

R-Controlled Vowels: Read Sheet with Words for 'or'

Teacher Instructions:

For this activity, students will practice reading words with the r-controlled vowel 'or'. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- 'or' read sheet for each student
- pencil for each student

Directions:

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

Explain to the students, **"We will read each row of words three times. The first one 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 we read we will choose an emotion and read the words in that way."**

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

Steps:

1. On the three lines at the top, model writing 'or' in lowercase letters. While you write, say, "'o', 'r', *fork*, /or/." Have students do this aloud three times on the lines provided.
2. Have each student highlight the 'or' in the words. As they highlight, they say the sound /or/.
3. Start with the first row and guide students to tap out or segment the sounds in the words.
4. To build fluency, read the page again. This time, after each word in the row has been decoded, have the students reread the row more fluently, without segmenting each sound. Continue doing this for all words.
5. For the third read, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the words that way.
6. After reading all the words, students will read the sentences. They'll do this three times as well: First, you'll read with them and focus on accurate decoding. Next, they'll reread for fluency. The third time, they'll read with expression.



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, tell students that the word *port* means a harbor where ships can dock.
- Students turn and talk about why a ship may come to a *port*.

Name _____ Date: _____

or



fork	stork	port	corn	storm
cord	storm	form	sport	thorn
torn	porch	born	torch	short
north	form	cork	pork	scorch

The storm will form north of the big port.

I picked corn and sat on the porch to shuck it.