

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

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

## 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



## 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 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.

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

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## 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



## 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 **s**, like a **z**, or like **iz**.

Example from the book	Base noun	Word sum	Pronunciation of ending
<b>Muffins</b> crisp in Grandma Dot’s oven...			/s/ /z/ /iz/
...with sizzling <b>drumsticks</b> .			/s/ /z/ /iz/
We fill the sink with suds and scrub her <b>pots</b> and <b>pans</b> .			/s/ /z/ /iz/ /s/ /z/ /iz/
<b>Bubbles</b> drift and pop in the kitchen.			/s/ /z/ /iz/

### Spell the Words

Spell the words in the sound boxes.


crisp

drift

quilt

plant

spots



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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.

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



Reading Series One: *Great Grandma Dot*  
Homework Day 3, Page 1 of 2

## 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 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**.

Example from the book	Base noun	Word sum	Pronunciation of ending
After scrubbing the <b>dishes</b> ...			/s/ /z/ /iz/
...Grandma Dot sits and quilts <b>scraps</b> of fabric...			/s/ /z/ /iz/
...into <b>blankets</b> that are vivid and new.			/s/ /z/ /iz/
She hums soft <b>songs</b> as she rocks the rocker.			/s/ /z/ /iz/

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## Day 4

### Read and Think

Read the text. Then answer the questions.

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?”

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## 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.

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### Spell the Words

Spell the words in the sound boxes.


pant

plant

ten

tend

net

next

sand

stand

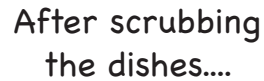
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Date: \_\_\_\_\_

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

[illegible]




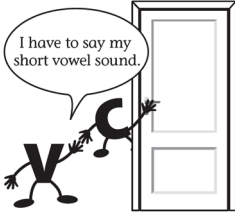


Reading Series One: *Great Grandma Dot*  
Homework Day 5, Page 1 of 3

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, l, me, plant, bits, she, spots, a, crisp, tends, we, scrub, drift, hums, quilts, scraps, stand, next

Vowel Pattern Sort Chart	
<div><div><p><b>Open Syllable Checklist (V)</b></p><p> <b>Look</b></p><p>1. How many vowels do you see? (one)</p><p>2. Do you see a consonant after the vowel? (no)</p><p> <b>Listen</b></p><p>3. Do you hear a long vowel sound, the same as the letter's name? (yes)</p><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><p>1. How many vowels do you see? (one)</p><p>2. Do you see a consonant after the vowel? (yes)</p><p> <b>Listen</b></p><p>3. Do you hear a short vowel sound? (yes)</p><p>Then it is a closed syllable</p></div></div>
Open syllable	Closed syllable



## Day 5, continued

### 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.



### 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".

rabbit

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

rabbit

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

rabbit

6. Make a loop under each syllable.

rabbit

7. Read each syllable.

rab/bit

8. Blend the syllables to read the word.

rabbit



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