

### Focus Question:

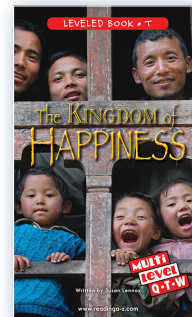
*Is it important to measure happiness?*

### Book Summary

Text Type: Nonfiction/Informational

What is the key to happiness? How is happiness measured? *The Kingdom of Happiness* introduces students to Bhutan, a tiny mountain kingdom, where happiness is the priority. Bhutan's first happiness survey was conducted in 2007 and inspired other countries throughout the world to consider the state of contentment among their citizens. Students will be asked to contemplate the effect of the modern world on the happiness of the Bhutanese citizens. The book can also be used to teach students how to identify cause-and-effect relationships as well as to identify adjectives.

The book and lesson are also available for levels Q and W.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify cause-and-effect relationships
- ☐ Describe information provided by graphics
- ☐ Recognize and use adjectives
- ☐ Identify and use homophones

#### Materials

- ☐ Book: *The Kingdom of Happiness* (copy for each student)
- ☐ Cause and effect, adjectives, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *balance* (n.), *Buddhist* (adj.), *index* (n.), *survey* (n.), *tracking* (v.), *traditions* (n.)

**Enrichment:** *analyzed* (v.), *decline* (n.), *meditated* (v.)

- **Academic vocabulary:** *another* (adj.), *believe* (v.), *category* (n.), *community* (n.), *consider* (v.), *protect* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

Write the word *happiness* on the board and read it aloud to students. Provide each student with a large piece of paper and invite students to copy the word *happiness* in large letters in the middle of the page. Invite students to close their eyes and picture in their mind the things that make them happy, such as family, friends, pets, and so on. Have students open their eyes and illustrate and label all of the things that make them happy. Place students into small groups and have them share their work. Discuss as a class the meaning of *happiness* and ask students if they believe happiness can be measured and if so, how.

##### Introduce the Book

- Give students their copy of *The Kingdom of Happiness*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that when readers summarize what they read, it helps them sequence and organize the events described in the book. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read pages 5 and 6 aloud and model summarizing.

### Guiding the Reading (cont.)

Point out that a summary may include the entirety of the book or simply a section or chapter of a book.

### Introduce the Comprehension Skill:

#### Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Create a two-column chart on the board with the headings *Cause* and *Effect*. Under the *Cause* heading write *My car got a flat tire*. Invite volunteers to offer examples of the effects of having a flat tire, such as being late for school or an important event. Record this information on the board in the *Effect* column. Point out that the effect of the flat tire may then also be the cause of another event, such as *I had a flat tire, so I was late for school. Because I was late for school, my class left without me for the field trip*. Explain that cause-and-effect relationships can lead to a chain of events.
- Place students into small groups and provide each group with several sheets of colorful construction paper and glue sticks. Explain to students that each group will be creating a cause-and-effect chain. Have students cut the construction paper into 1-inch strips. Provide them with the following prompt and have them record it on a strip of construction paper: *I lost my glasses*. On a separate sheet of paper, have each group record a possible effect of losing glasses, such as *I couldn't see well*. Show students how to form each strip of paper into a loop and then glue them together as a chain. Next, have students record an effect of the prior effect on a new strip of paper and connect it to the chain. Have students complete at least ten links in the chain and then invite each group to share with the class.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about Bhutan. Write the Focus Question on the board. Invite

students to look for evidence in the book to support their answer to the question.

- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is Bhutan, and where is it located?* (level 1) page 4
- *Why do the leaders of Bhutan give citizens a survey about their happiness every few years?* (level 2) pages 4 and 5
- *What was King Wangchuck's influence on Bhutan?* (level 2) pages 5 and 6
- *What are the Four Pillars of Happiness, and how have they affected Bhutanese culture?* (level 2) pages 7 and 8
- *How has modern technology affected the way Bhutan is governed?* (level 2) pages 10–12
- *In what ways do you think the introduction of the modern world in Bhutan has affected the happiness of the Bhutanese people?* (level 3) multiple pages
- *What can other countries learn from Bhutan?* (level 3) multiple pages

#### Text Features: Graphics

Have students turn to page 11 and locate the supplemental text box labeled "The Nine Domains of GNH." Ask a volunteer to explain what information the author is conveying through this graphic. Point out that such features are often present in nonfiction books. Have students discuss the following questions with a partner: *How does this graphic help the reader to better understand Bhutan's National Happiness Index? Why do you think the author chose to include this chart?*

### Skill Review

- Model for students how you summarize as you read, and direct them to stop at several points during reading to answer the questions *who*, *what*, *when*, *where*, and *why*.
- Place students into groups of five. Assign each student in the group a different section from the book and ask him or her to create a written summary of that section. Remind students to answer all of the important questions. Then, have students work together using the five summaries to create one summary for the book in its entirety. Invite groups to share their summaries with the class.
- Model evaluating details to understand cause-and-effect relationships in the book.  
**Think-aloud:** *This book is providing me with*

### Guiding the Reading (cont.)

information about the kingdom of Bhutan and the happiness of its people. Throughout the book, I am able to identify cause-and-effect relationships. For example, on page 9, the author states that modern technology, such as television and the Internet, finally reached Bhutan. Because of these changes in the kingdom, the country's leaders became concerned about people's happiness, so they began to regularly track the country's happiness levels using the Gross National Happiness Index.

- Record the cause-and-effect relationship identified in the Think-aloud in the chart on the board. Ask students if there were any other effects of technology being introduced into Bhutan and record this information on the board.
- Model how to complete the [cause-and-effect worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the effect. Have students record this information on their worksheets.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Example: *It is important to measure happiness because it is a way of knowing and responding to people's needs in order to create a country that is happy and thriving.*)

### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

### Book Extension Activities

#### Build Skills

#### Grammar and Mechanics: Adjectives

- Review with students that *adjectives* are words that describe nouns and pronouns. *Explain that an adjective tells which one, how many, or what kind and helps the reader form a clear mental picture of the writer's words.*

- Have students turn to a partner and discuss adjectives that would describe a mountain kingdom, such as *peaceful, small, quiet, happy*, and so on. Invite volunteers to use each of the adjectives in a complete sentence and record this information on the board. Identify and circle the adjective in each sentence and underline the noun or pronoun that the adjective describes.
- Have students reread the second sentence of the second paragraph on page 4 with a partner and circle the adjective. Point out that the word *Bhutanese* describes the government, so the word *government* is the noun that is being described by the adjective *Bhutanese*.
- Check for understanding:** Have students reread page 6 with a partner to circle all of the adjectives and underline the nouns or pronouns they describe. Invite students to share their responses with the class and share whether each adjective tells which one, how many, or what kind.
- Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

### Word Work: Homophones

- Have students turn to page 6 and follow along as you read the first sentence: *However, the king did not believe that using GDP was right for his country.* Write the word *right* on the board and invite a volunteer to provide a definition. Write the word *write* on the board and invite a volunteer to provide a definition. Ask students how the words *right* and *write* are similar and how they are different (they sound the same but have different spellings and different meanings).
- Explain or review that words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Have students turn to page 7 and locate the word *four* in the first sentence. Write the word *four* on the board and have students offer a definition. Ask students to think of another word that sounds the same but is spelled differently and has a different meaning from the word *four*. Write the word *for* on the board and have students offer a definition and use the homophone in a complete sentence.
- Check for understanding:** Have students work with a partner to reread page 8 and identify at least three homophones. Have students turn to a partner and discuss a homophone for each word and the meaning of each homophone. Then have students use the homophones in complete sentences.
- Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

### Connections

- See the back of the book for cross-curricular extension ideas.