

Name: _____

Date: _____

Day 1

Word Sort

Sort the words by their *r*-controlled vowel spelling. Remember to read all of the words in a column every time you write a new word in the chart.

Words: Pearl, girl, burp, silver, butter, skirts, burst, twirl, hurl

ear	er	ir	ur

Read and Think

First, read the text out loud with proper phrasing. Then answer the question in a complete sentence.

Once upon a time, a king and queen had an infant girl named Pearl. To the king and queen, Pearl was a gift grander than any. One day she would inherit their kingdom.

As Pearl got bigger she was given every gift she asked for. Her bed was bigger than any bed in the kingdom. Her closet was filled with dresses and skirts. Pearl was a lucky girl.

Pearl began each day by jumping on her bed. She twirled and jumped until her mattress burst and bits of fluff puffed up and swirled around her. She pulled on her dolls until their legs ripped off, then she hurled them from her bed.

What have you learned about the characters and the setting that is important to the story setup?



Reading Series Two:
Pearl Learns a Lesson
Homework Day 1, Page 1 of 2

Day 1, continued

Connecting Spelling to Meaning

First, read the example from the book. Next, find the word 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 a **t**, a **d**, or like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
She twirled and jumped until her mattress burst and bits of fluff puffed up and swirled around her.			/t/ /d/ /id/ /t/ /d/ /id/
She pulled on her dolls until their legs ripped off, then she hurled them from her bed.			/t/ /d/ /id/ /t/ /d/ /id/

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Name: _____

Date: _____

Day 2

Word Sort

Sort the words by their *r*-controlled vowel spelling. Remember to read all of the words in a column every time you write a new word in the chart.

Words: slippers, fur, flirt, blurt, perfect, first, alert, ever, firm, herself

ear	er	ir	ur

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	ur		

fur _____

blurt _____

swirl _____

firm _____

burst _____

hurl _____

skirt _____

girl _____

urn _____



Day 2, continued

Connecting Spelling to Meaning

First, read the example from the book. Next, find the word 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 a **t**, a **d**, or like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
As she left she told the servants to fix the things she had ripped and cracked and bent.			/t/ /d/ /id/
Pearl flirted with the king and queen. She kissed and hugged them and then she asked for her next gift...			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/



Summarize and Synthesize

Think about what Pearl wanted based on the passage from Day 1 and the passage below. Then, fill in the chart on the next page.

She kissed and hugged them and then she asked for her next gift, “I want a dog with soft black fur and a silver collar.”

The king and queen were alert to the fact that Pearl did not respect her gifts. At last, the king told Pearl, “No. Not until you learn to respect the gifts you have.”

This was the first time Pearl had ever been told no. She burst up from the king’s lap. She blurted out bad words. She hurled herself onto the rug and kicked and ranted, but the king and queen were firm. “No.”



Day 2, continued



Summarize and Synthesize, *continued*

Somebody wanted...	What did Pearl want?	Pearl wanted a gift of a dog with soft black fur and a silver collar
Because...	Why did Pearl think she could get a dog as a gift?	because
But...	But how did the king and queen react?	But
So...	So what did Pearl do?	So
Then...	Then what happened?	Then

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Homework Day 2, Page 3 of 3

Name: _____

Date: _____

Day 3

Word Sort

Sort the words by their *r*-controlled vowel spelling. Remember to read all of the words in a column every time you write a new word in the chart.

Words: clever, first, burn, smirk, heard, disturb, dirt, hurt, fir

ear	er	ir	ur

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.

smirk _____

hurt _____

first _____

burn _____

dirt _____

fir _____



Day 3, continued

Connecting Spelling to Meaning

First, read the example from the book. Next, find the word 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 a **t**, a **d**, or like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
She ran until her legs hurt and her lungs burned . Pearl smirked ... She rapped her hand on the trunk of the fir tree.			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/
He smelled of fungus and dirt. Pearl gasp ed... “Will you help a damsel in distress?” Mervin grunted .			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/
“...you must do the tasks I ask to be granted your gift.” Pearl handed him the locket.			/t/ /d/ /id/ /t/ /d/ /id/



Summarize and Synthesize

Think about what Pearl wanted based on the passages on Days 1 and 2 and the passage below. Then, fill in the chart on the next page.

Pearl went on, “This is a list of things I want.” She pulled a long list from the pocket in her skirt. “You can cast a spell and grant me my list. The first gift I want is a dog with soft black fur and a silver collar.”

Mervin spotted the locket on Pearl’s neck. “For the locket I will cast the spell, but you must do the tasks I ask to be granted your gift.” Mervin was clever. Pearl handed him the locket.



Day 3, continued



Summarize and Synthesize, continued

Somebody wanted...	What did Pearl want?	Pearl wanted Mervin the Wizard to get her a dog with soft black fur and a silver collar
Because...	Why did Pearl need help from a Wizard?	because
But...	But how did Mervin react to what Pearl asks for?	But
So...	So what did Pearl do?	So
Then...	Then what happened?	Then

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Reading Series Two:
Pearl Learns a Lesson
Homework Day 3, Page 3 of 3

Name: _____

Date: _____

Day 4

Word Sort

Sort the words by their *r*-controlled vowel spelling. Remember to read all of the words in a column every time you write a new word in the chart.

Words: under, pepper, stir, slurp, murmur, remember, turnip

ear	er	ir	ur

Read and Think

First, read the text out loud with proper phrasing. Then answer the question in a complete sentence.

Mervin went to his pit of burning logs. Into his bubbling pot he added a rotten turnip, a clump of dirt, a fluff of dandruff, and a handful of worms. As he stirred the pot he murmured the words, “Abracadabra, nimbus nitwit nist, grant this girl the first gift on her list.”

Mervin dunked a goblet into the pot and handed it to Pearl, “Drink it.” Pearl gasped. The liquid smelled of mud. It had worms swimming in it and flecks of dandruff on the top. Pearl felt sick, but remembering her list she slurped the drink.

Is there a challenge that the character Pearl has to deal with? What is it?



Day 4, continued

Connecting Spelling to Meaning

First, read the example from the book. Next, find the word 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 a **t**, a **d**, or like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
Into his bubbling pot he added a rotten turnip... As he stirred the pot he murmured the words, “Abracadabra, nimbus nitwit nist...”			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/
Mervin dunked a goblet into the pot and handed it to Pearl... Pearl felt sick, but remembering her list she slurped the drink. Mervin winked .			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/
His fur was twisted with twigs and matted with dirt.			/t/ /d/ /id/ /t/ /d/ /id/

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Reading Series Two:
Pearl Learns a Lesson
Homework Day 4, Page 2 of 2

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Day 5

Word Sort

Sort the words by their *r*-controlled vowel spelling. Remember to read all of the words in a column every time you write a new word in the chart.

Words: herbs, turn, ferns, early, ladder, whimper, birds, madder, lavender

ear	er	ir	ur



Day 5, continued

Connecting Spelling to Meaning

First, read the example from the book. Next, find the word 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 a **t**, a **d**, or like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
Pearl grumbled as she picked up logs to fill the sack. As each log was dropped in the sack got bigger. This perplexed Pearl and she got madder and madder...			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/
As she stacked , Mervin dropped a pot and cracked it. He stomped on a rung of his ladder and snapped it. Pearl was flabbergasted .			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/



Summarize and Synthesize

Think about what Pearl wanted based on the passage below. Then, fill in the chart on the next page.

“Stack the logs next to the pit,” Mervin told Pearl when she got back. “When you have stacked the logs, fix my pot and my ladder and scrub the grog from my rug.” Pearl was flabbergasted. “A spell is a spell,” Mervin told her.

Pearl curled up next to the stack of logs and whimpered. Pepper, being Pepper, went to comfort her even after she had yelled at him. Pearl felt better. She got up and fixed the pot. Pepper sat next to her. Next she went to the ladder. Pepper held the rung as Pearl mended it.

As Pearl scrubbed the rug, Pepper dropped a stick in front of her. Pearl picked it up and tossed it. Pepper jumped to get it. Mervin heard Pearl giggle as she tossed the stick a second time. “Was Pearl’s work fun?” Mervin wondered.



Day 5, continued



Summarize and Synthesize, continued

Somebody wanted...	What did Pearl want?	Pearl wanted to give up
Because...	Why did Pearl want to give up?	because
But...	But who gave Pearl hope?	But
So...	So what happened when Pepper comforted her?	So
Then...	Then what happened?	Then

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Reading Series Two:
Pearl Learns a Lesson
Homework Day 5, Page 3 of 3

Name: _____

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Day 6

Word Sort

Sort the words by their *r*-controlled vowel spelling. Remember to read all of the words in a column every time you write a new word in the chart.

Words: perhaps, learn, after, earnest, different, enter, every, earn, understand

ear	er	ir	ur

Read and Think

First, read the text out loud with proper phrasing. Then answer the question in a complete sentence.

Pearl ran to Mervin's fir tree. When she got there, Pepper sat next to Mervin, as perfect as when she had left him. Pepper wagged and wiggled when Pearl entered. On his neck was her silver locket.

"You learned your lesson well, Pearl," Mervin told her. "Your gift is Pepper - a dog with soft black fur and a silver collar. The king and queen understand you have earned this gift. Pepper may live with you in the kingdom forever."

What is the story resolution?



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Day 6, continued

Connecting Spelling to Meaning

First, read the example from the book. Next, find the word 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 a **t**, a **d**, or like **id**.

Example from the book	Base verb	Word sum	Pronunciation of ending
Pepper wagged and wiggled when Pearl entered .			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/
“You learned your lesson well, Pearl,” Mervin told her. “The king and queen understand you have earned this gift.” Pearl promised Mervin that she and Pepper would visit him every day, and they did.			/t/ /d/ /id/ /t/ /d/ /id/ /t/ /d/ /id/

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.

ear	n	

earn _____

yearn _____

Pearl _____

learn _____

heard _____

Parent Signature _____



