

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

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

## Day 1

### Read, Inspect, and Think

Read the text and inspect the illustration. Then answer the questions. Underline the evidence for your answers in the text and draw arrows to the evidence for your answers in the illustration.

At ten o'clock Mom locked our green door as I skipped down the brick steps in front of our home.



1. Who is telling the story? Who is the narrator? How do you know? \_\_\_\_\_

\_\_\_\_\_

2. How do you know the boy and his mom are leaving their house? \_\_\_\_\_

\_\_\_\_\_

3. How do you think the boy feels about going out with him mom? \_\_\_\_\_

\_\_\_\_\_

4. Did you underline the evidence in the text and draw arrows to the evidence in the illustration?    yes    no



## Day 1, continued

### Read and Think

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

I did not step on one black crack as I ran. We went up the block to the bus stop to pick up the blue crosstown bus.

1. How did the boy run? \_\_\_\_\_  
\_\_\_\_\_
2. Where did the boy run? \_\_\_\_\_
3. Why was the boy running? \_\_\_\_\_  
\_\_\_\_\_
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**. The first one is done for you.

Example from the book	Base verb	Word sum	Pronunciation of ending
The white door <b>hissed</b> as it locked in back of us.	hiss	hiss + ed → hissed	(t) /d/ /id/
From the bus I could see a cop <b>dressed</b> in black.			/t/ /d/ /id/

### Read with Phrasing

Read the phrases with swoops out loud to someone.

skipped down the brick steps in front of our home

up the block to the bus stop



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## Day 2

### Spell the Words

Spell the words in the sound boxes.


brass

crack

brick

drum

### Spell the Words

Spell the words in the sound boxes.


cop

crop

pan

plan

red

Fred

sat

slat

tan

Stan



## Day 2, *continued*

### Read and Think

Read the text. Then answer the questions.

The white bus door hissed as it locked in back of us.

I dropped our yellow tickets into the glass ticket box.

From the bus I could see a cop dressed in black.

He was sitting on his big brown horse.

Next to the cop was a big tan dump truck.

1. Underline the adjectives in the text. Remember, adjectives are describing words. There are 8 adjectives for you to find.

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## Day 3

### Rabbit Word Strategy

Map and divide the words **trumpet** and **basket** 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".

v v  
rabbit

4. Label the consonants between the vowels "C".

v c c v  
rabbit

5. See the VCCV pattern. Make a line between the consonants.

v c c v  
rabbit

6. Make a loop under each syllable.

v c c v  
rabbit

7. Read each syllable.

rab/bit

8. Blend the syllables to read the word.

rabbit





## Day 3, 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
Mom and I <b>stepped</b> off of the bus.	step	step(p) + ed → stepped	(t) /d/ /id/
The singer sang and <b>clapped</b> her hands in front of the band.			/t/ /d/ /id/
My mom <b>lifted</b> a green dollar bill from her pink handbag.			/t/ /d/ /id/
She <b>asked</b> me to drop it into the blue hat.			/t/ /d/ /id/

### Read and Think

Read the text. Then follow the directions below.

Mom and I stepped off of the bus. We could see a band with a brass trumpet, a black clarinet, and a set of red drums. A singer sang and clapped her hands in front of the band. Her dress had yellow and pink ribbons on the hem.

1. Underline the adjectives in the text. Remember, adjectives are describing words. There are 5 adjectives for you to find.

### Read with Phrasing

Read the phrases with swoops out loud to someone.

Mom and I stepped off of the bus.

clapped her hands in front of the band

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## Day 4

### Spell the Words

Spell the words in the sound boxes.


back

black

lass

glass

bad

band

top

stop

### Read with Phrasing

Read the phrases with swoops out loud to someone.

we picked up a box of brown eggs

cracked the eggs into a black pan



## Day 4, continued

### Read and Think

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

Mom and I filled a basket with carrots, eggplants, a mix of yellow and red peppers, and six crisp green apples. Next, we picked up a box of brown eggs and a glass jug filled with white milk. Our last stop was to pick up a pink and red peppermint stick for me.

1. How do you know the boy and his mom are in the market? \_\_\_\_\_  
\_\_\_\_\_
2. What does the boy pick up on their last stop? \_\_\_\_\_
3. What does the boy notice about the scene? \_\_\_\_\_  
\_\_\_\_\_
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**. The first one is done for you.

Example from the book	Base verb	Word sum	Pronunciation of ending
Next, we <b>picked</b> up a box of brown eggs...	pick	pick + ed → picked	Ⓣ /d/ /id/
We <b>snacked</b> on our peppermint stick and nuts...			/t/ /d/ /id/
Back at home, Mom <b>cracked</b> the eggs into a black pan.			/t/ /d/ /id/
She <b>added</b> the yellow and red peppers.			/t/ /d/ /id/

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

[illegible]




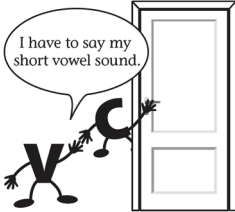


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Day 5, continued

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:** brick, l, steps, up, glass, he, us, a, drums, my, me, hem, we, she, went, crisp, milk, stop, jug

Vowel Pattern Sort Chart	
<div><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>	<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></div>
Open syllable	Closed syllable

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