Day 1

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

My Great Grandma Dot is 87. Grandma Dot is my mom’s mom’s mom. Grandma Dot is different and fun. She loves dresses with vivid patterns. And she loves her hot-pink slippers.

1. Who is Grandma Dot?  
   
2. How old is Grandma Dot?  
   
3. What does Grandma Dot love?  
   
4. Did you underline the evidence in the text?  yes  no

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

- run up her steps to get a big hug
- as she dots me with red lipstick spots
### 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 noun” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an s, like a z, or like iz. The first one is done for you.

<table>
<thead>
<tr>
<th>Example from the book</th>
<th>Base noun</th>
<th>Word sum</th>
<th>Pronunciation of ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>She loves <strong>dresses</strong> with vivid <strong>patterns</strong>.</td>
<td>dress</td>
<td>dress + es → dresses pattern + s → patterns</td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>And she loves her hot-pink <strong>slippers</strong>.</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>...she loves to plant <strong>kisses</strong>.</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>“I just love you to <strong>bits</strong>,” she tells me...</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>...as she dots me with red lipstick <strong>spots</strong>.</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
</tbody>
</table>
Day 2

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

Muffins crisp in Grandma Dot’s oven and grits simmer in her pan.
Grandma Dot tends to a skillet filled with sizzling drumsticks.
Grandma Dot loves to fill me up. Supper is a big drumstick and lots of yummy food.

1. What is the setting of this part? How do you know? ________________________________

2. What do you find out about what happens in the kitchen? __________________________

3. How do you know the food is good? ___________________________________________________________________________________

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

After supper I love to help Grandma Dot. We fill the sink with suds and we scrub her pots and pans. Bubbles drift and pop in the kitchen.

1. What do the characters do after supper? ____________________________________________

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

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

tends to a skillet filled with sizzling drumsticks

fill the sink with suds and scrub her pots

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Day 2, 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 noun” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an an s, like a z, or like iz.

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<tr>
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<td>Muffins</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
<tr>
<td>...with sizzling drumsticks.</td>
<td>Muffins</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
<tr>
<td>We fill the sink with suds and scrub her pots and pans.</td>
<td>We fill the sink with suds and scrub her pots and pans.</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
<tr>
<td>Bubbles drift and pop in the kitchen.</td>
<td>Bubbles</td>
<td>/s/ /z/ /iz/</td>
<td></td>
</tr>
</tbody>
</table>

Spell the Words
Spell the words in the sound boxes.

<table>
<thead>
<tr>
<th>crisp</th>
<th>drift</th>
<th>quilt</th>
<th>plant</th>
<th>spots</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Parent Signature _________________________________
Day 3

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

After scrubbing the dishes, Grandma Dot sits and quilts scraps of fabric into blankets. I tuck in next to Grandma Dot. She hums soft songs as she rocks the rocker. I drift off as if I am a bubble from the suds in Grandma Dot’s sink.

1. What does Grandma Dot do after scrubbing the dishes? ______________________________

2. What do they do to rest? ______________________________

3. What does Grandma Dot use to make the quilt? ______________________________

4. What does Grandma Dot do to help her grandson go to sleep? ______________________________

5. What does drift off mean in this text? ______________________________

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

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

quilts scraps of fabric into blankets

as if I am a bubble from the suds
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 noun” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an an *s*, like a *z*, or like *iz*.

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<td>After scrubbing the <strong>dishes</strong>...</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>...Grandma Dot sits and quilts <strong>scraps</strong> of fabric...</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>...into <strong>blankets</strong> that are vivid and new.</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>She hums soft <strong>songs</strong> as she rocks the rocker.</td>
<td></td>
<td></td>
<td>/s/ /z/ /iz/</td>
</tr>
</tbody>
</table>
I understand that I am loved, and I understand that Great Grandma Dot is great.

1. What does it mean when the boy says he “understands that Great Grandma Dot is great?”
Day 4, continued

Write
Write about someone you think is great. Give evidence as to why this person is great. You can use more paper to write if you need to.

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Spell the Words
Spell the words in the sound boxes.

pant
plant
ten
tend
net
next
sand
stand

Parent Signature _________________________________
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...

After scrubbing the dishes....

Finally...

First,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Day 5, 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: smells, I, me, plant, bits, she, spots, a, crisp, tends, we, scrub, drift, hums, quilts, scraps, stand, next

<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>
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<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)</td>
</tr>
<tr>
<td>Then it is an open syllable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open syllable</th>
<th>Closed syllable</th>
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</table>
Rabbit Word Strategy
Map and divide the words **muffins** and **skillet** 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.