

The Day It Rained Hearts

150+
Pages



CCSS &
TEKS
Aligned

Lesson Plans * Assessments * Activities

3 Reasons to Love This Resource Set

1

PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using *The Day It Rained Hearts* by Felicia Bond.

2

SAVES TIME

Finally have time to "fit it all in" with super-efficient lesson plans, activities, and flexible resource sets that can help you meet your instructional goals without any planning or a lot of prep.

3

CONSISTENT FORMATTING

You and your students will benefit from the consistent formatting of the resources. As you become familiar with the format, you'll deliver instruction more easily and your students will be able to better focus on their learning goals.

Making Predictions **Somebody Loves You, Mr. Hatch**
By: Eileen Spinelli
Grade Level: 3 / Guided Reading Level: N

3

Make Predictions While Reading

- ✓ Look for clues that tell you what a character might do next!
- ✓ Look for clues that tell you about big events that might be coming up next!

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.

Cover – Look at the cover. Make a prediction about the story. What do you expect it to be about? Why?

Page 6 – Mr. Hatch has received a surprise gift. How do you suppose this gift will affect Mr. Hatch? Why do you think so?

Page 12 – Mr. Smith isn't feeling well so Mr. Hatch offers to help. What do you predict will happen next?

Page 15 – Mr. Hatch makes brownies and lemonade for his neighbors. What do you predict will happen after the picnic?

Page 20 – Make a prediction about what Mr. Hatch will do now that he realizes the candy was meant for someone else. Explain why your prediction makes sense.

Page 25 – Make a prediction about what Mr. Goober's idea. What do you think he and the townspeople will do to make Mr. Hatch feel better?

4

Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What types of predictions did you make while reading *Somebody Loves You, Mr. Hatch*? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk – Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the reasons why some of the predictions you made while reading *Somebody Loves You, Mr. Hatch* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Somebody Loves You, Mr. Hatch*. (Remember to include examples from the book!)

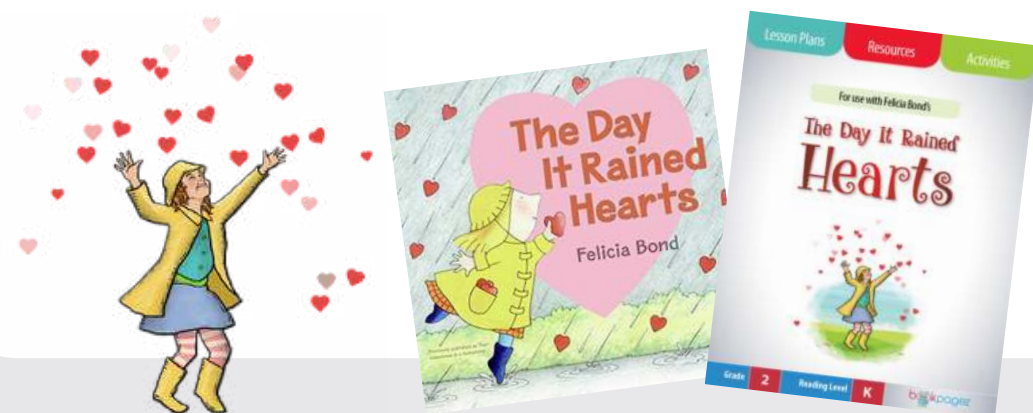
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What You'll Get in this Resource Set

5 COMPREHENSION STRATEGY RESOURCE SET

Use *The Day It Rained Hearts* and the step-by-step lesson plans included in this resource to teach:

- Asking Questions
- Determining Importance
- Identifying the Author's Purpose
- Making Inferences
- Making Predictions



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

Asking Questions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

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

Link to What You Know

- What do you like about rainy days? What do you dislike? Do you enjoy making things for your family and friends? What can you make?

Important Words to Know and Understand

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

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

2
Learn About Comprehension Strategies

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answer to their questions. They think about what they need to find out.

Ask questions before and look at the you hope to

4 STEP LESSON PLAN

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

Pages 1 to 4:
It is raining hearts. Do you think this is important to the story?
Why or why not?

Page 7:
What do you know about Cornelia Augusta?

Why is this important to the story?

Pages 8 to 9:
Cornelia looks at the hearts and they are all different. Is this an important part of the story?
Why or why not?

STUDENT PRACTICE PAGES

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below	Write your predictions below	If incorrect write what really happened
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

GRAPHIC ORGANIZERS

The Day It Rained Hearts: Asking Questions

Cornelia Augusta experienced a spectacular event that only happened once! Write down 3 questions you would ask Cornelia about the day it rained hearts.

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS.4.L.2.1

The Day It Rained Hearts: Asking Questions

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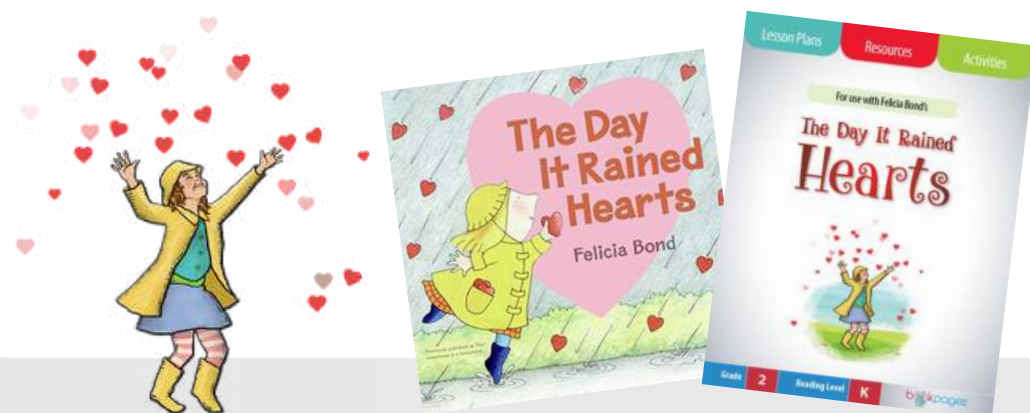
READER'S NOTEBOOK PROMPT

What You'll Get in this Resource Set

VOCABULARY DEVELOPMENT RESOURCE SET

The vocabulary resources included in this bundle focus on words that are important for readers to know and understand in the text. The resources include the following:

- Vocabulary Word List
- Flash Cards (match words to pictures and match words to definitions)
- Interactive Vocabulary Notebook Cards
- Vocabulary Word Games Printable
- Personal Vocabulary Word Bookmark



The collage displays four resource pages from the 'The Day It Rained Hearts' Vocabulary Connections set, each with a red border and a grey semi-circle at the bottom. The top-left page is the 'WORD LIST', listing words like Caught, Doubt, Needle, Set, Strung, Thread, and Valentine's Day with their definitions. The top-right page is 'FLASH CARDS', showing a grid where words are paired with small images (e.g., a person caught, a woman doubting, a needle). The bottom-left page is 'NOTEBOOK CARDS', providing a table for students to write definitions and examples for 'Caught', 'Doubt', and 'Needle'. The bottom-right page is 'WORD GAMES', featuring a 'Word Bank' and two sets of directions for using the words in sentences and matching them to definitions.

What You'll Get in this Resource Set

PHONICS AND WORD WORK RESOURCE SET

Improve word recognition, and spelling by anchoring your word study instruction to the books you use for whole group and small group instruction. The word study resources in this bundle include:

- Lesson Plan
- Independent practice page
- Guided practice page
- Word detective activity



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

Step 1: Introduce the Focus of Word Work

Introduce Long a Digraphs: ai and ay

- Tell students you will be talking about digraphs today.
- Point to the anchor chart you prepared ahead of time.
- Point to the words on top of the anchor chart as you say, "A digraph is a combination of two letters that represent one sound."
- Next, point to the ai and ay digraph and say, "We will focus on two digraphs today: -ay and -ai. Both have two letters but only say one sound: the long a."
- Move to the table on the anchor chart and read through the examples (-ay words: day, play, clay, tray and -ai words: rain, pain, stain, plain).
- Acting as if you were asking this question to yourself, say, "Hmmm...since I am just learning about these digraphs and because they say the same long /a/ sound, how do I know whether a word is spelled using the -ay digraph or the -ai digraph? Reassure the students that there is a simple way to figure out which digraph to use."
 - If the sound /ay/ is at the end of the word or syllable, it is spelled -ay.
 - If the sound /ai/ is in the middle of the word or syllable, it is spelled -ai.
- Focusing on the -ay digraph, say the word "pay," making sure to emphasize the two sounds: /p/ and /ay/. Hear the /ay/ sound at the end of the word. So it must be spelled using the -ay. Repeat with two more -ay words (lay and hay).
- Now focus on the -ai digraph. Say the word "rain," making sure to emphasize the separate sounds: /r/ /ai/. Hear the /ai/ sound in the middle of the word. It must be spelled using the -ai.
- Repeat with two more -ai words (tail and grain).

Step 2: Connect Word Work to...

Which Spelling Do I Use?
Word Work Practice Page

- If the sound /ay/ is at the end of the word or syllable, it is spelled -ay
- If the sound /ay/ is in the middle of the word or syllable, it is spelled -ai

Ay (ending sound)	AI (middle sound)
day	rain
play	pain

Directions: Your teacher will read a list of words out loud. Each word has the long /a/ sound. Your job is to decide whether the long /a/ sound is in the middle of the word or the end of the word. If the long /a/ sound is at the end of the word, it is spelled with ay. If the long /a/ sound is in the middle of the word, it is spelled with ai.

	Is the long /a/ at the end or in the middle?	Spell the Word
Example		
1.		
2.		
3.		

6 STEP LESSON PLAN

INDEPENDENT PRACTICE

Sample Anchor Chart

Digraph is a combination of two letters that represent one sound.

Examples:

ay, ai

ay	ai
pay	rain
lay	tail
hay	grain

Word Detective: Long a Digraphs: ai and ay
Extension Activity

Directions:
Be a word detective!
Be on the lookout for long a digraphs: ai and ay while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

GUIDED PRACTICE

WORD DETECTIVE

What You'll Get in this Resource Set



ADDITIONAL RESOURCES



In addition to the comprehension, vocabulary, and word work resources, this bundle also includes the following:

- Assessment
- Skills worksheet
- Student resources in Spanish
- Standards alignment



The Day It Rained Hearts
CCSS Assessment

Name: _____ Score: / 9

Directions: Use what you know about *The Day It Rained Hearts* to answer each of the following questions.

1. Who did Cornelia Augusta give her Valentine cards to?

A Her teacher
 B The Mailman
 C Her parents
 D Her friends

2. What is the central message of this story?

A Celebrating what makes each friend unique and special.
 B Making things for friends is hard work.
 C Everyone should make Valentine cards for their friends.
 D It only rains hearts on Valentine's Day.

3. Which event happened first in the story?

A Cornelia caught hearts.
 B The animals opened their cards.
 C It rained hearts.
 D Cornelia made hearts.

4. Which of the following is true?

A _____

ASSESSMENT

Name: _____ Date: _____

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

It's Raining Hearts

Heart 1: Cornelia puts the Valentines in the mailbox.

Heart 2: It starts to rain hearts.

Heart 3: Cornelia begins to make four cards.

Heart 4: Cornelia's friends feel special when they open their Valentines.

SKILL WORKSHEET

Identifica el propósito del autor con The Day It Rained Hearts (El día que llovieron corazones)

Página 7:
¿Qué crees que el autor está tratando de decirte sobre el personaje de Cornelia en este libro?
Las respuestas varían. Podrían incluir: La autora describe a Cornelia como amable y considerada porque va a regalar los corazones que atrapó a sus amigos.
¿Crees que a la autora le gusta Cornelia? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Creo que a la autora le gusta ella porque Cornelia es una amiga cariñosa.

Página 9:
Observe cómo la autora explica cómo Cornelia estudia cada corazón desde todos los ángulos y decide cuáles irán a cada amigo. ¿Por qué crees que ella hizo eso?
Las respuestas varían. Podrían incluir: La autora muestra a Cornelia estudiando cada corazón porque quiere enfatizar el deseo de Cornelia de hacer que cada tarjeta de San Valentín sea tan especial y única como cada una de sus amigas.

Página 14:
El autor quiere...
La...

RESOURCES IN SPANISH

Common Core State Standards Correlation
The Day It Rained Hearts Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.

Determining Importance Lesson Plan and Resources

Reading: Literature
RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.7 – Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including... (e.g. When other kids are happy that makes me h...)

STANDARDS ALIGNMENT

Take a Closer Look at the Comprehension Strategy Resources

PART ONE:

- Student Friendly Book Summary
- Questions to activate prior knowledge for the text and to prepare students to use the strategy
- Key vocabulary words in the text that students should know for better comprehension

Making Inferences

The Day It Rained Hearts

By: Felicia Bond

Grade Level: 2 / Guided Reading Level: K



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

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

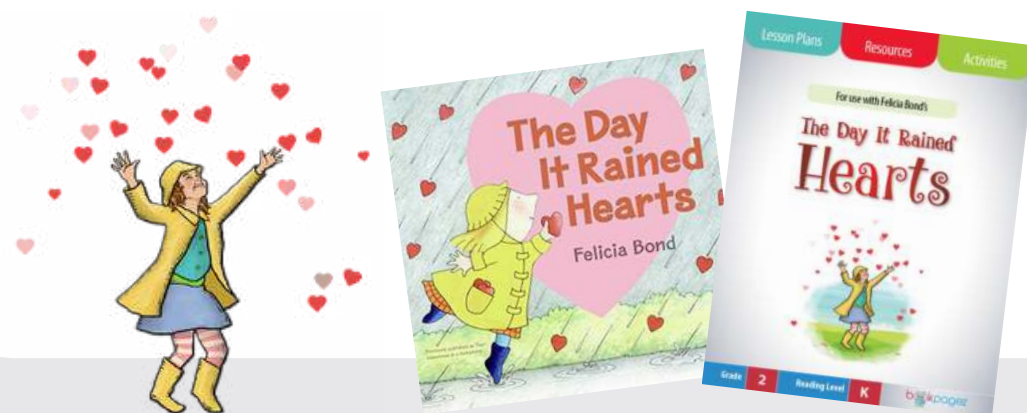
Link to What You Know

- What do you think about when you are choosing a gift for someone?
- How do you know if someone likes or dislikes the gift you gave them?

Important Words to Know and Understand

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

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



Take a Closer Look at the Comprehension Strategy Resources

PART TWO:

Student Friendly Explanation of the Comprehension Strategy

This portion of the lesson plan can be copied and pasted into student reader's notebooks or enlarged and used on an anchor chart or bulletin board.

TIP: Pair the [BookPagez Comprehension Strategy Posters](#) with these lessons!



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Make Inferences While Reading

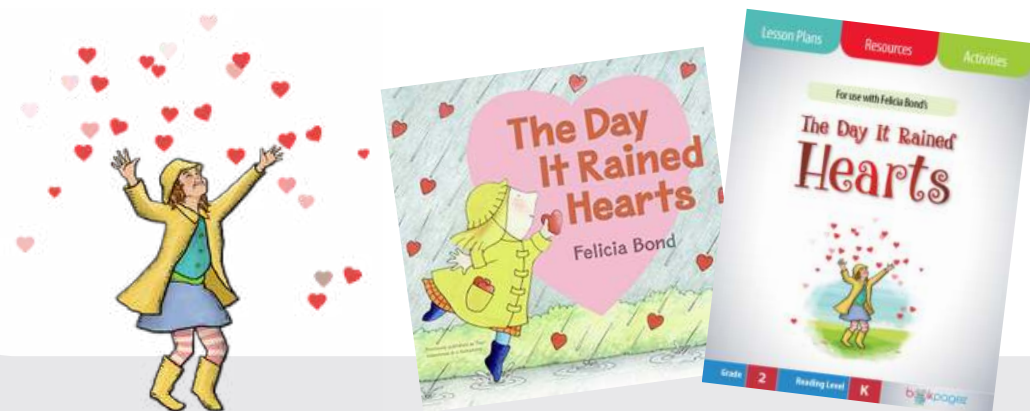
When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes; "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.



Take a Closer Look at the Comprehension Strategy Resources

PART THREE:

Text- dependent questions to help students use the strategy to improve comprehension.

These questions focus on the strategy, require students to use evidence from the text, and help them to qualify their thinking - all of which are essential skills for more successful reading.

Making Inferences

The Day It Rained Hearts

By: Felicia Bond

Grade Level: 2 / Guided Reading Level: K



Make Inferences While Reading

- ✓ Look for clues that tell you how a character might be feeling or what they might be thinking
- ✓ Study the pictures. What do you notice about the characters, setting, and events?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 – Cornelia Augusta says she thinks Valentine’s Day is getting close. What makes her say that? Does your inference make sense?

Page 6 – Cornelia collects a pocketful of hearts. What do you think she will do with all the hearts she collected? How does your inference help you as a reader?

Page 15 – Cornelia makes several valentine cards. How do you think she feels about each of the cards she had made? How do you know?

Page 24 – Cornelia cuts holes in the heart for her friend Mouse. Make an inference as to why she sends this valentine to Mouse. Does your inference make sense? Why?

Page 24 – Use clues from the story to infer why Cornelia decides to give the card with the cotton ball to her friend Rabbit. Do these clues help you make the inference? Why or why not?



Take a Closer Look at the Comprehension Strategy Resources

PART FOUR:

Think, Talk, and Reflect prompts to help students notice the work they did as readers and monitor their own comprehension.

TIP: Use the included Reader's Notebook prompt to help students write about their reading and extend their use of the strategy.



Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

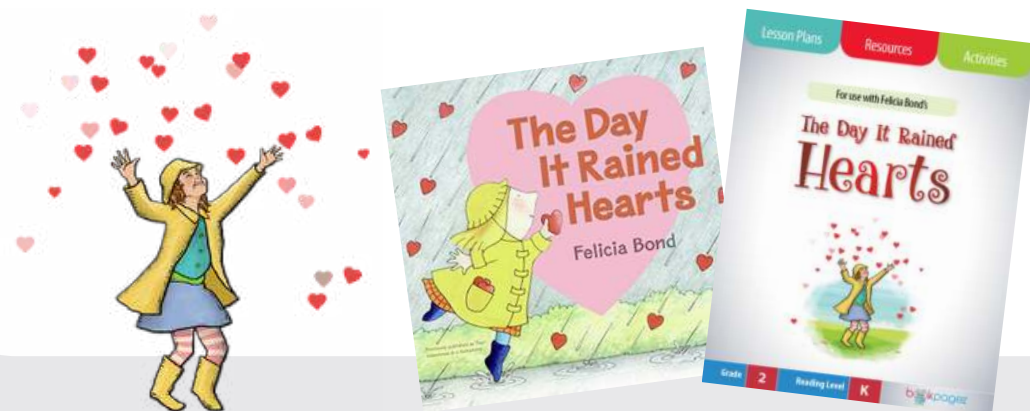
Time to Reflect

Think – What types of inferences did you make while reading *The Day It Rained Hearts*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *The Day It Rained Hearts*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

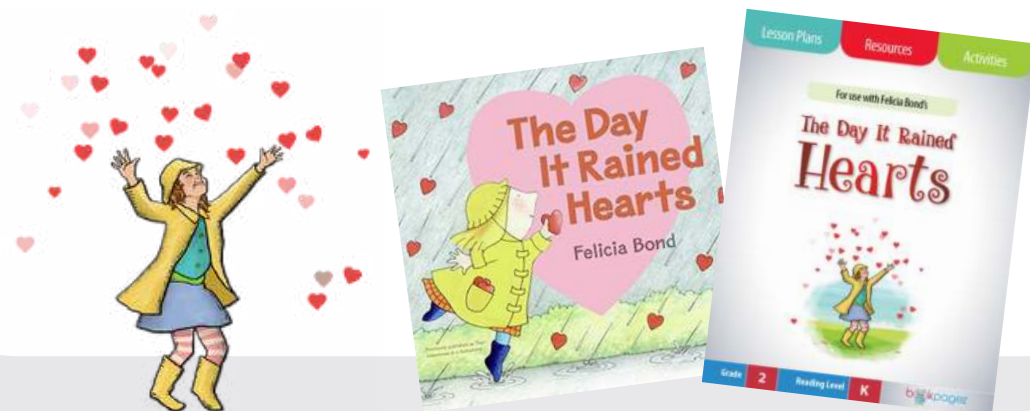
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Day It Rained Hearts*. (Remember to include examples from the book!)



The Comprehension Strategy Resource Set also Include:

- STUDENT PRACTICE PAGES & ANSWER KEYS
- STRATEGY GRAPHIC ORGANIZERS
- READER'S NOTEBOOK PROMPTS
- STANDARDS ALIGNMENT

Learn More
about the
Resources
Here!



Answer Key for Making Inferences with The Day It Rained Hearts

Page 4:
Cornelia Augusta says she thinks Valentine's Day is getting close. What makes her say that?
Answers will vary. Sample answers include: Cornelia thinks Valentine's Day is close because it's raining hearts, which is something she hasn't ever seen before.

Does your inference make sense?
Answers will vary. Sample answers include: My inference makes sense because Valentine's Day is all about hearts.

Page 6:
Cornelia collects a pocketful of hearts. What do you think she will do with all the hearts she collected?
Answers will vary. Sample answers include: Since Cornelia thinks that Valentine's Day is close, I think that she will give the hearts to her friends and family.

How does your inference help you as a reader?
Answers will vary. Sample answers include: Making inferences helps me think about what the character is thinking and feeling.

Page 15:
Cornelia makes several valentine cards. How do you think she feels about each of the cards she had made?
Answers will vary. Sample answers include: I think that Cornelia feels proud of the cards she has made.

Answer Key | @BookPages.com

Asking Questions

Title:

Question Sentence Starters

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

Question	Answer

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

Comprehension Strategy Graphic Organizer | @BookPages.com

The Day It Rained Hearts: Determining Importance

Cornelia Augusta is outside when it starts to rain hearts. How does she react to this once in a lifetime experience? Do you think the way she reacts is important to story? Why or why not?

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. (CCSS.4.2.3)

The Day It Rained Hearts: Determining Importance

Cornelia Augusta is outside when it starts to rain hearts. How does she react to this once in a lifetime experience? Do you think the way she reacts is important to story? Why or why not?

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. (CCSS.4.2.7)

The Day It Rained Hearts: Determining Importance

Cornelia Augusta is outside when it starts to rain hearts. How does she react to this once in a lifetime experience? Do you think the way she reacts is important to story? Why or why not?

I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. (CCSS.4.2.7)

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPages.com

Common Core State Standards Correlation

The Day It Rained Hearts Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.

Asking Questions: Lesson Plan and Resources

Reading: Literature
RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RL.2.4 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.2.8 - Recal information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1e - Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).

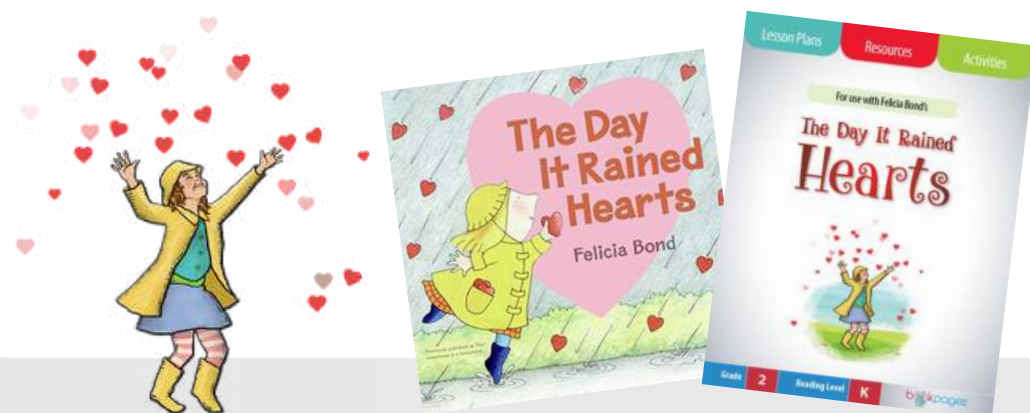
The Day It Rained Hearts CCSS Alignment | @BookPages.com

Take a Closer Look at the Vocabulary Connections Resource Set

WORD LIST

The words included on this list are Tier 2 and 3 vocabulary words. Tier 2 words are high frequency vocabulary words that are necessary for reading comprehension. The chances of Tier 2 words showing up in other text is high.

Tier 3 words are lower frequency words that are specific to the text. These words have been selected based on their level of importance in the text. The chances of Tier 3 words showing up in other text is low.



Vocabulary Connections

The Day It Rained Hearts

By: Felicia Bond

Grade Level: 2 / Guided Reading Level: K

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

Caught

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

Doubt

To be uncertain about something

Needle

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

Set

To cause someone or something to start doing something

Strung

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

Thread

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

Valentines

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

Valentine's Day

February 14 observed as a time for sending valentines

Take a Closer Look at the Vocabulary Connections Resource Set

SORTING CARDS

There are 2 sets of sorting cards. The first set includes the vocabulary word and a picture of the word. This set of cards is particularly helpful for English Language Learners, but can be used with any student to scaffold prior knowledge and connect new words to visual memory.

The second set of cards includes the vocabulary words and a kid-friendly definition of each word. These cards are helpful when reviewing vocabulary words.






Match the words to the picture!

Match the words to the definition!

Sort the cards by attribute!

Vocabulary Connections
Grade Level: 2 / Guided Reading Level: K

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

Caught	Doubt	Needle
		

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections
Grade Level: 2 / Guided Reading Level: K

Caught	Doubt	Needle
To be uncertain about something	A small, very thin object that is used in sewing that has a sharp point at one end and a hole for thread	
Strung	Thread	
To put things together on a string, thread, or chain	A long, thin piece of cotton, silk, etc., used for sewing	

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Definition Vocabulary Sorting Cards | @BookPagez.com

Picture Vocabulary Sorting Cards | @BookPagez.com



Take a Closer Look at the Vocabulary Connections Resource Set

INTERACTIVE VOCABULARY NOTEBOOK CARDS

The interactive notebook cards provide students with a tool to process new vocabulary words. These cards engage multiple parts of the brain and help students to personalize their learning.

Depending on your goals, you can use the page by page guide in a couple of different ways. Here are some suggestions:

- Connect the new word to a word they already know
- Classify the word as a noun, verb, adverb, or adjective
- Review the definition of the new word
- Illustrate the new word
- Anchor the new word to a specific text



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

Vocabulary Connections

Caught is a/an noun verb adverb adjective	Doubt is a/an noun verb adverb adjective	Needle is a/an noun verb adverb adjective
Definition of Caught :	Definition of Doubt :	Definition of Needle :
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Caught looks like this:	Doubt looks like this:	Needle looks like this:
_____	_____	_____
Caught reminds me of:	Doubt reminds me of:	Needle reminds me of:
_____	_____	_____
I saw this word in	I saw this word in	I saw this word in
_____	_____	_____

Step by Step Directions:
1. Cut on the Dotted Line 2. Fold on the Solid Line 3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook 5. Write the Vocabulary Word on the Front of the Top Flap

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Take a Closer Look at the Vocabulary Connections Resource Set

WORD GAMES AND A VOCABULARY BOOKMARK

Each package contains a different set of word games including crossword puzzles, word searches, graphing, categorizing, matching, and more. These games are intended to help students practice working with the new vocabulary words in a more traditional format.

The bookmark provides students with the opportunity to identify a word from the book that they would like to remember. In this way, students are able to keep track of words that are new to them.



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
Cripple

Original Sentence
She saw to it that I tried to walk every day. "So's that mean-lookin' leg don't go stiff on you and cripple up," she'd say.

Visualize
Draw a picture to illustrate the meaning of the word.

Word Bank

- Caught
- Valentine
- Valentine's Day
- Needle
- Thread

Word Games with Words from The Day It Rained Hearts

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

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

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

Valentine's Day Thread

Doubt To be uncertain about something

Name: _____

The Day It Rained Hearts
By Felicia Bond

A new word that I learned in this book is: _____

It's like... _____

It means... _____

Name: _____

Step by Step Directions:
1. Cut on the Dotted Line. 2. Fold on the Solid Line. 3. Complete the Vocabulary Card. 4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.

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

The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark 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	✓

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

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

Word Bank

- Caught
- Valentine
- Valentine's Day
- Needle
- Thread

Common Core State Standards Correlation

The Day It Rained Hearts Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language

- L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Learn More about the Resources Here!



Take a Closer Look at the Phonics & Word Work Resource Set

STEP-BY-STEP LESSON PLAN

Every phonics and word work lesson plan was designed to support a variety of instructional approaches. The resource sets are flexible enough to be used for whole-group, small-group, or one-on-one instruction.

PART 1: Introducing the instructional focus

PART 2: Connecting the instructional focus to the text

PART 3: Guided practice

PART 4: Independent practice

PART 5: Reflection

PART 6: Extension activity (optional)



Word Work

The Day It Rained Hearts

By: Felicia Bond

Grade Level: 2 / Guided Reading Level: K

Instructional Focus:

Long a Digraphs: ai and ay

Background:

A digraph is a combination of two letters representing one sound. The digraphs ai and ay make the long a sound.

If the sound /ay/ is at the end of a word or syllable, it is spelled -ay.

If the sound /ay/ is in the middle of a word or syllable, it is spelled -ai.

Examples:

day	rain
gray	pail
play	wait
stay	train
fray	stain

Materials and Preparation:

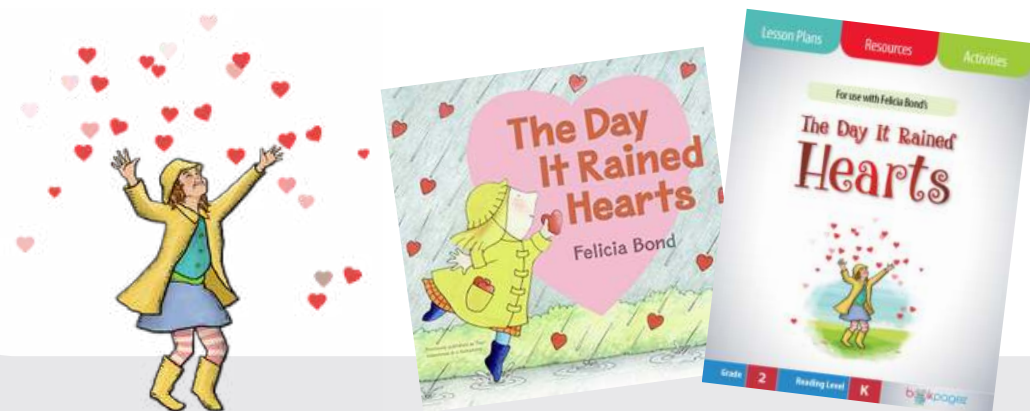
- A Copy of *The Day It Rained Hearts* by Felicia Bond
- Anchor Chart
- Marker
- Tape or Magnets (if necessary)
- Which Spelling Do I Use? Practice Page (1 per student)
- Getting to Know Digraphs Practice Page (1 per student)
- Highlighter (marker, crayon, colored pencil) (1 per student)
- Optional – Word Detective (1 per student)

Take a Closer Look at the Phonics & Word Work Resource Set

GUIDED PRACTICE

Students will have an opportunity to manipulate words, explore how they work, and discover connections between them.

- Students actively examine words using a hands-on approach
- Students' specific knowledge of an alphabetic, pattern, or meaning system deepens as a result of interacting with words and with other students
- Students are able to communicate what they know and what they are wondering about the word study to deepen understanding



Sample Anchor Chart

Digraph is a combination of two letters that represent one sound.

Examples:

ay, ai

ay	ai
pay	main
lay	tail
hay	grain

Take a Closer Look at the Phonics & Word Work Resource Set

INDEPENDENT PRACTICE

Students have the opportunity to show what they've learned about words.

Through presenting students with an independent activity designed to extend their work with specific words, you allow the student to engage with words at their own pace. This is a perfect time for you to assess student understanding and confer with any students who may be struggling.



Which Spelling Do I Use? Word Work Practice Page

- If the sound /ay/ is at the end of the word or syllable, it is spelled -ay
- If the sound /ay/ is in the middle of the word or syllable, it is spelled -ai

Ay (ending sound)	Ai (middle sound)
clay	rain
play	pain

Directions: Your teacher will read a list of words out loud. Each word has the long /a/ sound. Your job is to decide whether the long /a/ sound is in the middle of the word or the end of the word. If the long /a/ sound is at the end of the word, it is spelled with ay. If the long /a/ sound is in the middle of the word, it is spelled with ai.

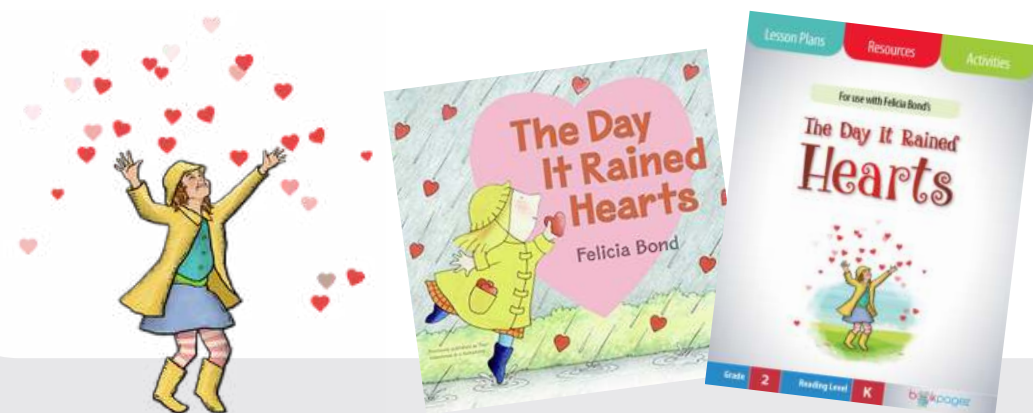
	Is the long /a/ at the end or in the middle?	Spell the Word
Example		
1.		
2.		
3.		
4.		
5.		

Name: _____ Guided Word Work Practice | ©BookPagez.com

The Phonics & Word Work Resource Set also Include:

- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT

[Learn More about the Resources Here!](#)



Word Detective: Long a Digraphs: ai and ay Extension Activity

Directions:
Be a word detective!
Be on the lookout for **long a digraphs: ai and ay** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page

Name: _____ Independent Word Work Practice

Answer Key for Which Spelling Do I Use? Word Work Practice Page

If the sound /ay/ is at the end of the word or syllable, it is spelled -ay
If the sound /ay/ is in the middle of the word or syllable, it is spelled -ai

Ay (ending sound)	AI (middle sound)
day	rain
play	pain

Directions: Your teacher will read a list of words out loud. Each word has the long /a/ sound. Your job is to decide whether the long /a/ sound is in the middle of the word or the end of the word. If the long /a/ sound is at the end of the word, it is spelled with ay. If the long /a/ sound is in the middle of the word, it is spelled with ai.

Spell the Word
play
stay
wait
stain
way
brain

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Common Core State Standards Correlation

The Day It Rained Hearts Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Day It Rained Hearts" correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.

The Day It Rained Hearts CCSS Alignment | @BookPagez.com



Assessments and Activities include:

- COMMON CORE COMPREHENSION ASSESSMENT
- RUNNING RECORD ASSESSMENT
- SKILL PRACTICE PAGES
- ANSWER KEYS

The assessments include a Running Record to help you assess oral reading fluency and a standards-aligned comprehension assessment.

The image displays three educational worksheets related to the book "The Day It Rained Hearts" by Felicia Bond. The first worksheet on the left is a "CCSS Assessment" with multiple-choice questions about the story. The middle worksheet is a "Running Record" form for tracking oral reading fluency, including fields for accuracy, error rate, and a table for recording errors. The rightmost worksheet is an "Extension Activity" titled "It's Raining Hearts" where students glue cut-out hearts in the correct sequence of events from the story.

The Day It Rained Hearts
CCSS Assessment

Directions: Use what you know about *The Day It Rained Hearts* to answer each of the following questions.

- Who did Comelia Augusta give her Valentine cards to?
 A Her teacher
 B The Mailman
 C Her parents
 D Her friends
- What is the central message of this story?
 A Celebrating what makes each friend unique and special.
 B Making things for friends is hard work.
 C Everyone should make Valentine cards for their friends.
 D It only rains hearts on Valentine's Day.
- Which event happened first in the story?
 A Comelia caught hearts.
 B The animals opened their cards.
 C It rained hearts.
 D Comelia mailed the cards to her friends.
- Which of the following words rhyme?
 A needle, thread
 B way, day
 C stamp, mail
 D heart, card

Running Record

Title: *The Day It Rained Hearts* Guided Reading Text Level: K Word Count: _____

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) _____

Page	Text	COUNT	
		E	SC
1	One day it started raining hearts.		
2	and Comelia Augusta caught one.		
3	She caught another.		
4	and another.		
5	It wasn't very hard, so she caught some more.		
6	"It must be getting close to Valentine's Day," she thought.		
7	and she set to work making Valentines. The hearts she caught would make perfect cards.		
8	Comelia Augusta saw that all of her hearts were different.		

Tested By: _____ ©BookPagez.com

It's Raining Hearts

Directions: Glue the events of the story in the correct sequence.

1 2

3 4

5 6

Extension Activity | @BookPagez.com

The skills practice pages vary from text to text. They cover skills like comparing and contrasting, writing, sequencing, matching, cause and effect, and more.



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