

Language Objectives

- Decode words with *r*-controlled vowels *or* and *ore* in isolation and in context.
- Spell words with *r*-controlled vowels *or* and *ore* using sound-spelling patterns.

Building Literacy

Phonics instruction is an essential part of early reading instruction. All children will benefit from systematic phonics instruction, but it is particularly helpful for those children who have had limited exposure to language experiences and books. In this lesson:

- Children learn the sound-spellings of *r*-controlled vowels *or* and *ore*, which are neither long nor short.
- Children will recognize and read words that contain *r*-controlled vowels *or* and *ore*.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

fork	sort
core	fort
torch	north
score	porch
horse	chore(s)
shore	snore
corn	tore
store	sore
storm	more
sore	before
thorn	morning
horn	



ENGLISH LANGUAGE LEARNERS

Although the *r* is pronounced differently in Spanish, there are similarities in the way some words with *or* are pronounced in English and Spanish. Point out the similarities with cognate pairs such as *orden/order* and *forma/form*.



show me

Have children look at their Targeted Lessons Student Book, p. 112. Have them name each set of letters they see above the three pictures on the page. Remind children that they have already learned that the letters *ar* stand for the sound /är/ and the letters *er*, *ir*, and *ur* stand for the sound /èr/. Today you will learn about the sound /ôr/, which is made when the vowel *o* is followed by the letter *r* or the letters *re*.

When the vowel *o* is followed by *r* or *re*, the sound you often hear is /ôr/. The first picture is a fork. What vowel sound do you hear in *fork*? (/ôr/) The letters *or* spell the sound /ôr/. Have children write the letters *or* on the lines.

Continue the activity with *core*, pointing out that in this word the letters *ore* stand for the sound /ôr/, and then *torch*, in which the letters *or* stand for the sound /ôr/. Have children say each word as they write the letters *ore* and *or*.

Now let's complete some words with the missing sound /ôr/. The first word is *score*. What letters stand for the sound /ôr/ in *score*? (*ore*) Have children write the letters *ore* on the lines. Segment the sounds in *score*: /s/ /k/ /ôr/. Continue in the same way with the remaining pictures: *horse*, *shore*, *corn*, *store*.

SPELLING PATTERNS






or/ôr, ore/ôr The *r*-controlled vowel sound /ôr/ is generally spelled *or* or *ore*. Other spellings for this sound are *oar* as in *board*, *oor* as in *door*, *our* as in *four*, and *ar* as in *war*.

show me

Name the picture. Write the letters that spell the vowel sound in each word.

or	ore	or
 o _ r _	 o _ r _ e _	 o _ r _

Name the picture. Fill in the blanks with the missing letters *or* or *ore*.

ore	or	ore
 sc o _ r _ e _	 h o _ r _ se	 sh o _ r _ e _
or	ore	
 c o _ r _ n	 st o _ r _ e _	

guide me

Have children look at their Targeted Lessons Student Book, p. 113. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *or* or *ore* that spell the sound /ôr/ in each word.)

The first picture shows a storm. Let's say the sounds in *storm*. I'll go first and then you can say the sounds after me: /s/ /t/ /ôr/ /m/, *storm*. Have children repeat the segmented sounds and blend the sounds to say the word. What is the vowel sound in *storm*? (/ôr/) What letters spell the sound /ôr/ in *storm*? (*or*) Have children write the letters *or* on the lines.

Continue the activity, guiding children to write the letters for the missing sound in *sore* and *thorn*.




work time

Read the words in the box and have children repeat each one after you. Point out that each word has the vowel sound /ôr/. Ask children to use each word in a sentence to make sure they understand its meaning. Then read the directions together. Tell children that they will write each word from the box in the *or* list or in the *ore* list, depending upon the spelling for the sound /ôr/.

r-Controlled Vowels
or, ore **38**

guide me

Name each picture. Fill in the blanks with the missing letters *or* or *ore*.

or	ore	or
 st _ o _ r _ m	 s _ o _ r _ e	 th _ o _ r _ n

work time

Say each word. Sort the words.

chore	horn	snore	tore	sort
fort	sore	north	porch	more

or		ore	
1. <u>horn</u>	6. <u>chore</u>		
2. <u>sort</u>	7. <u>snore</u>		
3. <u>fort</u>	8. <u>tore</u>		
4. <u>north</u>	9. <u>sore</u>		
5. <u>porch</u>	10. <u>more</u>		

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PHONICS AND SPELLING 113

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 114. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *there*. *This word is there. It begins with the sound /TH/. Can you make up a sentence with the word there? The next word is always. What does the word always mean?* (every time or all the time) Tell children that they will read the words *there* and *always* as they read the story *Farm Chores*.

work time

Decodable Text Have children look at the story *Farm Chores*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /ôr/. (*chores, before, corn, morning, more*)

check for understanding

Write the letters *or* and *ore*. *What sound do these letters stand for? (/ôr/)* Write the word *before*. *Listen as I blend the sounds together: /b/ /ē/ /f/ /ôr/, before. Blend the sounds with me: /b/ /ē/ /f/ /ôr/, before. Now blend the sounds without me. Write the word chores. Listen as I blend the sounds together: /ch/ /ôr/ /z/, chores. Blend the sounds with me: /ch/ /ôr/ /z/, chores. Now blend the sounds without me. Continue the activity for corn, morning, and more. Make sure children blend the sounds correctly.*

Let's spell words with the sounds and letters we have learned. The first word we will spell is corn. What sounds do you hear in corn? (/k/ /ôr/ /n/) What is the letter that spells the sound /k/? (*c*) Write the letter *c*. What are the letters that spell the sound /ôr/? (*or*) Write the letters *or*. What is the letter for the sound /n/? (*n*) Write the letter *n*. Let's read the word: /k/ /ôr/ /n/, *corn*. Continue with *store, snore, north, and fork*.

reflect

Have children turn and talk to a partner about what they have learned. *What new words can you read and spell now? How does being able to read and spell these words help you?*

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r-Controlled Vowels
or, ore




guide me

there always

work time

Read the story.

Farm Chores

Gram and Gramps have a farm.

They wake up before dawn.

There are lots of chores to do.

Gramps grows corn and beans.

Gram feeds the hens each morning.

They are always glad to see her.

We feed the pigs.

They are fun to feed.




They always want more.

114 PHONICS AND SPELLING


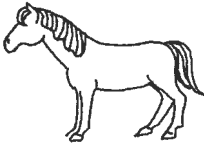



r-Controlled Vowels *or, ore*

➤ show me

Name the picture. Write the letters that spell the vowel sound in each word.



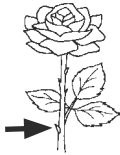
or	ore	or
		
__ _	__ _ _	__ _

Name the picture. Fill in the blanks with the missing letters *or* or *ore*.

ore	or	ore
		
sc _ _ _	h _ _ se	sh _ _ _
or	ore	
		
c _ _ n	st _ _ _	

➤ guide me

Name each picture. Fill in the blanks with the missing letters *or* or *ore*.

or	ore	or
		
st _ _ m	s _ _ _	th _ _ n

➤ work time

Say each word. Sort the words.

chore	horn	snore	tore	sort
fort	sore	north	porch	more

or

1. _____
2. _____
3. _____
4. _____
5. _____

ore

6. _____
7. _____
8. _____
9. _____
10. _____

➤ guide me

.....

there

always

➤ work time

.....

Read the story.

Farm Chores



Gram and Gramps have a farm.

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They are fun to feed.

They always want more!