



# /r/

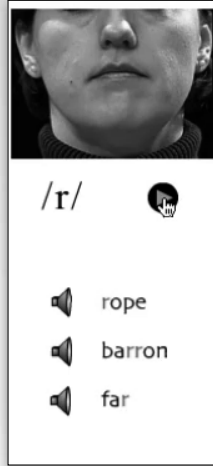


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## PHONEMIC AWARENESS

- Let's start by learning how to make short vowel /r/ sound.
- To make the /r/ sound, open your mouth enough for the tip of your tongue to go to the top of your mouth. Your lips are slightly rounded. Then immediately drop the tongue back down.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme short vowel /r/ should be sounded.



**American Pronunciation**  
[University of Iowa](#)

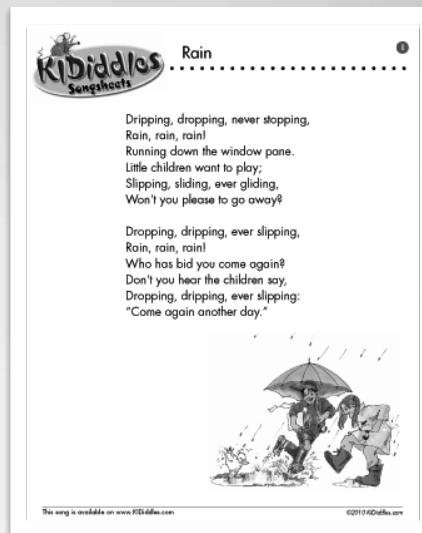
**Australian Pronunciation**  
[Get Reading Right](#)  
Scroll to the bottom of the page.

**British Pronunciation**  
[Phonics International](#)  
Scroll to the bottom of the page.

You must have Flash 7 or higher plug-in to use these pages.

## PHONEMIC AWARENESS

- Tell the students they are going to learn the /r/ sound.
- Demonstrate how the word "rain" has the /r/ sound at the beginning of the word.
- Download the SongSheet "Rain."
- Read out, or sing the song, "Rain," emphasizing the /r/ sounds at the beginning of words.



**Song Sheet**  
[Rain](#)  
SongSheet from KIDdidos

## PHONEMIC AWARENESS

- Tell the students that the word “race” begins with the /r/ sound.
- Hold your hands as if you are steering a race car. Say “rrrrrrr;” the sound the race car makes.
- Ask students to do the same. Tell them to use this movement when they hear the /r/ sound.



### Action for /r/

To help students remember phonemes, we associate an action with the sound.

## PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 19.
- Show the front of the card and ask what is shown in the picture. Ask what sound the word “robot” begins with.
- Ask the students to listen for the /r/ sound and repeat it in the word “robot.” They should do the “race car” motion as they say the /r/ sound.



### Sound/Symbol 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

- Tell the students that you are going to say some words that begin with the /r/ sound and some that do not.
- Ask them to make the “race car” action and say /r/ when they hear the sound at the beginning of the word.
- Here are the words:

**race, jar, rain, fox,  
ring, bun, rat, rocket**

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

## More words to use that have the /r/ sound at the beginning of words:

rabbit, radio, rag, rail, raise, rake, ram, ranch, rap, rattle, rave, raw, ray, real, red, rib, rich, ride, right, rip, ripe, rise, road, roast, rob, rock, roll, roof, room, root, rope, rose, rot, round, rub, rude, rug, rule, run, rush, rust

## PHONEMIC AWARENESS

- Tell the students they should make the “race car” movement and say /r/ when they hear the /r/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**Run, run, run, and hop, hop, hop,  
We’ll run and jump, and never stop!  
Run, run, run, and hop, hop, hop,  
I’m really tired now, let’s stop!**

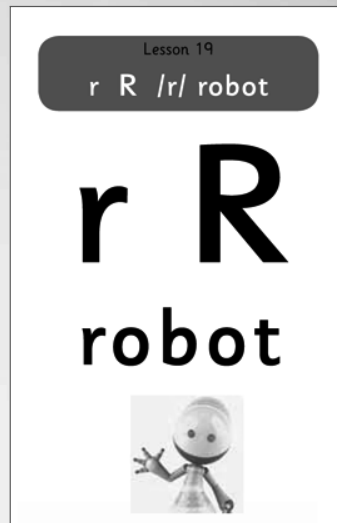
- Repeat the verse until the students can identify all the beginning /r/ sounds in the verse.

## Another verse to help teach the /r/ sound

Rob Rat raced a rude rabbit.  
Rich Raccoon was in the race too,  
Rob and Rich ran fast on the road,  
But the winner was Rosie the toad.

## SOUND/LETTER RELATIONSHIP

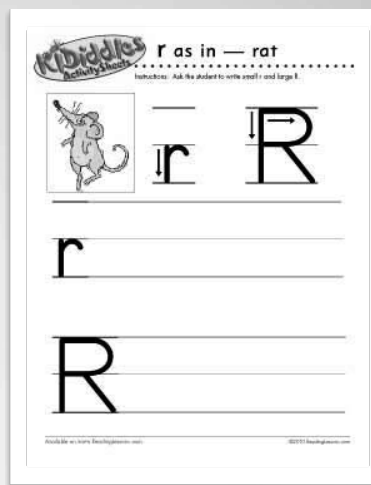
- Give out the sound/symbol card 19 for **/r/**. Show the back of the card.
- Point to the small **r** and say this is one way to write the letter for the sound **/r/**.
- Point to the capital **R** and say this is how we write big **/r/** which is for important words like people's names.
- Point to the word "robot" and say this is how we write the word "robot." Point out the letter **r** and say this is how we write the **/r/** sound at the beginning of the word "robot."



## Sound/Symbol Cards Cards

## SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **r R**.
- Point to the small **r** and say this is one way write the letter for the sound **/r/**.
- Point to the capital **R** and say this is how we write big **/r/** which is for important words like people's names.
- Say the name "Ryan" begins with the sound **/r/**.
- Model the formation of the letter **r** for the students.

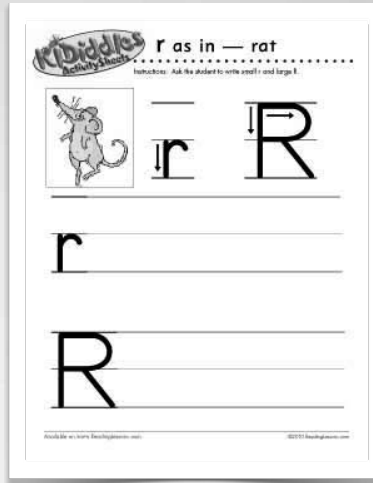


## Writing Practice Sheets /r/ Writing Practice Sheet



## SOUND/LETTER RELATIONSHIP

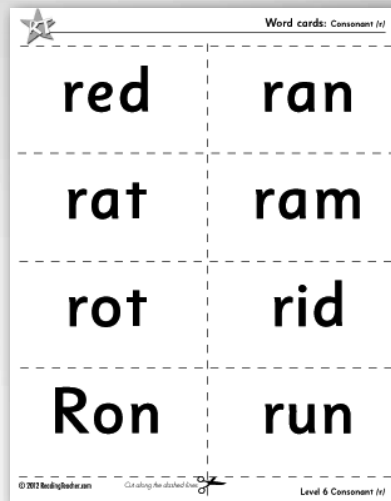
- Have students write the letter **r** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **r** and the large **R** on the practice worksheets.



## Writing Practice Sheets /r/ Writing Practice Sheet

## BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **rat** say **r-aaa-t**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

## Word Cards Word Cards



BLENDING

- Show the Word Card for **red**.
- Say that the word begins with /r/.
- Ask a student to point to the letter that stands for /r/.
- Sound out **red** while running a finger under each letter: /rrr/eee/d/.
- Say the word quickly **red**.
- Have the students sound out the word with you.



Word Cards

Word Cards