best show how Clayton and Desmond feel about each other? <input type="radio"/> They glared and turned away. <input type="radio"/> They laughed and played. <input type="radio"/> They smiled at each other. <input type="radio"/> They spilled their supplies.</p>	
<p>5. What kind of book is The Biggest Valentine Ever? (RL.1.5) <input type="radio"/> A book that gives facts about Valentine's Day <input type="radio"/> A poem about hearts <input type="radio"/> A how-to book about making cards <input checked="" type="radio"/> A story about two friends learning to work together</p>	
<p>6. Who is telling the story? (RL.1.6) <input type="radio"/> Clayton <input type="radio"/> Desmond <input type="radio"/> The teacher <input checked="" type="radio"/> A narrator</p>	
<p>7. How do the pictures help you understand the end story? (RL.1.7) <input checked="" type="radio"/> They show how the best valentine ever is made <input type="radio"/> They show facts about Valentine's Day <input type="radio"/> They show instructions for cutting paper <input type="radio"/> They show where mice live</p>	
<p>8. How are Clayton and Desmond the same? (RL.1.9) <input type="radio"/> They both want to win a contest <input checked="" type="radio"/> They both want to work together <input type="radio"/> They both do not like Valentine's Day <input type="radio"/> They both want to compete against each other to make the best valentine</p>	
<p>9. What does this story help first graders practice? (RL.1.10) <input type="radio"/> Learning facts about holidays <input checked="" type="radio"/> Reading a story with characters and events <input type="radio"/> Following steps to make a craft <input type="radio"/> Learning facts about animals</p>	
<p>CCSS Assessment 1st Grade Reading Standards for Literature BookPagez.com</p>	

Answer Key

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

