Some students may have difficulty pronouncing \( r \) when \( r \) is preceded by a vowel. Other students may confuse the pronunciation of \( r \) with that of other consonants.

### Listen

Say: We’re going to listen to some Basic Words with vowel + /\( r \)/ sounds. The vowel + /\( r \)/ sounds in these words can be pronounced /\( ôr \)/, /\( îr \)/, or /\( år \)/. Model the pronunciation of the /\( ôr \)/ sounds in horse separately and within the word: /\( ôr \)/, /\( ôrrr \)/, h\( ôrrr \)se, horse. Continue with clear and smart.

### Speak and Read

Repeat the procedure above and encourage students to repeat after you. Say: Let’s practice the word horse again: /\( ôr \)/, /\( ôrrr \)/, h\( ôrrr \)se, horse. Repeat with the words clear and smart.

Write horse, clear, and smart on the board and circle or, ear, and ar. Say: The /\( ôr \)/, /\( îr \)/, and /\( år \)/ sounds are spelled with a vowel and \( r \).

For additional practice, read aloud the Basic Words fear, forest, north, year, March, smart, and clear. Have students tap their desks once when they hear a word containing the /\( ôr \)/ sounds, twice when they hear a word containing the /\( îr \)/ sounds, and three times when they hear a word containing the /\( år \)/ sounds.

### Spell

**Beginning/Preproduction** Create and display word cards for each of the following Basic Words: artist, forest, smart, year, and mark. Say: I am thinking of a word that has the /\( ôr \)/ sounds. Have a student point to and say forest. Place the card face down. Repeat for the remaining words.

**Early Production/Speech Emergent** Create and display word cards for the Basic Words artist, ear, forest, smart, year, horse, clear, acorn, and mark. Have students work with a partner and write the column headings /\( ôr \)/, /\( îr \)/, and /\( år \)/ across the top of a sheet of paper. Read aloud each word. Have students list the Basic Words according to the spelling of the vowel + /\( r \)/ sounds. Have students read their lists aloud, emphasizing the vowel + /\( r \)/ sounds.

**Intermediate/Advanced** Have students use separate sentence strips to write a simple sentence for each of these Basic Words: artist, ear, forest, smart, year, horse, clear, acorn, and mark. Have students read aloud each sentence, identifying the Basic Word and saying it aloud. Then have them identify the spelling of the vowel + /\( r \)/ sounds in each Basic Word.

I rode a horse last summer.