

BASIC CODE

Introduce /er/ > 'er'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally produce the sound /er/ at the beginning, middle, and end of words, and will use the /er/ sound as a clue to answer riddles. **TEKS 1.2.A.vii**

Students will read one-syllable words spelled with /er/ > 'er', and will write each word under its corresponding picture. **TEKS 1.2.B.iii; TEKS 1.2.C.i; TEKS 1.2.F**

Language (Spelling)

Students will read, spell, and write the Tricky Words *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and would*. **TEKS 1.2.C.iv**

FORMATIVE ASSESSMENT

Activity Page 1.1

Practice /er/ > 'er'

TEKS 1.2.C.i; TEKS 1.2.F

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce the Sound /er/ (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for /er/ > 'er' (<i>her</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> blue markers
Introduce the Spelling /er/ > 'er' (Phonics)	Whole Group	15 min.	
Practice /er/ > 'er' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 1.1
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

Note to Teacher

The sound /er/ has a variety of spellings: 'er', 'ur', 'ir', 'or', 'ear', 'ar', 'urr', and 'our'. The most common spelling is 'er'. Also note that the Tricky Words *word* and *were* contain the sound /er/. Students will mark this spelling in their Individual Code Charts in the color blue: unlike all of the letter-sound correspondences, which are either red (consonants) or green (vowels), r-controlled letter-sound correspondences are designated in blue.

Starting today students will be asked to write the name of the day of the week and date on their activity pages, practicing the capitalization of the day and month and correct comma placement.

Foundational Skills

- You may wish to tab Vowel Code Flip Book page 16 for Introduce the Spelling /er/ > 'er'.
- Gather the Spelling Card listed in the Lesson at a Glance for Introduce the Spelling /er/ > 'er'.

➤ Digital Component 1.1

- Create a blank version of the r-controlled vowel chart from Practice /er/ > 'er' (Digital Component 1.1) on chart paper, or use the digital version. You will use this chart throughout the unit, recording each new digraph as it is taught.

Language

- Please remember to add these Tricky Words to the Tricky Word Wall: *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, and *Saturday*.

Universal Access

- Bring in pictures or realia of the following words to use for Introduce the Sound /er/: *purple*, *bird*, *nurse*, *curls*, *shirt*, *skirt*, *birthday*, and *thirsty*.
- Bring in a large calendar to reference both the day of the week and the date for Practice /er/ > 'er'.

Lesson 1: Basic Code

Foundational Skills



Primary Focus

Students will orally produce the sound /er/ at the beginning, middle, and end of words, and will use the /er/ sound as a clue to answer riddles. **TEKS 1.2.A.vii**

Students will read one-syllable words spelled with /er/ > 'er', and will write each word under its corresponding picture. **TEKS 1.2.B.iii; TEKS 1.2.C.i; TEKS 1.2.F**

INTRODUCE THE SOUND /ER/ (10 MIN.)

Sound Riddles

Note: This is a listening exercise, so do not ask students to read or spell the words.

- Tell students that today's sound is /er/ as in *her*.
- Have students say the /er/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /er/ sound at the beginning: *earth, early, earn, urgent*.
- Ask students to repeat a number of words that have the /er/ sound in the middle: *burn, fern, clerk, lurk, circus*.
- Ask students to repeat a number of words that have the /er/ sound at the end: *her, sister, brother, cover, later*.
- Tell students that you are now going to share some riddles, each of which has an answer that contains the /er/ sound.
- Ask students to raise their hands if they think that they know the answer.

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.iii** Decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.



Foundational Skills

Foundational Literacy Skills

Use pictures or realia for each riddle and reference the picture while you are saying the riddle. Allow students to point to the picture to supply an answer and then you say the word.

ELPS 2.C; ELPS 4.F

Purple

1. This is the color of some grapes, and is also the color you get when you mix red and blue.

Bird

2. This is a kind of animal that has wings.

Nurse

3. This is a person who helps a doctor.

Curls

4. Some people have straight hair, whereas others have _____.

Shirt

5. This is a piece of clothing that you wear over the top half of your body.

Skirt

6. This is something that is like a dress, but only covers the bottom half of your body.

Birthday

7. This is a time when you celebrate the day you were born.

Thirsty

8. When you don't eat and drink for a while, you feel hungry and _____.

INTRODUCE THE SPELLING /ER/ > 'ER' (15 MIN.)

Teacher Modeling

- Tell students that you are going to show them how to write the vowel sound /er/.
- Write 'er' on the handwriting guidelines and explain that the two letters work together to stand for the /er/ sound.
- Model writing the spelling two or three more times.
- Turn to **Vowel Code Flip Book page 16** and put the Spelling Card 'er' > /er/ (*her*) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the mid-length power bar means that the /er/ sound is sometimes spelled this way, but not always.

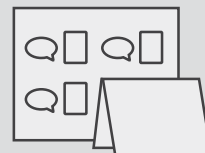
Vowel Code Flip Book

1. /er/ > 'er' (*her*) **page 16**

- Have students trace the spelling on their desks with a pointed finger while saying the sound.



Code Materials





Check for Understanding

Walk around as students trace the 'er' on their desks and listen to make sure students are making the correct /er/ sound.

Support

It can be hard to say the /r/ sound in isolation. Tell students to try not to add a vowel sound before /r/ because this will make it difficult to distinguish the difference between /r/ and /er/. To say /r/, start saying the word *red* and stop before saying the vowel sound.

- Explain that the vowel sound /er/ is not the same as the consonant sound /r/ that they learned earlier.
- Write the words *red* and *her* on the board/chart paper and read both words. Have students listen carefully to the difference between the sound /r/ in the word *red* and the sound /er/ in *her*. Say the /r/ sound rapidly, but stretch out the /er/ sound. This will emphasize the difference between the clipped consonant sound /r/ and the vowel sound /er/.
- Explain that the sound /er/ is not the same as the vowel sound /e/ followed by the sound /r/.
- Write the words *hem* and *her* on the board/chart paper and read both words. Have students listen carefully to the difference between the sound /e/ in the word *hem* and the sound /er/ in the word *her*.

Individual Code Chart

1. /er/ > 'er' (*her*) **page 5**

- Have students find the 'er' spelling on **Individual Code Chart page 5** and trace the code information in blue marker. Tell students that they are using a blue marker instead of green because the /er/ sound has both a consonant and a vowel sound. Remind students that when they see 'er' when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.
- Tell students that whenever the spelling 'er' appears on an activity page or in the Reader for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Note: You may have students who know that some of the words they listened to earlier, such as *nurse*, are written with spellings other than 'er'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /er/ sound. Tell them that they will learn these spellings for /er/ at a later time, and for now they just have to focus on the 'er' spelling.

PRACTICE /ER/ > 'ER' (20 MIN.)

- Distribute Activity Page 1.1.
- Tell students that starting today, they will write the name of the day and the date on their activity pages. The date is the information that tells the calendar day, month, and year.
- Ask students, "What day of the week is today?" Write the day of the week on the board/chart paper, pointing out that the first letter is capitalized.
- Tell students that the day of the week is just one part of the information about the date. Write a comma after the day of the week, and tell students that this comma shows there is more information to come.
- Tell students that you will next write the name of the month and the calendar day (e.g., May 8).
- Write a comma after the calendar day and tell students that the comma means there is one more piece of information to include for the date. Ask students, "We have the day of the week first, and then the month and the calendar day. What is the last part of the information needed for the date?"
 - » *year*
- Write the year. Read the complete date aloud, pausing where there are commas. Point out that there are two commas, one that separates the day of the week from the rest of the date and another that separates the date (or number of the day) from the year. For example, Wednesday, May 8, 2016.
- Have students write the date under their names on the activity page.
- Have students trace and copy 'er' on the activity page.
- Encourage students to say the sound /er/ each time they write the letters.
- Have students look at the back of the activity page. As a class, read the words in the box at the top and identify the name for each picture below.
- Tell students to write each word under its matching picture.

Note: You can refer to the digraph 'er' by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.

Activity Page 1.1



Support

Refer to a large calendar for assistance identifying both the day of the week and the date.

➤ Digital Component 1.1

- To summarize, write the spelling 'er' on the chart you prepared in advance, reviewing its sound /er/. Ask students to provide several examples of words in which 'er' stands for /er/ and write them in the chart.

er	her, verb, term



Activity Page 1.1: Practice /er/ > 'er'

Collect Activity Page 1.1 to review and monitor students' progress with the spelling 'er'. Also check to be certain that the date has been written correctly at the top of the page.

Lesson 1: Spelling Language



Primary Focus: Students will read, spell, and write the Tricky Words *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, *Saturday*, and *would*.

✚ **TEKS 1.2.C.iv**



INTRODUCE SPELLING WORDS (15 MIN.)

TEKS 1.2.C.iv

- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that normally the words will only use the spellings that they have learned, so they can segment and blend each word. This week, however, all of the words are Tricky Words. Remind students that Tricky Words do not follow the rules, so their spellings must be memorized.



TEKS 1.2.C.iv Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

- Tell students that the words are the days of the week, plus one other Tricky Word they have already learned.
- Say the days of the week together as a class. Point out that all of the days of the week end with the word *day*. Write *day* on the board/chart paper and tell students that the 'd' is pronounced as they would expect, /d/, but 'ay' is a spelling they have not learned yet, and it is pronounced /ae/.
- Read and write each spelling word and have students repeat the word after you. Tell students that the names of the days of the week are proper nouns, and ask them, "What do we do to the first letter of proper nouns?" (*We capitalize the first letter of proper nouns.*)

1. Sunday	5. Thursday
2. Monday	6. Friday
3. Tuesday	7. Saturday
4. Wednesday	8. would

Note: Add the new Tricky Words to the Tricky Word wall.

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 End Lesson  
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Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 1.2 and remind them to practice the spelling words throughout the week.

Activity Page 1.2



Lesson 1: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

Note: Throughout this unit, phrases and sentences are included that you may copy on index cards and ask students to read. Phrases and sentences are meant to be read by students. Use any of these at your discretion throughout the school day for a quick break and extra reading practice.

- | | |
|--------------------------|------------------------------------|
| 1. Perch on a branch. | 6. Her mom is at home. |
| 2. herd of sheep | 7. Give him a dime. |
| 3. one big task per week | 8. Perk up! |
| 4. shop clerk | 9. This term will last five weeks. |
| 5. green fern | 10. Is this word a verb? |

MORE HELP WITH R-CONTROLLED VOWELS

Sound Riddles

Note: This is a listening exercise, so do not ask students to read or spell the word answers.

- Gather pictures of *sister*, *brother*, *fern*, *circus*, *burn*, *nurse*, and *earth*.
- Tell students you will read some riddles and that the answers to the riddles contain /er/. Show the pictures as needed for each riddle.
- Ask students to raise their hands if they think they know an answer.

Sister

1. This is a sibling that is not a boy.

Fern

2. This is a type of plant.

Later

3. If you don't have time to do something now, you may do it _____.

Circus

4. This is a fun place to go where you might see clowns or elephants.

Burn (or Hurt)

5. If you touch a hot stove, this might happen to your hand.

Earth

6. This is the planet on which we live.

Nurse

7. This is a person who sometimes works with a doctor.

Brother

8. This is a sibling that is not a girl.

MORE HELP WITH BLENDING /ER/

Teacher Chaining

- Write *perks* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 's' from the word to create *perk*.
- As you make this change, say, "If that is *perks*, what is this?"
- Continue this process of exchanging letters to make new words with the chains in the box.

1. perks > perk > perm > pert > perch
2. terms > term > tern > fern > ferns
3. her > herd > herds

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 547 and 720 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 567 and 733 of those words would be completely decodable.

Students have now learned at least one way to write 41 of the 44 sounds in English.

The sound /er/ is the sixteenth most common sound in English and is found in approximately 18 percent of English words.

The sound /er/ is spelled 'er' approximately 64 percent of the time.

The spelling alternatives 'ir' as in *bird* and 'ur' as in *fur* will be taught later in this grade.

The spelling alternatives 'or' as in *work*, 'ear' as in *learn*, and 'ar' as in *dollar* will be taught in Grade 2.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday have been introduced as Tricky Words so students can practice writing the date.