

phonics, predicting spelling,  
writing words, spelling word  
patterns, visual skill building,  
writing sentences, proofreading

Mon



Write on the chalkboard: *It was her first turn at bat.*

Ask students to identify the /er/ words (*her, first, turn*).

Point out that a vowel followed by *r* stands for a new

sound. Ask students what they can tell you about /er/

(can be spelled *er, ir, ur*). Provide students with paper/

pencil. Demonstrate folding the paper lengthwise into

three columns. Have students label the columns *er, ir,*

and *ur*. Write these words on the chalkboard as students

predict the spelling: *her, first, turn, perhaps, curl, third,*

*hurt, girl, church, bird, burn, person, purple, shirt, skirt,*

*dirt*. Then have students write the words on their paper in the correct column. Select a

student to write *girl* on the chalkboard. Ask students to identify the letters spelling /er/

(*ir*). Remind students that *ir* is a frequent way to spell this sound.



- Add your own words with a colored pencil/crayon
- Table talk (share words)