

Name: _____

Date: _____

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? _____

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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.

Example from the book	Base verb	Word sum	Pronunciation of ending
The robins lifted up on flapping wings...	lift	lift + ed → lifted	/t/ /d/ (id)
...and from it hundreds of fluttering insects drifted .			/t/ /d/ /id/
The robins landed on the daffodil buds.			/t/ /d/ /id/
...clapping his hands that were dressed with silver rings.			/t/ /d/ /id/

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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? _____



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Day 3, continued

Vocabulary Words

Use the words to finish the sentences.

vestments inspect blustering grin

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**.

Example from the book	Base verb	Word sum	Pronunciation of ending
Then the royal band's hats were picked up by the wind...			/t/ /d/ /id/
The band inspected their king in the midst of all the blustering.			/t/ /d/ /id/

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?

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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**.

Example from the book	Base noun	Word sum	Pronunciation of ending
Summon the band and the robins and the insects ...			/s/ /z/ /s/ /z/
The royal band got into step: the trumpets and drums and clarinets .			/s/ /z/ /s/ /z/ /s/ /z/
...clapping his hands that were dressed with silver rings .			/s/ /z/ /s/ /z/

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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.**





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