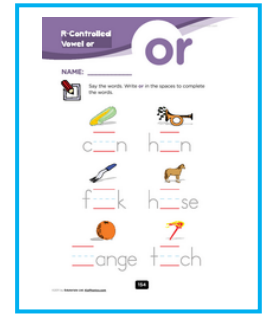


R-Controlled Vowel or (page 40)



Materials:

- letter flashcards Aa-Zz
- o flashcard and r flashcard
- or flashcard
- picture cards (corn, horn, fork, horse, orange, torch)
- word cards (corn, horn, fork, horse, orange, torch)
- individual picture and word cards for each pair of students (corn, horn, fork, horse, orange, torch)
- page 40

Review: 2-3 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 choose to play any of the games that have been taught in previous lessons.
 - Around the World
 - Flyswatter
 - Beanbag Toss
 - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

Preview: 3 minutes

- Show the o flashcard and review the sound it makes.
 - Teacher: "o, /o/ /o/ /o/" Students: "o, /o/ /o/ /o/"
- Show the r flashcard and review the sound it makes.
 - Teacher: "r, /r/ /r/ /r/" Students: "r, /r/ /r/ /r/"
- Now put the two letters together and explain that when the r is put after a vowel it becomes very bossy and controls the letter o sound. The letters no longer say /o/ and /r/, they make one sound /or/.
 - Teacher: "or, /or/ /or/ /or/" Students: "or, /or/ /or/ /or/"

Modeling: 5-7 minutes

- Show the students a picture card with the matching word card.
- Ask the students if they know what the word is by the letters they see in the word and the picture.
- Practice reading the word together, emphasizing the r-controlled vowel /or/ you hear.
- Repeat this with all the picture cards and words one time.
- Now mix up the picture cards and word cards and show them again, one picture card with one word card.
- If they match, the students should stand up and cheer.
- If they do not match the students should sit down and boo.
- Continue this as long as is necessary.

Guided Practice: 5-7 minutes

- Play Memory.
 - Put students into groups of 2 with an individual set of picture cards and word cards.
 - They spread the picture cards and word cards out, between them, face down.
 - You can have the students put the pictures in one group and the word cards in another group. Then tell them to draw one picture card and one word card.
 - They can also just mix them all up.
 - One student draws a card from the cards on the floor. They look at the card and say the word or name of the picture.
 - The same student draws another card and says the word or name of the picture.
 - If the student draws a picture card and the correct word card, they keep the two cards. If they are different, they put the cards back and it is the next person's turn.
 - They continue play until all of the cards are gone. If there is time left they can spread the cards out and play again.

Independent Practice: 5-7 minutes

- Explain how to do page 40.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 40 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 40, monitor and give guidance/support/correction/praise, as needed.
- Use page 40 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review the /or/ sound while showing a picture card and matching word card.
 - Teacher and students: “or, /or/ corn”
 - Teacher and students: “or, /or/ horn”
 - Teacher and students: “or, /or/ fork”
 - Teacher and students: “or, /or/ horse”
 - Teacher and students: “or, /or/ orange”
 - Teacher and students: “or, /or/ torch”

