**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? ____________________________________________

**Parent Signature** ________________________________________________________
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*.

<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>THAT runs up to THICK and begins to sing.</td>
<td>runs</td>
<td>up to THICK and begins</td>
<td>/s/ /z/ /s/ /z/</td>
</tr>
<tr>
<td>THICK cat lifts his lids just a bit, then THAT tugs on his whisker and runs for it.</td>
<td>lift</td>
<td>his lids just a bit, then tug</td>
<td>/s/ /z/ /s/ /z/</td>
</tr>
<tr>
<td>...THIS thrusts the mop into their path.</td>
<td>thrust</td>
<td>the mop into their path</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>The mop drops with a whack...</td>
<td>drop</td>
<td>with a whack...</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>The mop stops the cats flat in their tracks.</td>
<td>stop</td>
<td>the cats flat in their tracks</td>
<td>/s/ /z/</td>
</tr>
</tbody>
</table>

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.
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.

<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>“This is what happens to rats who bother cat naps...”</td>
<td>needs</td>
<td>need.HAPPENS</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>This is when the last set of twins fits in...</td>
<td>does</td>
<td>fits</td>
<td>/s/ /z/</td>
</tr>
</tbody>
</table>
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. rabbit

8. Blend the syllables to read the word. rabbit

Parent Signature _________________________________
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.

<table>
<thead>
<tr>
<th>Example from the book</th>
<th>Base noun</th>
<th>Word sum</th>
<th>Pronunciation of ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rats hop and jump at the top of the <strong>steps</strong>.</td>
<td></td>
<td>/s/ /z/</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>“…who tug on cats’ <strong>whiskers</strong> and drop <strong>mops</strong> in cats’ <strong>tracks</strong>!”</td>
<td></td>
<td>/s/ /z/</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>They had rigged up a tent from <strong>blankets</strong> and <strong>things</strong>.</td>
<td></td>
<td>/s/ /z/</td>
<td>/s/ /z/</td>
</tr>
</tbody>
</table>
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...
**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

<table>
<thead>
<tr>
<th>Vowel Pattern Sort Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open Syllable Checklist (V)</strong></td>
</tr>
<tr>
<td><strong>Look</strong></td>
</tr>
<tr>
<td>1. How many vowels do you see? (one)</td>
</tr>
<tr>
<td>2. Do you see a consonant after the vowel? (no)</td>
</tr>
<tr>
<td><strong>Listen</strong></td>
</tr>
<tr>
<td>3. Do you hear a long vowel sound, the same as the letter's name? (yes)</td>
</tr>
<tr>
<td>Then it is an open syllable</td>
</tr>
<tr>
<td><strong>Closed Syllable Checklist (VC)</strong></td>
</tr>
<tr>
<td><strong>Look</strong></td>
</tr>
<tr>
<td>1. How many vowels do you see? (one)</td>
</tr>
<tr>
<td>2. Do you see a consonant after the vowel? (yes)</td>
</tr>
<tr>
<td><strong>Listen</strong></td>
</tr>
<tr>
<td>3. Do you hear a short vowel sound? (yes)</td>
</tr>
<tr>
<td>Then it is a closed syllable</td>
</tr>
</tbody>
</table>

**Open syllable**

**Closed syllable**

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**Parent Signature**