

Name: _____

Date: _____

Day 1

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.

breed _____

feed _____

feel _____

free _____

glee _____

green _____

keep _____

Queen _____

seem _____

sweet _____

three _____

tree _____



Day 2, 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
The Queen’s needs were tended to by the rest of the bees in the colony.			/t/ /d/ /id/
The attendants would tend to the eggs until they developed into adult bees.			/t/ /d/ /id/
...when a bee’s nest is overfilled .			/t/ /d/ /id/

Parent Signature _____



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Queen Bee Needs to Be Free
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Day 3

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.

The attendant bees could see that their Queen seemed restless. "I feel the need to be free," said the Queen Bee. This idea was keeping the Queen up at night. She did not feel right. She sat up in bed humming and buzzing and tapping her feet.

The truth was that the Queen Bee had been visited by her instinct. Her instinct told her that she must swarm.

The Queen Bee emitted a pheromone. This pheromone told the rest of the bees that she planned to swarm.

1. What is the initiating event? _____

2. How does the queen bee react? _____

3. What can you infer about the queen bee's plan? _____

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



Day 3, 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
...the attendant bees could see that their Queen seemed restless.			/t/ /d/ /id/
...the Queen Bee had been visited by her instinct.			/t/ /d/ /id/
The opening of the next was filled with bees.			/t/ /d/ /id/

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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 like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
The swarm rested high up in a tree. The attendants clustered around the Queen to protect her.			/t/ /d/ /id/ /t/ /d/ /id/
The beekeeper was glad to see that the wild bees had picked his box for their new nest.			/t/ /d/ /id/

Parent Signature _____



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Day 5

Rabbit Word Strategy

Map and divide the day's words on the Rabbit Word Strategy map. Use the Rabbit Word Strategy checklist to help you.

Words: happens, until, instinct, construct, restless

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.





