**Phonemic Awareness**

**Demonstrate and Coach**

Listen to words as you read them aloud. Stress each controlled vowel sound such as the /ûr/ /ôr/ /är/ sound in words like fur, for, air. Repeat with other words with r-controlled vowel sounds.

**Apply and Assess**

Independent Practice Use Blackline Master p. 164 to give students practice hearing the targeted sound from this lesson in context. Carry conservation activities to demonstrate how these patterns change during context.

**Pocket Chart Center**

Start the center with these Picture Cards. (The sample page for this center is shown in the Enrichment section.) Have students group the pictures in a pocket chart by the controlled vowel sound word they hear in each picture name.

**Editors’ Call**

Tell students that they will say three words that have the same r-controlled vowel sound. Ask students to name the r-controlled vowel sound word they hear. Use words such as the following:

- arm, germ, farm
- bark, talk, dark,- ar, sort, heart
- arm, germ, farm
- far, stair, bar

- Race the Procedure: Having students tell you whether they say the hard or soft sound of r as you use.

- Read the word: /l/ /är/ /j/, /ar/ /ûr/ /ôr/, /är/ /j/. Have students say the words in the sentence with the /ûr/ /ôr/ /är/ sound they hear in each word.

- Have students come up to the board and write the underlined letters.

- Ask students to list their words.

**Follow-up Practice**

Write each of these words as column heads:

- hard
- soft
- controlled vowel sound

Have students repeat the word and say another word that has the same vowel sound.

**Phonics**

**Demonstrate and Coach**

Listen as I say the sounds in a word from the r-controlled vowel sound family.

**Apply and Assess**

Independent Practice Use Blackline Master p. 21a to give students practice reading words with r-controlled vowel sounds. Have them read these words with students who use the same sound. Have them compare the sentences in context. Then review them in a class.

**Pocket Chart Center**

Start the center with these Picture Cards. Ask students to name the word that has the same vowel sound as the one in the box. Have students say the words in a pocket chart.

- arm, germ, farm
- far, stair, bar

- Have students use the cards to build at least two words for each column that have the same sound as the word in the box.

- Have students write each of these words as column heads:

- column heads

**Follow-up Practice**

Write each of these words as column heads:

- /ûr/, /ôr/, /är/.

Have students repeat the word and say another word that has the same vowel sound.

**6/10 or Recall**

Play a guessing game with students. Give a clue for a word that has the vowel sound and then segment the word, for example: I’m thinking of something that a girl might wear; it is /ûr/ /ôr/ /är/. Have students name the word. (skirt) Repeat with other words with controlled vowel sounds such as crows, hurt, form, and for three times, repeat with words that have the hard or soft sound of r.

**Segment and Blend Sounds**

**Demonstrate and Coach**

Listen as I say the sounds in a word from the r-controlled vowel sound family. Have students repeat the word and say another word that has the same vowel sound.

**Blends Sound**

**Demonstrate**

Write the word longer on the board. Point to the sound and demonstrate how to read it by blending the sounds.

**Think Aloud When I see the letters r-e-r-e, I think of the sounds the letters stand for. I know the letters or usually stand for the /ûr/ /ôr/ sound. I also know that g often stands for the /j/ sound when it is followed by e, a, or r. In this word, g is followed by e, so it probably stands for the /j/ sound. I’ll blend the sounds together and say the word: g-e-r-e.

**Counsel**

Write words on these boards: short, aide, mix, gig, air, stir, jacket, yarn, yogurt, acorn, unicorn, scarf, skirt, shark, furry. When I see the letters /ûr/, /ôr/, /är/, /j/, /ûr/ /ôr/ /är/ /j/, /ûr/ /ôr/ /är/ /j/, /ûr/ /ôr/ /är/ /j/, /ûr/ /ôr/ /är/ /j/. Have students underline those letters.

**Applying What You’ve Learned**

Write the rhyme “The Best By Far” on chart paper. As you read the rhyme, think aloud about the words you say have the hard or soft sound of r.

- controlled vowel sound they hear. Use words such as the following: corn, hurt, farm,
- controlled vowel sound. Ask students to name the sound they stand for the /är/ sound in storks.
- short, storks
- The Best By Far
- /s/ /k/ /ûr/ /t/.

When I reread the first line of the rhyme.

- controlled vowel sound. Ask students to name the sound they stand for the /är/ sound in storks.
- short, storks
- The Best By Far
- /s/ /k/ /ûr/ /t/.

When I reread the first line of the rhyme.

- controlled vowel sound. Ask students to name the sound they stand for the /är/ sound in storks.
- short, storks
- The Best By Far
- /s/ /k/ /ûr/ /t/.

When I reread the first line of the rhyme.

- controlled vowel sound. Ask students to name the sound they stand for the /är/ sound in storks.
- short, storks
- The Best By Far
- /s/ /k/ /ûr/ /t/.