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.

<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 white door <strong>hissed</strong> as it locked in back of us.</td>
<td>hiss</td>
<td>hiss + ed → hissed</td>
<td>(/t/) /d/ /id/</td>
</tr>
<tr>
<td>From the bus I could see a cop <strong>dressed</strong> in black.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
</tbody>
</table>

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

Parent Signature _________________________________
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
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.

Parent Signature _________________________________
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.

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.
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.

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<th>Pronunciation of ending</th>
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<tbody>
<tr>
<td>Mom and I stepped off of the bus.</td>
<td>step</td>
<td>step(p) + ed</td>
<td>(t)/ /d/ /id/</td>
</tr>
<tr>
<td>The singer sang and clapped her hands in front of the band.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>My mom lifted a green dollar bill from her pink handbag.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>She asked me to drop it into the blue hat.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
</tbody>
</table>

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

Parent Signature _________________________________

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Day 4

Spell the Words
Spell the words in the sound boxes.

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</table>

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.

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</tr>
</thead>
<tbody>
<tr>
<td>Next, we picked up a box of brown eggs...</td>
<td>pick</td>
<td>pick + ed (\rightarrow) picked</td>
<td>(t) /d/ /id/</td>
</tr>
<tr>
<td>We snacked on our peppermint stick and nuts...</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>Back at home, Mom cracked the eggs into a black pan.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
</tr>
<tr>
<td>She added the yellow and red peppers.</td>
<td></td>
<td></td>
<td>/t/ /d/ /id/</td>
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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.

First...  Next...  Then...

After that...  So...  Finally...

First,

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
**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, I, steps, up, glass, he, us, a, drums, my, me, hem, we, she, went, crisp, milk, stop, jug

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<table>
<thead>
<tr>
<th><strong>Vowel Pattern Sort Chart</strong></th>
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</table>

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

---

**Open syllable**

**Closed syllable**

---

**Parent Signature _________________________________**