

Date: _____

Decoding R-Controlled Vowels *er/ir/ur*

PLAN

Component: Decoding

Instructional Activity: Decoding Words with *er, ir, ur*

Materials Needed: sound-spelling cards, whiteboards, markers



Approximate Time:
7 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn a new vowel pattern. In this vowel pattern, called an *r-controlled vowel*, the vowel is spelled with a combination of one or two vowels and the consonant *r*. When an *r* follows a vowel, it changes the sound the vowel makes. The vowel and the *r* work together to make a new sound, called an *r-controlled vowel* sound. In this lesson, we're going to look at *r-controlled vowel* patterns with *er, ir, and ur* pronounced /ər/ as in *bird*.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

A *syllable* is a chunk of a word that contains one vowel sound. Write *er, ir, and ur* on the board. Point to the letters as you explain: If a syllable includes a *vowel* followed by *r*, the syllable is called an *r-controlled syllable*. When an *r* follows a vowel, it changes the sound the vowel makes. The vowel and the *r* work together to make a new sound, called an *r-controlled vowel* sound.

When *r* follows the vowels *e, i, or u*, the new sound is /ər/. What's the new sound? Students: /ər/

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Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for /ər/. Point to the picture at the top of the card.

- The sound is /ər/. The key word is _____.
- The sound /ər/ cannot be held. Listen: /ər/.
- Point to the spelling pattern on the card. The sound /ər/ can be spelled *er, ir, or ur*.
- *er, ir, and ur* come in the middle or at the end of a word or syllable.

Now, watch and listen as I sound out and read some words containing /ər/ spelled *ir, er, or ur*.

Write the word *surprise* on the board. I can see that this word has multiple vowel patterns and syllables. I'm going to use the Reading Big Words strategy to figure out this word.

First, I underline the vowels in the word. Underline *ur* and *i_e*. Prompt: Remember, I underline *u* and *r* together because when an *r* follows a vowel, the vowel and the *r* work together to make a new sound, called an *r-controlled vowel*. I also see a silent *e* syllable; When a single vowel is followed by a single consonant and a final silent *e* in a word, the vowel makes its long sound.

I look at what I've underlined in the word. There are two vowel patterns in the word: *ur* and *i_e* (*i blank e*). That means the word has two syllables. I'll draw a line under the *ur*. This is an *r-controlled syllable* because the *r* follows *u*, and the letters work together to make a new sound /ər/. I also draw a line under the *i* and *e*.

Now, I look around each vowel to see what letters I would put together to make a syllable, then scoop under each syllable. (Note: If students have already been taught how to divide syllables in a word, they will know to scoop under *sur* and *prise*. If not, they may suggest scooping under *surp* and *rise*. Model the way you think students will follow.)

I sound out and read each syllable. Point under each letter as you say its sound: /sər/ -- *sur-* /prɪrɪss/ -- *-prise*

I put the two syllables together: *surprise*. The word is *surprise*. I ask myself, does the word *surprise* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly!

I DO IT!

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WE DO IT!

Provide guided practice.

Let's try it together!

Write the word *perfect* on the board.

Do you see an r-controlled vowel in the word? What letters work together to make an r-controlled vowel sound? Students and teacher: *yes—er*

What kind of syllable is it? Students and teacher: *r-controlled vowel syllable*

What sound does *er* make? Students and teacher: */ər/*

Sound out and read each syllable. Point to each letter as you say its sound. Students and teacher: */pər/ --per-- /ffěěct/ --fect--*

Now we put the two syllables together: Students and teacher: */pərffěěct/*. **The word is *perfect*.**

Repeat the routine using these words: *turnip, burger, birthday*.



If students need support with:	Then try this:
Decoding multisyllabic words with <i>er, ir, and ur</i>	Model and practice with single syllable words first: <i>skirt, burn, fern, curb, perch, third</i> .

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YOU DO IT!

Provide independent practice.

Now it's your turn to do it on your own!

Write the word *sunburn* on the board.

Do you see an r-controlled vowel in the word? What letters work together to make one vowel sound? Students: *yes—ur*

What kind of syllable is it? Students: *r-controlled vowel syllable*

What sound does *ur* make in this word? Students: */ər/*

Sound out and read each syllable. Students: */sssüünnn/ --sun-- /bərnnn/ --burn--*

Put the syllables together. Students: */sssüünnnbərnnn/ --sunburn--*

Repeat the routine using these words: *chapter, return, thirst, serpent, disturb, firm.*



If students need support with:	Then try this:
Decoding vowel sounds correctly (including r-controlled vowels)	Encourage students to “flex” the sound by trying other possible sounds for the vowel until they find the word that makes sense.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with r-controlled vowel patterns, consider moving to the instructional protocol for encoding words with r-controlled vowel patterns.