

Name: _____

Date: _____

Day 1

Read and Think

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

Will lifts the bat and fixes his grip. The pitcher pitches his pitch.

Swing and ... miss. "Strike 1!" yells the ump.

"Tap, tap," goes Will's bat. Will lifts his bat and fixes his grip.

The pitcher pitches a second pitch. "Let that pitch pass," Will tells himself.

"That is a ball." And it is. "Ball!" is the ump's call.

1. What happens on the first pitch? _____

2. Why does Will not swing at the second pitch? _____

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

Read with Phrasing

Read the phrases with swoops out loud to someone.

taps home base with his bat

lifts the bat and fixes his grip



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

Example from the book	Base verb	Word sum	Pronunciation of ending
Will taps home base...			/s/ /z/ /iz/
Will lifts the bat and fixes his grip.			/s/ /z/ /iz/ /s/ /z/ /iz/
The pitcher pitches his pitch.			/s/ /z/ /iz/
“Strike 1!” yells the ump.			/s/ /z/ /iz/
...the ump tells the fans.			/s/ /z/ /iz/

Parent Signature _____



Reading Series One: *Will Is Up at Bat*
Homework Day 1, Page 2 of 2

Name: _____

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Day 2

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.

grip

drops

pass

grass

yells

ump

Spell the Words

Spell the words in the sound boxes.

rip

grip

elf

self

lit

lift

sips

slips



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 verb” 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 verb	Word sum	Pronunciation of ending
Will swings and...			/s/ /z/ /iz/
...Will runs fast.			/s/ /z/ /iz/
The ball lands on the grass.			/s/ /z/ /iz/
Will plans to run as fast as he can.			/s/ /z/ /iz/
...Will drops in the dust and slips into home base...			/s/ /z/ /iz/ /s/ /z/ /iz/

Read with Phrasing

Read the phrases with swoops out loud to someone.

the pitcher pitches a fast pitch

and he has to make a plan

Will plans to run as fast as he can

drops in the dust and slips into home base



Parent Signature _____

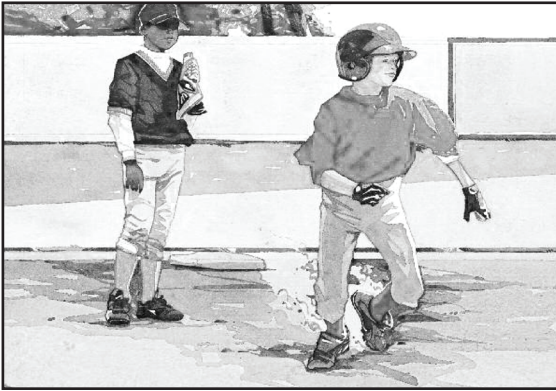
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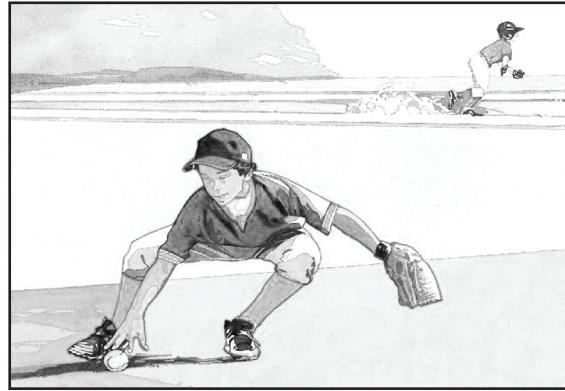
Day 3

Retell Part of the Story

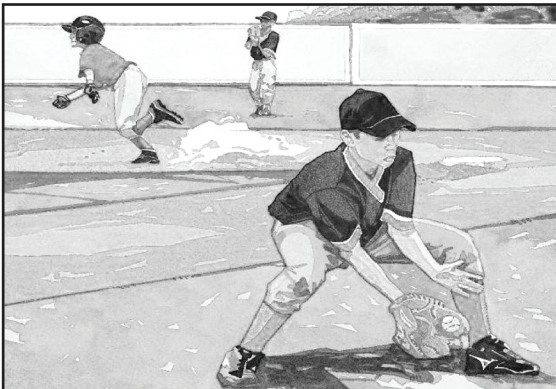
Use the pictures to help you write a retell of what happens after Will gets a hit. You can use more paper to write if you need to.



First...



Next, at second base...



Then at third base Will's plan is to...



Finally...

The pitcher pitches a fast pitch and Will gets a hit! First,



Day 3, 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: swing, ump, a, stands, go, yells, grip, that, fast, hand, plans, drops, dust, he, slips

[illegible]

Parent Signature _____

Reading Series One: *Will Is Up at Bat*
Homework Day 3, Page 2 of 2