

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

For this activity, students will practice reading words, phrases, and sentences 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
- 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 'or' in the single words at the top. As they highlight, they say /or/.
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 *thorn*. You can say, **"A *thorn* is something sharp and pointed that sticks out on a stem of a flower. There is also a saying, 'a *thorn* in my side,' meaning something that is bothering or annoying you."**
- Students turn and talk about something that might be a *thorn* in their side.

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: _____

'or' Review

Read the words.

born	sort	form	worn
snort	torch	horn	corn
storm	thorn	fork	torn
sport	short	porch	story

Read the phrases.

honk the horn	sort the candy
is not short	on the back porch
will form a line	has a thorn
page was torn	were worn out
a big storm	kid was born
lit the torch	got a fork

Name _____ Date: _____

'or' Review

Read the sentences.

The thorn got stuck in my arm.

The story is about a big storm.

She got a fork from the bag.

Did you forget to set the clock?

The pants were worn out and had a hole.

The book was torn.

I will sort all of the candy.

My class will form a line in the hall.

We lit the torch on the back porch.