

R-Controlled Vowels: Read Sheet with Words, Phrases, and Sentences for 'ir'

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

Materials:

- 'ir' read sheet for each student
- highlighter 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. Have each student highlight the 'ir' in the single words at the top. As they highlight, they say /ir/.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. 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.)
4. Have students continue reading the words in isolation.
5. 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.
6. 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, students can 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 *confirm*. You can say, **"When you *confirm* something, you are checking to make sure it is true or that it will happen. For example, I *confirmed* that the party was at 6 o'clock."** Have the students repeat the definition.
- Students turn and talk about something that you might want to *confirm*.

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: _____

'ir' Review

Read the words.

shirt	firm	birth	bird
first	dirt	squirt	quirk
twirl	thirst	thirty	whirl
skirt	third	swirl	confirm

Read the phrases.

confirm the date	thirteen shirts
with a firm grasp	will squirt
saw thirty birds	in the dirt
the squirming kid	twirl the skirt

Name _____ Date: _____

'ir' Review

Read the sentences.

The bird sat in the dirt.

The hose will squirt the kids.

The girl did a twirl in the skirt.

I held the bar with a firm grasp.

We will pick up the dirty shirts.