

## LESSON 73

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

*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:*

**new, few<sup>1</sup>**

*Have the student read:*

**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:*

**A few birds are 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:*

**My mom used to put curlers in her hair for school.**

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<sup>1</sup> **new** and **few**: **n** and **f** are decodable; **ew** making the long “u” sound will be decodable in Lesson 109

**The preacher asked the children not to distract others by squirming in their 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 and not to blurt 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.”*

term	bird	burn
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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		
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new

few

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.

My mom used to put curlers in her hair for school.

The preacher asked the children not to distract others by squirming in their 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 and not to blurt 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.