Every summer, in June, my family and I go to Duke Park. Duke Park is an amusement park. It is filled with big tents and spinning rides. Duke Park is so much fun!

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

Dad gets the tickets at the ticket stand. “Remember the rule,” he tells us. “You must hand in these tickets, and then you can go on the rides.”

“I pick the swings!” Eve yells.

2. What is the initiating event? 

3. What can you infer about Eve’s plan? 

3. Did you underline the evidence in the text? yes no
### Summarize and Synthesize
Think about what the family wants based on the two passages you read on the last page.

<table>
<thead>
<tr>
<th>Somebody wanted...</th>
<th>What did the family want?</th>
<th>The family wanted to spend the day at Duke Park</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Because...</th>
<th>Can you infer why the family wanted to spend the day at Duke Park?</th>
<th>because</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>But...</th>
<th>But what did they have to do first, before they could go on the rides?</th>
<th>But</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>So...</th>
<th>So what did the dad do?</th>
<th>So</th>
</tr>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Then...</th>
<th>Then what happened?</th>
<th>Then</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Day 2

Spell the Words
Spell the words in the sound boxes.

<table>
<thead>
<tr>
<th>Pete</th>
<th>cute</th>
<th>tune</th>
<th>here</th>
<th>these</th>
</tr>
</thead>
</table>

Vocabulary Words
Use the words to finish the sentences.

completely  extremely  collect

1. If something is very fun, you might say it is ______________ fun.
2. If you help gather all of the plates after snack, you can say it is your job to __________ the plates.
3. If you say something is finished all the way, you can say it is ______________ finished.
Day 2, continued

Retell Part of the Story
Use the pictures to help you write a retell the family’s attempts to carry out their plan to have fun at Duke Park.

First...

Next...

Then...

After that...

---

Parent Signature _________________________________

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Rabbit Word Strategy

Map and divide the words on the Rabbit Word Strategy map. Use the Rabbit Word Strategy checklist to help you. The first one is done for you.

Words: distant, excuse

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.
Day 3, continued

Turtle Word Strategy
Map and divide the words on the Turtle Word Strategy map. Use the Turtle Word Strategy checklist to help you.

Words: uncle, giggle
Day 4

Connecting Spelling to Meaning
First, read each example from the book. Next, find the word to be examined 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.

<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>A man collects three tickets from me and three from Eve.</td>
<td>collects</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
<tr>
<td>A song plays and the merry-go-round spins.</td>
<td>plays</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
<tr>
<td>We see Dad standing down on the track. “Here I am!” he waves. “He looks like a cute little ant down there!” I tell Eve.</td>
<td>waves</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
<tr>
<td>He uses all of his strength to swing the big mallet.</td>
<td>uses</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
<tr>
<td>I am bigger than Eve, but I completely understand how she feels.</td>
<td>feels</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
</tbody>
</table>

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.

pet

Pete

cut

cute

us

use
Day 4, continued

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.

There is one ticket left. “You can use this ticket to play the strongman game,” we tell Dad. Dad hands in the last ticket. He uses all of his strength to swing the big mallet. Dad hits the red button on the game and rings the bell! Dad wins a big, stuffed frog. We giggle as Dad sits the frog on Eve’s neck. It is cute!

1. What happens at the end of the story? 

2. How do the characters feel in the end? Why do the characters feel this way?
Day 5

Think and Write
If you were on this family’s trip to Duke Park, what would have been your favorite part of the trip? Be sure to give evidence for your opinion. You can use more paper to write if you need to.

__________________________________________________________________________

__________________________________________________________________________

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## 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:** June, tents, so, much, rule, swings, Eve, strap, rides, Pete, neck, we, cute, spins, time, tune, costs, opt, use, track, game, scan, she

### Open Syllable Checklist (V)

**Look**
1. How many vowels do you see? (one)
2. Do you see a consonant after the vowel? (no)
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)
3. Do you hear a short vowel sound? (yes)
    Then it is a closed syllable

### Silent e Syllable Checklist (VCe)

**Look**
1. How many vowels do you see? (two)
2. Do you see a consonant after the first vowel? (yes)
3. Is there the letter e after that consonant? (yes)
4. Do you see a VCe pattern? (yes)
5. Do you hear a long vowel sound for the first vowel? (yes)
6. Is the letter e after the consonant silent? (yes)
    Then it is a silent e syllable.

### Chart:

<table>
<thead>
<tr>
<th>Open syllable</th>
<th>Closed syllable</th>
<th>Silent e</th>
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<tbody>
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