

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

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

## Day 1

### Read and Think

Read the text. Then answer the questions. Underline the evidence for your answers in the text.

It is six o'clock and the sun is just up.

Jen lifts back her quilt and jumps from bed.

She runs to the calendar next to her desk. At last, it is Jen's birthday!

"I am seven-seven, seven, seven," she sings as she runs to tell Mom and Dad.

1. What time of day is it? \_\_\_\_\_

\_\_\_\_\_

2. How do you know it is Jen's birthday? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What does Jen do when she realizes it is her birthday? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



## Day 1, continued

### Read with Phrasing

Read the phrases with swoops out loud to someone.

the calendar next to her desk

as she runs to tell Mom and Dad

### 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 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**. The first one is done for you.

Example from the book	Base verb	Word sum	Pronunciation of ending
Jen <b>lifts</b> back her quilt and <b>jumps</b> from bed.	lift jump	lift + s → lifts jump + s → jumps	<u>/s/</u> /z/ <u>/s/</u> /z/
She <b>runs</b> to the calendar...			/s/ /z/
“I am seven—seven, seven, seven,” she <b>sings</b> as she <b>runs</b> to tell Mom and Dad.			/s/ /z/

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



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## Day 2

### Read and Think

Read the text. Then answer the questions. Underline the evidence for your answers in the text.

“Happy Birthday, Jen,” sing Mom and Dad and Jen’s sister Emma.

They tell her to lift the lid from the box. She lifts the lid...

In the box, snug in a soft blanket, is a black kitten.

1. How do you know who the gift is from? \_\_\_\_\_

\_\_\_\_\_

2. What is a lid? \_\_\_\_\_

\_\_\_\_\_

3. How do we know what Jen’s gift is? \_\_\_\_\_

\_\_\_\_\_

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

### Spell the Words

Spell the words in the sound boxes.


snags \_\_\_\_\_

drags \_\_\_\_\_

quilt \_\_\_\_\_

twist \_\_\_\_\_

desks \_\_\_\_\_



## Day 2, 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 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**.

Example from the book	Base verb	Word sum	Pronunciation of ending
Just as Jen <b>gets</b> to Mom and Dad’s bed, she <b>stops</b> ...			/s/ /z/
She <b>lifts</b> the lid...			/s/ /z/

### Read with Phrasing

Read the phrase with swoops out loud to someone.

to lift the lid from the box

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



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## Day 3

### 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 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**.

Example from the book	Base verb	Word sum	Pronunciation of ending
...the kitten <b>jumps</b> ...			/s/ /z/
He <b>lands</b> on the rug and <b>runs</b> ...			/s/ /z/ /s/ /z/
She <b>pulls</b> a strand of ribbon from the gift box...			/s/ /z/
Jen <b>drags</b> the ribbon on the rug...			/s/ /z/
The kitten <b>runs</b> out and <b>snags</b> the ribbon.			/s/ /z/ /s/ /z/
He <b>jumps</b> and <b>twists</b> and <b>flips</b> as he runs after it.			/s/ /z/ /s/ /z/ /s/ /z/

### Read with Phrasing

Read the phrases with swoops out loud to someone.

runs under Mom and Dad's bed

a strand of ribbon from the gift box



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## Day 4

### 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 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**.

Example from the book	Base verb	Word sum	Pronunciation of ending
Jen <b>tells</b> Emma...			/s/ /z/
Frolic <b>runs</b> and <b>jumps</b> and <b>flips</b> and <b>spins</b> until he has to rest.			/s/ /z/ /s/ /z/ /s/ /z/ /s/ /z/
She <b>thanks</b> Mom and Dad.			/s/ /z/

### Read and Think

Read the text. Then answer the question and write your opinion.

The kitten runs out and snags the ribbon.

He jumps and twists and flips as he runs after it.

“I will name him Frolic,” Jen tells Emma.

“Frolic is the best name for a kitten that can run and jump so well.”

1. What does the word **frolic** mean? \_\_\_\_\_

\_\_\_\_\_

2. In your opinion, did Jen make a good choice when she named her kitten Frolic? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_






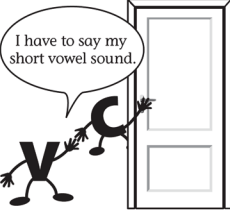


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Day 4, continued

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:** lifts, quilt, she, desk, gift, a, snug, black, l, strand, snags, twists, flips, rest, thanks, so, spins

Vowel Pattern Sort Chart	
<div><p><b>Open Syllable Checklist (V)</b></p><p> <b>Look</b></p><ol style="list-style-type: none"><li>1. How many vowels do you see? (one)</li><li>2. Do you see a consonant after the vowel? (no)</li></ol><p> <b>Listen</b></p><ol style="list-style-type: none"><li>3. 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></div>	<div><p><b>Closed Syllable Checklist (VC)</b></p><p> <b>Look</b></p><ol style="list-style-type: none"><li>1. How many vowels do you see? (one)</li><li>2. Do you see a consonant after the vowel? (yes)</li></ol><p> <b>Listen</b></p><ol style="list-style-type: none"><li>3. Do you hear a short vowel sound? (yes)</li></ol><p>Then it is a closed syllable</p></div>
Open syllable	Closed syllable

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

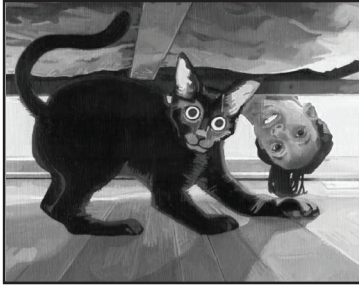
Date: \_\_\_\_\_

## Day 5

### Retell Part of the Story

Use the pictures to help you write about Jen's problem and plan. Then write a retell of Jen's attempts to get her kitten out from under the bed. You can use more paper to write if you need to.

#### What is Jen's problem?



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#### What is Jen's plan?



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#### What are Jen's attempts to carry out her plan?



First...



Next...



Then...

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## Day 5, continued

### 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:** kitten, hidden, ribbon

### 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

	v	c	c	v	
k	i	t	t	e	n





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