One day a man at the dump had a big box. It was the biggest box that Ramon and Anita had ever seen!

The man was just getting set to drop the box into the dumpster when Anita asked if she could have it. “Yes,” he said, “it is just a box.”

Ramon and Anita lifted the box into the back of Papa’s pickup truck. Papa helped to strap the box in.

1. What happened to Anita and Ramon at the dump that was out of the ordinary?

2. How do you know the box was special?

3. What did Anita ask the man?

4. What did Anita and Ramon do?

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

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

a man at the dump had a big box

into the back of Papa’s pickup truck
**Day 1, 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 a **t**, a **d**, or like **id**. 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>...Anita <strong>asked</strong> if she could have it.</td>
<td>ask</td>
<td>ask + ed → asked</td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>Ramon and Aninta <strong>lifted</strong> the box into the back of Papa’s pickup truck.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>Papa <strong>helped</strong> to strap the box in.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
</tbody>
</table>
Day 2

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 a **t**, a **d**, or like **id**. 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>...the kids <strong>dragged</strong> the box onto the back deck.</td>
<td>drag</td>
<td>drag(g) + ed → dragged</td>
<td>/t/ (d) /id/</td>
</tr>
<tr>
<td>Next, they <strong>flipped</strong> the box and <strong>lifted</strong> the top flap.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>...and <strong>spotted</strong> lots of animals.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>The kids <strong>blasted</strong> off on a cosmic trip to visit the sun.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</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.

- **mast**
- **blast**
- **cross**
- **slept**
Day 2, continued

Retell Part of the Story
Use the pictures to help you write a retell about Anita and Ramon’s plan with the box. You can use more paper to write if you need to.

First,

Next,

Then,

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

on a trip to cross the Atlantic

on a cosmic trip to visit the sun

Parent Signature _________________________________
Day 3

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

The kids propped up the flaps. They filled the bottom of the box with blankets.

It was not just a box. It was a tent to camp in.

As they slept there was a “drip, drip, drip” on the top of the box.

The box was getting wet. It was drizzling.

It was not just drizzling, it was a tempest!

1. What did Ramon and Anita pretend the box was next? ____________________________

2. What happened when the kids were sleeping? _________________________________

3. What does tempest mean? _________________________________

4. 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 a t, a d, or like id.

<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>...they filled the bottom of the box with blankets.</td>
<td>filled</td>
<td>filled</td>
<td>/t/ /d/ /id/</td>
</tr>
</tbody>
</table>
Day 3, continued

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

Words: bottom, cosmic, helmets, pickup, rocket, tempest

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 _________________________________
Day 4

Spell the Words
Spell the words in the sound boxes.

mat
mast
set
sent
tip
trip
wet
west
ten
tent
Day 4, continued

Read and Think
Read the text. Then write your opinion.
The next day the kids inspected the box. It had melted into a wet lump on the back deck. “That is sad,” Mama said. “It is OK, Mama,” Anita said.
“It was just a box.”

Write Your Opinion
In your opinion, was the box in the story just a box, or was it more than just a box? Use evidence from the story to support your opinion.
In my opinion, the box was __________________________________________________________
I think this because in the story ______________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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 a t, a d, or like id. 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>The next day the kids <strong>inspected</strong> the box.</td>
<td>inspect</td>
<td>inspect + ed → inspected</td>
<td>/t/ /d/ <strong>id</strong></td>
</tr>
<tr>
<td>It had <strong>melted</strong> into a wet lump.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
</tbody>
</table>
Day 5

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:** just, dump, a, she, truck, hung, blast, next, trip, be, drip, tent, slept, trip, last, we, than

<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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 5, continued

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.

One day, a man at the dump had a big box. Anita asked for the box and the man said yes because it was just a box. So,


So...

Their plan was to...

First...

Next...

Then...

After that...

But all of a sudden...

Finally...

So...

Finally...

So...

Parent Signature _________________________________

Copyright © 2017 Flyleaf Publishing          Duplication for noncommercial purposes only