

Multisyllabic Words with R-Controlled Vowels: Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading multisyllabic words with r-controlled syllables, both in isolation and in context. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- multisyllabic words read sheet for each student
- pencil for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Start with the first row and guide students to decode the words. Have them divide and label the syllables if needed.
2. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
3. Have students continue reading the words in isolation.
4. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
5. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

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Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, have students partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *forbid*. Say, "**Forbid means to not allow something. For example, if I forbid you to chew gum in class, that means that you may not chew gum in class.**"
- Students can turn and talk to a partner about something that teachers *forbid* at school.

Teacher Tip: Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name _____ Date _____

Multisyllabic Words with R-Controlled Vowels

Read the words.

adverb	orbit	artist	border
burden	lantern	harvest	disturb
marlin	garden	order	surprise
scarlet	forbid	pepper	thunder
corner	hunger	perfect	person

Read the phrases.

is an adverb	will orbit	is an artist
on the border	held the lantern	time to harvest
did not disturb	a huge marlin	in the garden
out of order	a nice surprise	a scarlet scarf
will forbid	a nice person	crash of thunder
in the corner	felt the hunger	is not perfect

Name _____ Date _____

Multisyllabic Words with R-Controlled Vowels

Read the sentences.

The word "quickly" is an adverb.

The Earth orbits the sun.

My sister wants to be an artist one day.

There is a gate on the border of the garden.

When I hear thunder, I go to get my lantern.

It is time to harvest the corn.

Stan got a huge marlin when he went fishing.

It was a nice surprise to see her at the mall.

I saw a scarlet scarf in the corner of the shop.