

STEPS:**Tutor:**

Brings out the Reading Vowel-R page.

Student:

Reads each word in a section.

Repeats just the sound the vowel-R is making.

Explains why it makes that sound in that word.

A: Review Sounds of Vowel-R

- *Tutor brings out Reading Vowel-R Page*

“You’ve learned that it’s tricky to read words containing Vowel-R’s . . . because most of them can make more than one sounds.”

“Look at the A-R section of this page. Read each word, tell me what sound the A-R is making, and why.”

car - /ar/ accented

dollar - /er/ unaccented

war - /or/ Bossy W

garlic - /ar/ accented followed by a consonant

parent - /air/ accented followed by a vowel

parrot - /air/ accented followed by an R

Edward the Lizard - /erd/ unaccented ard at the end says /erd/

“Nice. What are the sounds that E-R can make, and why?”
/er/ most of the time, /air/ when it’s accented and followed by a vowel, /air/ when it’s accented and followed by an R

“What about I-R? What does it say most of the time?” /er/

“But when it’s a prefix, what does it say?” /ear/

“O-R can make two sounds. What are they?” /or/, /er/

“After a Bossy-W, what will O-R say?” /er/

“Most of the time, U-R says what?” /ur/

“But what does unit S-U-R-E say?” /shure/

“And in the word Nature, what does T-U-R-E say?” /cher/

“What phrase helps you remember the three sounds of E-A-R? What are those three sounds?”

Hear Earl Swear. /ear/, /er/, /air/

“You also learned that at the end of words, A-R-Y will always make what sound?” /airy/

“But O-R-Y at the end can make two sounds. What two sounds?” /ory/, /ery/

“And lastly, E-R-Y at the end will always say what?” /ery/

Reading Vowel-R

**ar = car, dollar, war, garlic, parent, parrot
Edward the Lizard**

but not: guard

er = her, therapy, terrify

ir = bird, irresponsible

or = corn, janitor, worm, commodore, sailor

ur = burp, insure, nature

ear = hear Earl swear

but not: heart

ary = military

ory = category, history

ery = artillery

Posttest
READ THESE WORDS
Word Frame is optional

normal

assure

arrogance

scurry

commentator

warning

compulsory

pinafore

stirrup

armistice

vinegar

ignorance

snare

clearance

quarter

permanent

muscularity

wizard

dirigible

paragraph

reward

Dictate Words

SER-pent

GRAN-u-ler
(Granular)con-DUC-ter
(Conductor)PED-ih-cure
(Pedicure)

TEN-ure

EM-pire

de-PLORE

in-SPEC-ter
(Inspector)

trans-FIG-ure

BARB-wire

FUR-ther-more

UN-der-in-sheer
(Underinsure)en-CLO-zhure
(Enclosure)ad-VEN-cher
(Adventure)con-VER-zhun
(Conversion)dis-TOR-shun
(Distortion)C: Spell Real Words with Tiles

- Tutor pulls out Spelling Rules for Vowel-R page
“Let’s review the spelling rules you learned for Vowel-R’s.”
- Tutor reviews the **first seven** spelling rules.
(**Stop** after the Commodore Sailor rule. The student won’t use the remaining rules in this section.)

“Let’s practice just those rules.”

“I’ll say a word, you repeat it, then build it out of tiles. Use your spell checker on those tricky sounds.”

“The first word is SER-pent.”

“Repeat that word.”

“Tap the syllables.”

“Go ahead and build that word.”

“That word says?”

STEPS:**Student:**

Word frame is optional.

Read the word.

If unsure or inaccurate:

With a pencil, put a dot
below each vowel.

Count the letters between
the dots.

Draw a dividing line.

Pronounce each syllable
exactly as it is divided.

Say it fast like a word.

D: Read Words on Paper

“Now you’re going to read words on paper. Each word contains the sound /ear/ or /air/.”

“After you read each word, circle its Vowel-R and tell me the sound it is making in that word.”

*****Optional*****

Offer bonus points if your student can tell you WHY it makes that sound (i.e., AR+R, AR+Vowel, unaccented, etc.)

Posttest
READ THESE WORDS
Word Frame is optional

carry

mascara

impaired

adhere

prepare

derrick

declare

clear

parasite

dictionary

heresy

sheared

snare

interfere

appear

irritate

weary

paraffin

parrot

serotonin

solitary

Dictate Words

CRAN-bair-ree
(Cranberry)

GEER-box
(Gearbox)

NAIR-rate
(Narrate)

re-VEER
(Revere)

un-BAIR-uh-ble
(unbear able)

eer-re-SIS-tih-ble
(Irresistible)

DAIR-ing
(Daring, Dare)

FAIR-ly

sev-EER-ly
(Severely)

PAIR-rut
(Parrot)

un-uh-WAIR
(Unaware)

SAIR-ra-ted
(Serrated)

MO-men-tair-y
(Momentary)

Smeerd
(Smear ed)

E: Spell Real Words with Tiles

“You’re going to spell words with tiles that contain the sound of /ear/ or /air/. So let’s review those two spelling rules.”

- *Tutor pulls out Spelling Rules for Vowel-R page*

“Look at the bottom of this page. When you hear the sound /ear/, how will you look it up?” As E-E-R

“And when you hear the sound /air/, how will you look it up?” As A-I-R

“Let’s practice just those rules.”

“I’ll say a word, you repeat it, then build it out of tiles. Use your spell checker on those tricky sounds.”

“The first word is CRAN-bair-ree.”

“Repeat that word.”

“Tap the syllables.”

“Go ahead and build that word.”

“That word says?”

STEPS:

Student:

Word frame is optional.

Say just the baseword.

Read the entire word

If unsure or inaccurate:

With a pencil, put a dot below each vowel.

Count the letters between the dots.

Draw a dividing line.

Pronounce each syllable exactly as it is divided.

Say it fast like a word.

F: Read Words on Paper

“Now you’re going to read words on paper. Would you like to use the Word Frame?”

“Each word has a suffix. Some also have a prefix.”

“Say the entire word, then just the Baseword. If it helps, you can box of the prefix or suffix.”

*****OPTIONAL*****

Put a checkmark in front of words that used the Doubling rule.

Circle words that used the Dropping rule.

Put a box around words that used the Change rule.

TUTOR NOTE: Some words have more than one suffix, and the Change rule was used when adding the second suffix.

✓ winner	hiring	furrier
impurity	✓ furry	advisory
adorable	horribly	sparing
insurance	unhurried	certified
✓ unforgettable	awareness	maturity
✓ stirred	✓ forgetting	glorious
scared	permanence	momentary

Dictate Words

STAR-ing
(Star, Starring)

ex-PI-ring
(Expire, Expiring)

STER-dee-est
(Sturdy, Sturdiest)

SCARED
(Scare, Scared)

BLUR-ry
(Blur, Blurry)

de-PLOR-able
(Deplore, Deplorable)

RIH-dunce
(Rid, Riddance)

in-SURE-unce
(Insure, Insurance)

SI-lunce
(Silent, Silence)

DIS-tunce
(Distant, Distance)

re-LI-unce
(Rely, Reliance)

SEN-tunce
(Sentence)

CLO-zher
(Closure)

PREH-sheer-ing
(Pressure, Pressuring)

G: Spelling Words with Suffixes

“Now you’re going to use the tiles and spell real words that have suffixes.”

- *Tutor pulls out the Suffix Spelling Rules page*

“You can look at this page whenever you wish. Notice the rule for A-N-C-E or E-N-C-E has been added to the bottom.”

“All set? The first word is STAR-ing.”

“Repeat that word.”

“What’s just the Baseword?” Star

“Build the Baseword first.”

“That word says?” Star

“Now make it say STARRING.”

STEPS:

Student:

Word frame is optional.
Read the entire word.
Say the smaller, related word.

If unsure or inaccurate:

With a pencil, put a dot
below each vowel.
Count the letters between
the dots.
Draw a dividing line.
Pronounce each syllable
exactly as it is divided.
Say it fast like a word.

H: Read Bossy-W Words on Paper

“Now you’re going to read words on paper. Some of these words contain a Bossy-W.”

“Would you like to use the Word Frame?”

Posttest
READ THESE WORDS
Word Frame is optional

wallet

worse

dashboard

swatted

swarming

wizard

warranty

quarrel

award

waterfall

squatting

safeguard

quadriceps

quality

laggard

warbler

warden

squadron

worship

forward

hazard

STEPS:**Student:**

Put word frame around word.

Read the word.

J: Read Sight Words

“Now you’re going to read sight words through the word frame.”

“You can NOT sound out these Sight Words.”

“So as soon as you see the word, just sayit.”

*****TUTOR NOTE*****

I don’t expect your student to know how to *spell* all of these yet, but he should be comfortable reading them..

If there are any he has trouble with, be sure to add them to your Sight Word Reading Deck.

Posttest
READ THESE SIGHT WORDS
using the Word Frame

cousin

height

guard

promise

iron

wolf

century

guy

nuclear

straight

courage

although

ocean

heart

couple

calm

journey

purpose

trouble

thorough

muscle

STEPS:**Tutor:**

Review each retired Sight Word Spelling Card.

Student:

Read the card.

Explain why the letter is red.

“See and spell” once on wall.

“See and write” once on table.

Tutor:

After all retired cards have been reviewed, dictate each word once.

Student:

Says the word.

Writes it on paper.

Underlines the red letter.

K: Review Sight Word Spelling Cards

“Let’s review all the Sight Words that we’ve retired during this book.”

- *Tutor pulls out the Sight Word Spelling Cards that were retired during this book.*

“What’s this word?”

“Why is that letter in red?”

“Stare at it until you can see it in your mind with your eyes closed.”

“Look at that blank wall and see that word. How do you spell (sight word here)?”

“Good. Now write that word on the desk using your index and middle finger as the pen.”

- *Tutor repeats the above procedure for each Sight Word Spelling card.*

“Now I’m going to dictate each of these sight words. Repeat the word, write it down, then underline the red letter.”