It is Halloween and Jon and Ellen and Gramps pick pumpkins.

They pick and pick until they fill Gramps’ red wagon.

Gramps helps Ellen and Jon cut the biggest pumpkins into jack-o-lanterns.

The jack-o-lanterns will sit on the front steps for Halloween night.

1. Who are the characters? Jon and Ellen and Gramps.
2. What are the characters doing? Cutting pumpkins into jack-o-lanterns.
3. What are the jack-o-lanterns for? Halloween night.
4. Did you underline the evidence in the text? yes

Nana asks Jon and Ellen to visit the attic with her.

Nana’s cat Tom runs up the steps in front of them.

Nana clicks on the attic lamp.

In the back of the attic is a big black trunk with a brass lock on it.

1. Who are the new characters? Nana, Jon, Ellen, and Tom.
2. What do the characters see when Nana clicks on the attic lamp? A big black trunk with a brass lock.
3. Did you underline the evidence in the text? yes
### 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.

<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>Gramps <strong>helps</strong> Ellen and Jon cut the biggest pumpkins...</td>
<td>help</td>
<td>help + s → helps</td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>Nana <strong>asks</strong> Jon and Ellen to visit the attic with her.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>Nana <strong>tells</strong> them...</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>Nana <strong>clicks</strong> on the attic lamp.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
</tbody>
</table>

### Read with Phrasing
Read the phrases with swoops out loud to someone.

- until they fill Gramps’ red wagon
- on the front steps for Halloween night
- as they skip up the attic steps

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**Parent Signature**

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Day 2

Spell the Words
Spell the words in the sound boxes.

brass
bump
click
gasp
mask
snack

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

“This is the Halloween trunk,” Nana tells Ellen and Jon.

The Halloween trunk is filled with hats and masks to dress up in.

Jon picks a ten-gallon hat, a bandana, and a black mask.

Ellen picks a mask and a red bonnet.

1. What is in the trunk? ________________________________________

2. What do Jon and Ellen do with what they find in the trunk? ____________________________

3. Did you underline the evidence in the text?  yes  no
### 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 an *z*.

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<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>Jon <strong>picks</strong> a ten-gallon hat...</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>Nana <strong>hands</strong> a vest to Jon.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>She <strong>pulls</strong> a black dress from the rack for Ellen.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>He <strong>jumps</strong> from a stack of boxes and <strong>bumps</strong> into the attic lamp.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
<tr>
<td>The lamp <strong>tips</strong> and <strong>lands</strong> at the top of the attic steps.</td>
<td></td>
<td></td>
<td>/s/ /z/</td>
</tr>
</tbody>
</table>

### Read with Phrasing
Read the phrases with swoops out loud to someone.

**unlocks the lock, and lifts the lid**

**at the top of the attic steps**

---

**Parent Signature** _________________________________
Retell Part of the Story
Use the pictures to help you write about what happens to the characters that is unexpected. Then write about what happens after the initiating event. You can use more paper to write if you need to. What happens that is unexpected?

Write
Use the illustrations to write about what happens after the unexpected event. What do the characters hear? How do the characters feel? What do the characters do? What happens once the light is turned back on? You can use more paper to write if you need to.
Day 4

Spell the Words
Spell the words in the sound boxes.

pup

pump

vet

vest

gap

gasp

Stan

stand

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 an s or a z.

<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>Gramps drop treats into their bags.</td>
<td>drop</td>
<td>treats</td>
<td>/s/ /z/</td>
</tr>
</tbody>
</table>

Read with Phrasing
Read the phrase with swoops out loud to someone.

on the front steps next to their jack-o-lanterns
### Day 4, continued

**Sort Words by Vowel Pattern**

Each day, sort the day’s 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:** lamp, trunk, click, masks, this, vest, then, with, gasp, stand, trick, drops, snack

<table>
<thead>
<tr>
<th>Vowel Pattern Sort Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open Syllable Checklist (V)</strong></td>
</tr>
<tr>
<td><strong>Look</strong></td>
</tr>
<tr>
<td>1. How many vowels do you see? (one)</td>
</tr>
<tr>
<td>2. Do you see a consonant after the vowel? (no)</td>
</tr>
<tr>
<td><strong>Listen</strong></td>
</tr>
<tr>
<td>3. Do you hear a long vowel sound, the same as the letter’s name? (yes) Then it is an open syllable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open syllable</th>
<th>Closed syllable</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Day 5

Retell the Story
Use the pictures to help you write a retell of the story. You can use more paper to write if you need to.

It is Halloween and Jon, Ellen, and their grandparents are getting ready for Halloween night. First,

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
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: attic, bonnet, sudden

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.

Parent Signature ___________________________________________