

## Language Objectives

- Decode words with *r*-controlled vowels *er, ir, and ur* in isolation and in context.
- Spell words with *r*-controlled vowels *er, ir, and ur* using sound-spelling patterns.

## Building Literacy

Children must be able to identify words quickly and accurately in order to become skilled readers. To do that, they must become proficient at decoding words with a variety of vowel sounds. In this lesson:

- Children learn the sound-spellings of *r*-controlled vowels *er, ir, and ur*, which are neither long nor short.
- Children will recognize and read words that contain *r*-controlled vowels *er, ir, and ur*.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

clerk	perch
bird	insert
nurse	paper
girl	chirp
fern	dirt
surf	third
dirt	stir
herd	turn
purse	curb
shirt	curl
fur	burst
serve	birthday
her	skirt



### ENGLISH LANGUAGE LEARNERS

Spanish does not have a sound that is equivalent to /*er*/, so Spanish speakers may pronounce *dirt* as *deert* or *paper* as *pa-pair*. Help children practice saying and writing words such as *her, bird, and turn*.



### show me

Have children look at their Targeted Lessons Student Book, p. 109. Have them name each pair of letters they see above the three pictures on the page. Remind children that they have already learned that the letters *ar* stand for the sound /är/. Today you will learn about the sound /ër/, which is made when the vowels *e*, *i*, or *u* are followed by the letter *r*.

When the vowel *e* is followed by *r*, the sound you hear is /ër/. In the first picture, the arrow is pointing to the clerk. What vowel sound do you hear in *clerk*? (/ër/) The letters *er* spell the sound /ër/. Have children write the letters *er* on the lines.

Continue the activity with *bird* and *nurse*, pointing out that the letters *ir* and *ur* stand for the sound /ër/ in these words. Have children say each word as they write the letters *ir* and *ur*.

Now let's complete some words with the missing sound /ër/. The first word is *girl*. What letters stand for the sound /ër/ in *girl*? (*ir*) Have children write the letters *ir* on the lines. Segment the sounds in *girl*: /g/ /ër/ /l/. Continue in the same way with the remaining pictures: *fern*, *surf*, *dirt*, *herd*, *purse*.




### SPELLING PATTERNS

**er/ër/, ir/ër/, ur/ër/** The *r*-controlled vowel sound /ër/ is generally spelled *er*, *ir*, or *ur*. Other spellings for this sound are *ear* as in *learn*, or as in *work*, *our* as in *journal*, and *yr* as in *myrtle*.







## r-Controlled Vowels er, ir, ur

### show me

Name the picture. Write the letters that spell the vowel sound in each word.

er	ir	ur
		
<u>  </u> <u>  </u>	<u>  </u> <u>  </u>	<u>  </u> <u>  </u>

Name the picture. Fill in the blanks with the missing letters *er*, *ir*, or *ur*.

ir	er	ur
		
g <u>  </u> <u>  </u> l	f <u>  </u> <u>  </u> n	s <u>  </u> <u>  </u> f
		
d <u>  </u> <u>  </u> t	h <u>  </u> <u>  </u> d	p <u>  </u> <u>  </u> se

## guide me

Have children look at their Targeted Lessons Student Book, p. 110. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *er*, *ir*, or *ur* that spell the sound /èr/ in each word.)

The first picture is a shirt. Let's say the sounds in *shirt*. I'll go first and then you can say the sounds after me: /sh/ /èr/ /t/, *shirt*. Have children repeat the segmented sounds and blend the sounds to say the word. **What is the vowel sound in *shirt*?** (/èr/) **What letters spell the sound /èr/ in *shirt*?** (*ir*) Have children write the letters *ir* on the lines. Continue the activity, guiding children to write the letters for the missing sound in *fur* and *serve*.




## work time

Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /èr/. Have children use each word in a sentence to make sure they understand its meaning. Then read the directions together. Tell children that they will write each word from the box in the *er* list, the *ir* list, or the *ur* list, depending upon the spelling for the sound /èr/.

## 37 r-Controlled Vowels er, ir, ur

### guide me

Name each picture. Fill in the blanks with the missing letters *er*, *ir*, or *ur*.

ir	ur	er
 sh <u>i</u> <u>r</u> t	 f <u>u</u> <u>r</u>	 s <u>e</u> <u>r</u> ve

### work time

Say each word. Sort the words.

chirp	her	turn	perch	dirt	curb
curl	third	insert	burst	paper	stir

er	ir	ur
1. <u>her</u>	5. <u>chirp</u>	9. <u>turn</u>
2. <u>perch</u>	6. <u>dirt</u>	10. <u>curb</u>
3. <u>insert</u>	7. <u>third</u>	11. <u>curl</u>
4. <u>paper</u>	8. <u>stir</u>	12. <u>burst</u>

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 111. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *some*. **This word is *some*. It begins with the sound /s/. What does the word *some* mean?** (a few, a number of, or any) **The next word is *was*. Can you make up a sentence using the word *was*?** Tell children that they will read the words *some* and *was* as they read the story *The Birthday Girl*.

## work time

**Decodable Text** Have children look at the story *The Birthday Girl*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /èr/. (*birthday, Fern, girl, shirt, skirt, purse, fur, Burt*)

## check for understanding

Write the letters *er, ir, and ur*. **What sound do these letters stand for? (/èr/)** Write the name *Fern*. **Listen as I blend the sounds together: /f/ /èr/ /n/, *Fern*. Blend the sounds with me: /f/ /èr/ /n/, *Fern*. Now blend the sounds without me.** Write the word *skirt*. **Listen as I blend the sounds together: /s/ /k/ /èr/ /t/, *skirt*. Blend the sounds with me: /s/ /k/ /èr/ /t/, *skirt*. Now blend the sounds without me.** Continue the activity for *purse, fur, and Burt*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *girl*. **What sounds do you hear in *girl*? (/g/ /èr/ /l/)** What is the letter that spells the sound /g/? (*g*) Write the letter *g*. What are the letters that spell the sound /èr/? (*ir*) Write the letters *ir*. What is the letter for the sound /l/? (*l*) Write the letter *l*. Let's read the word: /g/ /èr/ /l/, *girl*. Continue with *bird, surf, and perch*.

## reflect

Have children turn and talk to a partner about what they have learned. **What new words can you read and spell now? How does being able to read and spell these words help you?**

r-Controlled Vowels  
er, ir, ur **37**


➤ guide me

some                  was


➤ work time

Read the story.


**The Birthday Girl**



**Fern** is the birthday **girl**.  
She got some good gifts.



**Fern** got a **shirt** and a **skirt**.  
She also got a **purse**.



What was the best gift of all?  
It was a cat with soft **fur**.  
**Fern** called him **Burt**.


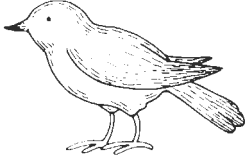

PHONICS AND SPELLING 111

# r-Controlled Vowels




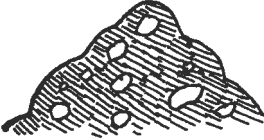
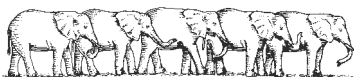

## er, ir, ur

➤ show me

Name the picture. Write the letters that spell the vowel sound in each word.


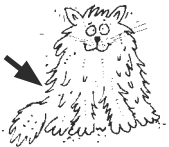
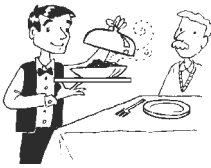
er	ir	ur
		
__ _	__ _	__ _

Name the picture. Fill in the blanks with the missing letters *er*, *ir*, or *ur*.

ir	er	ur
		
g _ _ l	f _ _ n	s _ _ f
		
d _ _ t	h _ _ d	p _ _ se

## ➤ guide me

Name each picture. Fill in the blanks with the missing letters *er*, *ir*, or *ur*.

ir	ur	er
		
sh _ _ t	f _ _	s _ _ ve

## ➤ work time

Say each word. Sort the words.

chirp	her	turn	perch	dirt	curb
curl	third	insert	burst	paper	stir

er

ir

ur

1. \_\_\_\_\_

5. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

12. \_\_\_\_\_

➤ guide me

some

was

➤ work time

Read the story.

### The Birthday Girl



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She got some good gifts.



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a skirt.

She also got a purse.



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Fern called him Burt.