Chapter 16 – ‘R’ controlled vowels – ir and ur

**ir**

fir firm first irk sir bird third dirt girl shirt third chirp whirl stir flirt skirt first birth twirl squirm squirt shirk mirth firm smirk birch swirl

thirty thirsty dirty birthday skirmish squirrel confirm ladybird admire Shirley Irwin Irma

**ur**

fur spur blur slur burn burp turn spurn burr purr hurt curt spurt lurk nurse purse surf spurn church lurch burst curl curve turtle purple blur spur slur curd furl hurl lure pure sure blurt churn slurp

jury murky sturdy murder suburb surpass surplus disturb disburse concur perturb further Thursday Saturday occur sulfur blurry flurry plural absurd burden burglar burglary figure Ursula Burke Burgess

adventure creature  
*(The ‘ture’ ending /chur/ is covered later, but the children should be able to blend these words.)*
Chapter 16

This lesson continues the r-controlled vowels. The letter ‘r’ is very strong and usually changes the sound of the vowel ahead of it.
‘er’, ‘ir’ and ‘ur’ all make the /r/ sound.

Words to Blend
See the words on the previous page.

Lesson 1 – teaching ‘ir’ and ‘ur’

Review –
Flash the sound cards.
Review ‘er’.

Teach ‘er’
The letter ‘r’ is sometimes called a ‘bossy r’. When a vowel comes before an ‘r’ the vowel sound is changed. ‘er’ makes the /r/ sound, and so do ‘ir’ and ‘ur’.
When the /r/ sound is at the end of a 2 or more syllable word, the sound is usually spelled with the ‘er’, but there is no rule of when to use ‘ir’ and ‘ur’.
Print some of the words from the previous page and blend them. The ‘ir’ is one sound, as is ‘ur’.

Syllabication
Review the simple syllable division rules:
Every syllable has one vowel sound.
A one syllable word is never divided.
Divide a compound word between the two word parts. birth-day
Consonant blends and digraphs are never divided. hand-ed bath-ing
When two or more consonants come between two vowels in a word, it is usually divided between the first two consonants. sis-ter hun-gry
If a single consonant comes between two vowels in a word, it is usually divided after the consonant if the first vowel is short (closed syllable), and before the consonant if the first vowel is long (open syllable). cab-in ba-con

Blending
Give the children sheet 16.1 and practice blending the words. The students can work in pairs or small groups, reading the words to each other.

Conclusion
Discuss ‘er’, ‘ir’ and ‘ur’ and the ‘bossy r’ concept.
Lesson 2 – decoding words with ‘ir’ and ‘ur’

Review
Flash the sound cards and add the ‘ir’ and the ‘ur’ cards.

Re-Teach
Discuss ‘er’, ‘ir’ and ‘ur’ and the ‘bossy r’ concept.

Blending
Show a number of words from the word list and decode them, discussing the sound of the vowel.

Spelling With the Sounds
Practice spelling some of the words from the word list. Stretch the word to separate the sounds. Ask, “What sound is at the beginning of the word? Do you hear a vowel sound? (There is no vowel sound in the syllable with the r-controlled vowel…….) What is the ending sound? Raise a finger of the left hand for each sound as the sounds are said. Discuss the /r/ sound as spelled ‘ir’ and ‘ur’.
Give the children individual chalkboards and dictate words, discussing the order of the sounds. Change beginning, medial and ending sounds to form new words.

Reading With the Sounds
Give the children sheet 16.2. Read the sentences together, blending unknown words. Have the children read the page in partners or groups and to you or another adult.

Conclusion
Discuss ‘er’, ‘ir’ and ‘ur’ and the ‘bossy r’ concept.
Lesson 3—reading

Review –
Flash the sound cards.

Blending
Discuss ‘er’, ‘ir’ and ‘ur’ and the ‘bossy r’ concept.
Review blending procedures. Practice blending some of the words from this lesson.

Reading
Print these sentences and phrases for the children to read.

Was the bird chirping?
I was the first person in church.
It is Shirley’s birthday on Saturday.
Irma is in a shirt and purple skirt. Irma likes to twirl.
The squirrel disturbed the turtle.
Irwin is first, Burke is second and Shirley is third.
I am going to have an adventure on Saturday.
The nurse had a purse.

Give each student the Lesson 16 book. If your students blend well, they can read the book independently. If they have some difficulty, read the book together, modeling the blending and reading on each page. Have the children read the book to each other and to an adult.

Follow-Up
Discuss ‘er’, ‘ir’ and ‘ur’ and the ‘bossy r’ concept.
### R-controlled vowels - 'ir' and 'ur'  

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Reading

The bird sat on a branch of an birch tree.
He burst into song with a chirp, chirp, chirp.
He disturbed a squirrel perched nearby.
The squirrel was in a fir tree.

Shirley is a little girl.
Shirley has a purple skirt and a purple shirt.
She likes to twirl and whirl.
Her skirt is a blur!

The bird looked for bugs in the dirt.
He got dusty and dirty.
He ate thirty bugs!
Did he eat a ladybird?
It made the bird thirsty.

Irma was having a birthday last Saturday!
Children were invited.
Shirley came first and gave Irma a purse.
Burgess came second and gave her a hamster.
Ursula came third and gave Irma a shirt.
Irma burst a balloon. That was absurd!
The children ate cake. They were thirsty.
Shirley got her purple skirt dirty.
Thanks for the birthday, Irma!
Ursula's Birthday
On Saturday it was Ursula’s birthday. Ursula was having a birthday party! On Thursday she sent invitations to Shirley, Irma, Irwin and Burke. It was going to be an Adventure Party! The invitations asked that we send a note to confirm, and we all did.

On Saturday we came to the party. Shirley and Irma had party skirts on. The girls had pretty skirts that swirled.

Irwin and Burke had swell shirts. Irwin’s shirt was green and Burke’s shirt was purple. We danced in our party outfits.
We played games at the party! It was an Adventure Party, so we had a treasure hunt. We had a map and we had clues to find the treasure. The treasure was in the garden in a purse! It was peanuts for all the kids. We giggled and thought it was a good thing the squirrels didn’t find the treasure first!

We played other games, too! We played Hide and Go Seek, and Pin the Tail on the Donkey. We had some races. Ursula was very fast and was first in the races.
After the games we had lunch. We had hotdogs and pizza. Then we had a birthday cake! It was big and had candles on it! We sang "Happy Birthday" to Ursula. Ursula got her cake first, as it was her birthday.

After the cake, Ursula opened her gifts. She got some swell gifts! She got books and a doll and a soccer net! She was happy and thanked us for the gifts.

Then it was time to go home. We had lots of fun at Ursula’s birthday party!