

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.

THIS and THAT are twin rats who like to pester and bother the Smith's cats.

Yes, their names are THIS and THAT. It is odd, but it's a fact!

The cats' names are THICK and THIN. They are also twins, but THICK is plump and THIN is slim.

1. How do you know who THIS and THAT are? _____

2. How do you know the rats like to bother the cats? _____

3. What are the names of the cats? _____
4. 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 **odd** mean? _____

2. What does **pester** mean? _____

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Day 2

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 verb” 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 verb	Word sum	Pronunciation of ending
THAT runs up to THICK and begins to sing.			/s/ /z/ /s/ /z/
THICK cat lifts his lids just a bit, then THAT tugs on his whisker and runs for it.			/s/ /z/ /s/ /z/
...THIS thrusts the mop into their path.			/s/ /z/
The mop drops with a whack...			/s/ /z/
The mop stops the cats flat in their tracks.			/s/ /z/

Spell the Words

Spell the words in the sound boxes.

path _____

when _____

then _____

thud _____

with _____



Day 2, continued

Read and Think

Answer the question in a complete sentence based on the text. When you answer you can write:
I infer _____ because _____.

THAT runs up to THICK and begins to sing,

“THICK Cat, THICK Cat, you big cat... Can you get up from that soft mat?”

THICK cat lifts his lids just a bit, then THAT tugs on his whisker and runs for it.

What can you infer about the character’s plan?

Vocabulary Words

Use the words to finish the sentences.

begin tug whisker lids

1. When you close your eyes you close your _____ .
2. _____ is the same as **pull**.
3. _____ are the long hairs on an animal’s face.
4. _____ is the same as **start**.

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Reading Series Two: *The Twins THIS and THAT*
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Day 3

Read and Think

First, read the text out loud with proper phrasing. Then answer the question in a complete sentence. When you answer you can write: In my opinion, _____ is the best word to tell how the cats feel. I think this because _____.

But the big cats were back in a flash. They were at the top of the steps and they were MAD! “This is what happens to rats who bother cat naps... Who tug on cats’ whiskers and drop mops in cats’ tracks.”

In your opinion, which is the best word to describe how the cats feel: **mad** or **livid**?

Or can you think of another word?

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 verb” 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 verb	Word sum	Pronunciation of ending
“This is what happens to rats who bother cat naps...”			/s/ /z/
This is when the last set of twins fits in....			/s/ /z/



Day 3, continued

Rabbit Word Strategy

Map and divide the day's word on the Rabbit Word Strategy map. Use the Rabbit Word Strategy checklist to help you.

Word: happens

Rabbit Word Strategy



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

rabbit

2. Connect the dots with a line.

rabbit

3. Label the vowels "V".

rabbit

4. Label the consonants between the vowels "C".

rabbit

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

rabbit

6. Make a loop under each syllable.

rabbit

7. Read each syllable.

rab/bit

8. Blend the syllables to read the word.

rabbit



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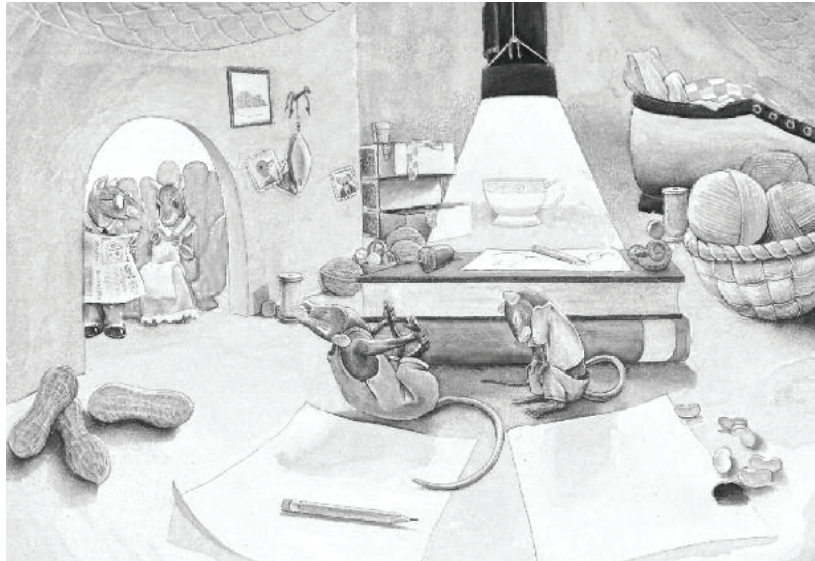
Name: _____

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Day 4

Read and Think

First, read the text out loud with proper phrasing. Then answer the question in a complete sentence. When you answer you can write: In my opinion, _____ is the best word to tell how the rats feel. I think this because _____.



Back in their nest, the rats remember their trick.

The trick was a whopper, well worth the risk.

In your opinion, which is the best word to describe how the rats feel: **glad** or **elated**?

Or can you think of another word?



Day 4, continued

Vocabulary Words

Use the words to finish the sentences.

whopper risk outwitted skid

1. If something is really big you can say it is a _____.
2. If you take a chance on something it is the same as taking a _____.
3. If you play a trick on your pal and you win you can say you _____ your pal.
4. If you slip and slide it is the same as _____.

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
The rats hop and jump at the top of the steps .			/s/ /z/ /s/ /z/
“...who tug on cats’ whiskers and drop mops in cats’ tracks !”			/s/ /z/ /s/ /z/ /s/ /z/
They had rigged up a tent from blankets and things .			/s/ /z/ /s/ /z/

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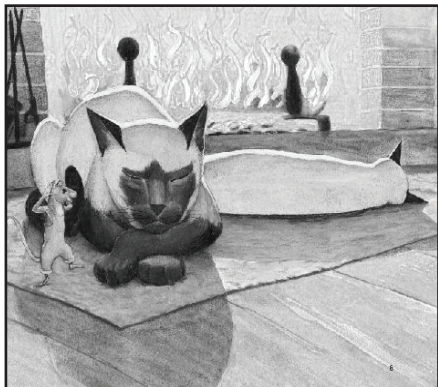


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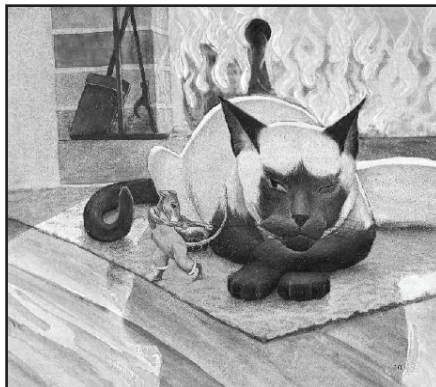
Day 5

Retell the Story

Use the pictures to help you write a retell the rats' attempts to carry out their plan to trick the cats. You can use more paper to write if you need to.



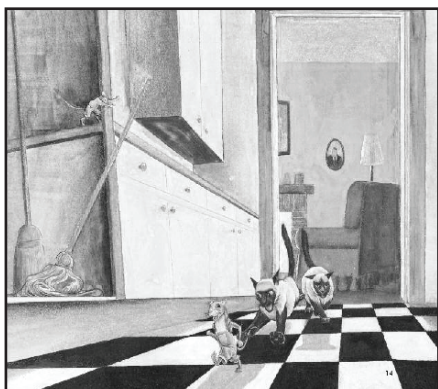
First...
but THICK does not get up.



So next, ...



Then...



After that...



Finally...






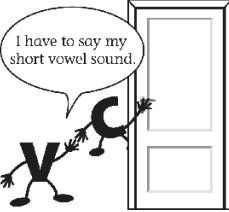


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Homework Day 5, Page 1 of 2

Day 5, continued

Sort Words by Vowel Pattern

Each day, sort the day's words into the open or closed syllable columns on the Vowel Pattern Sort chart. Use the checklist at the top of the chart to help you.

Words: odd, wham, plump, he, soft, whiff, thrusts, path, tracks, be, so, with, go, when, slink

Vowel Pattern Sort Chart	
 <p>Open Syllable Checklist (V)</p> <p> Look</p> <ol style="list-style-type: none"> 1. How many vowels do you see? (one) 2. Do you see a consonant after the vowel? (no) <p> Listen</p> <ol style="list-style-type: none"> 3. Do you hear a long vowel sound, the same as the letter's name? (yes) <p>Then it is an open syllable</p>	 <p>Closed Syllable Checklist (VC)</p> <p> Look</p> <ol style="list-style-type: none"> 1. How many vowels do you see? (one) 2. Do you see a consonant after the vowel? (yes) <p> Listen</p> <ol style="list-style-type: none"> 3. Do you hear a short vowel sound? (yes) <p>Then it is a closed syllable</p>
Open syllable	Closed syllable

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