LESSON 76

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

New material: Using er as a suffix

Explain that er often occurs in words that describe an occupation (as in “banker”) and at the end of adjectives to describe intensity (as in “faster”).

In a word with a short vowel and a single consonant, the consonant is doubled before adding er to keep the vowel sound short:

- batter
- runner
- flatter
- matter
- hatter
- bitter
- fitter
- thinner
- dinner
- litter
- hitter

In other cases, er is simply added to the word:

- twirler
- sister
- camper
- maker
- hiker
- boater
- teacher
- bluster
- blister
- subscriber
- thicker

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:

- person, son

Have the student read:

My sister invited a new person to our Sunday dinner.

After the teacher explained the math problems again, the students did much better.

1 son and person: s is decodable; o making the “uh” sound is irregular; n is decodable; per is decodable
A bitter fight will **sometimes** start with a misunderstanding and end with a **laugh**.

The backpackers invited us **to** share their campfire.

*Have the student write from your dictation:*

Her **son** is a runner on the school’s track team.

The person you **should** talk to about the missing quiz is your teacher.

She **was** flattered to be invited **to** the picnic.

Can you trust what that person will do when it matters?

*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.”*
My sister invited a new person to our Sunday dinner.

After the teacher explained the math problems again, the students did much better.

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The backpackers invited us to share their campfire.