

## LESSON 75

*Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.*

*Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:*

**er, ir, ur**

Explain that **er**, **ir**, and **ur** all make one sound, the “er” sound (as in “term,” “bird,” and “burn”). This means that students will pick among spellings based on memory rather than sound. When students make spelling mistakes such as “burd” for “bird,” remind them that misspellings are not uncommon when different letter combinations make the same sound.

*Words to read and write:*

<b>term</b>	<b>bird</b>	<b>burn</b>
<b>fern</b>	<b>dirt</b>	<b>fur</b>
<b>clerk</b>	<b>girl</b>	<b>turn</b>
<b>perch</b>	<b>firm</b>	<b>curl</b>
<b>jerk</b>	<b>irk</b>	<b>churn</b>
<b>bumper</b>	<b>twirl</b>	<b>surf</b>
<b>sister</b>	<b>first</b>	<b>church</b>
<b>teacher</b>	<b>third</b>	<b>curb</b>
<b>her</b>	<b>stir</b>	<b>blur</b>
<b>were</b>	<b>squirm</b>	<b>blurt</b>
<b>ever</b>	<b>virtual</b>	<b>furnished</b>
<b>never</b>		<b>Thursday</b>
<b>September</b>		
<b>checkered</b>		
<b>number</b>		

*Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:*

**eight<sup>1</sup>**

*Have the student read:*

**At eight o'clock, Meg knew that it was time to turn off the TV and get her work done for school.**

**The fire burns until the log is gone.**

**That girl has a cute, new shirt.**

**A few birds were perched on the branch of the tree by the stream.**

*Have the student write from your dictation:*

Fern saw eight birds on the phone line, and they were all chirping.

My new skirt makes me feel like whirling and twirling.

Let us not fight about it! We can take turns for who goes first.

The fast runner stole third base.

Use a bike helmet when you ride or you could get hurt.

*More sentences for practice:*

**Mrs. Valentine puts curlers in her hair for church.**

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<sup>1</sup> **eight**: **eigh** making the long "a" sound will be decodable in Lesson 119; **t** is decodable

**The preacher asked us not to distract others by squirming in our seats in the big church.**

**Mr. Bert was our long-term substitute, and we missed him after he was gone because he was entertaining and kind.**

**The teacher told us to hold up our hands to speak rather than blurting out our answers.**

**In winter, birds are quiet, but in spring they chirp and sing, sometimes even at night.**

**“Like a hot knife through butter” means something done well and with ease.**

*Choose any of the stories in [Group 4 \(First Vowel Teams Stories\)](#), [Group 3 \(Open-and-Closed-Syllable Stories\)](#), and [Group 2 \(Silent-E Stories\)](#) for a “triple read.”*

## Student View

term	bird	burn
fern	dirt	fur
clerk	girl	turn
perch	firm	curl
jerk	irk	churn
bumper	twirl	surf
sister	first	church
teacher	third	curb
her	stir	blur
were	squirm	blurt
ever	virtual	furnished
never		Thursday
September		
checkered		
number		

eight

At eight o'clock, Meg knew that it was time to turn off the TV and get her work done for school.

The fire burns until the log is gone.

That girl has a cute, new shirt.

## Student View

A few birds were perched on the branch of the tree by the stream.

Mrs. Valentine puts curlers in her hair for church.

The preacher asked us not to distract others by squirming in our seats in the big church.

Mr. Bert was our long-term substitute, and we missed him after he was gone because he was entertaining and kind.

The teacher told us to hold up our hands to speak rather than blurting out our answers.

In winter, birds are quiet, but in spring they chirp and sing, sometimes even at night.

“Like a hot knife through butter” means something done well and with ease.