**Objective**

The student will identify variant correspondences in words.

**Materials**

- Caterpillar header cards (Activity Master P.023.AM1)
- Caterpillar work board (Activity Master P.023.AM2) *Copy on card stock, laminate, and cut out.*
- Word cards (Activity Master P.023.AM3a - P.023.AM3e)
- Vis-à-Vis® markers

**Activity**

Students identify vowel-r combination patterns by sorting and spelling words.

1. Place caterpillar header cards in a row face up and word cards in a stack face down at the center. Provide each student with a caterpillar work board.
2. Working in pairs, student one selects top card from stack, reads the word to student two.
3. Student two repeats word and identifies vowel-r combination sound (e.g., “chirp, /ir/”).
4. Determines the correct spelling pattern that makes the vowel sound and writes the word on the caterpillar work board.
5. Student one checks the spelling. If correct, student one gives the card to student two who places it under the matching header card. If incorrect, card is returned to bottom of stack.
6. Reverse roles and continue until all the word cards are sorted.
7. Peer evaluation

**Extensions and Adaptations**

- Use word cards for an open sort.

**Variant Correspondences**

- **“R” Caterpillars**
  - ar
  - er
  - ur
  - or
  - chirp
Phonics

“R” Caterpillars

spark | short

church | bird

stern |  

header cards
### Vowel-R Combinations

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first
girl

firm
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squirm
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