

Name: _____

Date: _____

Day 1

Word Sort

Sort the words by their *r*-controlled vowel sound. Does the vowel sound like the vowel sound in **car**, **fork**, or **bird**?

Words: hard, form, curl, fir, part, her, stir, port, burn, farm, dirt, tarp, twirl, bark, girl, storm

car	fork	bird

Read and Think

First, read the text out loud with proper phrasing. Then circle the correct answer to each question.

In a hidden spot in the forest stands a big fir tree. This hidden spot is tranquil and still but for the stir of the wind as it swirls in the tree's branches.

The bottom branches of the fir tree hang in an emerald skirt that rests over the moss bed under the tree. It is as if the branches have formed a fantastic hidden tent.

1. What does **hidden** mean?

A. something you can see B. something you cannot see C. something that is quiet

2. What does **tranquil** mean?

A. hidden B. windy C. quiet

3. What does **stir** mean?

A. a movement B. a sound C. a man

4. What does **emerald** mean?

A. long B. thick C. green



Reading Series Two:
Fir Tree Circus
Homework Day 1, Page 1 of 2

Day 1, continued

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 verb” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an **s** or a **z**.

Example from the book	Base verb	Word sum	Pronunciation of ending
In a hidden spot in the forest stands a big fir tree. This hidden spot is tranquil and still but for the stir of the wind as it swirls in the tree’s branches.			 /s/ /z/ /s/ /z/
The bottom branches of the fir tree hang in an emerald skirt that rests over the moss bed under the tree.			 /s/ /z/

Parent Signature _____



Reading Series Two:
Fir Tree Circus
Homework Day 1, Page 2 of 2

Name: _____

Date: _____

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.

f	i	r		

fir _____

girl _____

firm _____

birds _____

dirt _____

stir _____

swirls _____

Word-Reading Fluency

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

mirth	third	bird	flirt	birch
skirt	first	shirt	whirl	stir
squirrel	smirk	fir	birds	birth
firm	swirl	dirt	quirk	irk
chirp	sir	girl	squirm	twirl



Day 2, continued

Retell Part of the Story

Use the text below to help you write a retell of the attempts to set up the circus and get ready for the performance. You can use more paper to write if you need to.

The lightning bugs collect in the branches of the fir tree and cast their light onto the moss bed. Birds lift up tendrils from plants and use them to construct nets and swings.

Then the strong ants enter. They bring in rock after rock until they have enough rocks to construct a big circle in the dirt.

The forest animals gather to sit on logs and on the moss bed.

First, _____

Next, _____

Then, _____

After that, _____

Then, after that, _____

Finally, _____

Parent Signature _____



Reading Series Two:
Fir Tree Circus
Homework Day 2, Page 2 of 2

Name: _____

Date: _____

Day 3

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.

b	u	n		<u>bun</u>					<u>hut</u>
b	ur	n		<u>burn</u>					<u>hurt</u>
				<u>bid</u>					<u>flit</u>
				<u>bird</u>					<u>flirt</u>
				<u>chip</u>					<u>skit</u>
				<u>chirp</u>					<u>skirt</u>

Word-Reading Fluency

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

purr	churn	burp	spur	hurt
lurk	surf	curt	hurl	burn
blurt	purse	burst	church	curb
spurt	curve	fur	slurp	murmur
turn	nurse	curl	turf	blur



Day 3, continued

Retell Part of the Story

Use the text below to help you write a retell of the attempts to put on the circus. You can use more paper to write if you need to.

Then there is a sudden “bang, bang, bang” of a drum. It is the mantis ringmaster. “Animals of the forest, the Fir Tree Circus has begun!”

A blur of squirrels bursts into the tent, jumping and twirling and spinning. The biggest squirrels toss the littlest squirrels up into the tip-top of the tent. The little squirrels spin as they drop and land in soft web nets.

Every forest animal claps or honks or purrs for the fantastic stunts, “More! More!”

First, _____

Next, _____

Then, _____

After that, _____

Then, after that, _____

Finally, _____

Parent Signature _____



Reading Series Two:
Fir Tree Circus
Homework Day 3, Page 2 of 2

Date: _____

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