

Consonant r (page 22)



Materials:

- letter flashcards Aa-Zz
- letter r flashcard
- picture cards (rug, van, rabbit, run, rose, nose, rake, ring, lake and any other picture cards with or without the r sound)
- page 22

Review: 3-5 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also play a game to review the letter names and sounds called Around the World.
 - Have one child start and stand behind another child in the group. (The child in back is standing; the child in front is sitting.)
 - They can be sitting at their seats or on the floor, but it is easier if they are in some kind of a circle.
 - Show the two children a flashcard.
 - The first one to say the letter name and sound gets to move on.
 - If it is the child already standing up, they move behind the next person.
 - If it is the child sitting down, they get up and stand behind the next child and the child that was standing sits in that seat.
 - You continue on until someone has made it “around the world,” standing behind all the children in the classroom.

Preview: 3-5 minutes

- Show the r flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: “R, /r/ /r/ /r/” Students: “R, /r/ /r/ /r/”

- Show a few picture cards for the words that have the **r** sound and say the name of the picture, emphasizing the **r** sound and have the students repeat
 - Teacher: “/r/ /r/ rug”; students repeat
 - Teacher: “/r/ /r/ rabbit”; students repeat
 - Teacher: “/r/ /r/ rose”; students repeat
- Show the picture cards again and have the students say the words. Then ask them where they hear the /r/ sound.

Modeling: 5 minutes

- Show the students a picture card that has the **r** sound.
 - Teacher: “/r/ /r/ run.” Since the word has the /r/ sound, run quickly in place.
- Show the students a picture card that doesn’t have the **r** sound.
 - Teacher: “/r/ /r/ van.” Since the word doesn’t have the /r/ sound, sit in your chair.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Put students with a partner and review how to make the lowercase **r** with their bodies.
- Play Body Letters
 - Show the students a picture card and say the **r** sound and the word.
 - Teacher: “/r/ /r/ rake”; students repeat
 - If the letter sound matches the picture, the students work with their partner to make a lowercase **r** with their bodies.
 - If the letter sound does not match the picture, the students sit next to their partner without making a lowercase **r** with their bodies.
- Continue with as many picture cards as is necessary.

Independent Practice: 5 minutes

- Explain how to do page 22
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 22 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 22, monitor and give guidance/support/correction/praise, as needed.
- Use page 22 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review a few picture cards and ask where they hear the /r/ sound.
 - Teacher: “/r/ /r/ ring”; students repeat, beginning
 - Teacher: “/r/ /r/ rake”; students repeat, beginning
 - Teacher: “/r/ /r/ run”; students repeat, beginning

