

# Lesson Plan for R-Controlled Vowel 'or'

## Phonics Pattern for Focus: 'or'

**OPEN WITH A LISTENING GAME:** Warm up with a phonemic awareness activity to get students hearing sounds.

Teacher makes the sounds below and students blend to say the word.

/c/ /or/ /n/	/n/ /or/ /th/
/f/ /or/ /t/	/t/ /or/ /ch/

Teacher says the words below and students segment the sounds.

horn	port	pork	sport
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## Materials Needed:

- ☐ r-controlled vowel flash card 'or' with picture
- ☐ r-controlled vowel flash card 'or' without picture
- ☐ flash card deck for letters and sounds (previously taught) without pictures
- ☐ letter cards for 'or', 'f', 'sh', 's', 'k', 'p', and 't'
- ☐ pencil and paper for dictation

**WARM UP WITH THE FLASH CARD DECK:** Have students practice the sounds they know.

- Use flash cards for consonants, vowels, and digraphs. You can also include cards that will be used in the lesson, as well as any others students may need for additional practice.
- Show the card for each letter, choosing the card with or without the keyword picture as needed.
  - For flash cards with keyword pictures: Say letter, keyword (picture), sound. For example, "t, top, /t/."
  - For flash cards with letters only: Say the sound. For example, "/t/."

**Important Note:** Listen for sound production and correct as needed.

## Sounds to Review:

ch	sh	th	m	f
p	c	s	d	b
a	e	i	o	u

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## INTRODUCE 'OR' AND R-CONTROLLED SYLLABLES

- Show students the students the keyword picture card for 'or'.
- Point to the picture of the fork on the card. Say, "This is a *fork*. I hear /f/, /or/, /k/. In this word, the /or/ sound is spelled 'or'. When you see 'or' together in a word, you say /or/."
- Say, "Repeat after me, 'o', 'r', *fork*, /or/."
- On the board, write the word *cord*. Ask, "What is the vowel that you see? (Students should say 'o'.) What kind of letter do you see after the 'o'? (Some may say 'r' or that it is a consonant.) Yes, and remember we learned that if the consonant that closes in the vowel is an 'r', then the vowel can't say its short sound. 'R' is SO bossy and controlling that when it closes in one vowel, it doesn't let the vowel make its short sound. It tells the vowel what it has to say. When 'r' closes in an 'o', it says /or/."
- Say, "Let's make the sounds and read the word. /c/, /or/, /d/, *cord*. I plugged in the *cord* to charge the iPad."
- Say, "Today, we will look at syllables and words that follow this pattern: 'o' then an 'r'. This is our new syllable type we've been learning about called r-controlled or bossy 'r'."

**PLAY WITH WORDS:** Provide many opportunities for students to hear and produce sounds in words.

1. Using your flash card deck with letters only, pull out these letter cards: 'or', 'f', 'sh', 's', 'k', 'p', and 't'.
2. Get the cards with 'f' and 'or' and arrange them to spell the word *for*.
3. Say, "What is your vowel? (Students say 'o') Is it immediately followed by an 'r'? (Yes!) Then it is an r-controlled vowel and syllable and the 'or' will say /or/."
4. Along with the students, tap /f/, /or/ and blend to read the word *for*. Say, "When we spell the word *for* this way, it is not the number four. It is something that is or will be given to someone else. This gift is *for* you."
5. Continue using the letter cards to build the following words and walk students through explaining the r-controlled vowel and syllable for each word as needed. Discuss word meanings and use all along the way.

or	for	fort	fork	pork
port	sport	sort	short	sport

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**DICTATION:** Have students listen to the sound and practice spelling the phoneme.

## Dictating Sounds:

1. Say the sound /or/ and have students watch your mouth shape.
2. Students repeat the sound.
3. Students spell the sound.
4. Students read the sound to themselves.
5. Check together.
6. Read back the sound together.
7. Correct as needed.

## Sounds to Dictate:

/or/	/or/	/or/	/or/
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## Dictating Words:

1. Say the word and have students repeat it.
2. Tap each sound (if needed) and have students write the word.
3. Students read the word to themselves.
4. Check together.
5. Read back the word together and correct as needed.
6. After all words have been dictated, students read back all of the words that they wrote.

## Words to Dictate:

form	short	torch	thorn	north	dorm
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## Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (Teacher can repeat the whole thing once or twice more but saying the whole thing fluently.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

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Phrases to Dictate:

got a fork	is not short
did not sort	ate the corn

Sentences to Dictate:

When were you born?	We got a new swing for our porch.
Did you fill out the form?	What sport do you like to play?

**BUILDING VOCABULARY:** Select words to focus on meaning and use.

Discuss the multiple meanings for the following words. You can do this at any time throughout the lesson when words with multiple meanings come up.

dorm	thorn	porch
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**PRACTICE READING TO BUILD FLUENCY:** Have students practice reading words with the new skill alone and in context.

**Reading Dictation to Build Fluency:**

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

**READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY:** Use the Reading Universe read sheets for this portion of the lesson.

**Words:**

- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out words and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

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## Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with sounds that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."

or



*or, fork, /or/*

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or

ReadingUniverse.org



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s

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k

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