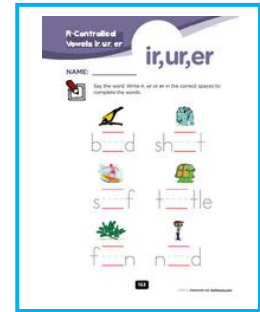


R-Controlled Vowel ir, ur, er (page 39)



Materials:

- letter flashcards Aa-Zz
- **i**, **u**, **e** and **r** flashcards
- **ir**, **ur** and **er** flashcards
- picture and word cards (bird, shirt, surf, turtle, fern, nerd and any other picture and word cards that have **ir**, **ur** or **er**)
- individual **ir**, **ur** and **er** cards (only one for each student)
- page 39

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 7 minutes

- Show the **i** flashcard and review the sound it makes.
 - Teacher: "i, /i/ /i/ /i/" Students: "i, /i/ /i/ /i/"
- Show the **r** flashcard and review the sound it makes.
 - Teacher: "r, /r/ /r/ /r/" Students: "r, /r/ /r/ /r/"
- Now put the two letters together and explain that when the **r** is put after a vowel it becomes very bossy and controls the letter **i** sound. The letters no longer say /i/ and /r/, they make one sound /er/.
 - Teacher: "ir, /er/ /er/ /er/" Students: "ir, /er/ /er/ /er/"
- Do the same thing with **ur** and **er**.

- You will need to point out that although they are all spelled differently, they make the same sound.

Modeling: 7-10 minutes

- Give each student an r-controlled vowel card.
 - Each student will only have one way to make the /er/ sound on their card.
- Show a picture card and say the word that goes with the picture. Have the students repeat.
 - Now ask the students what letters they think make the /er/ sound in the word.
 - The students should look at the card they have and hold it up if they think they have the correct spelling.
 - Now hold up the word that matches the picture card.
 - Have the students tell you what letters they see in the word that are making the /er/ sound.
 - The students should check to see if they should or should not be holding up their card and make corrections if necessary.
 - Once the students with the correct card are showing it, read the word together.
 - Continue with as many picture and word cards as is necessary.

Guided Practice: 5-7 minutes

- Play Three Corners.
 - Place the three r-controlled vowel flashcards in different places around the room.
 - If you want to make this more challenging, add a fourth corner that includes **ar**. Then make sure to add picture cards that have the **ar** sound.
 - Gather the students in the middle of the room.
 - Show a picture card.
 - Teacher: “/er/ /er/ bird”; students repeat
 - Teacher looks around the room to find the correct r-controlled vowel flashcard and moves (walks, hops, crawls, etc.) to that card; students follow.
 - Teacher: “/er/ /er/ bird”; students repeat and check to make sure they are at the correct r-controlled vowel flashcard.
 - All return to the middle of the room and continue the game using different picture cards.
 - As the students are more aware of the picture cards and r-controlled vowels, you can call on individual students to come and select a picture card and play the teacher role.

Independent Practice: 5-7 minutes

- Explain how to do page 39.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 39 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 39, monitor and give guidance/support/correction/praise, as needed.
- Use page 39 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review the /er/ sound while showing a picture card and matching word card.
 - Teacher and students: “ir, /er/ bird”
 - Teacher and students: “ir, /er/ shirt”
 - Teacher and students: “ur, /er/ surf”
 - Teacher and students: “ur, /er/ turtle”
 - Teacher and students: “er, /er/ fern”
 - Teacher and students: “er, /er/ nerd”