

Name: _____

Date: _____

Day 1

Read and Think

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

Meg and Jim and Mom and Dad sit snug in the den as the wind gusts and the snow drifts outside. At last, the wind and snow stop.

The sun is out and a blanket of snow is on top of the land.

Meg and Jim get dressed to sled.

1. What is the weather like in the beginning? _____

2. Where are the characters in the beginning? _____
3. How does the weather change? _____
4. How do you know that Meg and Jim decide to go sledding? _____

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

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**.

Example from the book	Base verb	Word sum	Pronunciation of ending
...the wind gusts and the snow drifts outside.			/s/ /z/ /s/ /z/

Read with Phrasing

Read the phrases with swoops out loud to someone.

snug in the den as the wind gusts

past the elm tree to the top of the big sled hill

Parent Signature _____



Name: _____

Date: _____

Day 2

Read and Think

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

“Get set, go!” yells Jim as he jumps in his sled.

Meg jumps in her sled, too. The sleds go fast down the hill.

When they stop, Meg and Jim jump up and run back to the top.

1. How do you know that Meg and Jim each get in their own sled and go down the hill? _____

2. How do you know that Meg and Jim go back up the hill? _____

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

On the next trip Jim jumps in the back of Meg’s sled.

The sled goes faster and faster until it spins and hits a snowdrift.

The sled jumps up and lands with a bump... and dumps Meg and Jim in the soft snow.

1. What is the initiating event? What happens to Meg and Jim that is unexpected?



Day 2, continued

Spell the Words

Spell the words in the sound boxes.

drags _____

drift _____

trips _____

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
“Get set, go!” yells Jim as he jumps in his sled.			/s/ /z/
...it spins and hits a big snow drift.			/s/ /z/ /s/ /z/
The sled jumps up and lands with a bump...			/s/ /z/ /s/ /z/
...and dumps Meg and Jim in the soft snow.			/s/ /z/

Read with Phrasing

Read the phrases with swoops out loud to someone.

as he jumps in his sled

until it spins and hits a big snow drift



Parent Signature _____

Name: _____

Date: _____

Day 3

Read and Think

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

Up and down and up and down they go until they have to rest.

Meg and Jim sit on top of the hill. The sun glints on the trees that are dusted with windswept snow. Meg and Jim drag their sleds back past the elm tree.

1. How do you know that Meg and Jim sled a lot until they are tired? _____

2. What do they do to rest? _____

3. What does **windswept** mean? _____

4. How do you know that Meg and Jim go back home? _____

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

Parent Signature _____



Name: _____

Date: _____

Day 4

Spell the Words

Spell the words in the sound boxes.

win _____

wind _____

gut _____

gust _____

tip _____

trip _____

sack _____

snack _____

Read and Think

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

When they get in they undress and hang their jackets and snow pants on pegs.

They put their wet hats and mittens on the rack.

Meg and Jim and Mom and Dad snack on muffins and hot drinks.

Meg and Jim tell Mom and Dad about their sled runs and jumps and bumps.

So how does the story end?

1. What do Meg and Jim do first when they get back in the house? _____

2. What do Meg and Jim do next? _____

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


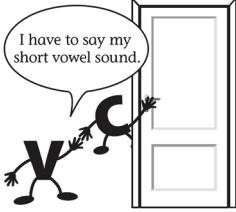


Day 4, continued

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: snug, gusts, elm, go, when, he, trip, rest, on, sit, glints, pegs, rack, snack, hang

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

Read with Phrasing

Read the phrases with swoops out loud to someone.

snack on muffins and sip mugs of hot drinks



Parent Signature _____

Name: _____

Date: _____

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.



First...



Next...



Then...



After that...



But all of a sudden...



So...



But...



Finally...

One day, the wind and snow are gusting outside, but Meg and Jim are cozy inside with their Mom and Dad. But then the wind and snow stop, so Meg and Jim decide to go sledding. First,



Day 5, continued

Rabbit Word Strategy

Map and divide the word **mitten** on the Rabbit Word Strategy map. Use the Rabbit Word Strategy checklist to help you.

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



Parent Signature _____