

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.


goal \_\_\_\_\_

croak \_\_\_\_\_

snow \_\_\_\_\_






Joe \_\_\_\_\_

toe \_\_\_\_\_

### 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:** visit, uncle, follow, willow, maple, cabin, tiptoe, bucket

				
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 + l e t u r t l e

### Vowel Pattern Sort

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

**Words:** Joe, animal, snow, road, row, goal, willow, pond, frog

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



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Tracking with Uncle Joe  
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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.

Every spring Dan and I visit Uncle Joe at his cabin. On this visit Uncle Joe has a plan for us to go tracking. We set off to hunt for animal tracks in the mud and melting snow. Dan and I follow Uncle Joe up the road. Sap drips into buckets, “Tap, tap, tap,” as we pass a row of maple trees. Uncle Joe tells us there will be lots of animals hidden around us. Our goal is to hunt for animal tracks, but it will be even better if we can spot an animal itself!

1. What clues does the text above give us about the setting of this story?

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2. How do you think the character feels about the plan? Why?

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3. Choose a descriptive detail from the text above and underline it. What does the detail you chose help you understand about the story? \_\_\_\_\_

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### Vocabulary Words

Use the text above to help you define the words.

1. What does **tracking** mean in this text? \_\_\_\_\_

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2. What does **spot** mean in this text? \_\_\_\_\_

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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.


float \_\_\_\_\_

moan \_\_\_\_\_

crow \_\_\_\_\_






show \_\_\_\_\_

doe \_\_\_\_\_

### 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:** little, inspect, hollow, disrupt, never, squirrel, fellow

				
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:** croak, rowboat, Joan, toe, tow, float, embankment, hole, tiptoe, suspect

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



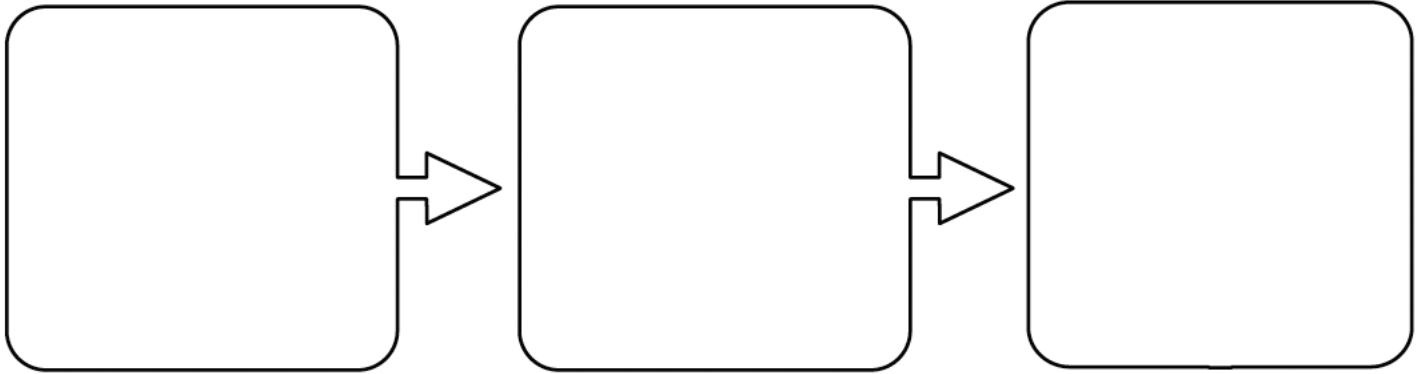
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## Day 2, continued

### Read and Record

First, read the text out loud with proper phrasing. Then, record the three big events that happen in the boxes of the sequence organizer.

Past the pond is an embankment. Dan spots a hole in the sand on the bank. "This is a fox den," Uncle Joe tells us. "Is the fox in it?" Dan asks as he tiptoes up to the hole. "Here are tracks," I tell Dan. "The fox must be out of his den..." As we enter the hollow, our steps disrupt a rabbit. When a rabbit hops, its big back legs hop in front of its front legs. So a rabbit track has back feet prints in the front and front feet prints in the back. We follow Uncle Joe into a stand of oak trees. Squirrels run up the trunks of the oaks as we pass. Dan spots little squirrel tracks in the snow.



### Vocabulary Word

Use the text and illustration below to help you define the word.



We follow Uncle Joe into a stand of oak trees. Squirrels run up the trunks of the oaks as we pass. Dan spots little squirrel tracks in the snow.

1. What does the phrase **stand of trees** mean?

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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 questions.

Example from the book	Base word	Word sum	Pronunciation of ending
The spring <b>frogs</b> sing and croak from the mud <b>banks</b> next to Uncle Joe’s rowboat.			/s/ /z/ /iz/
			/s/ /z/ /iz/
<b>Squirrels</b> run up the trunks of the <b>oaks</b> as we pass.			/s/ /z/ /iz/
			/s/ /z/ /iz/
It is a track left by the crow’s <b>wings</b> as he <b>lifted</b> up from the snow.			/s/ /z/ /iz/
			/t/ /d/ /id/
Back in the cabin we discuss the <b>tracks</b> and <b>animals</b> we <b>spotted</b> : a rabbit, <b>ducks</b> , a crow, a buck and a doe...			/s/ /z/ /iz/
			/s/ /z/ /iz/
			/t/ /d/ /id/
			/s/ /z/ /iz/

Circle the correct answer that finishes the sentence:

1. When the suffix *-ed* is added to a verb, it means \_\_\_\_\_.

- A. there is more than one
- B. the action already happened

2. When the suffix *-s* is added to a noun, it means \_\_\_\_\_.

- A. the action already happened
- B. there is more than one

### Vowel Pattern Sort

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

**Words:** hollow, disrupt, hop, oak, doe, fellow, crow, flown, moan, says

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



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## Day 3, continued

### Read and Respond

First, read the text out loud with proper phrasing. Choose the tone word that gives you the best sense of the text and complete the sentences to answer the questions.



Back in the cabin we discuss the tracks and animals we spotted: a rabbit, ducks, a crow, a buck and a doe, frogs, and a fox. “But we never spotted the fox itself,” Dan moans. “We can hunt for the fox and its tracks on your next visit,” Uncle Joe tells us. “That will be fun.”

Tone Word	Sense We Get as Readers
playful	fun or humor
enthusiastic	energy, excitement, or interest
informative	knowledge or information
sentimental	fondness about a memory or event

1. I think the tone is \_\_\_\_\_.
2. I think this because I get a sense of \_\_\_\_\_ when I read.
3. My evidence is \_\_\_\_\_

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# Day 4

## Word-Reading Fluency

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

road	tow	Joan	toe	snow
toe	goal	crow	oak	hollow
snow	doe	moan	fellow	show
show	follow	tiptoe	float	flown
croak	hollow	willow	Joe	rowboat

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

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## Determine the Author's Purpose

Think about why the author might have written this personal narrative. Then, answer each question.

1. In my opinion, the author's purpose for writing this personal narrative was \_\_\_\_\_

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2. I think this because \_\_\_\_\_

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## Day 5

## Think and Write

What other animals can you imagine the characters might track in a different season? Do you think that it might be harder to track animals in some seasons more than others?

[illegible]

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## Vowel Pattern Sort

**Day 1 Words:** Joe, animal, snow, road, row, goal, willow, pond, frog

**Day 2 Words:** croak, rowboat, Joan, toe, tow, float, embankment, hole, tiptoe, suspect

**Day 3 Words:** hollow, disrupt, hop, oak, doe, fellow, crow, flown, moan, says

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	