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:*

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

eight¹

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.

¹ 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.”
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The fire burns until the log is gone.

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Student View

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