



PHONICS AND WORD STUDY | LESSON 1

Vowel Digraphs: ee, ea

Directions: Read each word below. Circle the vowel pair in each word.

meet	weak	queen	feed	leap
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Directions: Read each sentence. Choose a word from the table above that completes the sentence and write it on the line.

1. What time should I _____ the dogs?
2. We will _____ Jack at the park at noon.
3. Millie had to _____ across the puddle.
4. Ms. Vega came to school dressed as a _____ on Friday.
5. Grandfather was _____ after coming home from the hospital.



Baby Naming

My baby sister was born two weeks ago. She is so tiny and sweet! She sleeps a lot, and she loves to snuggle. I can't wait to tell her the story of how she got her name. I helped name her!

Before my sister was born, my parents wanted to name her Maya. Maya was the name of my great-grandmother. I did not know my great-grandmother, but everyone in the family loved her. My parents could not wait to name the baby after her.

Things changed when I held my sister soon after she was born. I looked into her eyes.

"She is beautiful," I said, "As soft and delicate as a willow tree."

My mom's eyes opened wide. "A willow?" she asked. "I can't believe you just said that."



"That was your great-grandmother Maya's favorite tree," explained my father.

"Maybe we should name her Willow," I said. "She doesn't look like a Maya."

I didn't want to disagree with my parents, but I knew that Willow was the right name for my sister. My parents said they would talk about it. At the end of the day, they made their decision. They knew the name Willow suited my sister. They felt happy knowing that Maya loved willow trees.

That is why my parents named my sister Willow. I'm glad I spoke up! Each time we say her name, it reminds us of our great-grandmother.



Story Structure

Directions: Refer to the passage "Baby Naming" to answer each question. Write your answers in complete sentences.

1. Who are the characters in the story?

2. What is the setting of the story?

3. What is the problem in the story?

4. What is the solution in the story?



Content Vocabulary

Directions: Review each word and its definition. Then, use context clues to complete the sentences with the vocabulary words.

Word	Definition
basement	the part of a building that is below ground level
mossy	resembling moss, which is a small, fuzzy, low-growing green plant
trembling	shaking with excitement or fear
glimmering	shining; sparkling
cooed	said in a soft and gentle voice
devoured	ate quickly

1. "You are just the sweetest little thing," _____ mom as she held the puppy in her arms.
2. The hiker was _____ when she finally reached the top of the steep mountain.
3. We are storing the boxes downstairs in our _____.
4. Mr. Mills only had ten minutes for lunch, so he _____ his meal.
5. The diamonds were _____ in the bright sunlight.
6. The _____ rocks were as green as the grass.



Learning Log

Directions: Think about today's Phonics, Fluency, Comprehension, and Vocabulary activities. How will these activities help you to become a better reader? 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.



Prefixes: re-, dis-

Directions: Review each prefix and its meaning. Next, use each definition to complete the table by adding the correct prefix to the word or root. Then, read the new word.

re-: again

dis-: not

Word	Definition
1. _____ obey	not obey
2. _____ do	do again
3. _____ heat	heat again
4. _____ trust	not trust
5. _____ paint	paint again



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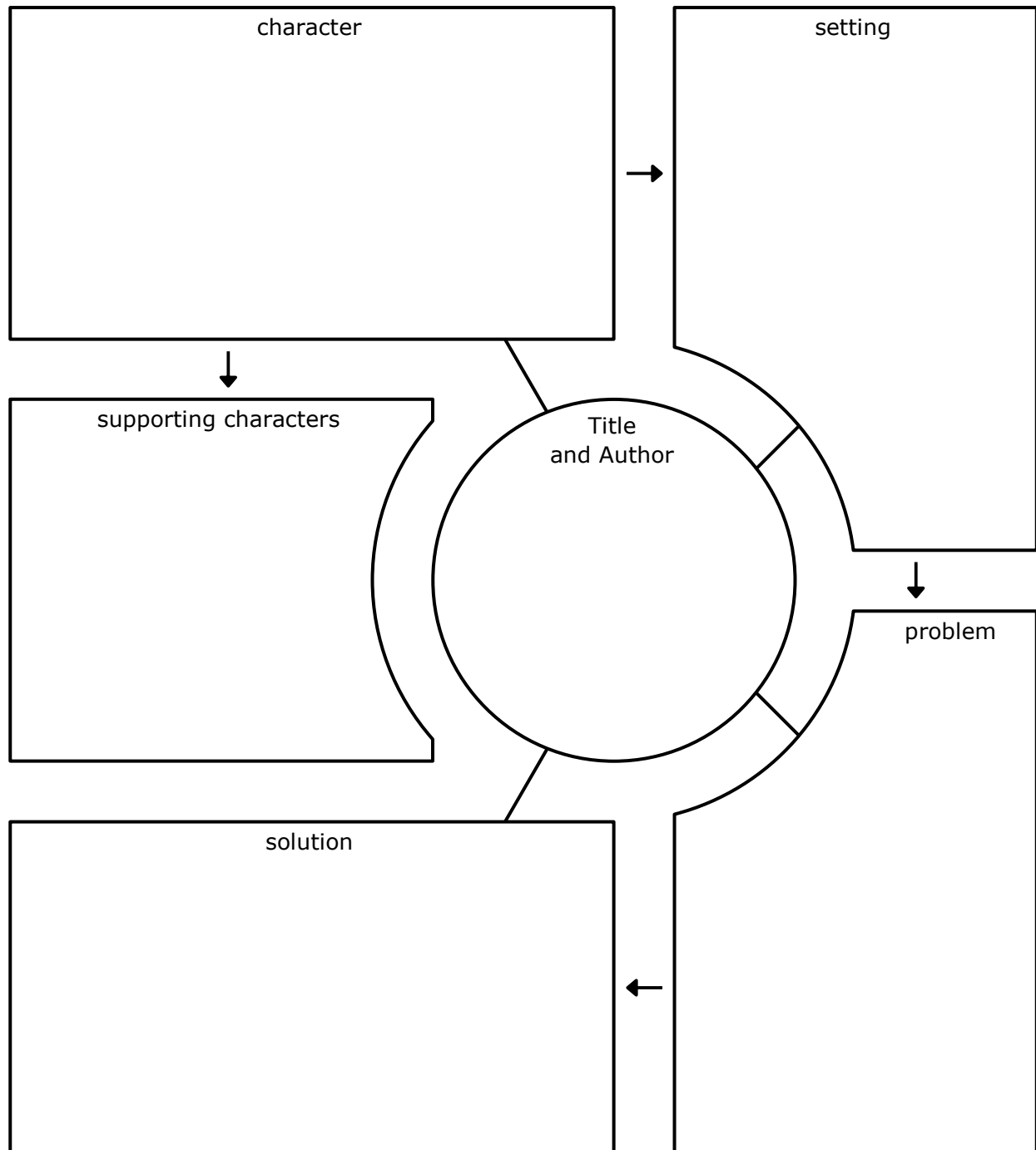
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Story Structure: "Do Not Drop"

Directions: Refer to the passage "Do Not Drop" to complete the Story Map.





Content Vocabulary

Directions: Below is a list of the vocabulary words from the story “Do Not Drop.” On the lines below the list, arrange the words in the order in which they appear in the Glossary.

- mossy
- basement
- trembling
- glimmering
- cooed
- devoured

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Learning Log

Directions: Think about today's session. How do you feel about your reading 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.



PHONICS AND WORD STUDY | LESSON 3

Syllabication

Directions: Divide each word by writing each syllable in the table below. Then, read the word.

Word	Syllable 1	Syllable 2	Syllable 3
1. asleep	_____	_____	_____
2. returned	_____	_____	_____
3. disconnect	_____	_____	_____
4. steaming	_____	_____	_____
5. agreement	_____	_____	_____



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Story Structure and Plot: Your Turn to Write

Directions: Think about what would happen if Luka got a cat. Use the table below to write the plot for a continuation of the story "Do Not Drop." Make sure you include some details about the characters, setting, problem, and solution.

<p style="text-align: center;">Beginning</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Middle</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">End</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Content Vocabulary Review

Directions: Write a definition for each vocabulary word.

1. trembling

2. devoured

3. basement

Directions: Use context clues to complete each sentence with one of the following vocabulary words.

glimmering

mossy

cooed

1. The _____ covering on the rocks made them slippery and difficult to climb.
2. My grandparents smiled and _____ as they held their two new grandchildren.
3. The ocean waves were _____ in the early morning sunlight.



Learning Log

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