

Review and Monitor

The Wright Skills™

Background Information

An *r* following a vowel gives the vowel a sound that is different from its usual short or long sound. The letters *c* and *g* can stand for hard and soft sounds.

In this lesson, students will review the *r*-controlled vowel sounds and the hard and soft sounds of *c* and *g*. They will hear, say, and explore the sounds in the initial, medial, and final positions in words. They will also connect the sounds to letters.

Objectives

- Review and produce *r*-controlled vowel sounds.
- Review and produce the hard and soft sounds of *c* and *g*.
- Associate the *r*-controlled vowel sounds with their corresponding letters.
- Associate the sounds /k/ and /s/ with *c* and the sounds /g/ and /j/ with *g*.
- Recognize, read, and spell words with *r*-controlled vowels or the letters *c* and *g*.
- Build words with *r*-controlled vowels and words with the letters *c* and *g*.
- Practice and review previously taught high-frequency words.
- Write words with the review skills.



R-controlled vowels can be challenging for English language learners. When pronouncing them, students may roll the *r*, drop it, or substitute /l/.

Distinguishing the hard and soft sounds in words such as *giant*, *gate*, *cat*, and *cent* can also be confusing. Students may:

- substitute /s/ for the hard *c*, and substitute /k/, /ch/, /sh/, and /th/ for the soft *c*
- substitute /j/ or /k/ for the hard *g*, and substitute /g/, /zh/, /sh/, or /h/ for the soft *g*

See the Program Overview for pronunciation strategies.

See also ELL Lesson 59: Review and Monitor for specific strategies to support English language learners.

Pre Check

Write the following sentence on the board, and read it aloud:

Fern saw a huge cow and a nice pig curled up in the dirt in the barn.

Ask students to read the sentence with you. Then ask what vowel sound they hear in *Fern*. Invite a volunteer to circle the letters that stand for that sound. Repeat with the words *curled*, *dirt*, and *barn*. Then ask students what sounds they hear at the beginning of *cow* and *curled* and at the end of *huge*, *nice*, and *pig*. Have volunteers circle the letter that stands for each sound.

Kit Materials

- Blackline Masters pp. 164–166
- Picture Cards:

acorn (107)	shark (216)	thorn (223)	yogurt (79)
bird (1)	shirt (214)	unicorn (121)	
scarf (187)	skirt (191)	yarn (77)	
- Phonetic Element Cards: a–z (1–26); ar (87), er (89), ir (90), or (88), ur (91)
- Management System CD-ROM: Phonetic Element Cards: a–z (1–26); ar (87), er (89), ir (90), or (88), ur (91); Parent Letter, Practice and Assessment
- Decodable Books: *Seasons*, *The Whale*, *The Story of Cat and Rat*

Classroom Materials

pocket chart, drawing paper, chart paper, index cards

