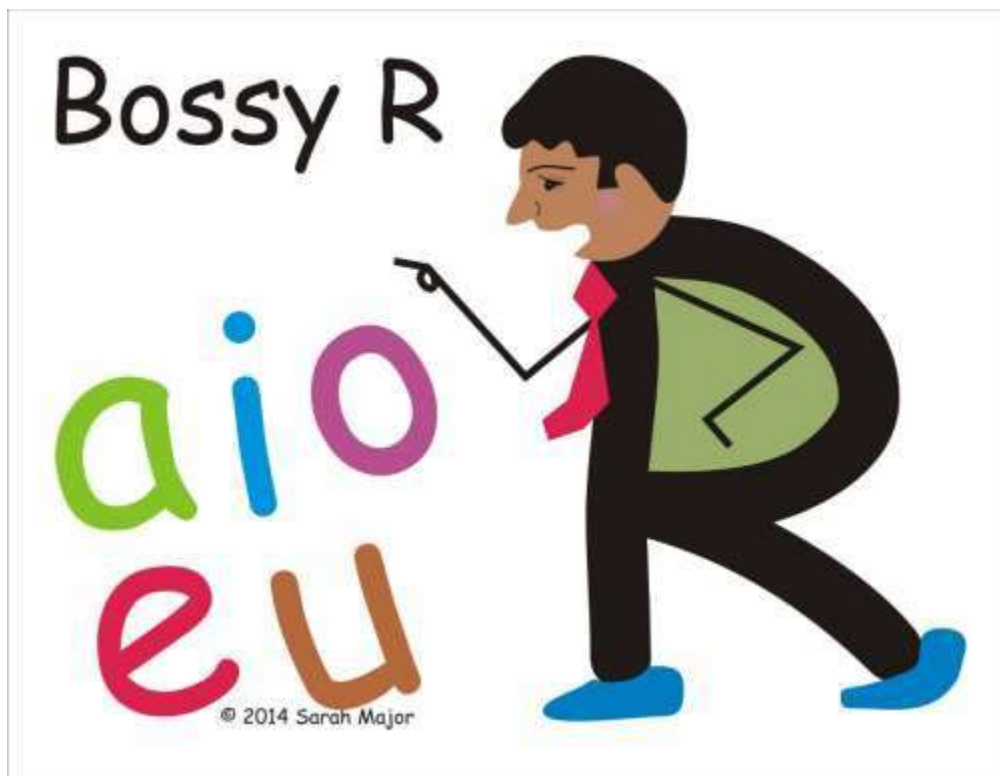


How to Teach R-Controlled Sound Spellings

OR... *Bossy R: The True Story*

By Sarah Major, M.Ed., Child1st Publications



The Day Mr. R Became Bossy R

Teach **R-Controlled Sound Spellings*** using an approach that **stimulates multiple regions in the brain** at one time. We use story, images, color-coding, humor, patterning and more to make learning unforgettable. Another great multisensory product from Sarah Major, M.Ed. Child1st Publications.

Included in this lesson:

- Story with full-color illustrations
- Word lists to go with each sound spelling
- Mini-lessons for each of the five sound spellings included: AR, ER, IR, OR, UR
- Five ways to spell the sound /ER/
- Activity suggestions to practice learning concepts
- Activity suggestions to deepen learning

Note: This lesson pack teaches only the sound of ER as in "her." Five ways to spell /ER/. **It is important to note that using this whole brain approach, the children will be relying NOT on memorization of sound spellings or phonics rules to learn and remember, but will be relying primarily on their visual cortex to store a picture of the learning piece. Let them look at the images, say the silly sentence, and then ask them to close their eyes and see the information in their minds. You can then ask them to draw what they saw in their imagination on a piece of paper to allow the learning to go into long term memory*

Bossy R: The True Story

(Or, How to Teach R Controlled Sound Spellings Unforgettably) by Sarah Major, M.Ed.

Rumors are flying around the web about Bossy R and how he came to have that name. Because everyone has a slightly different version of the story, I am here to set the record straight once and for all. Here you will find *the truth* about Bossy R.

Tell the Story:

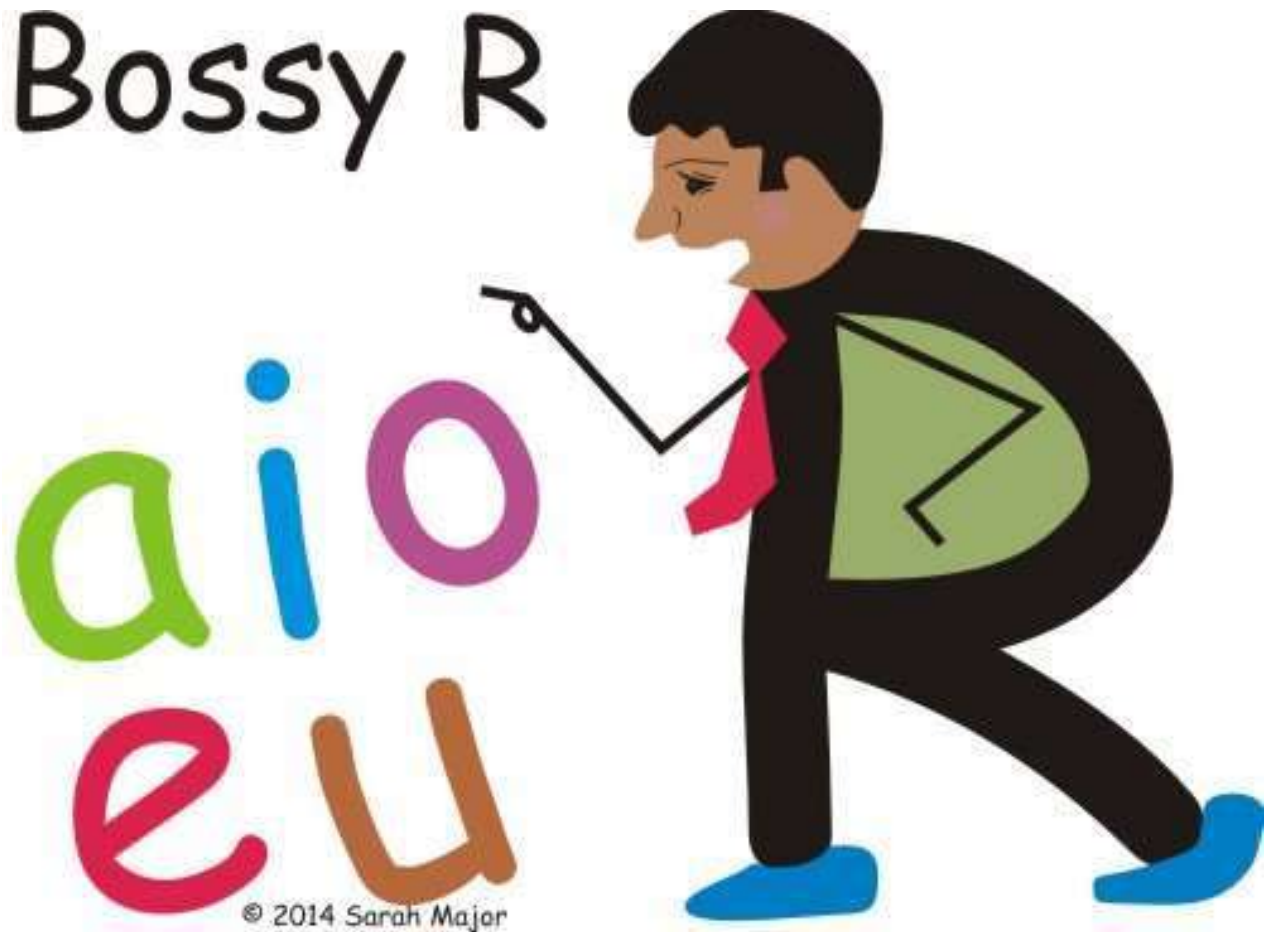
"Mr. R used to not be bossy at all. The truth is that he was a very nice guy. In fact, each time he would go walking with a friend, he would always let them go first. "After you," he would say politely.

"One morning in late March, Mr. R looked out, saw snow covering the ground, and instantly felt grumpy. Instead of blaming the weather for his mood, he unaccountably blamed his friends. 'I am sick of always being last when I am with my friends,' Mr. R whined, frowning.



Mr. R thinking about walking with his friends and how they always go first

“Before stopping to think it through (which would have been a really good idea), Mr. R texted all five of his friends and told them to come to his house at once. He puffed up really big, shook his finger at them and said, ‘From now on when we go walking, I am going to go first!’ But his friends had gotten used to always going first, so they argued with Mr. R. Finally Mr. R had to compromise. ‘You will still go first when we go walking, but you won’t say a word. I will do all the talking,’ bossed Mr. R.



The day Mr. R turned into Bossy R

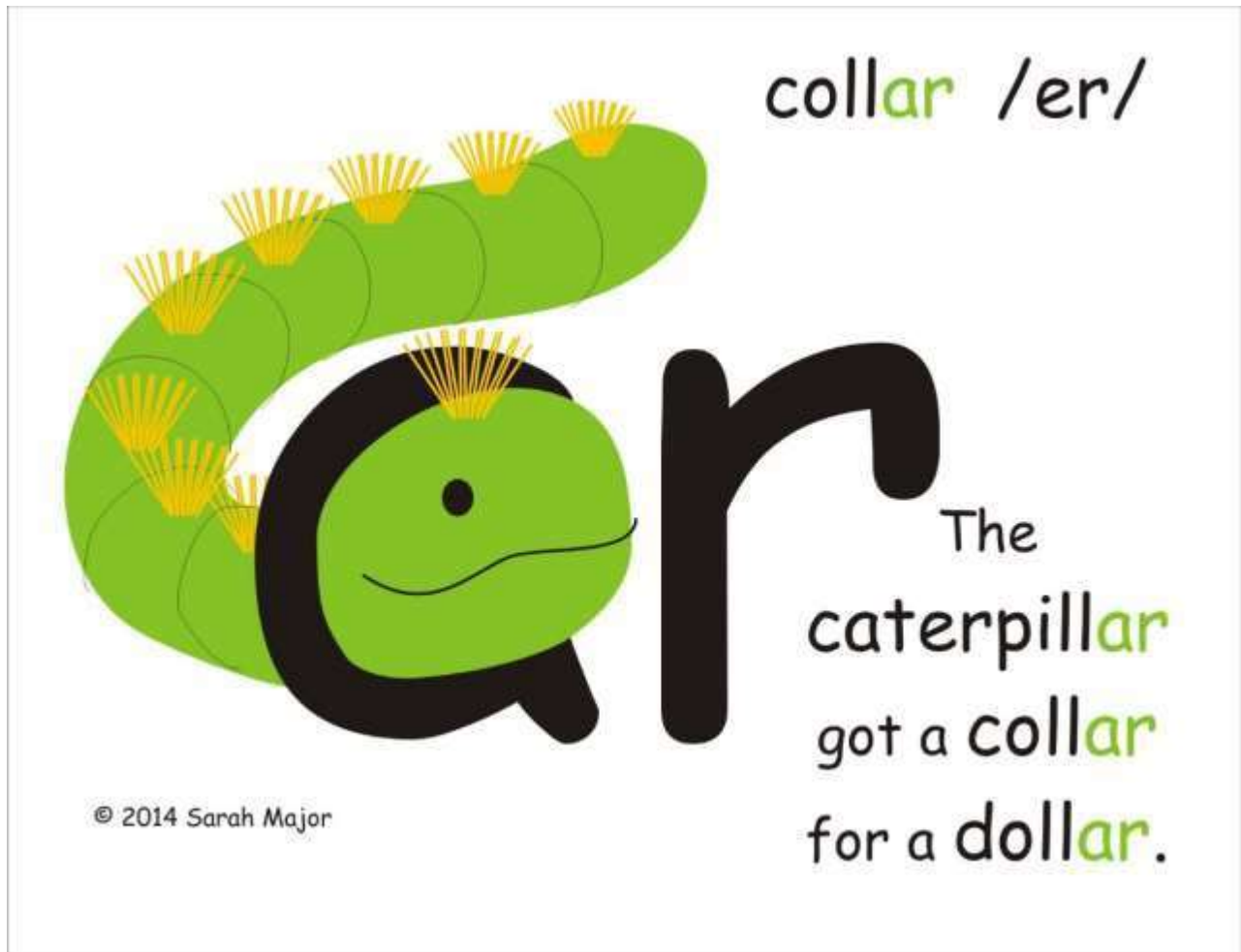
“From that day on, everyone called Mr. R ‘Bossy R’ until finally the name just stuck.

“And this is the truth about why Mr. R is called ‘Bossy R’ to this very day.”

The End

Sound Spelling AR when it sounds like /ER/

Here is Bossy R with his former good friend A:



Words that use the sound spelling AR that sounds like ER include:

Scholar, pillar, burglar, beggar, liar, dollar, caterpillar, vicar, calendar.

Teach it:

1. Show the children the picture for AR. Say, "This is a picture of the letters A and R when they work together to make the sound ER as in HER."
2. Draw attention to the picture of the caterpillar as you read the sentence that goes with the picture. Point out that the A in the picture is the collar the caterpillar got for a dollar.
3. Draw attention to the fact that there are similarities in the words "caterpillar, collar, and dollar."
4. Next, write the three representative words on your whiteboard, color-coding the AR, preferably with green to match the color coding in the image.

5. Study the word caterpillar, noting that it is made of little pieces: “cat”, “er”, “pill” and then “ar.” Not so hard! Notice next the fact that collar and collar are almost exactly alike. If the children know how to spell DOLL already, it will be a simple matter to relate that word to DOLLAR and then to change the first letter of DOLLAR to a C to make COLLAR. In this way, all the words are interconnected, making it easier for the children to remember.
 6. Next, write in a column the other suggested words that appear under the image for AR. Color code the AR spellings as before. Mention to the children that AR sounding like ER is not real common, so they will find the AR spelling in more advanced words.
 7. After you have told the children what the words mean, let them choose a couple or three and make up their own silly sentence, color-coding the AR just like you did.
 8. Then ask them to draw a little picture showing what is happening in their silly sentence. All these steps will help cement in their minds the words that use the AR spelling for ER.
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On a side note: Before too long, when A went walking with R, she got tired of being bossed around, so she got back at Bossy R by pinching him and making him say his name. When this happened, the words changed:

Here are words that use AR when it sounds like the NAME of Bossy R – AR as in CAR.

Art, cart, park, star, car, tar, bar, far, tar, mar, par, char, scar, spar, party, bark, lark, mark, shark, spark, stark, cart, dart, mart, part, tart, chart, smart, start, carp, harp, tarp, sharp, barn, darn, yarn, arm, farm, harm, charm, barge, large, charge, bard, card, hard, lard, yard, shard.

Oh, my! It is so easy to see how long the new rule was in place with A and Bossy R! There are so many more words that have the sound of Bossy R's name in them!

Sound Spelling ER when it sounds like /ER/

Here is Bossy R (wearing a wig) with his former good friend E:



Words that use the sound spelling ER that sounds like ER include:

Fern, germ, jerk, clerk, her, serve, were, berm, term, tern, stern, and all words that end in ER such as runner, doer, eater, worker, etc.

Teach it:

1. Show the children the picture for ER. Say, "This is a picture of the letters E and R when they work together to make the sound ER as in HER."
2. Draw attention to the picture of the workers as you read the sentence that goes with the picture. Point out that the people in this picture are serving "her" is by mopping the floor and dusting.
3. Draw attention to the fact that there are similarities in the words "were, serve, and her."

4. Next, write the three representative words on your whiteboard, color-coding the ER, preferably with red to match the color coding in the image.
5. Next, write in a column the other suggested words that appear under the image for ER. Color code the ER spellings as before. You might want to group the types of words together, such as *bern* with *fern*, etc.
6. After you have told the children what the words mean, let them choose a couple or three and make up their own silly sentence, color-coding the ER just like you did.
7. Then ask them to draw a little picture showing what is happening in their silly sentence. All these steps will help cement in their minds the words that use the ER spelling for ER.
8. Another idea is to lead a scavenger hunt for ER words in books, old magazines, and newspapers. The children could cut the words out and group them together by type. For instance, those words ending in ER like “runner” could form a group, while words that have ER in the middle could form another group, etc.

Sound Spelling IR when it sounds like /ER/

Here is Bossy R with his former good friend I:



Words that use the sound spelling IR that sounds like ER include:

Girl, bird, dirt, skirt, shirt, circus, fir, sir, stir, whirl, third, flirt, squirt, birth.

Teach it:

1. Show the children the picture for IR. Say, "This is a picture of the letters I and R when they work together to make the sound ER as in HER."
2. Draw attention to the picture as you read the sentence that goes with the picture. Point out that the girl is pointing to the bird in the dirt.
3. Draw attention to the fact that there are similarities in the words "girl, bird, and dirt." In each of the words, the IR spelling is inside the word and it is very easy to sound out these words. Whenever they see the color blue, they are going to say /ER/.

4. Next, write the three representative words on your whiteboard, color-coding the IR, preferably with blue to match the color coding in the image.
5. Next, write in a column the other suggested words that appear under the image for IR. Color code the IR spellings as before. You might want to group the types of words together, such as words ending in IR together, etc.
6. After you have told the children what the words mean, let them choose a couple or three and make up their own silly sentence, color-coding the IR just like you did.
7. Then ask them to draw a little picture showing what is happening in their silly sentence. All these steps will help cement in their minds the words that use the IR spelling for ER.
8. Optionally, lead a scavenger hunt for IR words in books, old magazines, and newspapers. The children could cut the words out and group them together by type. For instance, those words ending in IR like “fir” could form a group, while words that have IR in the middle could form another group, etc.

Sound Spelling OR when it sounds like /ER/

Here is Bossy R with his former good friend O:



Words that use the sound spelling OR that sounds like ER include:

Motor, actor, creditor, visitor, director, reactor, collector, conductor, solicitor, creator, inheritor.

Teach it:

1. Show the children the picture for OR. Say, "This is a picture of the letters O and R when they work together to make the sound ER as in HER."
2. Draw attention to the picture as you read the sentence that goes with the picture. Point out that the worm is hugging the O so he is almost part of that letter.
3. Draw attention to the fact that there are similarities in the words "word, work and worm." In each of the words, the OR spelling is inside the word and it is very easy to sound out these words. Whenever they see the color purple, they are going to say /ER/.

4. Next, write the three representative words on your whiteboard, color-coding the OR, preferably with purple to match the color coding in the image.
5. Next, write in a column the other suggested words that appear under the image for OR. Color code the OR spellings as before. It will be really important to teach the children that when they see a word that ends in OR, it will usually mean "someone who..." For example, an actor is "someone who acts." A visitor is "someone who visits." A creator is "someone who creates." Motor does not fit this description.
6. After you have told the children what the words mean, let them choose a couple or three and make up their own silly sentence, color-coding the OR just like you did. Challenge the children to come up with other words they can add the OR ending to. Other ideas include: instructor, professor, inventor, operator, editor, mayor, senator, governor.
7. Then ask them to draw a little picture showing what is happening in their silly sentence. All these steps will help cement in their minds the words that use the OR spelling for ER.
8. Optionally, lead a scavenger hunt for OR words in books, old magazines, and newspapers.

Sound Spelling UR when it sounds like /ER/

Here is Bossy R with his former good friend U:



Words that use the sound spelling UR that sounds like ER include:

Fur, curl, hurt, cur, blur, slur, spur, cure, lure, pure, sure, burl, furl, hurl, burn, turn, churn.

Teach it:

1. Show the children the picture for UR. Say, "This is a picture of the letters U and R when they work together to make the sound ER as in HER."
2. Draw attention to the picture as you read the sentence that goes with the picture. Point out that the dog has just had his ears curled. Do the children think that his owner is a girl who is learning to use a curling iron? Does the dog look happy about what just happened to him?
3. Draw attention to the fact that there are similarities in the words "hurt, curl, and fur." In each of the words, the UR spelling is inside the word and it is very easy to sound out these words. Whenever they see the color brown, they are going to say /ER/.

4. Next, write the three representative words on your whiteboard, color-coding the UR, preferably with brown to match the color coding in the image.
5. Next, write in a column the other suggested words that appear under the image for UR. Color code the UR spellings as before.
6. After you have told the children what the words mean, let them choose a couple or three and make up their own silly sentence, color-coding the UR just like you did.
7. Then ask them to draw a little picture showing what is happening in their silly sentence. All these steps will help cement in their minds the words that use the UR spelling for ER.

This same approach to learning and remembering how various sounds are spelled can be found in our book, *The Illustrated Book of Sounds & Their Spelling Patterns*. All the sounds in our language are covered with sentences to be color-coded such as those that appear in the illustrations above. The lessons are liberally illustrated with cartoons that drive the meaning of the sentence home, and also tie together the list of words that use the same spelling pattern. We also have Sound Spelling Teaching Cards that teach 154 sound spellings. This resource teaches letter sound relationships, grapheme and phoneme components, phonemic awareness, and phonics blending, empowering learners to decode new words.

Use pattern, color, pictures, humor, and story and let your child **Love Learning!**