

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
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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, son¹

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."

Student View

batter runner flatter matter hatter bitter fitter thinner
dinner litter hitter

twirler sister camper maker hiker boater teacher
bluster blister subscriber thicker

person

son

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