

<b>Book Title</b>	Spring Has Sprung
<b>Materials</b>	R controlled letter cards/flash cards
<b>Phonics Patterns</b>	R controlled vowels

## Before Reading

Choose 1-2 Pre-Reading activities

*We have been reading and writing words with many vowel sounds. We know vowels can stand for short and long sounds.*

- We have also learned that the letter r can control the sound of the vowel before it and make a brand new sound! Sometimes we call the r bossy because it controls or changes the sound of the vowel. We can also call the vowels before an r, r-controlled. The r is controlling the sound the vowel makes!*
- While the r is bossy, it is also polite – it lets the vowel go first! The tricky thing about r-controlled vowels is that they can make many different sounds. Let's look at our card /ir/. /ir/ is an r controlled vowel. The vowel is not making the short or long vowel sound. The r is making the vowel stand for a brand new sound. Can you say /ir/?*
- The sound /ir/ can be spelled many ways: Let's look at this word, (write bird on a whiteboard). This word is bird. The /ir/ sound is spelled ir, two letters, one sound.*
- Let's look at another word. hurt (write hurt on the whiteboard). Hurt has the same /ir/ sound, but it is spelled ur.*
- In the word her (write her on whiteboard), the /ir/ sound is spelled er. The spelling er usually comes at the end of a word.*
- Very rarely, /ir/ can be spelled with the letters or. This usually happens after a w, like in word, world, work. That is tricky, isn't it?*
- The best way for us to know the different spellings for the sounds, is to read and write a lot!*
- We practiced the sound /ir/. These are r-controlled vowel sounds (show r controlled letter cards to show the different sounds and spellings).*
- /or/, usually spelled or, like in the word corn and /ar/, usually spelled ar, like in the word car.*
- Let's practice reading words with r-controlled vowel sounds.*

**Blending Lines****I DO:**

*To read the words accurately, I will look for and underline the r-controlled vowel first. Then, I will touch and say the sounds in each word and then blend them together to read the word.*

- *Watch me read the first word. First, I am underlining , ur, /ur/.*
- *Now I will touch and say each sound to blend the sounds and read the word.*
- */h - ur - t/, hurt. I hurt my knee when I fell down.*
- *Watch me read one more. I am underlining the ar in the next word, the sound is /ar/.*
- *I will touch and say each sound to read the word: /s - t - ar - t/, start. What time does the movie start?*
- *Now that I read those words, I will read them again with fluency. I will look at each sound, but blend them automatically to read the words quickly. hurt, start.*

**WE DO:**

*Let's try some together. We will find and underline the r-controlled vowel first, then touch and say each sound to read the word.*

- *Touch the next word. What r-controlled vowel do you see? (or). Underline or, what sound does or usually stand for? /or/.*
- *Let's touch and say each sound to read the word. /b - or - n/, born. I was born in the winter.*
- *Put your finger on the next word. What r-controlled vowel do you see? (ar). Underline ar. What sound does this usually stand for? /ar/.*
- *Let's touch and say each sound. /k - ar - t/, cart. A cart can hold things. When we go grocery shopping, we use a cart to hold the groceries.*

**YOU DO:**

*Now it is your turn.*

- *Start at the beginning, underline the r-controlled vowels, then touch and say each sound to read the word.*
- *Then, go back to the beginning and try to read the words the fast way, without touching and saying each sound. This is reading with fluency. We still look at and read each sound, but we blend the sounds quickly.*
- *Finally, read the sentences. Once you are done, continue to read the words and sentences fluently until everyone in our group is done.*

hurt	start	born	cart	turn	birds
perched	curled	turned	shirt	word	fort
The birds were perched on the tree.					
The skunk was born under rocks.					

### Vocabulary/Story Words: Define, Example, Connection

*We will read a story about animals and their babies. The names for animal babies are different depending on the type of animal. In this story, we will read about a baby skunk.*

- *Turn to page 5. Baby skunks are called kits. Can you point to the baby skunk or kit?*
- *Turn to page 11, point to the bear. What is on the back of the bear? A baby bear, that is called a cub. Do you see other animals on the page? (deer) The deer is with their babies. The baby deer are called fawns. Can you point to the fawns?*
- *Turn to page 12. Turn and tell your partner what animals you see. Can you find their babies and their names?*

### Preview the Story: Brief overview, predictions/wonderings

*Our story is titled "Spring Has Sprung". At springtime many animals come out of hibernation. In this story, our main character is a kit. Do you remember what type of animal a kit is? (A baby skunk.)*

- *At first, Kit does not want to come out of his den. A den is like a home or habitat for an animal. He is nervous about leaving his den, have you ever felt nervous about doing something for the first time? (Have partners share, or teacher shares a time they were nervous.)*
- *What do you think will happen once Kit leaves his den?*

## During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

☐ Echo read      ☐ Choral read      ☐ Partner read      ☐ Independent read

More support

Less Support

Add notes here...

## After Reading

Choose 1-2 activities

- ☒ Dictation: Remind students that r-controlled vowels can be tricky when spelling, as there is more than one way to spell the different sounds. Remind students to segment words into sounds, then match the graphemes. Provide feedback as necessary, ensuring students use the correct spelling of the words.

☐ Words

☒ Sentences:

☐ The bird had a hurt wing.

☐ I was born at the same time as her.

- ☒ Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.

☐ Written Summary

☐ Other

Add notes here...

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