



## Daily and Supporting Learning Targets

- Opening A: I can identify how the bossy “r” changes the vowel sound in a word. (RF.1.3)
  - I can decode words with other vowel patterns like “igh” and r-controlled vowels.
- Work Time A and B: I can read and spell CVC, CCVC, and CVCC words with an r-controlled vowel. (RF.1.2, L.1.2)
  - I can decode regularly spelled one-syllable words by segmenting phonemes (sounds) and blending them to pronounce a word whose meaning I recognize.
  - I can decode words with other vowel patterns like “igh” and r-controlled vowels.

## Ongoing Assessment

- Observe students during Work Time.
  - Determine whether they can identify the relationship between vowel spellings and sounds (grapheme-phoneme connections) in words using the patterns learned in this cycle.

## Agenda

1. **Opening (3–5 minutes)**
  - A. Bossy “r” Sounds: Familiar Short Vowel /a/ and /o/ Words vs. New Bossy “r” Sounds /or/ and /ar/
2. **Work Time (10 minutes)**
  - A. Chaining: Decoding /ar/ and /or/ Words
  - B. Chaining: Encoding /ar/ and/or Words
3. **Closing and Assessment (3–5 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Groups Instruction and Rotations (40 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - Letter Formation chart with visuals
  - Bossy “r” anchor chart (see supporting materials)
  - Snapshot Assessment (optional)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

- (L): Lesson-Specific Vocabulary
- (T): Text-Specific Vocabulary

- blend, bossy “r,” decode, proficient (L)

## Materials

- ✓ Bossy “r” anchor chart
- ✓ Whiteboards or sheet protectors with white cardboard inside (one per student or pair)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Movable letters (letters to build the word “born”)
- ✓ Letter Formation chart (for teacher reference)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Bossy “r” Sounds: Familiar Short Vowel /a/ and /o/ Words vs. New Bossy “r” Sounds /or/ and /ar/

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Sit down and come together, together, together. Sit down and come together, together, right now. It’s time to make three sounds and blend them together. Let’s listen to each sound now, and blend them to make a word.”*
- Begin the Phonemic Blending and Segmentation instructional practice:
  1. Teacher says: “Today, let’s start by listening to some words with familiar vowel sounds. We’ll identify the vowel sound and determine if it’s a closed or open syllable. Next, we will see what happens when the bossy ‘r’ is added to the word. Your job is to notice how the bossy ‘r’ changes the word.”
  2. Teacher says the following words aloud, pausing between each word: “cat,” “had,” “shot,” and “con.”
  3. Teacher asks:  
*“How many vowel sounds do you hear in each word?” (one)*  
*“What vowel sounds do you hear?” (/a/ and /o/)*
  4. Teacher says: “Right! We hear one vowel sound in each word, so these are all one-syllable words. We hear /a/ and /o/ vowel sounds.”
  5. Teacher asks:  
*“Why do those vowels make those sounds in those words?” (They are closed in by a consonant.)*  
*“What type of syllable are these words?” (closed one-syllable words) “Right! They are closed one-syllable words because the consonant on the end of the words closes the door on the sound.”*
  6. Teacher writes the words in a list on the board, leaving room between the vowel and the consonant for the letter “r.”
  7. Teacher says: “These words can change to make new words when we add the letter ‘r’ to the word. Listen to how the bossy ‘r’ changes the word.”
  8. Teacher adds an “r” to the list of words to make the following words: “cart,” “hard,” “short,” and “corn.”

9. Teacher asks:

*“How have the words changed?” (The vowel sound changed from /a/ and /o/ sound to /ar/ and /or/ sound.)*

*“How have the words stayed the same?” (They are still closed one-syllable words; there’s one vowel sound closed by a consonant.)*

10. Teacher says: “All the words have an /ar/ or /or/ sound. The ‘r’ bosses the vowels around and makes a new sound. Today, we will learn words where the bossy ‘r’ is the star. Learn this sound and you will go far!”
11. Teacher shows students the **Bossy “r” anchor chart**. Teacher writes “hard” and “short” on the anchor chart and underlines “ar” and “or” to indicate where we hear the /ar/ and /or/ sounds in these words.

### Meeting Students' Needs

- Consider using an alternative explanation for r-controlled words. Example:
  - Explain to students that pirates make an “arrrr” sound. Consider encouraging students to say this pirate sound when they read r-controlled words. Instead of calling these words bossy “r” words, consider calling them “pirate” words.

## Work Time

### A. Chaining: Decoding /ar/ and /or/ Words

- (Suggested transition song, sung to the tune of “The More We Get Together”):
 

*“Now it’s time to decode words using the letter-sound connections; now it’s time to decode words; be careful, watch for a change.”*
- Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers**.
- Begin the Decoding (reading) part of the Chaining instructional practice:
  1. Teacher shows the word with movable letters: “born.”
  2. Teacher says: “This word has the bossy ‘r’ next to the ‘o.’ It makes the /or/ sound in the middle. If I blend all the sounds, I will pronounce the word ‘born.’”
  3. Teacher points to each letter from left to right, making the /or/ sound while sliding under the “or” letters.
  4. Students write the word on their whiteboards: “born.” Teacher emphasizes proper letter formation (see **Letter Formation chart** for suggested formation of each letter).
  5. Students point to each letter from left to right, making each sound and blending to pronounce the word “born.”
  6. Teacher removes the “b-” and replaces it with a “th-.”
  7. Teacher asks:
 

*“How has the word changed?” (The first letter is a “th-” instead of a “b-.”)*
  8. Teacher asks:
 

*“How has the word stayed the same?” (The “or” letters are the same.)*

9. Students erase the “b-” and write a “th-” in its place to form the new word “thorn.”
10. Students point to each letter from left to right, making each sound and blending to pronounce the word “thorn.”
11. Teacher and students repeat steps 4–10 with the words “sport,” “porch,” “fork.” Teacher says: “Now that we have learned about the bossy ‘r’ next to the letter ‘o’ in words, let’s look at another bossy ‘r’ word next to letter ‘a.’”
12. Teacher shows the word with movable letters: “bark.”
13. Teacher says: “In this word, I see the bossy ‘r’ next to the letter ‘a.’ What sound do you hear?” (/ar/)
14. Follow steps 4–9 with words “shark,” “march,” “start,” “yard.”
15. Teacher records all of the words in a list and guides students to read the entire list of words (as a group and/or individual volunteers).

### Meeting Students’ Needs

- Consider extending this activity to include multisyllabic words if students are familiar with the bossy “r.” Examples:
  - “forget,” “forty,” “forklift,” “torso,” etc.
  - “carpet,” “barnyard,” “barber,” “armrest,” “garlic,” etc.

## Work Time

### B. Chaining: Encoding /ar/ and /or/ Words

- (Suggested transition song, sung to the tune of “The More We Get Together”):
 

***“Now it’s time to spell the words, using letter-sound connections. Now it’s time to spell the words; be careful, listen for the sounds.”***
- Continue the Chaining instructional practice, now focusing on the encoding portion:
  1. Teacher says the first word: “born.”
  2. Students say “born.”
  3. Teacher writes the letters that correspond to each sound on the board, emphasizing proper letter formation (refer to Letter Formation chart for suggested formation of each letter): “b-o-r-n.”
  4. Teacher covers the word “born.”
  5. Students write the word on their whiteboards from memory: “born.”
  6. Teacher uncovers the word “born.”
  7. Students check their spelling.
  8. Students erase their whiteboards.
  9. Repeat steps 1–8 with remaining words: “thorn,” “sport,” “porch,” “fork,” “yard,” “march,” “start,” “shark.”

### Meeting Students' Needs

- Consider asking students to identify the bossy "r" and vowel in each word by underlining it.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that successful learners keep track of and reflect on their own learning. Point out that they are doing this each time they consider how what they did today helps them to become more proficient readers.
- Invite students to reflect and share with a partner (or whole group). Ask:  
***"What did you do today that is helping you become a more proficient reader?"***  
***(Responses will vary. Example: "I matched sounds to letters to blend sounds together to make a word.")***

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - "When I made the sounds for the word \_\_\_\_, I \_\_\_\_."
  - "When I wrote the letter \_\_\_\_, I \_\_\_\_."
  - "When I blended the sounds \_\_\_\_, I \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with the Pre-Alphabetic and Partial Alphabetic groups. Teacher may meet briefly with the Full and Consolidated groups to provide a weekly Word List and exit ticket or possibly set up a management system allowing these students to find the list and exit ticket and begin work independently.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document for more details (see K–2 Skills Resource Manual).*

### Pre-Alphabetic:

- Aim small group instruction at building students' knowledge and skills of letter identification and phonological awareness.
- Use the Assessment Conversion chart to determine appropriate Kindergarten lessons and Activity Bank ideas to use in daily small group instruction.

### Partial Alphabetic:

- Students in the early to middle Partial Alphabetic (PA) phase may need to spend more time with long vowel sound patterns than the whole group lessons provide. Those working within

the middle to late PA phase may be comfortable using the vowel patterns introduced in this cycle. If so, small group work may include extended practice of work time.

- Suggestions for working with students at the early to middle PA phase:
  - Spend time on lessons and/or patterns from a previous cycle that may need more practice. Consider using the Assessment Conversion chart to determine an appropriate previous cycle.
- Related Activity Bank suggestions:
  - An Activity Bank activity from the Vowels category (V)

**Full and Consolidated Alphabetic:**

- Establish weekly Word Lists and exit tickets for independent work time.
- **Additional Supporting Materials:**
  - Word List Guidance (for teacher reference)
  - Word List (one per student or per pair)
  - Word Card Template (one per student or per pair)
  - Sorting Words Template (one per student or per pair)