**Objectives**

- To identify r-influenced vowel spelling patterns
- To read, sort, and write words with r-influenced vowel spelling patterns ar, ir, or, and ur

**Materials for Within Word Pattern**

- Big Book of Rhymes, “Third Base,” page 41
- Whiteboard Activities DVD-ROM, Sort 23
- Teacher Resource CD-ROM, Sort 23 and Find the Spider Game
- Student Book, pages 89–92
- Words Their Way Library, *A Fox Lives Here*

**Introduce/Model**

**Small Groups**

- **Read a Rhyme** Read “Third Base” and then review the sounds of short and long vowels a, i, o, and u. Write Barb, third, sport, and burst, underlining the r in each. Have students listen as you pronounce each word. Point out that they do not hear a short or a long vowel sound. Explain that when a vowel is followed by r, the r influences the vowel to create a different sound.

- **Model** Use the whiteboard DVD or the CD word cards. Ask students what they notice about all the words. Demonstrate how to sort the words according to their r-influenced vowel pattern. Have students read the words in each column and tell how they are alike. Point out that ir and ur are pronounced the same. Then help students sort and explain their sorts.

**Practice the Sort**

**Independent/Partner**

- Have students use the Student Book or whiteboard DVD to read the words and use the grid to sort.
- Have students check and explain their sorts.

**Extend the Sort**

**Alternative Sort: Sound Sort**

Write part, bird, form, and turn, underlining the r-influenced vowel patterns. Ask students which two sets of underlined letters have the same sound. (ir, ur) Then have students re-sort their cards according to whether or not the word has that sound.

**Bonus Words Activity**

Let students work in pairs to make lists of other words with ar, ir, or, or ur. If students need prompting, make suggestions from the Bonus Words list. Have students include a blank where each vowel belongs (for example, b_rn). Then have students exchange papers and fill in the missing vowels. Note that there may be several possible answers, such as bgrn, bgm, or brrm.

**Vocabulary Building Vocabulary**

Explain that surf refers to waves breaking on the ocean shore. In the sport of surfing, people ride surfboards on the top of ocean waves. Sometimes people talk about surfing (browsing) television channels or the Internet.

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**158 Within Word Pattern**
Objectives
- To identify r-influenced vowel spelling patterns
- To read, sort, and write words with r-influenced vowel patterns ar, are, and air

Materials for Within Word Pattern
- Big Book of Rhymes, “Scarecrow in the Garden,” page 43
- Whiteboard Activities DVD-ROM, Sort 24
- Teacher Resource CD-ROM, Sort 24 and Find the Scarecrow Game
- Student Book, pages 93–96
- Words Their Way Library, The Not-So Scary Scarecrow

Introduce/Model
• Read a Rhyme Read “Scarecrow in the Garden.” Reread the poem, omitting the last word from each line. Have students supply each end word, and write the poem’s rhyming words (air, hair, stare, scare) Underline air in air and hair and are in stare and scare.
• Model Use the whiteboard DVD or the CD word cards. Demonstrate for students how to sort the words by ar, are, and air spelling patterns. Point out that five words are oddballs, because they have the same sounds as ar, are, and air but are spelled differently. Help students sort and explain their sorts.

Practice the Sort
• Have students use the Student Book or whiteboard DVD to read the words and use the grid to sort according to the r-influenced vowel pattern.
• Have students check and explain their sorts.

Apply
• Read aloud the directions on Student Book p. 96. Have students write a homophone for each word in the grid and draw a picture to match it.
• Game Allow time for students to play Find the Scarecrow, which is on the CD.
• Little Book Read The Not-So Scary Scarecrow with students. Have them identify words with ar, are, or air.

Extend the Sort
Alternative Sort: Same Sound, Different Meaning
Have students sort the words into homophone pairs—words that sound the same but have different spellings and different meanings (bear, bare; fare, fair; stare, stair; pair, pear; where, wear) and words that are not homophones.

ELL English Language Learners
Show each pair of homophones, and have students say them after you. Make sure students understand that the words sound the same. Point out that the words are spelled differently and have different meanings. Use each word in a sentence. As you read, pick up the word card that goes with the sentence.

Vocabulary Building Vocabulary
Explain that a fare is the fee you pay for transportation. Brainstorm with students a list of modes of transportation that usually require passengers to pay a fare.

Teacher Tip
Check students’ pronunciations and their ability to isolate and discriminate among the r-influenced vowel sounds. Regional dialects often show up in r-influenced vowels in words. Provide guidance and reinforcement when necessary.
Objectives
- To identify *r*-influenced vowel spelling patterns
- To read, sort, and write words with *r*-influenced vowel patterns *er*, *ear*, and *eer*

Materials for Within Word Pattern
- Big Book of Rhymes, “Arctic Fox,” page 45
- Whiteboard Activities DVD-ROM, Sort 25
- Teacher Resource CD-ROM, Sort 25 and Word Create Game
- Student Book, pages 97–100
- Words Their Way Library, A Fox Lives Here

Introduce/Model  
**Small Groups**
- **Read a Rhyme** Read “Arctic Fox.” Write clear, near, and eerie. Read the words aloud, emphasizing the *r*-influenced vowel sound in each. Then circle the *r*-influenced vowel patterns in the words (*er* in clear and *near* and *eer* in eerie). Repeat with perch and summer.
- **Model** Use the whiteboard DVD or the CD word cards. Model how to sort the words by *er*, *eer*, and *ear* spelling patterns. Read down each list. Explain that three *ear* words—earth, heard, and learn—go in a separate column, because they sound like words with the *r*-influenced *er* vowel pattern but are spelled with *ear*. Help students sort and explain their sorts.

Practice the Sort  
**Independent/Partner**
- Have students use the Student Book or whiteboard DVD to read the words and use the grid to sort according to the *r*-influenced vowel pattern.
- Have students check and explain their sorts.

Apply  
**Independent/Partner/Small Groups**
- Read aloud the directions on Student Book p. 100. Have students write words from the sort in columns according to their vowel sound and spelling pattern.
- **Game** Allow time for students to play Word Create, which is on the CD.
- **Little Book** Read A Fox Lives Here with students. Have them identify words with *er* or *ear*.

Extend the Sort

**Alternative Sort: Noun or Verb**
Students can re-sort the words into nouns and verbs. Remind them that nouns are words that name a person, place, or thing, and verbs are action words. Point out that some of the words, such as perch, steer, and herd, can be both a noun and a verb.

**ELL: English Language Learners**
Make sure students understand the difference between the sound of *er* as in clerk and the sound of *ear* and *eer* as in dear and deer. Help them with pronunciation by pointing out the differences in mouth position. Suggest students use a handheld mirror to help them with their enunciation.

**Bonus Words Activity**
Have students make a flower for each spelling pattern of the sort and write one vowel pattern in the center of each flower. They can then write a Bonus Word that corresponds to that flower’s spelling pattern on the petals.

**Teacher Tip**
Have students create ten fill-in-the-blank sentences. Each sentence’s missing word should be a word from the sort. Students can exchange sentences with a partner and complete the sentences with the missing words.
**Objectives**
- To identify *r*-influenced vowel spelling patterns
- To read, sort, and write words with *r*-influenced vowel patterns *ir*, *ire*, and *ier*

**Materials for Within Word Pattern**
- Big Book of Rhymes, “Third Base,” page 41
- Whiteboard Activities DVD-ROM, Sort 26
- Teacher Resource CD-ROM, Sort 26 and Around the Bases Game
- Student Book, pages 101–104
- Words Their Way Library, Miss Muffet and the Spider

**Introduce/Model**
- **Read a Rhyme** Read “Third Base.” Write rhyming words *umpire*, *wire* and *higher*, *flier*, underlining the *r*-influenced vowel pattern in each. Then reread the poem, omitting the rhyming words, and have students supply them. Guide students to find another word in the poem that contains an *ir*. Write *third* and underline *ir*.
- **Model** Use the whiteboard DVD or the CD word cards. Model how to sort words by *ir*, *ire*, and *ier* spelling patterns. Read the word lists. Explain that *their* and *fur* belong in the oddball category because they do not follow the pronunciation/spelling patterns in the sort. Help students sort and explain their sorts.

**Practice the Sort**
- Have students use the Student Book or whiteboard DVD to read the words and use the grid to sort according to the *r*-influenced vowel pattern.
- Have students check and explain their sorts.

**Apply**
- Read aloud the directions on Student Book p. 104. Have students write words from the sort in columns according to the vowel sound and spelling pattern.
- **Game** Allow time for students to play Around the Bases, which is on the CD.
- **Little Book** Read Miss Muffet and the Spider with students. Have them identify words with *ir* or *ire*.

**Extend the Sort**

**Alternative Sort: Syllables**
Review the meaning of syllables with students. Then students can re-sort the words by number of syllables. Read a word on a card and clap the syllables as you do so. Continue sorting by one-syllable words and two-syllable words.

**ELL English Language Learners**
Be sure students understand the difference between the sound of *ir* in *birth* and the sound of *ire* and *ier* in *hire* and *crier*. To help them with the oral discrimination and pronunciation of the different sounds, point out differences in mouth position.

**Bonus Words Activity**
Ask students to name other words with *r*-influenced vowel patterns *ir*, *ire*, and *ier*, making suggestions from the Bonus Words if needed. Have students write each word on two cards. Then pairs can play Concentration with the word cards.

**Teacher Tip**
Write words with *ir*, *ire*, and *ier* on index cards, with a blank line in place of the *r*-influenced vowel pattern. Encourage students to analyze each word and fill in the correct *r*-influenced vowel pattern.
r-Influenced Vowel Patterns or, ore, oar

**Objectives**
- To identify r-influenced vowel spelling patterns
- To read, sort, and write words with r-influenced vowel patterns or, ore, and oar

**Materials for Within Word Pattern**
- Big Book of Rhymes, “The Snoring Horse,” page 47
- Whiteboard Activities DVD-ROM, Sort 27
- Teacher Resource CD-ROM, Sort 27 and Guess the Picture Game
- Student Book, pages 105–108
- Words Their Way Library, Friends Forever

**Introduce/Model**

**Small Groups**
- **Read a Rhyme** Read “The Snoring Horse.” Write the rhyming words roar, store, door, more, and anymore. Reread the poem, omitting each rhyming word, and have students supply them. Circle oar in roar and ore in anymore, store, and more. Point out that door has the same vowel sound but a different spelling pattern.

- **Model** Use the whiteboard DVD or the CD word cards. Model how to sort the words into or, ore, oar, and w + or spelling patterns. Explain that floor, four, and poor do not fit these patterns and therefore belong in the oddball category. Help students sort and explain their sorts.

**Practice the Sort**

**Independent/Partner**
- Have students use the Student Book or whiteboard DVD to read the words and use the grid to sort.
- Have students check and explain their sorts.

**Apply**

**Independent/Partner/Small Groups**
- Read aloud the directions on Student Book p. 108. Have students write words from the sort in columns according to the vowel sound and spelling pattern.
- **Game** Allow time for students to play Guess the Picture, which is on the CD.
- **Little Book** Read Friends Forever with students. Have them identify words with or, ore, or oar.

**Extend the Sort**

**Alternative Sort: Three-Way Sort**
First set aside the card for. Then students can re-sort by naming words (nouns), action words (verbs), and describing words (adjectives). Point out that some words, such as work, can be both a noun and a verb. Students should choose a meaning and then sort the card accordingly.

**ELL English Language Learners**
Model strategies to help students read and spell words with r-influenced vowel patterns. By “thinking aloud,” you can give students the opportunity to hear how a proficient English speaker reaches a conclusion regarding pronunciation and spelling.

**Bonus Words Activity**
Ask students to name other words with r-influenced vowel patterns or, ore, oar, and w + or, making suggestions from the Bonus Words list if needed. Have them draw a picture of a store with shelves; label the shelves or, ore, oar, and w + or; and write the words on the appropriate shelves.

**Vocabulary Building Vocabulary**
Point out homophones horse and hoarse. Explain that hoarse means “having a rough voice.” Describe scenarios that might make someone hoarse, such as yelling at a ball game.
**Objectives**
- To identify *r*-influenced vowel spelling patterns
- To read, sort, and write words with *r*-influenced vowel patterns *ur*, *ure*, and *ur-e*

**Materials for Within Word Pattern**
- Big Book of Rhymes, “Watching for Sea Turtles,” page 49
- Whiteboard Activities DVD-ROM, Sort 28
- Teacher Resource CD-ROM, Sort 28 and Sure Pairs Game
- Student Book, pages 109–112
- Words Their Way Library, Sea Turtle Night

**Introduce/Model**  
Small Groups
- **Read a Rhyme**  
Read “Watching for Sea Turtles,” emphasizing *turtles*, *curved*, *hurry*, and *surely*. Ask students to locate those words in the poem. Write the words, and circle *ur* in *turtles*, *curved*, and *hurry* and *ure* in *surely*. Read the poem again, omitting those words, and have students supply the missing words.
- **Model**  
Use the whiteboard DVD or the CD word cards. Demonstrate how to sort the words into *ur*, *ure*, and *ur-e* spelling patterns. Read down each list. Ask students how the words in each group are alike. Then help students sort and explain their sorts.

**Practice the Sort**  
Independent/Partner
- Have students use the Student Book or whiteboard DVD to read the words and use the grid to sort according to the *r*-influenced vowel pattern.
- Have students check and explain their sorts.

**Apply**  
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 112. Have students write words from the sort in columns according to their vowel sound and spelling pattern.
- **Game**  
Allow time for students to play Sure Pairs, which is on the CD.
- **Little Book**  
Read *Sea Turtle Night* with students. Have them identify words with *ur* or *ure*.

**Extend the Sort**

**alternative sort: guess my category**
Re-sort the words into groups that name things and words that do not name things. Begin by sorting two or three cards into categories. When you pick the next word card, have students tell where it will go. Continue until all cards have been sorted and students can guess the categories.

**ELL English Language Learners**
Give each child one or two cards, and have students create sentences using the words on their cards. Watch and listen to pronunciations of the *ur*, *ure*, and *ur-e* words to ensure students are forming the sounds properly.

**Bonus Words Activity**
Ask students to name other words with *r*-influenced vowel patterns *ur*, *ure*, and *ur-e*. Make suggestions from the Bonus Words list if needed. Then have students draw the outline of a purse and write the Bonus Words on it. Suggest that students circle each *r*-influenced vowel pattern.

**Teacher Tip**
During a repeated sort, do not correct students when they place a word in the wrong column. Wait until they are done and have them read the words in each column. If they don’t find the misplaced word, tell them what column it is in and have them find it.
**Review of ar, Schwa Plus r, and or**

**Objectives**
- To identify r-influenced vowel spelling patterns
- To read, sort, and write words with the r-influenced vowel patterns ar, schwa + r, and or

**Materials for Within Word Pattern**
- Big Book of Rhymes, "Fern’s Monsters," page 51
- Whiteboard Activities DVD-ROM, Sort 29
- Teacher Resource CD-ROM, Sort 29 and “R” Spin Game
- Student Book, pages 113–116
- Words Their Way Library, *The Monster Under the Bed*

**Introduce/Model**
- **Read a Rhyme** Read “Fern’s Monsters,” emphasizing the words with r-influenced vowel sounds. (monsters, orchard, park, Fern, dark, under, her, large, store, forgets, more) Write the words, and ask students how they are alike. Have students locate these words in the poem. Help them understand that they all have r-influenced vowel sounds.
- **Model** Use the whiteboard DVD or the CD word cards. Model how to sort the words by sound pattern: ar, schwa + r, and or. Ask students to tell how the words in each group are alike. Then help students sort and explain their sorts.

**Practice the Sort**
- Have students use the Student Book or whiteboard DVD to read the words and use the grid to sort according to r-influenced vowel patterns.
- Have students check and explain their sorts.

**Apply**
- Read aloud the directions on Student Book p. 116. Have students read each word and write it in the appropriate column according to spelling pattern.
- **Game** Allow time for students to play “R” Spin, which is on the CD.
- **Little Book** Read *The Monster Under the Bed* with students. Have them identify words with ar, or, or schwa + r.

**Extend the Sort**

**Alternative Sort: Act It Out**

Students can re-sort the cards into two groups: words that can tell an action and words that cannot. When the sort is complete, have students take turns acting out each action word.

**ELL English Language Learners**

You may need to explain that spur can be used as a noun (meaning “a sharp wheel attached to a boot heel that a rider uses to urge on a horse”) or a verb (meaning “to move to action”).

**Teacher Tip**

Encourage students to develop their own criteria for completing the sort. This exercise should be used to encourage students to find new and unexpected meanings and rules underlying their organization of the words.

**Monitor Progress**

**Spell Check 3**