

Date: _____

Decoding R-Controlled Vowels *or/oor/oar/ore*

PLAN

Component: Decoding

Instructional Activity: Decoding Words with *or, oor, oar, ore*

Materials Needed: sound-spelling cards, whiteboards, markers



Approximate Time:
7 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn a new vowel pattern. In this vowel pattern, called an *r-controlled vowel*, the vowel is spelled with a combination of one or two vowels and the consonant *r*. When an *r* follows a vowel, it changes the sound the vowel makes. The vowel and the *r* work together to make a new sound, called an *r-controlled vowel sound*. In this lesson, we're going to look at *r-controlled vowel* patterns with *or, oor, oar, and ore* pronounced /or/ as in *fork*.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

A *syllable* is a chunk of a word that contains one vowel sound. Write *or, oor, and ore* on the board. Point to the letters as you explain: If a syllable includes a *vowel* followed by *r*, the syllable is called an *r-controlled syllable*. When an *r* follows a vowel, it changes the sound the vowel makes. The vowel and the *r* work together to make a new sound, called an *r-controlled vowel sound*.

When *r* follows the vowels *o, oo, or oo*, the new sound is /or/. What's the new sound? Students: /or/

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Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Display or hold the sound-spelling card for /or/. Point to the picture at the top of the card.

- The sound is /or/. The key word is _____.
- The sound /or/ cannot be held. Listen: /or/.
- Point to the spelling pattern on the card. The sound /or/ can be spelled *or, oor, oar, or ore*.
- *Or* comes at the beginning or in the middle of a word or syllable (exceptions: *or, for, nor*). *Ore* is the most frequent spelling for /or/ at the end of a word. *Oar and oor* are less frequent ways of spelling the sound /or/ at the end of a word or syllable.

Now, watch and listen as I sound out and read some words containing /or/ spelled *or, oor, oar, or ore*.

Write the word *explore* on the board. I can see that this word has multiple vowel patterns and syllables. I'm going to use the Reading Big Words strategy to figure out this word.

First, I underline the vowels in the word. Underline *e* and *ore*. Prompt: Remember, I underline *ore* together because when an *r* follows a vowel, the vowel and the *r* work together to make a new sound, called an *r-controlled vowel*. The final *e* is silent.

I look at what I've underlined in the word. There are two vowel patterns in the word: *e* and *ore*. That means the word has two syllables. I'll draw a line under the *ore*. This is an r-controlled syllable because the *r* follows *o*, and the letters work together to make a new sound /or/. I also draw a line under the *e*.

Now, I look around each vowel to see what letters I would put together to make a syllable, then scoop under each syllable. (Note: If students have already been taught how to divide syllables in a word, they will know to scoop under *ex* and *plore*.)

I sound out and read each syllable. Point under each letter as you say its sound: /ëëëksss/ -- *ex-* /pllor/ -- *-plore*

I put the two syllables together: *explore*. The word is *explore*. I ask myself, does the word *explore* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly!

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Provide guided practice.

Let's try it together!

Write the word *hornet* on the board.

Do you see an r-controlled vowel in the word? What letters work together to make an r-controlled vowel sound? Students and teacher: *yes—or*

What kind of syllable is it? Students and teacher: *r-controlled vowel syllable*

What sound does *or* make? Students and teacher: */or/*

Sound out and read each syllable. Point to each letter as you say its sound. Students and teacher: */hor/ --hor-- /nnnēēt/ --net--*

Now we put the two syllables together: Students and teacher: */hornnnēēt/*. **The word is *hornet*.**

Repeat the routine using these words: *orbit, roar, floor*.



If students need support with:	Then try this:
Decoding multisyllabic words with <i>or, oor, oar, ore</i>	Model and practice with single syllable words first: <i>sort, torch, store, chore, soar, poor</i> .

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YOU DO IT!

Provide independent practice.

Now it's your turn to do it on your own!

Write the word *doorstep* on the board.

Do you see an r-controlled vowel in the word? What letters work together to make one vowel sound? Students: *yes—oor*

What kind of syllable is it? Students: *r-controlled vowel syllable*

What sound does *oor* make in this word? Students: */or/*

Sound out and read each syllable. Students: */dor/ --door-- /sstěěp/ --step--*

Put the syllables together. Students: */dorsstěěp/ --doorstep—*

Repeat the routine using these words: *blackboard, ignore, snore, indoors, export, forget.*



If students need support with:	Then try this:
Decoding vowel sounds correctly (including r-controlled vowels)	Encourage students to “flex” the sound by trying other possible sounds for the vowel until they find the word that makes sense.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with r-controlled vowel patterns, consider moving to the instructional protocol for encoding words with r-controlled vowel patterns.