

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.

Each day Mr. Sanchez has lunch in the park. He sits on the bench of a big elm tree. The kids in the park think Mr. Sanchez is a grump because he sits by himself each day. Each day the kids play kickball, but not Roberto.

Roberto never gets picked for kickball. He cannot kick or pitch or catch well. When the ball is kicked out the kids tell Roberto, "Go get it," and Roberto has to fetch it.

1. What have you learned about Mr. Sanchez that is important to the story setup? _____

2. What have you learned about Roberto that is important to the story setup? _____

3. What have you learned about the kids that is important to the story setup? _____

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



Day 1, continued



Summarize and Synthesize

Think about what Roberto wants based on what you read in the text. You can use the questions in the middle of the column to help you.

Each day the kids play kickball, but not Roberto. Roberto never gets picked for kickball. He cannot kick or pitch or catch well. When the ball is kicked out the kids tell Roberto, "Go get it," and Roberto has to fetch it.

| | | |
|---------------------------|--|---|
| Somebody wanted... | What did Roberto want? | Roberto wanted to play kickball at the park |
| Because... | Why did Roberto want to play kickball? | because |
| But... | But why couldn't Roberto play? | But |
| So... | So what did Roberto do? | So |
| Then... | Then what did the kids tell Roberto to do? | Then |



Day 1, continued

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**, or **iz**. The first one is done for you.

| Example from the book | Base verb | Word sum | Pronunciation of ending |
|---|-----------|--------------------|-------------------------|
| Mr. Sanchez just sits on the bench and tosses bits of his sandwich to the finches... | toss | toss + es → tosses | /s/ /z/ (iz) |
| A lot happens in the park at lunchtime... | | | /s/ /z/ /iz/ |
| He hitches his dog Patch to the leg of the bench... | | | /s/ /z/ /iz/ |
| Roberto never gets picked for kickball. | | | /s/ /z/ /iz/ |

Parent Signature _____



Reading Series Two:
Mr. Sanchez and the Kickball Champ
Homework Day 1, Page 3 of 3

Name: _____

Date: _____

Day 2

Read and Think

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

One day the ball gets kicked out. It lands on the patch of grass in front of Mr. Sanchez. The kids yell, "Go get the ball from The Grump, Roberto!"

What is the initiating event?

Vocabulary Words

Use the words to finish the sentences.

flinch smack-dab fetch fret

1. When you go get something and bring it back you _____ .
2. You might _____ if you lost your cat.
3. You might _____ if your pal tossed a ball at you and you did not expect it.
4. The ball landed _____ in front of the kids.



Day 2, continued

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**, or **iz**.

| Example from the book | Base verb | Word sum | Pronunciation of ending |
|--|-----------|----------|------------------------------|
| It lands on the patch of grass in front of Mr. Sanchez. | | | /s/ /z/ /iz/ |
| Roberto flinches as he asks Mr. Sanchez for the ball back. | | | /s/ /z/ /iz/ /s/ /z/ /iz/ |
| “...I never get picked,” Roberto frets . | | | /s/ /z/ /iz/ |

Spell the Words

Spell the words in the sound boxes.

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| | | |
| | | |
| | | |

patch

pitch

fetch

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

champ

bench

lunch



Parent Signature _____

Name: _____

Date: _____

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 Roberto feels. I think this because _____.



“You do not have to fetch for the rest of the kids,” Mr. Sanchez tells Roberto. “But I cannot toss or pitch or kick. I never get picked,” Roberto frets.

In your opinion, which is the best word to describe how Roberto feels at this point in the story: **upset** or **distressed**? Or can you think of another word?

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 Roberto feels. I think this because _____.



One day on the bench, Mr. Sanchez tells Roberto, “I think you will get picked to play kickball if you ask to play.” “I think I will too,” Roberto grins.

In your opinion, which is the best word to describe how Roberto feels at this point in the story: **glad** or **elated**? Or can you think of another word?



Reading Series Two:
Mr. Sanchez and the Kickball Champ
Homework Day 3, Page 1 of 2

Day 3, continued

Vocabulary Word

1. What does **grin** mean? _____

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**, or **iz**.

| Example from the book | Base verb | Word sum | Pronunciation of ending |
|---|-----------|----------|-------------------------|
| The next day Roberto visits Mr. Sanchez at his bench. | | | /s/ /z/ /iz/ |
| Mr. Sanchez is fantastic, but Roberto misses the ball a lot. | | | /s/ /z/ /iz/ |
| “I think I will too,” Roberto grins . | | | /s/ /z/ /iz/ |

Parent Signature _____



Reading Series Two:
Mr. Sanchez and the Kickball Champ
Homework Day 3, Page 2 of 2

Name: _____

Date: _____

Day 4

Read and Think

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

Roberto asks to play. He is picked last, but he is not sad.

He understands that this is his chance.

The kids gasp when Roberto has a fantastic catch.

Mr. Sanchez and the kids yell when Roberto has the best kick.

Roberto is the kickball champ!

The next match Roberto is picked to be the pitcher. "No, thank you," Roberto tells the kids. "I am having lunch with Mr. Sanchez. I will pitch for you next time."

1. What does Roberto finally do? _____

2. How do the other kids react when Roberto plays kickball with them? _____

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.

1. What happens at the end of the story? _____



Reading Series Two:
Mr. Sanchez and the Kickball Champ
Homework Day 4, Page 1 of 2

Day 4, continued

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**, or **iz**.

| Example from the book | Base verb | Word sum | Pronunciation of ending |
|--|-----------|----------|-------------------------|
| He understands that this is his chance... | | | /s/ /z/ /iz/ |
| Mr. Sanchez claps and the kids yell... | | | /s/ /z/ /iz/ |

Rabbit Word Strategy

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

Word: picnic

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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
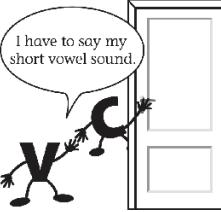


Parent Signature _____

Day 5, continued

Sort Words by Vowel Pattern

Sort the 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: grump, bench, fetch, me, by, patch, smack, frets, watch, visits, think, we, grins, go, gasp, champ, match, no, thank

| Vowel Pattern Sort Chart | |
|--|--|
|  Open Syllable Checklist (V)  Look 1. How many vowels do you see? (one) 2. Do you see a consonant after the vowel? (no)  Listen 3. Do you hear a long vowel sound, the same as the letter's name? (yes) Then it is an open syllable |  Closed Syllable Checklist (VC)  Look 1. How many vowels do you see? (one) 2. Do you see a consonant after the vowel? (yes)  Listen 3. Do you hear a short vowel sound? (yes) Then it is a closed syllable |
| Open syllable | Closed syllable |
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Parent Signature _____

