

Lesson 23 IR

Objective

This lesson teaches phonogram ir and words containing ir.

You Will Need

- Roar into Spelling* pages 167-172
- Sound Card 51
- letter tile ir
- Word Cards 161-170
- Phonogram Card 51

Before You Begin

Preview Phonogram IR

Phonogram ir says /er/ as in *first* and is the third most common spelling of /er/. Read the following examples and listen for the /er/ sound.

first thirty bird shirt circle

When we practice the Phonogram Card for ir, we say “/er/ as in *first*.” This phrase distinguishes ir from the other ways of spelling /er/, such as er.



The ir tile is stored under the Sound of /er/ category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ir phonogram sound.

Review



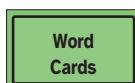
Review a selection of Phonogram Cards from behind the Review divider in your student’s Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.

Review

(continued)



Are you remembering to shuffle the Word Cards before dictating them? Dictate review words with a variety of patterns.



Read through the Word Bank for UR and the Word Bank for EA (/ē/).



Build the word **v** **o** **t** **ed**.

“Read this word.” *Voted.*

“What is the base word?” *Vote.*

“What is the suffix?” *Ed.*

“How many syllables?” *Two.*

“Label the syllables.” *Student uses the Open and Closed tags.*

New Teaching

Teach Phonogram IR

“We have a new tile today.”

Move the **ir** tile into the workspace.

“This phonogram says /er/. Repeat after me: /er/.” *Student repeats the sound.*

“Tiles for the sound of /er/ are stored in their own category, Sound of /er/.” Point to the category label.

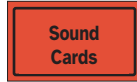


Take out Phonogram Card 51 and practice it with your student. Be sure to say the full phrase: “/er/ as in *first*.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

New Teaching

(continued)

Teach Sound Card 51



Take out Sound Card 51.

“I am going to dictate a sound. Write the two letters that work together to make that sound.”

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in her dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.

Teach Words with IR

“Repeat these words after me and listen for the /er/ sound: *girl, circle, shirt.*” *Student repeats the words.*

“In each of these words, the /er/ sound is spelled with ir.”

Build the word **d** **ir** **t**.

“Read this word.” *Dirt.*

“What does the ir say?” /er/.

“Good. There are several ways to spell the sound of /er/, and ir is the third most common way.”

“I will dictate some words for you to spell. The /er/ sound in each of these words is spelled with ir.”

Dictate the following words.

birth

shirt

bird

third

Label Syllable Types

Build the following words with letter tiles. Have your student divide the words into syllables where necessary and label with the proper syllable tags.

<p>birthday</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Bossy R Syllable</div> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Vowel Team Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">b</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> <div style="background-color: #0070c0; color: white; padding: 2px;">th</div> </div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">d</div> <div style="background-color: #d62728; color: white; padding: 2px;">ay</div> </div> </div>	<p>thirteen</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Bossy R Syllable</div> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Vowel Team Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">th</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> </div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">t</div> <div style="background-color: #d62728; color: white; padding: 2px;">ee</div> <div style="background-color: #0070c0; color: white; padding: 2px;">n</div> </div> </div>
<p>thirty</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Bossy R Syllable</div> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Open Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">th</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> </div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">t</div> <div style="background-color: #d62728; color: white; padding: 2px;">y</div> </div> </div>	<p>stir</p> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3; margin-bottom: 5px;">Bossy R Syllable</div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">s</div> <div style="background-color: #0070c0; color: white; padding: 2px;">t</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> </div>

Spell Word Cards 161-170

Dictate the words and have your student spell them in her dictation notebook.

When dictating the word *thirty*, pronounce for spelling. Enunciate the second t for correct spelling.

<small>Spelling Level 3 Lesson 23 - Word Card 161</small> girl	<small>Spelling Level 3 Lesson 23 - Word Card 163</small> birthday	<small>Spelling Level 3 Lesson 23 - Word Card 165</small> shirt	<small>Spelling Level 3 Lesson 23 - Word Card 169</small> bird
<small>Spelling Level 3 Lesson 23 - Word Card 165</small> dirt	<small>Spelling Level 3 Lesson 23 - Word Card 166</small> circle	<small>Spelling Level 3 Lesson 23 - Word Card 167</small> first	<small>Spelling Level 3 Lesson 23 - Word Card 168</small> third
<small>Spelling Level 3 Lesson 23 - Word Card 169</small> thirteen	<small>Spelling Level 3 Lesson 23 - Word Card 170</small> thirty		

File the Word Cards behind the Review divider in the Spelling Review Box.

New Teaching

(continued)

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

birth (date of birth)	sir	firm	stir
circus	whirl (whirl around)	skirt	thirsty
dirty	whir (whir of wings)	twirl	birch
swirl			

Complete Activity Sheet (Optional)

“Let’s find out how this laundry got so dirty!”



Dirty Shirts

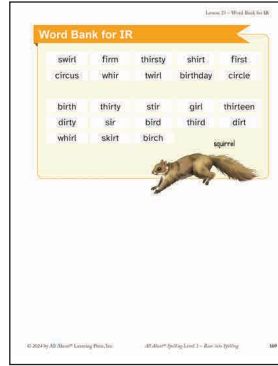
Remove pages 167-168 from the *Roar into Spelling* activity book.

Cut out the cards and place them in a pile with the dirty shirts facing up.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on one of the cards. If she spells the word correctly, turn over the card to reveal the activity that resulted in the dirty shirt.

Continue until your student has gathered all the laundry and practiced all twelve words.

Read Word Bank for IR



Turn to page 169 in the activity book.

Have your student read through the Word Bank for IR to improve visual memory. Since there are multiple ways to spell the sound of /er/, we want students to become very familiar with the words in this Word Bank before the next spelling is introduced.

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in her dictation notebook.

That girl has thirty yellow skirts.

His third birthday party was so fun!

I am drawing a circle in the dirt.

Sir Ben has a white shirt on.

The thirsty quail drank from a puddle.

We planted thirteen birch trees.

Did you swirl the cream into the cake mix?

Which one do you want to eat first?

I hear the whirl of bird wings.

The circus tent was a bit dirty.

These muffins are firm yet moist.

I saw the leaf whirl and twirl in the wind.

New Teaching

(continued)

Writing Station

Turn to page 171 in the activity book.

Dictate the words below and have your student write the words on the five lines provided. For many students, it is easier to write the base word first and then add the suffix.

Then have your student create original sentences using the new words and write them on the lines provided.

stirring

handful

scrapes

swirled

baker

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 172 of the activity book.

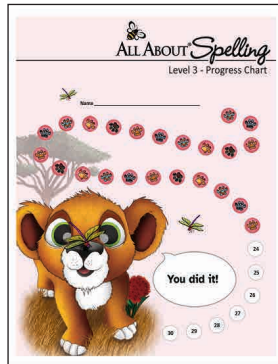
“You can spell *bird*. Now spell *birdlike*, as in *Mrs. Teazle is a birdlike woman with small eyes.*” Student writes *bird* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable(s).

1. **birdlike** Mrs. Teazle is a birdlike woman with small eyes.
2. **headfirst** He dove headfirst into his scuba diving hobby.
3. **encircle** Nine cypress trees encircle our house.
4. **birthstone** She gave me a necklace with my birthstone in it.
5. **confirm** Can you confirm that you’ll be here by noon?
6. **skirted** We skirted the bulls and ran to the barn.
7. **aswirl** The sky is aswirl with snowflakes!
8. **dirtying** He keeps dirtying the porch with his muddy boots.
9. **sweatshirt** My sister brought me a sweatshirt from college.
10. **whirlpool** The water spiraled in a whirlpool by the drain.
11. **firmament** Look how the stars twinkle in the firmament!
12. **twirlers** The baton twirlers led the parade.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have her mark Lesson 23 on the Progress Chart and move on to the next lesson!

