

Set
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Super Surf Day

R-Controlled Syllables

Lesson Plan

Learning Objectives

Students will identify and read words with **r-controlled syllables**.

Key Skills

An **r-controlled syllable** is a syllable with at least one vowel followed by an **r** where the vowel sound is “controlled” by the **r**.

Materials and Preparation

- Copy of *Super Surf Day* for each student
- Whiteboard and marker
- Word cards
- Paper and pencil
- Reading Observation Form
- Prompting Guide

Find all teacher resources here:



<https://bit.ly/jrr-resources>

password:
JRRteacher

Phonics Review

R-Controlled Syllables

(5 minutes)

1. Introduction

Say: Today, we will practice reading words with **r-controlled syllables**. Remember, an **r-controlled syllable** is a syllable with at least one vowel followed by an **r** where the vowel sound is “controlled” by the **r**.

2. On a whiteboard, write bird

Say: Look at the word **bird**. Listen as I stretch the sounds. (Say the word and stretch the sounds.) The **vowel i** is **not long or short** because it’s **controlled by the r**. Read the word with me. (Say the word and stretch the sounds again.)

3. Partner reading word practice

For each student pair, write 5-6 words using **-ir** or **-ur** on index cards. With a partner, students take turns reading words and identifying the phonics skill.

Possible words:
curl, dirt, first, surf, chirp

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Introduce the text

Say: The title of this book is *Super Surf Day*. It is about three friends going surfing.

3. Model text reading: Page 1

Say: There is a word with **-ur** on this page. Put your finger on it. The word is Kurt.

Say: Say the word with me...
/k/ /ər/ /t/ Kurt.

Say: Read the sentence with me!

Read: "Today is going to be super," Kurt said.

Independent Reading

(5 minutes)

Students read independently. Decide if you want them to whisper or read aloud.

Listen and use the **Prompting Guide** where needed. Use the **Reading Observation Form** to take notes.

Reading Review

(5 minutes)

1. Group discussion

Why do you think the kids thought the bird was hurt?

2. Find words in the book that have the -ir or -ur sound

Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.



Writing Application

(5 minutes)

3 Things: Write three things that happened in the book.

Students turn to a partner and take turns telling what happened in the book. Students work independently to write three things that happened.

Closing

(1 minute)

Say: Today we practiced **r-controlled syllables**. This will help you read and write even more words! Remember, when we read, reread, and keep reading, we become strong and confident readers.

Differentiation

Scan the QR code on the back of the book to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the **Teacher Resources** for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Everywhere Literacy Packs**, encourage students to read their books to practice the target skill and gain reading confidence. Students can **scan the QR code on the back** to watch a short phonics lesson with their families.

Share the **Reading Bingo** handout in **Teacher Resources** for reading fun at home.