

Level C: Unit 3, Lesson 1

Lesson Objectives: I can ...

- Read and spell words with an R-controlled vowel sound using spelling-sound patterns.

Decodable Text for this Lesson

- "A Turtle Can Surf!"



In this unit, students build on their knowledge of letter-sound relationships by exploring spelling patterns for R-controlled vowels and all spellings for the long /i/ vowel sound.

Differentiation Ideas

Teacher-directed: Ask scaffolded questions when students are working with a partner or alone. Think aloud to help students understand how you know the answers to these questions.

- The word is *shirt*. How would we read the word *shirt*? What is the vowel? How does the R-controlled vowel change the sound of the vowel?

Practice: Repeat portions of the lesson that would help students to understand the skills.

- Use double-decker Elkonin boxes to blend and segment *quirk*, *squirm*, *firm*, *birch*, *birth*.

Acceleration: Ask students to demonstrate more complex skills that build upon the skills explored in the lesson with a partner or independently.

- Teach your partner how to read and spell words with the R-controlled vowel I-R.

Deletion and Substitution, 5 minutes



Repeat the chant after me!

"It's deletion and substitution time!

We want to change the beginning, middle, and ending sounds!

We want to make a new word."



Say the chant one sentence at a time, allowing students to repeat after you.



Let's practice our substitution skills! When we substitute a sound in a word, we replace the sound with a different sound. The word is *dirt* /d/ /er/ /t/. Now, let's substitute /d/ with /sh/. What is the new word?



Listen and watch as students think of the word. Provide support as needed.



The starting word was *dirt*. Substitute /d/ with /sh/ to get /sh/ /er/ /t/. Yes, the new word is *shirt*. Now substitute /sh/ with /f/ /l/. What is the new word?



Ensure students produce the word *flirt*. Repeat practice as time allows by changing *flirt* to *skirt* by substituting /f/ /l/ with /s/ /k/, then changing *skirt* to *squirt* by substituting /k/ with /kw/.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual syllables in the word while tapping your fingers and emphasizing the word part being substituted. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Level C: Unit 3, Lesson 1

Introduce the Sounds, 5 minutes



The letter R attached to a vowel creates an R-controlled vowel where the R changes the vowel sound. The R-controlled vowel I-R makes the /er/ sound. Examples: /sh/ /er/ /t/ *shirt*, /f/ /er/ /m/ *firm*, /b/ /er/ /d/ *bird*.



Learning new sounds is so cool! Repeat our chant after me!
“It’s time to learn new sounds!
We use the sound rule to help us read!”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s learn a new rule today! In this unit, we’ll look at reading and spelling words with R-controlled vowels and different spellings of long vowel sounds. In this lesson, we’ll read and spell words with the spelling pattern I-R.



Show the **sound letter card** *ir*.



I-R is called an R-controlled vowel. The R changes the sound of the I. Together, I-R makes the sound /er/ like in *shirt*, /sh/ /er/ /t/. First, let’s review our sound letter cards.



Flip through and review all the sound-spelling cards students have learned so far using **sound letter cards**: a, e, i, o, u, wh, sh, ch, ng, ck, ph, qu, ai, ay, ee, ea, igh, c, g, oa, oe, gu, ar, eigh, ei, ey

Blend the Sounds, 5 minutes



Blending sounds helps us read the words smoothly! Repeat our chant after me!
“It’s time to blend the sounds!
It’s time to blend the sounds to help us read the words smoothly!”



Say the chant one sentence at a time, allowing students to repeat after you.



When we blend the sounds in words, we can read the words smoothly. The R-controlled vowel I-R says /er/. Say it with me, /er/.





Listen as students say /er/. Then point to the word *bird*.




I notice that this word has the R-controlled vowel I-R. Underline anything that sticks together. Underline I-R since it sticks together, /er/. As you listen to me decode it, you can chop down your arm.


Level C: Unit 3, Lesson 1

 **DO** Start at your shoulder, and chop/tap the sounds out. When it's time to blend, start back at the shoulder and run your hand smoothly down your arm.


 **SAY** B says /b/. I-R says /er/. D says /d/. /b/ /er/ /d/ *bird*. Segment and blend the word together using **double-decker Elkonin boxes**.


 **DO** Segment and blend the word using the **double-decker Elkonin boxes**. Then point to the word *shirt*.


 **SAY** I notice that this word has the R-controlled vowel I-R. Underline anything that sticks together. Underline I-R since it sticks together, /er/. Underline the consonant digraph S-H /sh/. Listen to me blend this word. /sh/ /er/ /t/ *shirt*. Segment and blend the word together using **double-decker Elkonin boxes**.


 **DO** Take note of which students can accurately name and articulate the sound and which students may need reteaching or additional support.

Read the Words, 5 minutes


 **SAY** When we practice reading the words, it can help us read the words faster and faster. This helps us learn to read smoothly like when we are speaking! Repeat our chant after me!
"It's time to read the words!
It's time to read the words, so we can read smoothly, like we are speaking!"

 **DO** Say the chant one sentence at a time, allowing students to repeat after you. Point to the word *twirl*.


 **SAY** When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see the R-controlled vowel I-R. Underline I-R since it sticks together. I know T says /t/. W says /w/. I-R says /er/. L says /l/. Blend the sounds together to read the word /t/ /w/ /er/ /l/ *twirl*. Your turn. Use **double decker-Elkonin boxes**.


 **DO** Listen as students read the word.

 **SAY** Yes, the word is *twirl*. Look at the next word.

 **DO** Point to the word *thirst*.

 **SAY** Look at this spelling pattern! I see the R-controlled vowel I-R. How will you read this word?

 **DO** Listen as students read the word.

 **SAY** Yes, the word is *thirst* /th/ /er/ /s/ /t/ *thirst*. Look at this sentence.

Level C: Unit 3, Lesson 1



Display the sentence *The bird did a whirl and a twirl before landing.*



Work with your partner to read this sentence. All of the words follow rules you've learned or are high-frequency words. Raise your hand when you have the whole sentence, and I'll be by to listen.



Monitor and assist. Support by asking students to recognize the spelling pattern, prompting students to use the long or short vowel sound, underline letters that stick together, etc. Take note of which students can accurately read the words and which students may need reteaching or additional support. Then read the sentence aloud together as a whole group.

Decode the Words, 5 minutes



Decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! Repeat our chant after me!
"It's time to decode the sounds in the words!"
It's time to decode the sounds in the words so we can read the words!"



Say the chant one sentence at a time, allowing students to repeat after you.



Follow this routine: Underline any letters that go together. Put dots under vowels. Draw the syllable break. Look for spelling patterns. Name any rules that help with pronunciation. Try reading it!



Partner students.



Work together to decode these words: *quirk, squirm, firm, birch, birth*. I'll be by to listen. Use your **double-decker Elkonin boxes**.



Listen as students decode the words. Take note of which students can accurately name and articulate the sound and which students may need reteaching or additional support.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Spell the Words, 5 minutes



When we can spell words, we can share our ideas and be understood. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Repeat our chant after me!
"It's time to spell the words!"
It's time to spell the words to show we understand the rule!"

Level C: Unit 3, Lesson 1



Say the chant one sentence at a time, allowing students to repeat after you.



Listen to the word *swirl*. How would we spell this word? Use your **whiteboards** to write the letters as we sound it out. *Swirl*. I hear /s/ /w/ /er/ /l/. I know the sound /s/ is made by the letter S. I know the sound /w/ is made by the letter W. I know the sound /er/ is made by the pattern I-R. I know the sound /l/ is made by the letter L. Sound out the word and check the letters that you wrote. /s/ /w/ /er/ /l/ *swirl*.



Watch as students spell the word using letter-sound connections.



Yes, to spell the word *swirl* /s/ /w/ /er/ /l/, write S-W-I-R-L. Now I want to make a new word by changing the beginning consonant sounds. What would the word be if we changed the /s/ /w/ sounds in *swirl* to /wh/? Use your **whiteboards**.



Ensure students spell W-H-I-R-L *whirl*. Take note of which students can accurately name and articulate the sound and which students may need reteaching or additional support.



Correction Routine: If students make errors, revisit the spelling for the word with the whole group. For decodable words: Say, "My turn." Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, "Your turn." Guide students to record letters for each sound they hear in the word.

High-Frequency Words, 5 minutes



Some words we can sound out now, some words we'll learn how to sound out later, and some words are rule-breakers so we can't sound them out. Words that show up a lot in books are called high-frequency words. Let's learn some! Repeat our chant after me!
"We see high-frequency words all the time!
Let's figure out how to read them!"



Say the chant one sentence at a time, allowing students to repeat after you.



Let's read our high-frequency words! Today, we're learning two words.



Display the words *earth* and *learn*.



We're learning these words together because they use the same sound-spelling pattern, E-A-R. E-A-R is an R-controlled vowel pattern that says /er/. Using this pattern, we can decode the words. In this first word, E-A-R says /er/. T-H says /th/. Put it all together as /er/ /th/ *earth*. In the second word, L says /l/. E-A-R says /er/. N says /n/. Blend the sounds together as /l/ /er/ /n/ *learn*. Your turn. Use **double decker-Elkonin boxes**.

Level C: Unit 3, Lesson 1



Listen as students read the words. Then review all previously learned high-frequency words.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Decodable Text, 15 minutes



Now let's read using the rule we practiced today! I'm going to read the text aloud to you. Look for words that follow our new rule.



Use the decodable text(s) listed for this lesson to practice using new skills in text. Read the passage aloud, pausing to point to the words used in this lesson and other words that follow the new skill.



Great reading! Do you see the words that we practiced today?



Ensure students are able to recognize words in text that follow the rule. Then, read the text again, reading straight through.



Now you're going to help me read. I'll read a phrase at a time, and you will echo-read after me.



Echo-read the text, line by line or phrase by phrase. Take note of any students who need additional support or reteaching.

Response to Text, 10 minutes



Great work today! We learned a new rule to help us read words. Then we practiced the new skill by reading. Now we're going to discuss some comprehension questions.



Use these text-dependent questions to discuss the text. Take note of any students needing additional support or reteaching.

1. Why did Irma love surfing?
2. What did Irma do to practice surfing?
3. How do you think Irma felt when the other animals were shocked to see her surfing?