



r-controlled vowel

/or/

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PHONEMIC AWARENESS

- Tell the students they are going to learn the **/or/** sound.
Show students the Sound/Symbol card for “fork.”
- Ask students to name the picture and tell you the vowel sound they hear in the word.
- Turn over the card and point to the letters **or** on the card and tell them that the letters **o** and **r** together stand for the vowel sound they hear in the word “fork.”

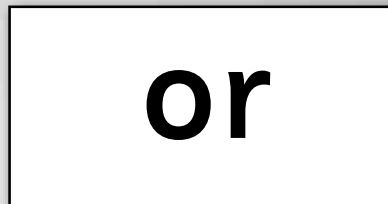


Sound/Symbol Cards
Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.

PHONEMIC AWARENESS

- Explain to students that the letter combination **or** is another of the letter combinations called **r-controlled vowel sounds**.
- Remind them that these vowels are neither long nor short, and are sometimes difficult to hear.
- R-controlled vowels are vowels that are modified in sound by the **r** that follows them. As in the example “horn.”





PHONEMIC AWARENESS

- Say aloud the words “port” and then “pot.” Ask students which word has the same vowel sound as in “horn.”
- Make sure that students can differentiate between the two vowel sounds.
- Ask students to name other words with the r-controlled vowel sound /or/.
- Write the words on the board and ask students to circle the r-controlled vowel spelling.

port

pot

Word Cards
Word Cards

PHONEMIC AWARENESS

- Show the Word Card for “corn.”
- Point out the letter combination that represents the /or/ sound. Tell them that the /or/ sound in this word comes in the middle of the word.
- Tell them that even though there are four letters in the word “corn,” there are only three sounds which blend to make the word - /c/ /or/ /n/.
- Repeat the exercise with the rest of the Word Cards. Ask students to blend the sounds to read each of the words.

corn

for	fork
cork	corn
born	horn
form	torn



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that have the **/or/** vowel sound and some that do not.
- Ask them to clap once and say **/or/** when they hear the r-controlled vowel sound in the word.
- Here are the words:

**cot, cord, fall, Ford,
form, from, born, bean**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the **/or/** sound:

port, torn, force, horse, cork, snort, born, horn, stork, pork, storm

BLENDING

- Show the Word Card for **fork**.
- Say that the word has **/or/** in the middle.
- Ask a student to point to the letters that stand for **/or/**.
- Sound out **fork** while running a finger under each letter: **/f/ /or/ /k/**.
- Say the word quickly **fork**.
- Have the students sound out the word with you.

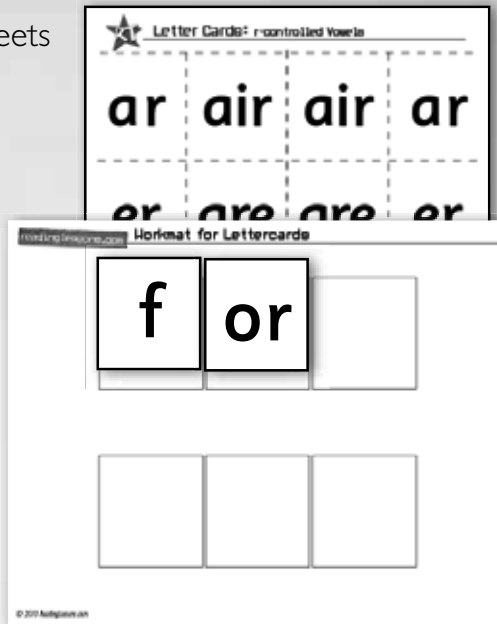
fork

for	fork
cork	corn
born	horn
form	torn

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BLENDING

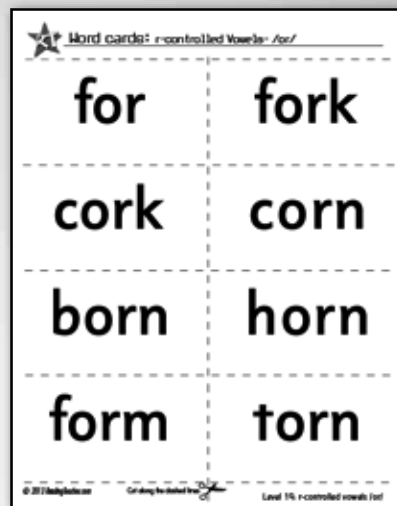
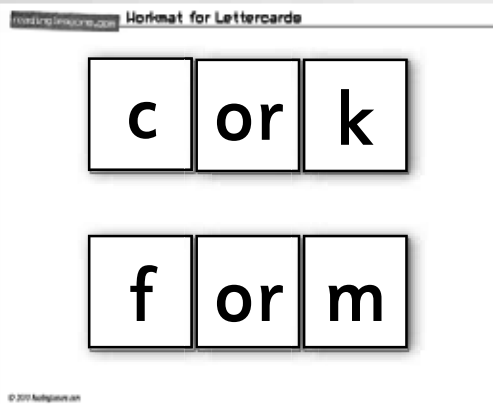
- Print out the Letter Card sheets and work mat for Week 10.
- Give each student two cards for each letter and a work mat.
- Say the word **for** slowly. As you say the sounds, move up the relevant letter card onto a box on the work mat.
- Repeat and then have students do theirs along with you.



Word Cards Word Cards

BLENDING

- Ask students to get the letters they need to spell **cork**. As you say the sound, move up the relevant letter card onto a box on the work mat.
- Continue, using words from the Word Cards for Level 19.



Letter Cards Letter Cards Work Mat



R-CONTROLLED VOWELS

/ar/ /or/ /er/ /air/

The next lesson will cover the r-controlled vowel /er/ as in girl.