



## Daily and Supporting Learning Targets

- Opening A: I can identify how the bossy “r” changes the vowel sound in a word. (RF.1.3)
  - I can decode words with other vowel patterns like “igh” and r-controlled vowels.
- Work Time A: I can read and spell CVC, CCVC, and CVCC words with an r-controlled vowel. (RF.1.2, L.1.2)
  - I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.
  - I can decode words with other vowel patterns like “igh” and r-controlled vowels.

## Ongoing Assessment

- Observe students during Work Time.
  - Determine whether they can identify words using the patterns learned in this cycle.

## Agenda

1. **Opening (3–5 minutes)**
  - A. Bossy “r” Sounds: /ər/ Sound with Spelling Pattern “ir,” “er,” and “ur”
2. **Work Time (10 minutes)**
  - A. Chaining: Decoding /ər/ Words Spelled with “ir,” “ur,” and “er”
  - B. Chaining: Encoding /ər/ Words Spelled with “ir,” “ur,” and “er”
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Groups Instruction and Rotations (40 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - Letter Formation chart with visuals
  - Bossy “r” anchor chart (/ər/) (see supporting materials)
  - “Bossy ‘r’ Triplets” story (optional)
  - Snapshot Assessment (optional)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- blend, decode, proficient, bossy “r” (L)

## Materials

- ✓ “Bossy ‘r’ Triplets” story (optional)
- ✓ Bossy “r” anchor chart
- ✓ Whiteboards or sheet protectors with white cardboard inside (one per student or pair)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Movable letters (from Lesson 96)
- ✓ Letter Formation chart (for teacher reference; see Lesson 96)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Bossy “r” Sounds: /ər/ Sound with Spelling Pattern “ir,” “er,” and “ur”

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Sit down and come together, together, together. Sit down and come together, together, right now. It’s time to make three sounds and blend them together. Let’s listen to each sound now, and blend them to make a word.”*
- Begin the Bossy “r” Sounds instructional practice:
  1. Teacher says: “Last week, you learned that the bossy ‘r’ makes the /or/ sound and the /ar/ sound. Today, we will learn about another sound the bossy ‘r’ makes. We’ll identify the sound and examine the ways the words are spelled. Knowing the different ways a sound can be spelled will help us become better readers and spellers.”
  2. Teacher says the following words aloud, pausing between each word: “term,” “curb,” “bird.”
  3. Teacher asks:  
*“What middle sound do you hear?” (/ər/)*
  4. Teacher says: “Right! We hear the /ər/ sound in all three words. The bossy ‘r’ makes this sound.”
  5. Teacher says: “If all three words have the same middle sound, I wonder if they are spelled the same.”
  6. Teacher writes the list words on the board. Teacher asks:  
*“What do you notice about the way these words are spelled?” (Each word is spelled with a different vowel following the letter “r” [“ir,” “er,” “ur”].)*
  7. Teacher says: “Next to the bossy ‘r,’ the letters ‘u,’ ‘e,’ and ‘i’ are called ‘triplets’ because they are different letters, but they make the same sound next to the bossy ‘r.’ Let’s see if we can find these triplets in other words!”
  8. Teacher writes the following words: “perk,” “church,” and “whirl.”
  9. Teacher asks:  
*“What sound do the triplets make in these words?” (/ər/)*

10. Teacher says: "That's right! The triplets, 'er,' 'ir,' and 'ur' make the /ər/ sound. The 'r' tells the vowels what to do to make a new sound. Today, we will learn words where the bossy 'r' is the star. Learn this sound and you will go far!"
11. Teacher shows students the **Bossy "r" anchor chart**. Teacher writes "perk," "curb," and "whirl" on the anchor chart under the sound /ər/ to indicate that all of these words make the same sound.

### Meeting Students' Needs

- If students require further instruction in the concept of the "triplets," consider reading them the Bossy "r" Triplets story.

## Work Time

### A. Chaining: Decoding /ər/ Words Spelled with "ir," "ur," and "er"

- (Suggested transition song, sung to the tune of "The More We Get Together"):  
*"Now it's time to decode words using the letter-sound connections; now it's time to decode words; be careful, watch for a change."*
- Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers**.
- Begin the Chaining instructional practice:
  1. Teacher shows the word with **movable letters**: "stern."
  2. Teacher says: "This word has the bossy 'r' next to the 'e.' It makes the /ər/ sound in the middle. If I can blend all the sounds, I will pronounce the word: 'stern.'"
  3. Teacher points to each letter from left to right, making the /ər/ sound while sliding under the "er" letters.
  4. Students write the word on their whiteboards: "stern," emphasizing proper letter formation (see **Letter Formation chart** for suggested formation of each letter).
  5. Students point to each letter from left to right, making each sound and blending to pronounce the word: "stern."
  6. Teacher removes the "st" and replaces it with an "f."
  7. Teacher asks:  
*"How has the word changed?" (The first letter is an "f" instead of "st.")*  
*"How has the word stayed the same?" (The "-ern" is the same.)*
  8. Students erase the "st" and write an "f" in its place to form the new word: "fern."
  9. Students point to each letter from left to right, making each sound and blending to pronounce the word: "fern."
  10. Teacher repeats steps 4–9 with the words "germ," "girl," "thirst," "birth," "burn," "fur," "hurl."
  11. Teacher asks: "What sound do all of these words have in common?" (/ər/)
  12. Teacher says: "Yes! They all make the same sound. The spelling patterns 'ir,' 'er,' and 'ur' are triplets because they all make the same /ər/ sound but are spelled differently."
  13. After teacher adds the last word to the list and students decode it, he or she guides students to read the entire list of words (as a group and/or individual volunteers).

### Meeting Students' Needs

- Consider extending this activity to include multisyllabic words if students are familiar with the bossy "r":
  - "fever," "fiber," "pattern," "laser," "cover"
  - "disturb," "cursed," "return," "furnish"
  - "confirm," "whirlwind," "songbird," "circus"

## Work Time

### B. Chaining: Encoding /ər/ Words Spelled with "ir," "ur," and "er"

- (Suggested transition song, sung to the tune of "The More We Get Together"):  
*"Now it's time to spell the words, using letter-sound connections. Now it's time to spell the words; be careful, listen for the sounds."*
- Continue with the Chaining instructional practice, now focusing on the encoding portion:
  1. Teacher says the first word: "stern."
  2. Students say "stern."
  3. Teacher writes the letters that correspond to each sound on the board, emphasizing proper letter formation (see **Letter Formation chart** for suggested formation of each letter): "s-t-e-r-n."
  4. Teacher covers the word "stern."
  5. Students write the word on their whiteboards from memory: "stern."
  6. Teacher uncovers the word.
  7. Students check their spelling.
  8. Students erase their whiteboards.
  9. Teacher repeats steps 1–8 with remaining words: "fern," "germ," "girl," "thirst," "birth," "burn," "fur," and "hurl."

### Meeting Students' Needs

- Consider asking students to identify the bossy "r" and vowel in each word by underlining it.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that successful learners keep track of and reflect on their own learning. Point out that they are doing this each time they consider how what they did today helps them become more proficient readers.
- Invite students to reflect and share with a partner (or whole group).

- Ask:

*“What did you do today that is helping you become a more proficient reader?”  
(Responses will vary. Example: “I matched sounds to letters to blend sounds together to make a word.”)*

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - “When I made the sounds for the word \_\_\_\_, I \_\_\_\_.”
  - “When I wrote the letter \_\_\_\_, I \_\_\_\_.”
  - “When I blended the sounds \_\_\_\_, I \_\_\_\_.”

### Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with the Pre-Alphabetic and Partial Alphabetic groups. Teacher may meet briefly with the Full and Consolidated groups to provide a weekly Word List and exit ticket or possibly set up a management system allowing these students to find the list and exit ticket and begin to work independently.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document for more details (see K–2 Skills Resource Manual).*

#### Pre-Alphabetic:

- Aim small group instruction at building students' knowledge and skills of letter identification and phonological awareness.
- Use the Assessment Conversion chart to determine appropriate Kindergarten lessons and Activity Bank ideas to use in daily small group instruction.

#### Partial Alphabetic:

- Students in the early to middle Partial Alphabetic (PA) phase may need to spend more time with vowel sound patterns than the whole group lessons provide. Those working within the middle to late PA phase may be comfortable using the vowel patterns introduced in this cycle. If so, small group work may include extended practice of work time.
- Suggestions for working with students at the early to middle PA phase:
  - Spend time on lessons and/or patterns from a previous cycle that may need more practice. Consider using the Assessment Conversion chart to determine an appropriate previous cycle.
  - Related Activity Bank suggestions:
    - An Activity Bank activity from the Vowels category (V)

#### Full and Consolidated Alphabetic:

- Establish weekly Word Lists and exit tickets for independent work time. See supporting materials.

■ **Additional Supporting Materials:**

- Word List Guidance (for teacher reference)
- Word List (one per student or per pair)
- Word Card Template (one per student or per pair)
- Sorting Words Template (one per student or per pair)