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

<table>
<thead>
<tr>
<th></th>
<th>car</th>
<th>fork</th>
<th>bird</th>
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<tbody>
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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
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.

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

<table>
<thead>
<tr>
<th>f</th>
<th>i</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>fir</td>
</tr>
<tr>
<td></td>
<td>girl</td>
<td></td>
</tr>
<tr>
<td>firm</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>birds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dirt</td>
<td></td>
</tr>
<tr>
<td>stir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swirls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word-Reading Fluency
Read each row of words from left to right. Then read each column of words from top to bottom.

<table>
<thead>
<tr>
<th>mirth</th>
<th>third</th>
<th>bird</th>
<th>flirt</th>
<th>birch</th>
</tr>
</thead>
<tbody>
<tr>
<td>skirt</td>
<td>first</td>
<td>shirt</td>
<td>whirl</td>
<td>stir</td>
</tr>
<tr>
<td>squirrel</td>
<td>smirk</td>
<td>fir</td>
<td>birds</td>
<td>birth</td>
</tr>
<tr>
<td>firm</td>
<td>swirl</td>
<td>dirt</td>
<td>quirk</td>
<td>irk</td>
</tr>
<tr>
<td>chirp</td>
<td>sir</td>
<td>girl</td>
<td>squirm</td>
<td>twirl</td>
</tr>
</tbody>
</table>
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 ____________________________________________
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.

<table>
<thead>
<tr>
<th>bun</th>
<th>burn</th>
<th>bid</th>
<th>bird</th>
<th>chip</th>
<th>chirp</th>
</tr>
</thead>
<tbody>
<tr>
<td>hut</td>
<td>hurt</td>
<td>flit</td>
<td>flirt</td>
<td>skit</td>
<td>skirt</td>
</tr>
</tbody>
</table>

Word-Reading Fluency
Read each row of words from left to right. Then read each column of words from top to bottom.

<table>
<thead>
<tr>
<th>purr</th>
<th>churn</th>
<th>burp</th>
<th>spur</th>
<th>hurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>lurk</td>
<td>surf</td>
<td>curt</td>
<td>hurl</td>
<td>burn</td>
</tr>
<tr>
<td>blurt</td>
<td>purse</td>
<td>burst</td>
<td>church</td>
<td>curb</td>
</tr>
<tr>
<td>spurt</td>
<td>curve</td>
<td>fur</td>
<td>slurp</td>
<td>murmur</td>
</tr>
<tr>
<td>turn</td>
<td>nurse</td>
<td>curl</td>
<td>turf</td>
<td>blur</td>
</tr>
</tbody>
</table>
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 _________________________________
Day 4

Think and Write
Have you ever had a dream that felt like it really happened? Explain the details of your dream and why you felt like it really happened. You can use more paper if you need to.

________________________________________________________________________
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Parent Signature _________________________________