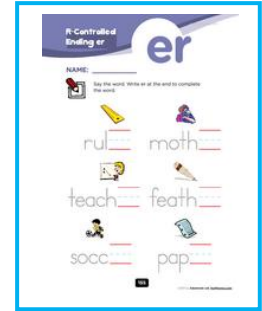


R-Controlled Ending er (page 41)



Materials:

- letter flashcards Aa-Zz
- e and r flashcards
- er flashcard
- picture and word cards (ruler, mother, teacher, feather, soccer, paper and any other picture and word cards without the er spelling at the end)
- 2 flyswatters
- page 41

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: 3 minutes

- Show the e flashcard and review the sound it makes.
 - Teacher: "e, /e/ /e/ /e/" Students: "e, /e/ /e/ /e/"
- 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 e sound. The letters no longer say /e/ and /r/, they make one sound /er/.
 - Teacher: "er, /er/ /er/ /er/" Students: "er, /er/ /er/ /er/"
 - Point out that while er is used in the middle of a word with the /er/ sound, it is often used when you hear the /er/ sound at the end of a word.

Modeling: 7-10 minutes

- Show the students a picture/word card that has the /er/ sound with the letters **er** at the end.
 - Show the picture card and the word card at the same time so the students can see the word and what it is by looking at the picture.
 - Teacher: “/er/ /er/ soccer.” Since the word has the /er/ sound, pretend to kick a soccer ball.
- Show the students a picture/word card that doesn’t have the /er/ sound with the letters **er** at the end.
 - Teacher: “/er/ /er/ corn.” Since the word doesn’t have the /er/ sound, sit quietly in your chair.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Place the word cards on the floor.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the word cards that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out and shows a picture card. The students search for the word card that matches what was said and then hit it with their flyswatters, saying the word as they do.
 - Give the flyswatters to two new students and start again.
 - Continue play until all the students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 41.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 41 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 41, monitor and give guidance/support/correction/praise, as needed.
- Use page 41 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: “er, /er/ ruler”
 - Teacher and students: “er, /er/ mother”
 - Teacher and students: “er, /er/ teacher”
 - Teacher and students: “er, /er/ feather”
 - Teacher and students: “er, /er/ soccer”
 - Teacher and students: “er, /er/ paper”

