Day 1

Read and Think
First, read the text out loud with proper phrasing. Then answer each question in a complete sentence. Underline the evidence for your answers in the text and draw a line to the question it answers.

“It is spring!” the king said, as he sat in the midst of a budding daffodil bed.

The king’s silver bell rang, “Ding-a-ling.”

“Summon the band and the robins and the insects of spring.”

1. Where is the king? ________________________________

2. What does the king summon, or call for? ________________________________

3. Did you underline the evidence in the text? yes no

Read and Think
Answer the question in a complete sentence based on the text above.

What have you learned about the characters and setting that is important to the story setup?

________________________________________

Vocabulary Words

1. What does midst mean? ________________________________

2. What does summon mean? ________________________________

Parent Signature _________________________________
Day 2

Read and Think
First, read the text out loud with proper phrasing. Then answer each question in a complete sentence. Underline the evidence for your answers in the text and draw a line to the question it answers.

The lock on the royal roost was sprung.
The robins lifted up on flapping wings, one by one.
The lid on the royal insect box was lifted, and from it hundreds of fluttering insects drifted.
Then there was the bang of a drum.
The clarinets and trumpets and insects began to hum.

1. What happened with the robins? ____________________________

2. What happened with the insects? ____________________________

3. Did you underline the evidence in the text? yes  no

Vocabulary Words
Use the words to finish the sentences.

drift  roost  fluttering  sprung

1. Birds live and rest in a ________________ .

2. If something burst open quickly you could say it ________________ open.

3. ________________ means to float slowly in the wind or on the water.

4. If you see an insect flapping its wings quickly you can say its wings are ________________ .
Day 2, continued

Connecting Spelling to Meaning
First, read the example from the book. Next, find the word in **bold** in the example. Then, write the base word in the “base verb” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like a **t**, a **d**, or like **id**. The first one is done for you.

<table>
<thead>
<tr>
<th>Example from the book</th>
<th>Base verb</th>
<th>Word sum</th>
<th>Pronunciation of ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>The robins <strong>lifted</strong> up on flapping wings...</td>
<td>lift</td>
<td>lift + ed → lifted</td>
<td>/t/  /d/  /id/</td>
</tr>
<tr>
<td>...and from it hundreds of fluttering insects <strong>drifted</strong>.</td>
<td></td>
<td></td>
<td>/t/  /d/  /id/</td>
</tr>
<tr>
<td>The robins <strong>landed</strong> on the daffodil buds.</td>
<td></td>
<td></td>
<td>/t/  /d/  /id/</td>
</tr>
<tr>
<td>...clapping his hands that were <strong>dressed</strong> with silver rings.</td>
<td></td>
<td></td>
<td>/t/  /d/  /id/</td>
</tr>
</tbody>
</table>
Day 3

Read and Think
First, read the text out loud with proper phrasing. Then answer each question in a complete sentence. Underline the evidence for your answers in the text and draw a line to the question it answers.

But as the song got stronger, so did the wind....
The robins sprang up from where they were sitting as the daffodils began bobbing and swinging.
Then the royal band’s hats were picked up by the wind, and up with the insects and robins they began to spin.
“Not the wind!” wept the band.

1. How does the band react? __________________________________________

2. How do you know the band members are upset? _______________________

3. Did you underline the evidence in the text? yes no

Read and Think
Answer the question in a complete sentence based on the text above. What is the initiating event? What happens that is unexpected?

Vocabulary Word

1. What does wept mean? ____________________________________________
The band inspected their king in the midst of all the blustering. He was clinging to his vestments with his hands, but he had a grin on his lips. He was a glad man! “Fantastic! Fantastic!” the king sang along with the blustering gusting spring singsong.

1. How does the king react to the unexpected event of the wind getting stronger?

1. If you look at something closely, you _________________ it.
2. When the wind is very strong and blows everything around we can say it is ________________.
3. The special clothing a king wears can be called ________________.
4. If you have a big smile I might describe it as your ________________.

**Connecting Spelling to Meaning**

First, read the example from the book. Next, find the word in **bold** in the example. Then, write the base word in the “base verb” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like a **t**, a **d**, or like **id**.

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<th>Word sum</th>
<th>Pronunciation of ending</th>
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</thead>
<tbody>
<tr>
<td>Then the royal band’s hats were <strong>picked</strong> up by the wind...</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>The band <strong>inspected</strong> their king in the midst of all the blustering.</td>
<td></td>
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<td>/t/ /d/ /id/</td>
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</tbody>
</table>

**Read and Think**

First, read the text out loud with proper phrasing. Then answer the question in a complete sentence.

The band inspected their king in the midst of all the blustering. He was clinging to his vestments with his hands, but he had a grin on his lips. He was a glad man! “Fantastic! Fantastic!” the king sang along with the blustering gusting spring singsong.

1. How does the king react to the unexpected event of the wind getting stronger?

Parent Signature _________________________________
Day 4

High-Frequency Words
Choose the word to fill in the blank: there or their. The first two are done for you.
There is the king.
The band got their drums.
The birds flapped ______ wings.
The daffodils are over _____ in the grass.
The royal band grabbed _____ hats.
______ was a grin on his lips.
The royal roost is over ______.

Connecting Spelling to Meaning
First, read each example from the book. Next, find the word in bold in the example. Then, write the base word in the “base noun” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an s or a z.

<table>
<thead>
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<th>Word sum</th>
<th>Pronunciation of ending</th>
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</thead>
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<tr>
<td>Summon the band and the robins and the insects...</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>The royal band got into step: the trumpets and drums and clarinets.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>...clapping his hands that were dressed with silver rings.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
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Write What You Can Learn from the Story
What did you learn from the king’s reaction to the wind? What can you learn from this story? You can use more paper to write if you need to.
Day 5, continued

Rabbit Word Strategy
Map and divide the words on the Rabbit Word Strategy map. Use the Rabbit Word Strategy checklist to help you.

Words: summon, insects, vestments, fantastic

Rabbit Word Strategy

1. First, map the word in the white grid boxes. Then, find the vowels. Make the red dots.

2. Connect the dots with a line.

3. Label the vowels “V”.

4. Label the consonants between the vowels “C”.

5. See the VCCV pattern. Make a line between the consonants.

6. Make a loop under each syllable.

7. Read each syllable.

8. Blend the syllables to read the word.