



## Consonant Digraphs: ph, wh, ck, ng, nk

**Directions:** Read each word. Circle the consonant digraph. Then, complete each sentence with one of the words.

string

blanket

whistle

snack

trophy

1. The winning team got a big \_\_\_\_\_ .
2. We tied the box with \_\_\_\_\_ to keep it shut.
3. Let's eat a \_\_\_\_\_ before the movie.
4. The coach blew her \_\_\_\_\_ at the end of the game.
5. The baby has a soft blue \_\_\_\_\_.



## Anansi and Turtle

If you know of Anansi the Spider, you know that he was a trickster. You might also know that he was not good at sharing, even with his friends.

One spring evening, Anansi's friend Turtle came to his door. Anansi was just sitting down to dinner. Turtle was sorry for interrupting. He told Anansi that the food smelled good, so Anansi said he would share. Anansi asked Turtle to



wash his feet first because he didn't want dirty feet on his clean floor. Turtle left and washed his feet. But when Turtle returned, all of the food was gone! Then, Turtle had an idea. He would invite Anansi for dinner at his house.

"I'll be there tomorrow night," said Anansi.

Turtle lived at the bottom of a West African river. Anansi had to put pebbles in his coat so that he wouldn't float back up the river. When Anansi got to Turtle's house, Turtle asked him to take off his coat and to make himself at home.

Well, as you can probably predict, Anansi did so. He floated up to the top of the river. By the time he came back, the food was all gone!



## Cause and Effect

**Directions:** Refer to the passage “Anansi and Turtle” to complete the Cause and Effect chart.

Cause	Effect
Turtle told Anansi the food smelled good.	
Turtle left to wash his feet.	
	Anansi put pebbles in his coat.
Turtle asked Anansi to take off his coat.	
Anansi returned to Turtle’s house.	

**Content Vocabulary**

**Directions:** Read each vocabulary word. Then, choose the word that answers each question. Refer to the Glossary if needed.

tender	morsel	bounded
quills	astonished	pranced

1. Which word is the name of the hollow sharp spines of a porcupine?  
\_\_\_\_\_
2. Which word is a movement with spring-like steps? \_\_\_\_\_
3. Which word describes something that is easy to chew? \_\_\_\_\_
4. Which word is another way to say hopped or galloped? \_\_\_\_\_
5. Which word shows that someone is greatly surprised? \_\_\_\_\_
6. Which word is a way to refer to a small bite of food? \_\_\_\_\_



## Learning Log

**Directions:** Think about today's session. Write about something that was challenging for you. OR Write about what you would like to have more practice with. Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

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## Word Root: dict

**Directions:** Circle the root dict. Then, read each word and its definition.

1. dictionary: a resource that lists words and their meanings
2. predict: to say that something will happen in the future
3. contradict: to speak against

**Directions:** Complete each sentence with one of the words listed above.

1. Did you \_\_\_\_\_ what would happen next?
2. I wanted to \_\_\_\_\_ him right away, but I decided to listen to what he had to say.
3. We used the \_\_\_\_\_ to find the meanings of our vocabulary words.



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## Cause and Effect

**Directions:** Refer to the passage “Mouse Deer and the Tigers” to complete the Cause and Effect chart.

Cause	Effect
King Tiger wanted to get food from the Island of Borneo.	
Mouse Deer was busy eating his lunch.	
	Mouse Deer asked Porcupine for one of his quills.
	The tigers thought he traveled very far.
Mouse Deer knew he had tricked the tigers.	
	The Tiger King changed his mind and decided to get food from the Island of the Elephants.





## Content Vocabulary

**Directions:** Write the denotation of each vocabulary word.

1. morsel

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2. astonished

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3. pranced

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**Directions:** Write the connotation of each vocabulary word. You can write about how the word makes you feel or what the word makes you think of.

1. bounded

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2. quills

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3. tender

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## Learning Log

**Directions:** Think about today's session. How do you feel about your Vocabulary skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

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## PHONICS AND WORD STUDY | LESSON 27

### Syllabication

**Directions:** Read the words below. Determine the number of syllables in each word. Then, write each word under its syllable number.

paragraph	verdict	rethink
when	dictator	long
jackets	clock	contradict

One Syllable	Two Syllables	Three Syllables



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## Making Connections: Your Turn to Write

**Directions:** Write a paragraph in which you discuss the central message and lesson from “Mouse Deer and the Tigers.” Begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

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## Content Vocabulary Review

**Directions:** Read each statement below. Is the statement a denotation or a connotation of the underlined vocabulary word? Write denotation or connotation next to the statement.

1. The word tender means that something is easy to cut or chew.  
\_\_\_\_\_
2. The word bounded means "hopped or galloped." \_\_\_\_\_
3. The word astonished makes me think of a time when I couldn't believe what I was seeing. \_\_\_\_\_
4. The word morsel makes me think of something delicious. \_\_\_\_\_
5. The word quills refers to the hollow, sharp spines on a porcupine.  
\_\_\_\_\_
6. The word pranced makes me think of a happy little deer moving around in the forest. \_\_\_\_\_



## Learning Log

**Directions:** Think about today's session. How do you feel about your Fluency skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

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