

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

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

## Day 1

### Read and Think

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

Mister Mole lived in a hole at the top of a windswept slope. When Mister Mole was a strong lad, he had dragged stone after stone up from the cove.

The rest of the moles on the slope had poked fun at him, "You are nuts," they joked, as Mister Mole dragged up stone after stone with a sack and a rope. But Mister Mole did not take note. He had a plan to construct a stove that would warm his home for the rest of his days.

Now, as Mister Mole sat and warmed his old bones, he was glad that he had dragged those stones.

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

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### Spell the Words

Spell the words in the sound boxes. There will not always be a sound to fill in every box in the grid.

				mole
				hole
				slope
				home
				rope

					stove
					cove
					stones
					bones



Reading Series Two:  
Mister Mole's Stove  
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## Day 1, continued



### Summarize and Synthesize

Think about what Mister Mole wants based on the passage you read on the last page.

<b>Somebody wanted...</b>	What did Mister Mole want?	Mister Mole wanted to construct a stone stove for his house
<b>Because...</b>	Why did Mister Mole want a stove?	because
<b>But...</b>	But what was the problem?	But
<b>So...</b>	So what did Mister Mole do about his problem?	So
<b>Then...</b>	Then what happened?	Then

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



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## Day 2

### Spell the Words

Spell the words in the sound boxes. There will not always be a sound to fill in every box in the grid.


nose

smoke

cope

### 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.

When Mister Mole awoke from his nap his nose was filled with smoke.

He jumped up and opened his hole. As the smoke drifted out he spotted the problem... One stone in his stove had broken.

What was Mister Mole to do? He felt too old to drag stones up the slope, but he had to cope, so he set off with his old sack and rope.

1. What is the initiating event? \_\_\_\_\_

2. How does Mister Mole react? \_\_\_\_\_

3. How does Mister Mole feel about what happens? \_\_\_\_\_

4. Is there a challenge that Mister Mole has to deal with? \_\_\_\_\_

5. What can you infer about Mister Mole's plan? \_\_\_\_\_

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



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## Day 2, continued



### Summarize and Synthesize

Think about what Mister Mole wants based on the passage you read on the last page.

<b>Somebody wanted...</b>	What did Mister Mole want?	Mister Mole wanted to fix his stove
<b>Because...</b>	Why did Mister Mole want to fix his stove?	because
<b>But...</b>	But what was the challenge?	But
<b>So...</b>	So what did he decide to do?	So
<b>Then...</b>	Then what did he do?	Then

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



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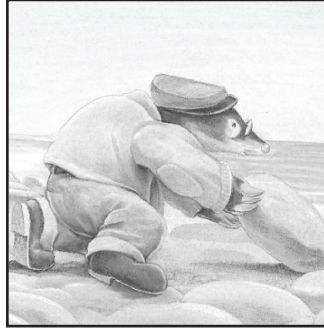
## Day 3

### Retell Part of the Story

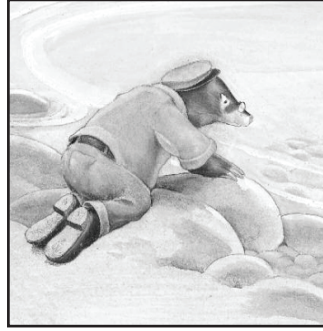
Use the pictures to help you write a retell of Mister Mole's attempts to carry out his plan to get a stone. You can use more paper to write if you need to.



First...



Next...



Then...



After that...

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### Read and Think

First, read the text out loud with proper phrasing. Then complete the Summarize and Synthesize activity on the following page.

When Mister Mole got to the cove he inspected the stones- too big, too little, too jagged to fit...

But then Mister Mole spotted the stone. It sat in the bottom of the cove. It was flat and the perfect fit. That was it, but there was a problem- Mister Mole was not the best swimmer...

But Mister Mole was not a mole to sit and mope. He disrobed and dove in, but no matter how he swam, he could not get to the stone.



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## Day 3, continued



### Summarize and Synthesize

Think about what Mister Mole wants based on the passage you read on the last page.

<b>Somebody wanted...</b>	What did Mister Mole want?	Mister Mole wanted to find a perfect stone
<b>Because...</b>	Why did Mister Mole want to find a perfect stone?	because
<b>But...</b>	But what was the problem?	But
<b>So...</b>	So what did he do?	So
<b>Then...</b>	Then what happened?	Then

### Spell the Words

Spell the words in the sound boxes.


mope

doze

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



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## Day 4

### 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.

As Mister Mole pondered what to do next, his friend the otter popped up and asked, "My friend Mister Mole, why do you stand in the cove frozen and wet?"

"In the bottom of the cove sits the perfect stone that I must get to fix my stove, but I cannot swim to it," Mister Mole told him.

At that, Otter dove into the cove, and as quick as he was in, he was back. He had the stone in one hand and a clam in the other.

"I owe you," Mister Mole told Otter, "but what can I do?"

"You can fix your stove with this perfect stone and then you can warm me a pot of clam stew," Otter told him. "You help me and I help you. That is what friends do."

1. What happens at the end of the story? \_\_\_\_\_

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2. How do things work out for Mister Mole? \_\_\_\_\_

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



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*Mister Mole's Stove*  
Homework Day 4, Page 1 of 2

## 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 like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
Mister Mole’s hole was dug in a sand bank where no stones <b>existed</b> , but the cove was <b>filled</b> with rocks.			/t/ /d/ /id/  /t/ /d/ /id/
Mister Mole sat and <b>warmed</b> his old bones...			/t/ /d/ /id/
He <b>jumped</b> up and <b>opened</b> his hole.			/t/ /d/ /id/ /t/ /d/ /id/
When Mister Mole got to the cove he <b>inspected</b> the stones...			/t/ /d/ /id/
Mister Mole <b>pondered</b> what to do next...			/t/ /d/ /id/

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What can you learn about being a good friend from this story? You can use more paper to write if you need to.

[illegible]

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Homework Day 5, Page 1 of 2

# Day 5, continued

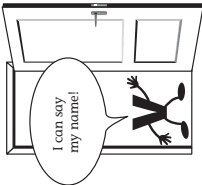


## Sort Words by Vowel Pattern

Sort the words into the syllable columns on the chart below. Use the checklist at the top of the chart to help you.

**Words:** mole, made, hole, twigs, rope, fluff, note, makes, doze, drag, mope, dove, swam, why, clam



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 <p><b>Open Syllable Checklist (V)</b></p> <p><b>Look</b></p> <ol style="list-style-type: none"> <li>How many vowels do you see? (one)</li> <li>Do you see a consonant after the vowel? (no)</li> </ol> <p><b>Listen</b></p> <ol style="list-style-type: none"> <li>Do you hear a long vowel sound, the same as the letter's name? (yes)</li> </ol> <p>Then it is an open syllable</p>	 <p><b>Closed Syllable Checklist (VC)</b></p> <p><b>Look</b></p> <ol style="list-style-type: none"> <li>How many vowels do you see? (one)</li> <li>Do you see a consonant after the vowel? (yes)</li> </ol> <p><b>Listen</b></p> <ol style="list-style-type: none"> <li>Do you hear a short vowel sound? (yes)</li> </ol> <p>Then it is a closed syllable</p>	 <p><b>Silent e Syllable Checklist (VCe)</b></p> <p><b>Look</b></p> <ol style="list-style-type: none"> <li>How many vowels do you see? (two)</li> <li>Do you see a consonant after the first vowel? (yes)</li> <li>Is there the letter e after that consonant? (yes)</li> <li>Do you see a VCe pattern? (yes)</li> </ol> <p><b>Listen</b></p> <ol style="list-style-type: none"> <li>Do you hear a long vowel sound for the first vowel? (yes)</li> <li>Is the letter e after the consonant silent? (yes)</li> </ol> <p>Then it is a silent e syllable.</p>
Open syllable	Closed syllable	Silent e