

Lesson Plan for R-Controlled Vowels 'er', 'ir', and 'ur'

Phonics Pattern for Focus: 'er', 'ir', and 'ur'

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

Teacher says the syllables, students blend the syllables to say the word.

bor-der	gar-den
blur-ry	thir-ty

Teacher says the word, students divide into syllables.

dirty (dir-ty)	thursday (thurs-day)	jersey (jer-sey)	confirm (con-firm)
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Materials Needed:

- ☐ r-controlled vowel flash cards for 'er', 'ir', and 'ur' with pictures
- ☐ r-controlled vowel flash cards 'er', 'ir', and 'ur' without pictures
- ☐ flash card deck for letters and sounds (previously taught) without pictures
- ☐ pencil and paper for dictation

WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use flash cards for consonants, vowels, digraphs, 'ar', and 'or'. You can also include cards that will be used in the lesson, as well as any others students may need for additional practice.
- Show the card for each letter, choosing the card with or without the keyword picture as needed.
 - For flash cards with keyword pictures: Say letter, keyword (picture), sound. For example, "t, top, /t/."
 - For flash cards with letters only: Say the sound. For example, "/t/."

Important Note: Listen for sound production and correct as needed.

Sounds to Review:

ch	sh	th	ar	or
p	c	k	d	b
a	e	i	o	u

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INTRODUCE 'ER', 'IR', AND 'UR' AND R-CONTROLLED SYLLABLES

- Show students the letter flash cards for 'er', 'ir', and 'ur'.
- Say, **"All three of these patterns make the sound /er/."** Hold up the 'er' and have students say /er/. Repeat with the 'ir' and 'ur' cards.
- Tell students that once they know that all three of these patterns say /er/, you can read words easily that have these patterns.
- Write the following words on the board — *first*, *her*, *turn*, *birth*, *curl*, and *third*. Model tapping the first word, showing students that the /er/ sound gets one tap. Then tap and read the rest of the words together.
- Say, **"I call these three patterns the triplets. The tricky part about the triplets is that there is no rule for when we use each one. It can be very tricky to spell words with the /er/ sound because we might not be sure which /er/ to use."**
- Teach students that 'er' is the most common spelling for the /er/ sound, 'ir' is the second most common, and 'ur' is the third most common.
- There are two options for helping students spell words with the /er/ sound.

Option 1:

Use the picture flash card with keyword ('er' - *fern*, 'ir' - *bird*, 'ur' - *burn*) to cue students to which /er/ to use. For example, if dictating the word *verb* you could say it's /er/ like in *fern*.

Option 2:

Since students now know that 'er' is the most common spelling for the /er/ sound, 'ir' is the second most common, and 'ur' is the third most common, you will cue with the numbers 1 for 'er', 2 for 'ir', or 3 for 'ur' to let them know which /er/ spelling to use. For example, if dictating the word *twirl*, you would hold up two fingers to remind them to use 'ir'.

DICTATION: Have students listen to the sound and practice spelling the phoneme.

Dictating Sounds:

1. Say, **"Today when you hear /er/ I am going to give you the keyword (or number) so you know which spelling of /er/ to write."**
2. Say the sound /er/ with the keyword or number and have students watch your mouth shape.
3. Students repeat the sound.
4. Students spell the sound.
5. Students read the sound to themselves.
6. Check together.
7. Read back the sound together.
8. Correct as needed.

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Sounds to Dictate:

/er/ like fern, or 1	/er/ like burn, or 3	/er/ like bird, or 2
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Dictating Words:

1. Say the word and have students repeat it.
2. Give keyword or number clue.
3. Tap each sound (if needed) and have students write the word.
4. Students read the word to themselves.
5. Check together.
6. Read back the word together and correct as needed.
7. After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate:

bird	turn	fern	first	verb	stern
perch	churn	squirt	curb	hurt	burn

Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (Teacher can repeat the whole thing once or twice more but saying the whole thing fluently.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

Phrases to Dictate:

Teacher Note: Once you say the phrase or sentence, students are trying to remember all of the words, so if you start saying, "It's /er/ like ..." they may forget what they were trying to write. Therefore for the first few lessons mixing the triplets, use the words they have already written above in the phrases and sentences instead of new words that would have to be cued.

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bird in the pond	will turn it
got hurt	is not stern

Sentences to Dictate:

Jack's dad is stern.	The bird hid in its nest.
My mom likes to surf on big waves.	I will plant the fern in a pot.

BUILDING VOCABULARY: Select words to focus on meaning and use.

Discuss the multiple meanings for the following words. You can do this at any time throughout the lesson when words with multiple meanings come up.

stern	smirk	churn
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PRACTICE READING TO BUILD FLUENCY: Have students practice fluent reading with isolated words and longer decodable texts.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY: Use the Reading Universe read sheets for this portion of the lesson.

Words:

- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out words and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with sounds that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."

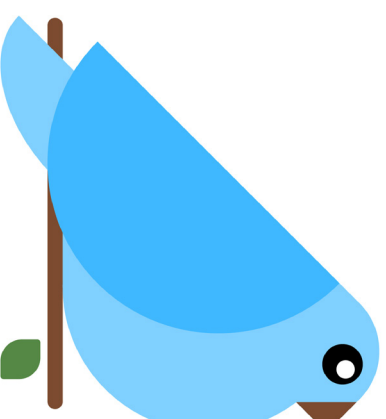
er



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ur, surf, /er/

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