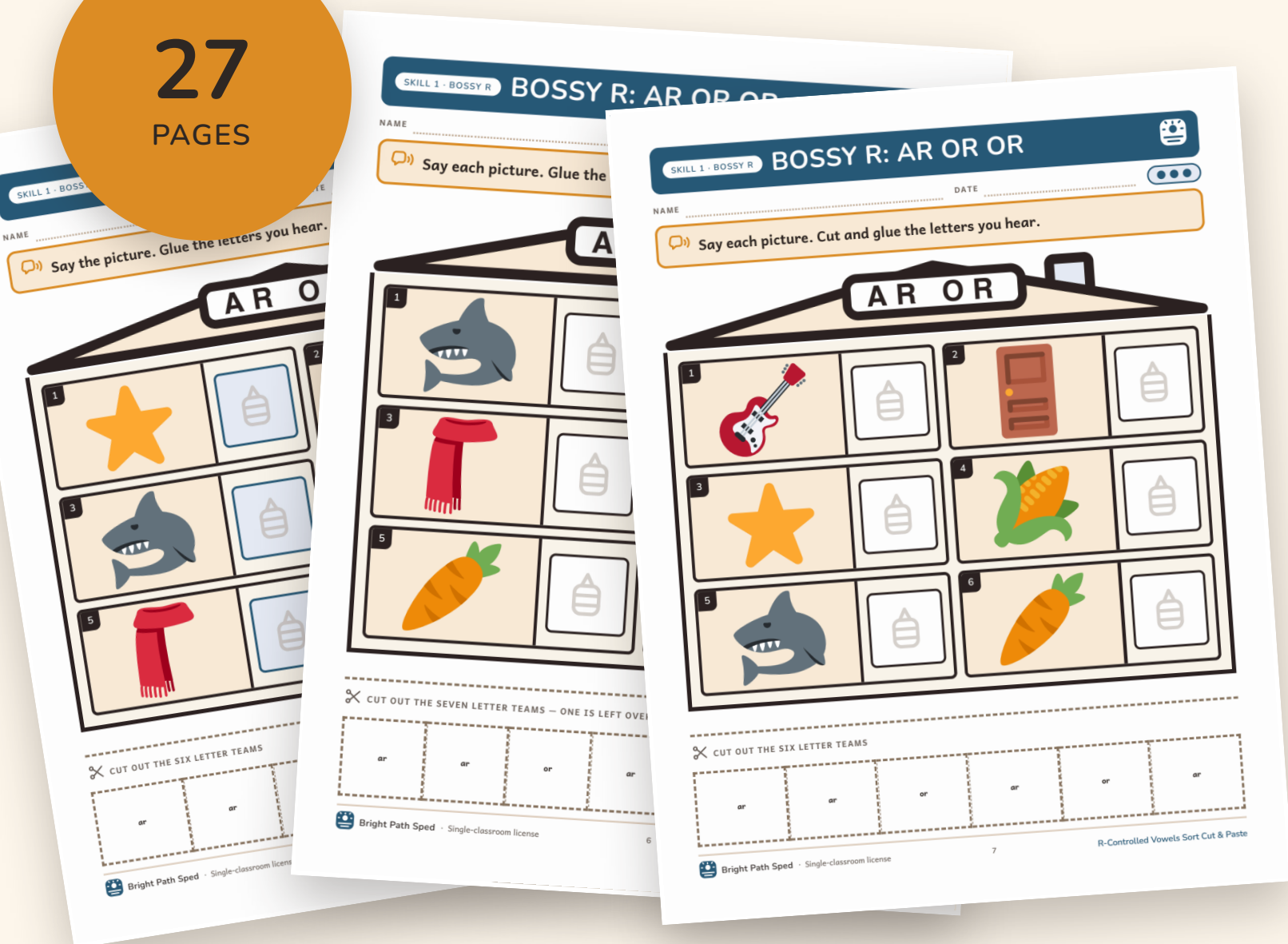


BOSSY R SORT

R-Controlled Vowels Sort, 3 Levels

27
PAGES



BRIGHT PATH SPED

K-2 · Special Education



Four skills, one bossy-r job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

- 1 Read the plan page cold if you have to**
The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it.
- 2 Two spellings you can hear, three you cannot**
ar and or are different sounds a child can tell apart by ear. er, ir and ur spell the SAME sound — there is no fair listening test for those three, so Skills 2 and 3 print the word with only the spelling cut out, and the job is to remember or check that specific word's spelling, not to guess a sound. Both this packet and the plan pages say so plainly, because a page that looked like a listening test but was not would be a page that was not fair to the student holding the scissors.
- 3 Pick a level per student, not per class**
Level 1 is a tinted box showing exactly where a piece goes, and no spare piece. Level 2 adds one extra piece to count against. Level 3 takes the tint away. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.
- 4 Say the word out loud before anything is cut**
A student who matches silently and glues is doing a matching task, not a phonics one. Naming the word out loud is the part you can hear, correct and take data on.
- 5 Write the data on the plan page**
The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Start with Skill 1 (ar or or) even if you plan to skip around. Those two sounds are genuinely different from each other, so it is the one skill in this packet a student can succeed at by listening alone — and that early win is what makes Skill 2's honest "you have to remember this one" harder task land.



Teach · 6 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture with no letters printed beside it, the student will glue the two-letter spelling for the r-controlled vowel heard in the word, choosing between ar and or, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“A vowel right before r does not say its short or long sound anymore -- the r is 'bossy' and changes it. Today there are only two spellings it can be: ar, the sound in star, or or, the sound in corn.”

Say star slowly, holding the ar. Then say corn the same way.

“St-ARRR. C-ORRR. Say them with me. Those are two different sounds, and your ear can tell them apart -- that is the whole job today.”

“Say the whole word out loud first. Then say it again and stretch out the middle: that stretched sound is either ar or or.”

“No word is written on your page -- only the two spellings on the roof sign and on your strip. The picture tells you the word, your ear tells you the sound, and the letters you glue tell me you heard it.”

Read the direction line once, then let them work.

THE THREE LEVELS



Six pictures, six two-letter cards, and the box is tinted so there is no question where a piece goes. This pack's or words (corn, door) are the only two this catalog has, so every level in this skill uses both of them.



The same six pictures with a different ar word, no tint, seven cards, one spare -- an extra or, so counting the pieces does not solve it.



Six pictures, no tint and no spare, a new ar word in the mix for a second look.

IF A STUDENT IS STUCK

- If a student glues a piece into every box without saying anything -- using the pieces up rather than listening -- cover the strip with your hand and ask for the word out loud before a card is touched.
- If ar and or sound the same to a student -- they are not, but both are unfamiliar -- have them hold a hand flat in front of their mouth and feel how far the jaw drops on ar (wide open) versus or (more closed, lips rounder).
- If a student tries to sound out the vowel alone (just 'a' or just 'o') -- the whole point of a bossy r is that the vowel alone is not the sound on the page -- say the word again and ask them to listen to the vowel AND the r together, as one sound.

TRY IT IN THE ROOM TODAY

Before the bell, find something in the room that has the ar sound and something with the or sound. A chart on the wall and a popcorn bag from snack time both work.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME _____

DATE _____



Say the picture. Glue the letters you hear.

A R O R

1



2



3



4



5



6



CUT OUT THE SIX LETTER TEAMS

ar

ar

or

ar

or

ar





NAME

DATE



Say each picture. Glue the letters you hear.

A R O R

1



2



3



4



5



6



CUT OUT THE SEVEN LETTER TEAMS — ONE IS LEFT OVER

ar

ar

or

ar

or

ar

or





NAME

DATE



Say each picture. Cut and glue the letters you hear.

A R O R

1



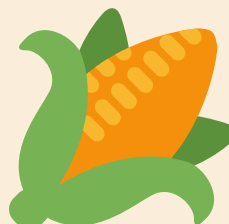
2



3



4



5



6



CUT OUT THE SIX LETTER TEAMS

ar

ar

or

ar

or

ar



ER, IR OR UR: ONE SOUND, THREE SPELLINGS



NAME

DATE



Say the word. Glue the letters that spell it.

E R I R U R

1



s p i d



2

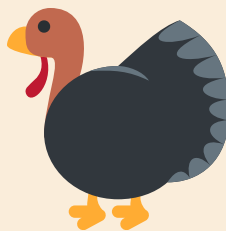


b



d

3



t



k e y



CUT OUT THE FIVE LETTER TEAMS

ur

er

ir

er

ir





NAME

DATE



Cut out the pictures. Glue each picture in the house for its spelling.

AR



OR



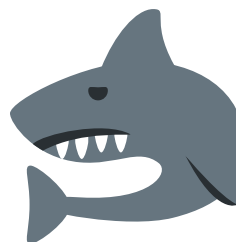
ER



IR



CUT OUT THE FIVE PICTURES



ANSWER KEY — AR/OR AND ER/IR/UR



Each item is listed as the word and the spelling that belongs in its box, in the order the items appear on the page. Every answer was recomputed from the same data that draws the page, not typed in by hand.

Bossy R: AR or OR

Level 1 star – ar corn – or shark – ar door – or scarf – ar carrot – ar

Level 2 shark – ar corn – or scarf – ar door – or carrot – ar guitar – ar (left over: or)

Level 3 guitar – ar door – or star – ar corn – or shark – ar carrot – ar

ER, IR or UR: One Sound, Three Spellings

Level 1 spider – er bird – ir turkey – ur

Level 2 feather – er circle – ir turkey – ur

Level 3 monster – er bird – ir turkey – ur

Why two skills, not one listening skill

ar and or are a fair listening test; er, ir and ur sound identical to each other, so Skill 2 is a spelling-memory task with the word printed and the spelling cut out, never a disguised listening test. The reasoning is on both plan pages.



Marisol T. is an invented student — nothing on this page describes a real child. This is ER, IR or UR: One Sound, Three Spellings, Level 2, filled in correctly, so you can see exactly what a finished page looks like before any student touches one. The blank page is page 10.

ER IR UR				
1		feath	er	
2		c	ir	cle
3		t	ur	key

✂ CUT OUT THE FIVE LETTER TEAMS

ir	ur	er	ur	er
----	----	----	----	----

How to read it

Marisol T. glued every one of the 3 words correctly: 1 ER and 1 IR and 1 UR. None of these three spellings could be sounded out — Marisol had to remember or check each word's own spelling, which is exactly what Skill 2 asks for. Every number here comes straight off this level's own data — the same data that drew the page and the answer key (page 20).



THANK YOU FOR USING THIS RESOURCE

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The spelling twin of the reading probe above

Beginning Sound Sort Cut & Paste

The same shape, the first sound instead of a bossy r

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