

Name: _____

Date: _____

Day 1

Read and Think

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

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.

Example from the book	Base verb	Word sum	Pronunciation of ending
...Anita asked if she could have it.	ask	ask + ed → asked	(t) /d/ /id/
Ramon and Aninta lifted the box into the back of Papa’s pickup truck.			/t/ /d/ /id/
Papa helped to strap the box in.			/t/ /d/ /id/

Parent Signature _____



Name: _____

Date: _____

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.

Example from the book	Base verb	Word sum	Pronunciation of ending
...the kids dragged the box onto the back deck.	drag	drag(g) + ed → dragged	/t/ (d) /id/
Next, they flipped the box and lifted the top flap.			/t/ /d/ /id/ /t/ /d/ /id/
...and spotted lots of animals.			/t/ /d/ /id/
The kids blasted off on a cosmic trip to visit the sun.			/t/ /d/ /id/

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 _____

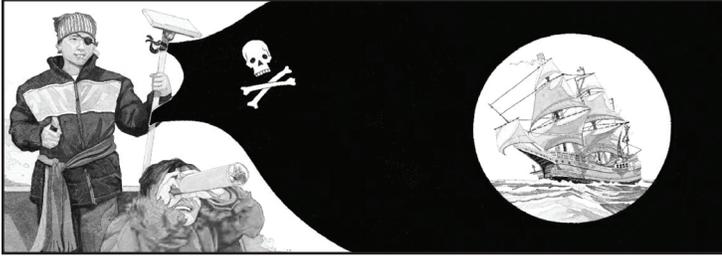
slept _____



Day 2, continued

Retell Part of the Story

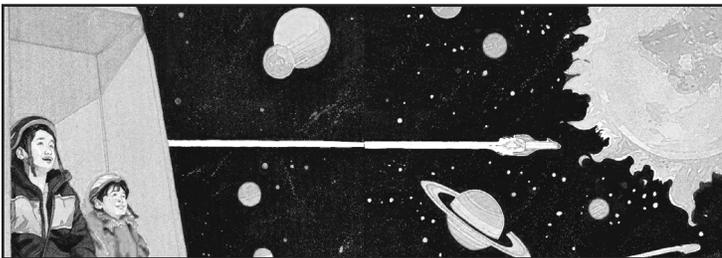
Use the pictures to help you write a retell about Anita and Ramon's plan with the box. You can use more paper to write if you need to.



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 _____



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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**.

Example from the book	Base verb	Word sum	Pronunciation of ending
...they filled the bottom of the box with blankets.			/t/ /d/ /id/



Name: _____

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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.

Example from the book	Base verb	Word sum	Pronunciation of ending
The next day the kids inspected the box.	inspect	inspect + ed → inspected	/t/ /d/ (id)
It had melted into a wet lump.			/t/ /d/ /id/

Parent Signature _____



Reading Series One: *Just a Box*
Homework Day 4, Page 2 of 2

Day 5, continued

Retell the Story

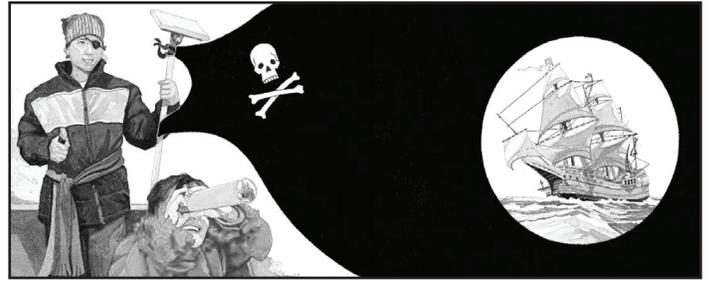
Use the pictures to help you write a retell of the story. You can use more paper to write if you need to.



So...



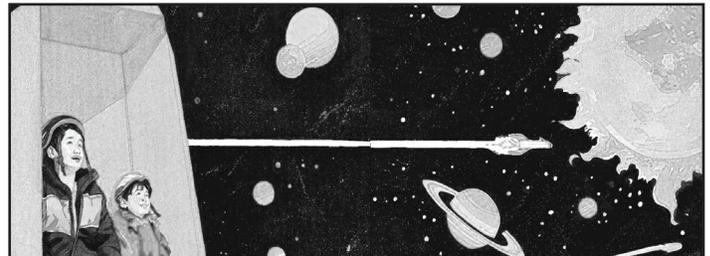
Their plan was to...



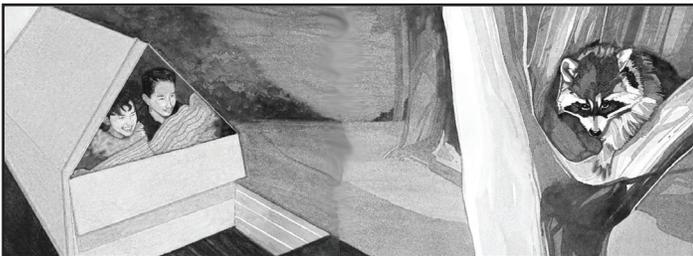
First...



Next...



Then...



After that...



But all of a sudden...



So...



Finally...

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, _____

Parent Signature _____

