

Name: _____

Date: _____

Day 1

Read the Words

Pick the correct word from the list to finish the sentences.

have their they what

Do you _____ a sister?

_____ is a gull?

Did the kids bring _____ jackets?

Did _____ bring hats?

Spell the Words

Spell the words in the sound boxes.

zip _____

dip _____

gull _____

yack _____

must _____

stop _____

lift _____

gulls _____



Day 2

Read and Think

Read the stanza. Then answer the questions.

From sunup to sundown
From the sand to the cliffs,
Gulls zigzag and zip.
They dip and they flit.

1. What words tell you when the gulls fly? _____
2. What words tell you where the gulls fly? _____
3. Which words tell you how the gulls fly? _____
4. How is the meaning of **sunup** different than the meaning of **sundown**? What do these words mean? _____

5. Act out the stanza for someone.

Connecting Spelling to Meaning

First, read each example from the poem. Next, find the word in **bold** in the example. Then, write the base word in the “base noun” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an **s** or a **z**. The first one is done for you.

Example from the poem	Base noun	Word sum	Pronunciation of ending
From the sand to the cliffs ...	cliff	cliff + s → cliffs	(/s/) /z/
Gulls zigzag and zip...			/s/ /z/



Day 3

Read and Think

Read the stanza. Then answer the questions.

And as the gulls flap,
They yack their gull talk.
What a big racket!
Gulls yack a lot!

1. What does the word **yack** mean? _____
2. What does a **racket** mean in this poem? _____
3. What is another meaning for the word **racket**? _____
4. Act out the stanza for someone.

Read and Think

Read the stanza. Then answer the questions.

When they have to sit,
They collect on the docks.
Hundreds of gulls
All sit in a flock.

1. What does **collect** mean? _____
2. What is a **flock**? _____
3. Draw a picture of a flock of gulls collected on a dock.



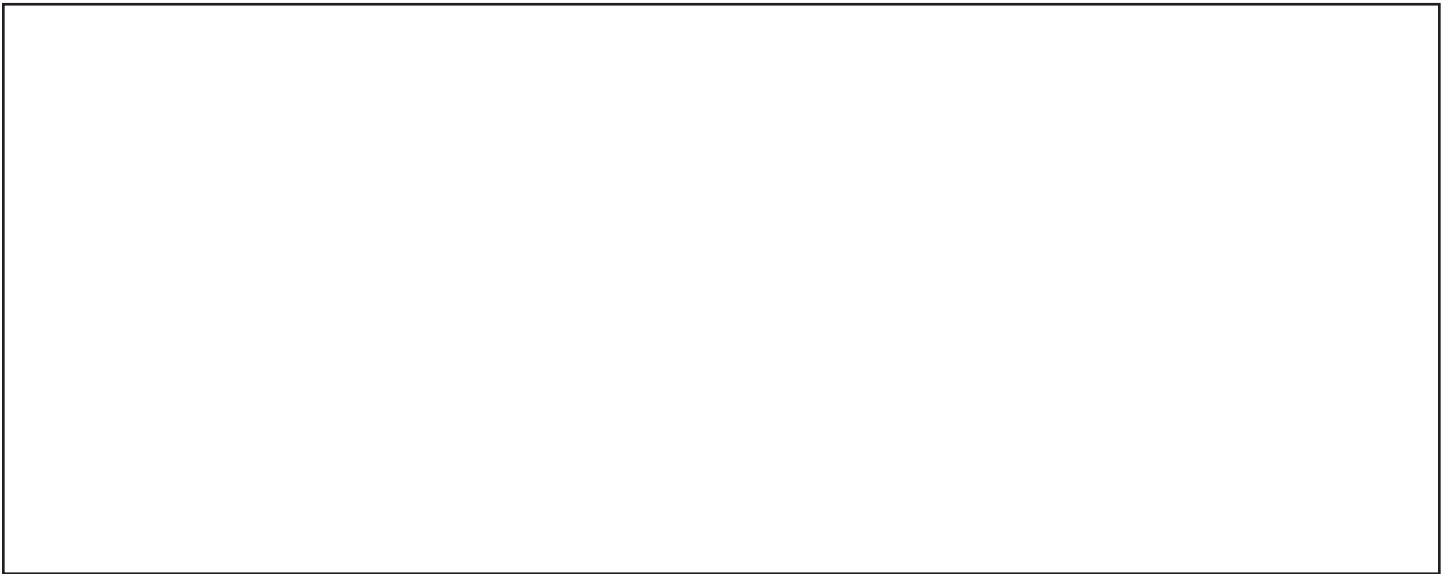
Day 4

Read and Think

Read the stanza. Then answer the questions.

The gulls yack and yack
As if they can't stop!
But all of a sudden
The gulls must lift off.

1. Does "all of a sudden" signal that something is going to be different? Or does it signal that things are the same? Circle the answer: different same
2. What does **lift off** mean? _____
3. Draw a picture of gulls lifting off from the dock.



Spell the Words

Spell the words in the sound boxes.

flock _____

flit _____

flap _____

docks _____



Day 5

Read and Think

Read the stanza. Then answer the questions.

All gull talk stops
When gulls go to their nests.
Isn't it tranquil
When all of the them rest?

1. How do you know the gulls were **tranquil** in the end? _____

2. How did the gulls change from the beginning of the poem to the end? _____

Connecting Spelling to Meaning

First, read each example from the poem. Next, find the word in **bold** in the example. Then, write the base word in the "base noun" column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an **s** or a **z**. The first one is done for you.

Example from the poem	Base noun	Word sum	Pronunciation of ending
They collected on the docks ...	dock	dock + s → docks	(/s/) /z/
Hundreds of gulls...			/s/ /z/
When gulls go to their nests ...			/s/ /z/

Read with Feeling

Read the poem with swoops on page 6. Think about the beat of the poem. Then read the whole poem out loud to someone.



Gull Talk

From sun up to sundown,
From the sand to the cliffs,
Gulls zigzag and zip.
They dip and they flit.

And as the gulls flap,
They yack their gull talk.
What a big racket!
Gulls yack a lot!

When they have to sit,
They collect by the docks.
Hundreds of gulls
All sit in a flock.

The gulls yack and yack
As if they can't stop!
But all of a sudden
The gulls must lift off.

All gull talk stops
When gulls go to their nests.
Isn't it tranquil
When all of them rest?

Parent Signature _____

