

Letter Sound /r/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/.

Introducing the letter sound: Use a story such as the one below, along with the action.

Robert's family has a playful new puppy, but they cannot decide what to call him: Rocky, Rebel or Rover. It is raining, so the puppy follows Robert up to his bedroom to play. The puppy sniffs around the room and finds a racing car, a rocket, some roller skates, a toy rabbit and a rocking horse. Then he goes under the bed and pulls out an old blanket. He grips the blanket in his teeth and shakes it from side to side: "Rrrrrr!" "Rrrrrr!" Robert tries to take it away, but the puppy hangs on tightly until the blanket rips into rags. "Oh no!" says Robert, holding the blanket up. "Well, I know what to call you now." And from that day on, the puppy is known as Rags.

Action: The children shake their heads, like a puppy with a rag, making a continuous /rrrrrr/ sound.

Letter formation: Explain how the letter for /r/ is written. The children form the letter in the air and then practise writing <r>, <p>, <n>, <c>, <k>, <e> and <h> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Blend the words on the lesson page with the class: *rip*, *rat*, *rest*, *trap*. The children point to the dot underneath each sound as they say it.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [*rain*, *rabbit*, *hen*, *rocket*].

Word bank: *ran, rap, rat, rip, rack, rent, rest, risk, trap, trek, trip, crack, press, prick, track, trick, crept, crisp, print, scrap, strap, strip, stress, spirit, strict; cracks in a pan.* Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a word and then sound it out with the class, holding up a finger for each sound.

Dictation: Dictate the letter sounds /r/, /h/ /e/, /c k/ and the words *rip* and *rat*. Remind the children that

Answers

R r

ACTION

Pretend to be a puppy pulling a rag and shake your head from side to side, saying *rrrrr*.

r r r r r r r r r r r r r r r r
p p n n c c k k e e h h

rip

• • •

rat

• • •

rest

• • • •

trap

• • • •

Say the word for each picture and write the letter for the first sound. Three start with /r/, but one does not.

r

r

h

r

11

the sound /c k/ can be written as a caterpillar /c/ or a kicking /k/. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

Developing accuracy and fluency: The children take home a sound book to read with their parents and bring back the next day.

Further ideas: Sing the /r/ song from Jolly Songs. Paint pictures of rockets. Use pieces of rag to make a dog collage. Pin up the /r/ section of the Wall Frieze.