

Support for English Learners

Unit 8, page 60: More Vowel + /r/ Sounds

Some students may have difficulty identifying and pronouncing the vowel + /r/ sounds /ûr/ and /îr/.

Listen

Explain that when a vowel is followed by *r*, the vowel blends with the *r* to make a sound that is not short or long. Say: *The vowel + r sounds in the Basic Word burnt is pronounced /ûr/. Say /ûr/, elongate the /ûr/ sounds alone and as part of the word burnt, then say burnt.*

Say: *Now let's listen to another Basic Word that has the vowel + r sounds. The vowel + r sounds in the Basic Word smear is pronounced /îr/. Say /îr/, elongate the /îr/ sounds alone and as part of the word smear, then say smear.*

Speak and Read

Say: *Let's practice saying some words with the /ûr/ sounds. Repeat the above procedure, using the words burnt and squirm, and have students repeat after you. Continue with the /îr/ sounds and the Basic Words smear and appear.*

Write the Basic Words *nerve, burnt, swirl, earth, and worship* on the board. Have a volunteer read each word aloud. Say: *The /ûr/ sounds can be spelled e-r, u-r, i-r, e-a-r, or o-r.* Have a volunteer circle the spelling of the /ûr/ sounds in each word.

Write the Basic Words *peer* and *smear* on the board and read them aloud. Say: *The /îr/ sounds can be spelled e-e-r and e-a-r.* Have a volunteer circle the spelling of the /îr/ sounds in each word.

Spell

Beginning/Preproduction Write the Basic Words *earth, nerve, swirl, weary, career, worship, and burnt* on the board. Have students come to the board and circle the vowel + *r* spelling in each word. Have them copy the words into their word-study notebooks. Ask: *What is the vowel + r spelling in (nerve)?*

Early Production/Speech Emergent Have students choose five Basic Words and write them in their word-study notebooks. Have them circle the letter *r* in each word and underline the vowel or vowels that come before the letter *r*. Then have volunteers say the words aloud, elongating the /ûr/ or /îr/ sounds.

Intermediate/Advanced Have students choose three Basic Words and write them in their word-study notebooks. Have them write a sentence for each Basic Word, underline the Basic Word, and circle the spelling for the /ûr/ or /îr/ sounds. Ask volunteers to read their sentences aloud.

Sort

Pair students of different proficiency levels. Write the Basic Words *sturdy, alert, research, volunteer, weary, swirl, further, and career* on the board. Have students copy and complete the chart below into their word-study notebooks.

/ûr/ Sounds	/îr/ Sounds