

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

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

## Day 1

### 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.


near \_\_\_\_\_

sea \_\_\_\_\_

each \_\_\_\_\_

beach \_\_\_\_\_






tea \_\_\_\_\_

treat \_\_\_\_\_

### Choose a Syllable Division Strategy

For each word listed below, choose the proper syllable division strategy. Then record the word in the chart and mark how to divide it.

**Words:** seagull, sunlit, visit, tranquil, gladness, travel

				
V C   C V r a b b i t	V   C V t i g e r	V C   V c a m e l	V   V l i o n	C + le t u r t l e

### Vowel Pattern Sort

Use the chart on page 9 to sort words by vowel patterns.

**Words:** chapter, near, sea, loved, seagull, each, beach, swells, flock, tea, ate, treat

Did you fill in the chart on page 9?      yes      no



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## Day 1, continued

### Read and Respond

First, read the text out loud with proper phrasing. Then answer each question in a complete sentence.

Each day at sunset, Lin-Lin went to the spot where the land met the sea... Often, on the trip back to her hut, Lin-Lin stopped to visit the old woman. The old woman's legs were bent and stiff. She could not travel to the spot where the land met the sea. As they drank tea and ate treats, the old woman asked Lin-Lin to tell her of the sea and the gulls and the sunset. Lin-Lin was glad to tell the old woman.

1. Based on the text you just read, what is one thing you learned about the characters and setting that is important to the story setup? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why do you think Lin-Lin was glad to tell the old woman stories? What is your evidence for this thinking? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Vocabulary Words

Use the text and illustration to help you define the words.

Standing on the beach in the sunlit swells, Lin-Lin called to the gulls and the gulls flocked to her.

1. What does **swells** mean? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What does **flocked** mean? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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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.


dear \_\_\_\_\_

please \_\_\_\_\_






fear \_\_\_\_\_

least \_\_\_\_\_

### Choose a Syllable Division Strategy

For each word listed below, choose the proper syllable division strategy. Then record the word in the chart and mark how to divide it.

**Words:** happy, distress, spirit, resolve

				
VC CV r a b b i t	V CV t i g e r	VC V c a m e l	V V l i o n	C + le t u r t l e

### Vowel Pattern Sort

Use the chart on page 9 to sort words by vowel patterns.

**Words:** dear, please, happy, distress, fear, least

Did you fill in the chart on page 9?      yes      no



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## Day 2, continued

### Read and Respond

First, read the text out loud with proper phrasing. Then, answer each question in a complete sentence based on the text.

On one visit, the old woman had a basket. She asked Lin-Lin to bring her six seagulls. "Lin-Lin, dear, please trap six gulls in this basket. They can live with me in my hut. Then I will be happy like you," she said. Lin-Lin resolved that she must trap the seagulls for the old woman. It was the least she could do for her. But still, Lin-Lin was sad.

1. What is the initiating event? \_\_\_\_\_

\_\_\_\_\_

2. What is Lin-Lin's plan? \_\_\_\_\_

\_\_\_\_\_

3. What can you infer about how Lin-Lin feels? Why do you think this? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Vocabulary Words

1. Write your own sentence using the word **distressed**. Do not rewrite the sentence from the book.

\_\_\_\_\_

2. Use your own words to describe what **resolved** means.

\_\_\_\_\_

\_\_\_\_\_



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## Day 3

### Connecting Spelling to Meaning

First, read each example from the book. Next, find the word to be examined in **bold** in the example. Then, write the base word in the “base word” column. After that, write the word sum in the word sum column. Next, circle the pronunciation of the ending. Finally, answer the question.

Example from the book	Base word	Word sum	Pronunciation of ending
Lin-Lin called to the gulls and the gulls <b>flocked</b> to her.			/t/ /d/ /id/
Lin-Lin <b>loved</b> seagulls.			/t/ /d/ /id/
If Lin-Lin swam, the seagulls <b>bobbed</b> on the swells next to her.			/t/ /d/ /id/
If Lin-Lin sat on the sand, the seagulls <b>rested</b> next to her.			/t/ /d/ /id/
...the sun <b>dropped</b> past the tranquil sea...			/t/ /d/ /id/
Lin-Lin <b>wanted</b> the old woman to be happy...			/t/ /d/ /id/

Circle the correct answer that finishes the sentence:

1. When the suffix *-ed* is added to a verb, it means \_\_\_\_\_ .
- A. the action already happened
  - B. there is more than one



Day 3, continued

Read and Respond

First, read the text out loud with proper phrasing. Then choose the feeling word that you think best describes Lin-Lin’s feelings in the resolution.

But when Lin-Lin got to the beach, to the spot where the land met the sea, not a gull was there. And for this, Lin-Lin was glad!

♥ pleased	
When someone feels _____ , they feel _____ .	
content	pleased and at peace—like they don’t need anything more
delighted	great pleasure
fulfilled	pleased because of what they have accomplished
proud	pleased and satisfied because of something that has been done well
satisfied	pleased and at peace because things worked out well
thankful	happy or relieved about something

1. I think that Lin-Lin feels \_\_\_\_\_ at the end of the story. I think this because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. In the end, the gulls are not at the beach when Lin-Lin arrives. How does this affect what happens in the end of the story? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Day 4

### Word-Reading Fluency

Read each row of words from left to right. Then read each column of words from top to bottom.

sea	please	fear	least	near
each	tea	least	dear	beach
dear	least	please	tea	each
beach	fear	near	sea	tea
fear	sea	each	near	please

Choose one word from the list and write a complete sentence using that word.

### Theme and Central Message

Choose the theme that best matches the story from the choices below, then answer the questions.

<b>Friendship</b>	<b>Compassion</b>	<b>Responsibility</b>
Stories with this theme have characters who are kind and care about others.	Stories with this theme have characters who care about the needs and feelings of others.	Stories with this theme have characters who learn lessons about the choices they make.
Sometimes the best friendships are unexpected friendships. A true friend cares about the happiness of their loved ones. Friends support and trust one another. Never turn your back on a friend.	Always help those in need who may have less than you. Wild animals should be able to live free. You never know how far a good deed will go.	We must live with the consequences of our choices. Being greedy can make you unhappy. Often, what we want is not what we need.

1. What is the theme of this story? \_\_\_\_\_

2. What is the central message of this story? \_\_\_\_\_

3. Why did you choose this theme and central message? \_\_\_\_\_



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## Day 5

## Think and Write

What lesson do you think the old woman could have learned from the part she played in this story? What could she have done differently?

[illegible]

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# Days 1 & 2

## Vowel Pattern Sort

**Day 1 Words:** chapter, near, sea, loved, seagull, each, beach, swells, flock, tea, ate, treat

**Day 2 Words:** dear, please, happy, distress, fear, least



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Open Syllable V	Closed Syllable VC	Silent e Syllable VCe	Bossy-r Syllable Vr	Consonant-le Syllable C + le	Vowel Team Syllable VV	Irregular Pronunciations
					Digraph Vowel Team	
					Other VV Spelling Patterns	