

Name: _____

Date: _____

Day 1

Spell the Words

Spell the words in the sound boxes.

fish

shop

shell

ship

wish

dish

rush

Read and Think

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

Once upon a time there was a fish named Frank.

Frank swam in a big glass tank on a shelf in Pat's Pet Shop.

Frank's tank had sand on the bottom. It had a plant and a pink shell.

It had a pretend ship with a mast and a red flag.

Frank's tank was the biggest and best tank in the shop. But Frank was sad.

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



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Day 1, continued



Summarize and Synthesize

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

Frank would sit in his pink shell and wish his wish,

“I wish that I had a pal to swim with; to splash and swish and jump with.

I would swim the rest of my swims in a dish if I just had a pal to be with.”

Each night at dusk, when Pat fed Frank, she would tap the glass on his tank.

“Do not be so sad,” she would tell him....

Somebody wanted...	What did Frank want?	Frank wanted
Because...	Why did Frank want a pal?	because
But...	But what was the problem?	But
So...	So what did Frank do about his problem?	So
Then...	Then what happened every night?	Then



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Name: _____

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Day 2

Spell the Words

Spell the words in the sound boxes.

shelf

crash

flash

slush

splash

Read and Think

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

But one night was different from the rest...

That night, just as Pat went to the back of the shop, Scruff the bad cat slunk in. Scruff crept up on the shelf and got set to fish for Frank.

Scruff put his front leg into the tank, but just as he did the shelf tipped and CRASH it smashed on the pet shop rug.

What is the initiating event? _____



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Day 2, continued

Vocabulary Words

Use the words to finish the sentences.

crept dusk gasp slunk

1. Which two words mean “moved quietly”? _____
2. If you swam under water for a long time you would _____ when you came up from under the water.
3. The time after sunset before it is dark is called _____.

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 **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
The shelf tipped and the tank fell and CRASH it smashed on the pet shop rug.			/t/ /d/ /id/ /t/ /d/ /id/
Pat ran in when the tank crashed ...			/t/ /d/ /id/
Frank’s gills gasp ed.			/t/ /d/ /id/
...Pat ran to the back of the shop and dropped Frank into a glass dish.			/t/ /d/ /id/
Frank drifted to the bottom.			/t/ /d/ /id/

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Day 3

Spell the Word

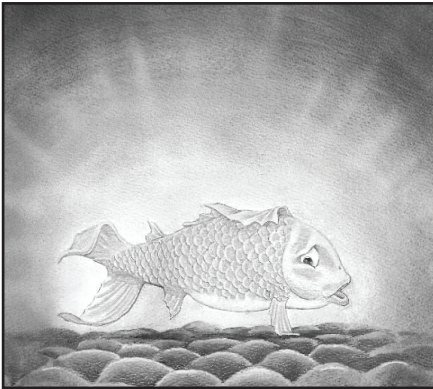
Spell the word in the sound boxes.

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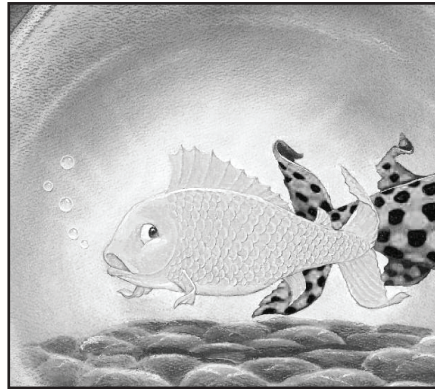
Trish

Retell Part of the Story

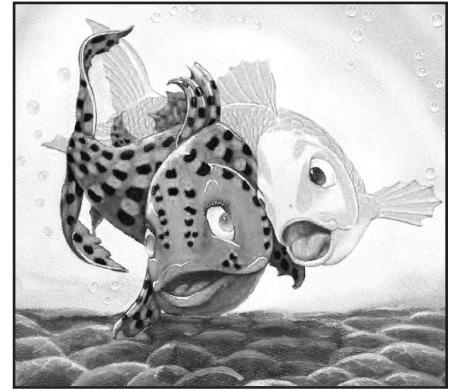
Use the pictures to help you write a retell what happens to Frank after he is dropped into the glass dish. You can use more paper to write if you need to.



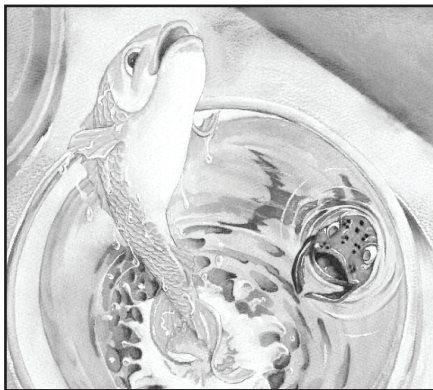
First...



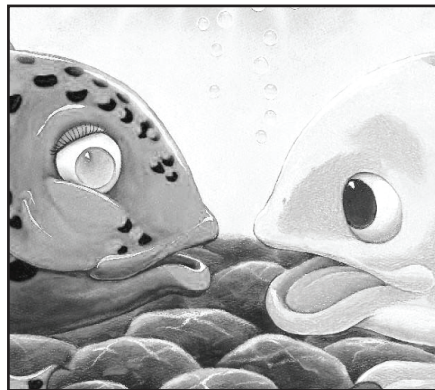
But then, ...



Next...



After that...



Finally...



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Day 3, 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:** bottom, rabbits

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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Day 4

Think about Character Feelings

Use what you read, the illustrations, and the feeling cards to help you think about Frank's feelings at different parts in the story.

Synonym Card	
♥ sad	
shades of meaning	synonyms
strong	unhappy _____ _____
stronger	gloomy _____ _____
strongest	miserable _____ _____

Synonym Card	
♥ scared	
shades of meaning	synonyms
strong	frightened _____ _____
stronger	terrified _____ _____
strongest	petrified _____ _____

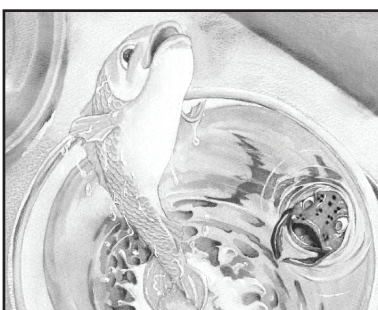
Synonym Card	
♥ happy	
shades of meaning	synonyms
strong	glad _____ _____
stronger	thrilled _____ _____
strongest	elated _____ _____



In the setup of the story, Frank felt _____ because



After his tank smashed, Frank felt _____ because



In the end of the story, Frank felt _____ because



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Day 4, 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 **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
But then BUMP, Frank bumped into...			/t/ /d/ /id/
...her fins swished as she swam next to Frank.			/t/ /d/ /id/
The red fish twisted ...			/t/ /d/ /id/
He jumped up and landed with a splash.			/t/ /d/ /id/
The red fish clapped her fins for Frank.			/t/ /d/ /id/
“My name is Frank,” glubbed Frank.			/t/ /d/ /id/



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 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**, or **iz**.

Example from the book	Base noun	Word sum	Pronunciation of ending
...she went to the back of the shop to put the cats and dogs and rabbits and frogs and crickets and rats to bed.			/s/ /z/ /iz/ /s/ /z/ /iz/ /s/ /z/ /iz/ /s/ /z/ /iz/ /s/ /z/ /iz/ /s/ /z/ /iz/
Just then Frank's gills gasped.			/s/ /z/ /iz/
The dish was glass with black rocks on the bottom...			/s/ /z/ /iz/
...her fins swished as she swam next to Frank.			/s/ /z/ /iz/
And when kids would visit Pat's Pet Shop, they would clap for Frank and Trish's tricks ...			/s/ /z/ /iz/ /s/ /z/ /iz/

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What can you learn about friendship from this story? You can use more paper to write if you need to.

[illegible]

Duplication for noncommercial purposes only

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: fish, a, shell, swish, splash, my, Scruff, crept, dish, so, strong, swam, bump, next, be

[illegible]

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