

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Day 1

### Read the Words

Pick the correct word from the list to finish the sentences.

know      read      could

I can \_\_\_\_\_ words.

It \_\_\_\_\_ be an elephant.

I \_\_\_\_\_ my phonics.

I can \_\_\_\_\_ paragraphs.

It \_\_\_\_\_ be a dolphin.

I \_\_\_\_\_ my alphabet.

### Spell the Words

Spell the words in the sound boxes.


Phil \_\_\_\_\_

that \_\_\_\_\_

this \_\_\_\_\_



# Day 1, 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:** splendid, inspect



## 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".

v v  
rabbit

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

v c c v  
rabbit

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

v c | c v  
rabbit

6. Make a loop under each syllable.

v c c v  
rabbit

7. Read each syllable.

rab/bit

8. Blend the syllables to read the word.

rabbit

Parent Signature \_\_\_\_\_



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## Day 2

### Read and Think

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

Phil said, "I can read!

Because I know my alphabet.

I know my letters from A to Z!"

Phil said, "I can read!

Because I know my phonics.

I know that the letter B is for ball and bat and bee...

And zipper and zigzag... Z, Z, Z!"

1. Who is the narrator of the poem? \_\_\_\_\_ How do you know? \_\_\_\_\_

\_\_\_\_\_

2. What is the evidence in the first stanza that Phil can read? \_\_\_\_\_

\_\_\_\_\_

3. What is the evidence in the second stanza that Phil can read? \_\_\_\_\_

\_\_\_\_\_



## Day 2, continued

### Connecting Spelling to Meaning

First, read each example from the poem. 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
I know my <b>letters</b> ...			/s/ /z/
I could read you <b>paragraphs</b> on <b>elephants</b> and <b>rockets</b> , <b>dolphins</b> , and <b>squids</b> .			/s/ /z/ /s/ /z/ /s/ /z/ /s/ /z/ /s/ /z/
I can read big <b>words</b> ...			/s/ /z/

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## Day 3

### Read and Think

First, read the text out loud with proper phrasing. Underline the evidence for your answers in the text and write the number of the question the evidence answers next to your underlining.

Phil said, "I could read to you. Come over and sit.

I could read you paragraphs on elephants and rockets,  
Dolphins and squids.

I could read to you just like this..."

Phil said, "I can read big words like *fantastic* and *splendid*,

I know that they are each words for 'good.'

I know that *itty-bitty* is 'little,'

and that to *inspect* is to 'look.'

1. Find the phrase that has names of ocean animals.
2. Find the phrase that gives another word that means **little**.
3. Find the phrase that tells about a word that means to look closely at something.



## Day 3, continued

## Think and Write

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

[illegible]

**Parent Signature** \_\_\_\_\_

