

# Complex Vowel /or/

## Complex Vowel /or/

Common  
or 97%  
ore 2%

**Form:** Magazine Article

### Content Words

forced  
refugees  
exactly  
suggested  
loaned  
equipment  
business  
celebrates



### Printables

- Common Complex Vowel /or/ Word Lists
- Common Complex Vowel /or/: *or* and *ore* Spelling Patterns



### Mini-Lessons

- Idioms
- Syllable Patterns:  
R-Controlled Vowels



### Articulation Video

## Introduce the Sound-Spelling Patterns

### Complex Vowel /or/ Spelling Pattern *or*

Say the /or/ sound and demonstrate the mouth position. (See the articulation video for the /or/ sound.)

1. Say the word *corner*, display the word, point to each letter, and stretch the word out phonetically by saying each sound (/k/ /or/ /n/ /er/).
2. Ask: *What letters are used to represent the /or/ sound?* Underline the *or* spelling pattern. Ask students what they already know about when a vowel is followed by an *r*. (The *r* makes the vowel not have a short sound or a long sound, but a different sound.) Remind students that the sound at the end of the word *corner* is another *r*-controlled vowel and it makes the /er/ sound.
3. Have students generate some words with the same /or/ spelling pattern in a variety of positions (*order, boring, support, for, metaphor*). Alternatively, select some words from the Common Complex Vowel /or/ Word Lists. Remind students to focus on the /or/ sound, not the letters *or*. Record the words.
4. Have students underline the /or/ spelling pattern in each word and read the words.
5. Ask: *Where does the /or/ sound spelled or occur in words?* (at the beginning of the word, inside the word, and occasionally at the end of a word) Point out that sometimes the spelling pattern *or* represents the /er/ sound, such as in the words *work* or *tractor*.

### Complex Vowel /or/ Spelling Pattern *ore*

Use Steps 1 and 2, with the word *before* (/b/ /ē/ /f/ /or/) and the /or/ spelling pattern *ore*. Continue with Steps 3 and 4. Possible example words: *ignore, more, store, boredom*. Step 5: Ask: *Where does the /or/ sound spelled ore occur in words?* (inside the word, but most often at the end of a word) Remind students that when they hear the sound /or/ at the end of a word, it is usually followed by the letter *e*, which is silent.

Tell students that *or* is the most common way to represent the /or/ sound and the *ore* spelling pattern is the next most common.

If students identify a word with the /or/ sound that is not spelled with the spelling patterns *or* or *ore*, for example, *four*, point out that it is another way to represent the /or/ sound. Add it to the list of letter patterns that represent the /or/ sound.



## Read the Connected Text

### A Sweet Story

**Background:** The Hadhad family, originally from Damascus, Syria, were well-known chocolatiers who lost

everything in the Syrian civil war. Forced to flee, they spent years living as refugees in Lebanon before being welcomed to Canada in 2016 and settling in Antigonish, Nova Scotia. With support from the local community, they founded Peace by Chocolate, a company that quickly gained national attention for its delicious handcrafted chocolates and its inspiring story. The Hadhads chose the name “Peace by Chocolate” to reflect their desire to spread peace and gratitude through their business, symbolizing a new beginning and their appreciation for the opportunities Canada had provided.

**Pronunciation Key:** Hadhad: had-had; Isam: ih-SAHM; Antigonish: an-tuh-guh-NISH (a common pronunciation, but there are variations); Tareq: tah-RIK

### BEFORE READING

- ▶ Tell students they are going to read a magazine article. Ask: *What types of stories are usually found in magazines?* (current events, stories about real people, true stories) *What do you predict this magazine article might be about?* Share orally. [Build Prior Knowledge/Make Predictions]
- ▶ Introduce the nouns *Isam*, *Hadhad*, *Syria*, *Antigonish*, and *Tareq*. Tell students these are names of people and places they will read in the text. [Develop Vocabulary]

### DURING READING

- ▶ Students read the text independently or whisper-read as you listen in and provide feedback. You may wish to have one student read to you, while the others read independently.
- ▶ Provide feedback if students misread or have difficulty with a word. For example, place your finger on the missed sound-spelling pattern, such as /or/ spelled *ore* as in *explored*. Students might confuse the *ore* spelling pattern with the *o\_e* spelling pattern for the long /ō/ sound. Remind

students about the *r*-controlled vowel sounds. Have the student stretch out the word using the /or/ sound, blend the sounds, then read the word again.

### AFTER READING

#### Build Comprehension

1. Look back at the prediction you made before you read the text. Ask: *What was this magazine article about?* (how a refugee family from Syria set up a successful business making chocolate after they were welcomed into a community in Canada) [Summarize/Confirm Predictions]
2. Ask: *What does the word refugee mean?* You may have to provide background information if students are unfamiliar with who refugees are. [Use Prior Knowledge/Develop Vocabulary]
3. The Hadhads named their business Peace by Chocolate. Ask: *Why do you think they chose this name?* [Make Inferences]
4. Ask: *What does the author mean by “orders really started to fly in”?* (lots of orders were coming in very quickly) Tell students this phrase is an idiom, an expression that has a different meaning from the literal meanings of the words. “It’s raining cats and dogs” does not mean that cats and dogs are falling from the sky but, rather, that it is raining very hard. Invite students to share examples of other idioms, e.g., “a piece of cake” (something is very easy). [Develop Vocabulary] (See Idioms Mini-Lesson.)
5. The people in Antigonish were very welcoming to the Hadhads. Ask: *How did the community help the Hadhads feel welcome?* (met them at the airport, invited them to a potluck) Ask: *Have you ever moved to a new community, joined a new group, or come to a new school? How did people help you feel welcome?* Invite students to share personal stories of being welcomed or of doing things to make others feel welcome. [Make Connections]

## PRACTISE

### Build Fluency

#### Sound-Spelling

- ▶ Ask students to work with a partner to find and record /or/ spelling pattern words from the text and underline each /or/ spelling pattern. Share and record their words as a class. Then have students record new patterns and sample words in their *Sound-Spelling Notebook*.
- ▶ Ask: *What do you know about r-controlled syllables? What r-controlled syllables have we learned about?* R-controlled syllables are vowels that are followed by the letter *r*, which changes the way the vowel sounds. Instead of the vowel making its usual short or long sound, the *r* influences or “controls” the sound. Examples: *ar* as in *car*; *er* as in *her*; *ur* as in *burn*; *ir* as in *bird*; *or* as in *storm*. (See Syllable Patterns: R-Controlled Vowels Mini-Lesson.)

#### Read for Fluency

- ▶ Using the Common Complex Vowel /or/: *or* and *ore* Spelling Patterns printable, students can work in pairs to speed-read the words.

### Working with Words

#### Canadian Spelling

- ▶ Display the words *neighbourhood* and *neighborhood*. Ask: *What is different about the spellings of these two words?* (One spells the /or/ sound *or*; the other spells the /or/ sound *our*.) Explain that some words that include the sound /or/ are spelled differently in Canada and the United States. Common examples: *colour/color*, *favourite/favorite*, *neighbour/neighbor*, *glamour/glamor*, *honour/honor*.
- ▶ Remind students that although they will see both spellings, in Canada it is correct to spell the words using the *our* spelling pattern to represent the /or/ sound.

## APPLY

### Guided Spelling

- ▶ Select words from the complex vowel /or/ word lists. Include words with the sound in various positions and with different spelling patterns,

e.g., *organ*, *important*, *score*. Say the word, repeat it in a sentence, and have students write the word. Display the words and have students self-correct.

- ▶ For additional practice spelling words with the *or* and *ore* spelling patterns, students can play a simple Bingo-style game. Have students divide a sheet of paper or a whiteboard into 8 sections (or 16 sections for a greater challenge). Select a spelling pattern and ask students to select and write a word with that spelling pattern in each of the sections. Randomly select words with the spelling pattern and call them out to the class. When one of their selected words is called, students can cross it off. Play until a student has a row, a column, or the entire board crossed off.

## Writing

### Creating a Title for a Magazine Article

- ▶ Ask students whether they think the title *A Sweet Story* is effective. Have them explain their thinking. Ask: *What do you think the purpose of a magazine article title is?* (to draw the reader in, to make the reader want to read more) You may wish to share with students some examples of catchy titles of magazine articles. Ask: *If you were writing a magazine article about welcoming new students to your school, what title might you create for it?* Students brainstorm titles with a partner or in a group and then share their ideas with the class.

## Cross-Curricular Connections

### Social Studies

- Immigration to Canada
- Community

### Social and Emotional Well-Being

- Belonging and acceptance

# Complex Vowel /or/

## Complex Vowel /or/

### Less Common

oar  
ar  
oor  
our

Form: Blog

### Content Words

Ollie  
Forward Flip  
Boardslide  
Indy Grab



### Printables

- Less Common Complex Vowel /or/ Word Lists
- Common and Less Common Complex Vowel /or/ Spelling Patterns



### Mini-Lessons

- Capitalization of Proper Nouns
- Idioms



### Articulation Video

Say the complex vowel /or/ sound and demonstrate the mouth position. (See the articulation video for the /or/ sound.)

Review the most common /or/ sound-spelling patterns (*or*, *ore*). Write *corner* and *before* on the board, identify the /or/ sound in each word, and then underline the /or/ patterns (*or*, *ore*). Have students read the words.

## Introduce the Sound-Spelling Patterns

### Complex Vowel /or/ Spelling Pattern oar

1. Say the word *roar*, display the word, point to each letter, and stretch the word out phonetically by saying each sound (/r/ /or/).
2. Ask: *What letters are used to represent the /or/ sound?* Underline the *oar* spelling pattern.
3. Have students generate some words with the same /or/ spelling pattern in a variety of positions (*soar*, *whiteboard*). Alternatively, select some words from the Less Common Complex Vowel /or/ Word Lists. Remind students to focus on the /or/ sound and not the letters *oar*. Record the words.
4. Have students underline the /or/ spelling pattern in each word and read the words.
5. Ask: *Where does the /or/ sound spelled oar occur in words?* (inside the word, at the end of a word, and only at the beginning of the word *oar* and words related to *oar* [e.g., *oarlock*, *oarsman*])

### Complex Vowel /or/ Spelling Pattern ar

Use Steps 1 and 2, with the word *warm* (/w/ /or/ /m/) and the /or/ spelling pattern *ar*. Continue with Steps 3 and 4. Possible example words: *reward*, *warning*, *quarter*. Step 5: Ask: *Where does the /or/ sound spelled ar occur in words?* (inside the word)

### Complex Vowel /or/ Spelling Pattern oor

Use Steps 1 and 2, with the word *door* (/d/ /or/) and the /or/ spelling pattern *oor*. Continue with Steps 3 and 4. Possible example words: *floor*, *boorish*, *poorly*.

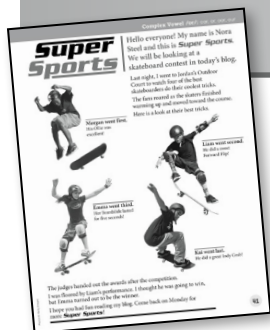
Step 5: Ask: *Where does the /or/ sound spelled oor occur in words?* (inside the word, at the end of the word) Tell students that most of the words that use the *oor* spelling pattern are variations of the words *door* and *floor* (e.g., *doorbell*, *floorboard*).

### Complex Vowel /or/ Spelling Pattern our

Use Steps 1 and 2, with the word *four* (/f/ /or/) and the /or/ spelling pattern *our*. Continue with Steps 3 and 4. Possible example words: *source*, *pour*, *court*.

Step 5: Ask: *Where does the /or/ sound spelled our occur in words?* (inside the word or at the end of a word)





# Read the Connected Text

## Super Sports

### BEFORE READING

- ▶ Read the title and the introduction in blue and ask: *What is a blog?* (a type of website or online journal where people write about topics they're interested in; these posts can be about anything, for example, personal experiences, hobbies, cooking, current events) Ask: *What do you call a person who writes a blog?* (a blogger)
- ▶ Ask: *What is this blogger writing about?* (a skateboard contest)

### DURING READING

- ▶ Students read the text independently or whisper-read as you listen in and provide feedback. You may wish to have one student read to you, while the others read independently.
- ▶ Provide feedback if students misread or have difficulty with a word. For example, place your finger on the missed sound-spelling pattern, such as /or/ spelled *ar* as in *warming*. Have the student stretch out the word using the /or/ sound, blend the sounds, then read the word again.
- ▶ If students pronounce the *ar* spelling as /ar/, point out that *ar* can say /ar/ (as in *far*), but in this case, the *ar* is pronounced like the *ar* in *war*.

### AFTER READING

#### Build Comprehension

1. Tell students that skateboarding became an official Olympic sport at the Tokyo 2020 Games in 2021. Have students share what they already know about skateboarding. [Build Background Knowledge]
2. If students are unfamiliar with skateboarding, ask them to look at the images and captions. Ask: *What did you learn about skateboarding from looking at the photos and captions?* (It can be a risky sport because the skateboarders are wearing

helmets, kneepads, and elbow pads; skateboarders can do amazing tricks.) [Use Prior Knowledge/Build Background Information/Make Inferences]

3. Introduce the new expression *floored*. Ask: *What does "I was floored by Liam's performance" mean?* (I was stunned or shocked.) *What would this expression mean if we interpreted it literally?* (that someone had fallen over onto the floor) Remind students that this phrase is an idiom, an expression that has a different meaning from the literal meanings of the words. "I have a frog in my throat" does not mean that a frog is literally inside someone's mouth but, rather, that they have a hoarse throat. Invite students to share examples of other idioms, e.g., "put his foot in his mouth" (said something awkward or embarrassing). Ask: *Why might people who are learning English have trouble with idioms?* Share orally. [Develop Vocabulary] (See Idioms Mini-Lesson.)
4. Ask: *After reading Nora's blog, what can you infer about Nora?* (She knows a lot about skateboarding; she likes to attend sporting events and report on them; she writes about other sports besides skateboarding.) [Make Inferences]
5. Ask: *If you were a blogger, what would your blog be about?* Invite students to share something they would like to blog about, such as a hobby or a topic they are especially interested in. [Make Connections]

### PRACTISE

#### Build Fluency

##### Sound-Spelling

- ▶ Ask students to work with a partner to find and record /or/ spelling pattern words from the text and underline each /or/ spelling pattern. Share and record their words as a class. Then have students record new patterns and sample words in their *Sound-Spelling Notebook*.
- ▶ The spelling pattern *ar* does not only represent the sound /or/. It more commonly represents the sound /ar/ as in *car* or *start*. Ask: *How do you know if the spelling pattern ar represents the sound /ar/ or /or/?* (no absolute rules, but good strategies include using word families and the context to help figure out the correct pronunciation)

##### Read for Fluency

- ▶ Using the Common and Less Common Complex Vowel /or/ Spelling Patterns printable, students can work in pairs to speed-read the words.
- ▶ The tone of the blog is conversational and exciting. Many of the sentences and the captions end with exclamation marks. Students can work in pairs to read the captions using the correct intonation.

#### Working with Words

##### Capitalization with Proper Nouns

- ▶ Display the words *Super Sports*, *Liam*, *Forward Flip*, and *Jordan's Outdoor Court*. Ask: *Why are these words spelled using capital letters?* (They are proper nouns; they are names or places.) Ask: *At what other times might words be capitalized?* (at the beginning of a sentence, in a date, in a title) Have students find other capitalized words in the text and sort them based on why they are capitalized. (See Capitalization of Proper Nouns Mini-Lesson.)

### APPLY

#### Guided Spelling

- ▶ Select words from the complex vowel /or/ word lists. Include words with the sound in various positions and with different spelling patterns,

e.g., *awarded*, *doorknob*, *mourn*, *hoarse*. Say the word, repeat it in a sentence, and have students write the word. Display the words and have students self-correct.

- ▶ For additional practice spelling words with complex vowel /or/ patterns, make word maps using words such as *floor*, *board*, *door*, *warm*. Show students how other words can be made using the base word by adding prefixes or suffixes, or by making compound words. For example, *floor*: *floored*, *flooring*, *floorboard*, *sea floor*, *top-floor*. Students can work in groups to brainstorm and record the word maps.

#### Writing

##### Characteristics of a Blog

- ▶ Invite students to think about the blog topic they identified in After Reading. Ask them to brainstorm and list the characteristics of a blog in an anchor chart (e.g., engaging, relevant topic; fresh, up-to-date content; usually written in an informal, conversational style; usually consists of several paragraphs; often ends with a “call to action”) Have students refer to the characteristics listed in the anchor chart as they create their own blog.

#### Cross-Curricular Connections

##### Science

- Forces and motion (the physics of skateboarding, including concepts such as gravity and friction)

##### Health and Physical Education

- Personal safety and the importance of wearing protective equipment

# Syllable Patterns: R-Controlled Vowels Mini-Lesson

## Introduce Syllable Patterns: R-Controlled Vowels

- ▶ Review the concept of a syllable by asking: *What is a syllable?* (A syllable is a unit of sound or pronunciation in a word; it is basically the rhythm or beat you hear when you say a word; it always contains a vowel sound; words can have one or more syllables.) Practise clapping syllables of words with one or more syllables (e.g., car, fi/nal, el/e/phant, math/e/ma/tics).
- ▶ Have students share what they already know about syllable patterns. (Closed syllables usually have short vowel sounds while open syllables usually have long vowel sounds.)
- ▶ Review the sound-spelling patterns for *r*-controlled vowels. Display the following words: *barn, verb, bird, born, hurt*. Have students say each word and identify the vowel sound and the vowel spelling pattern. Remind them that a vowel followed by the consonant *r* is not pronounced with a short vowel sound or a long vowel sound. Rather, the *r* following the vowel changes the sound of the vowel.
- ▶ You may wish to tell students that sometimes the *r* in *r*-controlled vowels is called the “bossy *r*” because the *r* controls the sound that the vowel makes. (The bossy *r* is also called the “bossy-pirate *r*” because pirates in stories or movies often make an exaggerated, drawn-out *r-r-r* sound.)  
**Note:** You may wish to narrow this mini-lesson to the syllabication for one *r*-controlled sound-spelling pattern at a time as you introduce each pattern in the *Know Your Code* Lesson Plans. Alternatively, you can use this mini-lesson as a review when all of the *r*-controlled vowel lessons have been completed.
- ▶ Display a number of multisyllabic words with *r*-controlled vowels. Have students clap each syllable and then show the division of syllables (e.g., gar/den/er, thir/sty, tur/nip, e/norm/ous, ad/verb, con/firm, pur/chase). Underline each *r*-controlled vowel sound-spelling pattern.
- ▶ Ask: *What do you notice about the vowel plus r in each of these syllables?* (The vowel plus *r* is always in the same syllable.) If you are using the bossy *r* (or the bossy-pirate *r*) as a way to help students remember *r*-controlled vowel syllable patterns, you might say that the bossy *r* does not like to be separated from its vowel friend and it always lets the vowel go first.
- ▶ Remind students that knowing syllable patterns can help them decode longer words. Display the word *absorb*. Do not read the word. Model how knowing *r*-controlled vowel syllable patterns can help us decode the word. Say: *I see two vowels in the word absorb. I see the vowel o followed by an r, so I know that those letters belong together in one syllable and that the o plus r has the /or/ sound. I see the vowel a and it is followed by a consonant, so I know that it is a closed syllable and the vowel makes a short /a/ sound. So, I will try saying ab/sorb. That sounds right.* Talk about what the word *absorb* means. Model again using the example *organic*.

## Practise and Apply

- ▶ Have students work with a partner to use what they know about syllable patterns to decode the following words: *blister, nocturnal, germinate*. Have them share how they decoded each word using what they know about syllable patterns. Ask: *How did knowing about syllable patterns help you know how to read the words?* Discuss the meaning of each word.
- ▶ Provide students with the printable *Syllable Patterns: R-Controlled Vowels*. Each student sorts the words into *r*-controlled spelling patterns. They then divide each word into syllables as shown. They can share their responses with a partner to compare answers. If their answers differ, students explain their thinking to their partner.

# Syllable Patterns: *R*-Controlled Vowels

Sort the words into the correct *r*-controlled vowel column.

Divide the words into syllables as shown in the example.

Use the syllables to help you read each word.

apart

turtle

tractor

hamburger

herself

market

flier

collar

hurting

birdcage

confer

underneath

ar	er	ir	or	ur
a/part				



# Idioms Mini-Lesson

## Introduce Idioms

- ▶ Display the following sentence: *Before I give a speech, I get **butterflies in my stomach**.* Ask: *Do I actually have butterflies in my stomach? (no) What does it mean to have butterflies in my stomach? (You are nervous or afraid; you have a really uncomfortable feeling in your tummy.)*
- ▶ Display another sentence: *Getting an indoor pool at our school will happen **when pigs fly**!* Ask: *Can pigs really fly? (no) What does this sentence mean, therefore? (Pigs cannot fly, so we will never get an indoor pool.)*
- ▶ Tell students that when we use an expression like “butterflies in my stomach” or “when pigs fly,” we are using an idiom. Display the word *idiom* and have students repeat it.
- ▶ Explain that idioms such as “butterflies in my stomach” or “when pigs fly” are expressions that are not meant to be interpreted literally. Each expression means something different compared to what the words say. (If students have already learned about similes and metaphors, you might point out that idioms are also examples of figurative language.) You may wish to share that idioms are often difficult to understand when learning a new language because they do not mean what the words actually say. In the English language there are over 2000 idioms.
- ▶ Have students share some idioms they know.
- ▶ Display and read the following pairs of sentences. Identify the idiom in each sentence. Ask: *Which sentence do you think is more interesting to read? Why do you think so?*
  - a. I cannot wait to see if I made the team.  
I was on pins and needles waiting to see if I made the team.
  - b. She told her mom everything.  
She spilled the beans to her mom.
  - c. I can't make up my mind.  
I am sitting on the fence.
- ▶ Ask: *Why do you think people use idioms in their oral language or in their writing? (to paint a picture in the reader or listener's mind, to add interest or*

add colour to speech or writing, to make it easier to understand an idea or feeling)

## Practise and Apply

- ▶ Display the following idioms. Have students work in partners to write a sentence that will show the meaning of the idiom. Then have them share their sentences.
  - It's a piece of cake
  - Hit the nail on the head
  - Hit the hay
  - In a pickle
  - Costs an arm and a leg
  - Bite off more than you can chew
- ▶ Have students select an idiom and draw the literal meaning rather than the figurative meaning of that idiom. For example, a student might select the idiom “dressed to the nines” and depict a person wearing clothes covered in images of the digit 9. Post the completed pictures. Students can do a gallery walk and try to identify each idiom.
- ▶ Create an idiom book or display area. You may wish to organize the idioms by themes, for example: food idioms (*go bananas, pie in the sky*); animal idioms (*eager beaver, kill two birds with one stone*); sports idioms (*the ball is in your court, dive in head first*). Have students add idioms over time, as they read, listen to music, view media, and so on.
- ▶ Ask students to select a piece of writing from their portfolio and look for a place where an idiom can make their writing more interesting or more colourful.
- ▶ Have students work in partners and provide them with the *Matching Idioms: Easy As Pie!* printable. Students take turns matching each idiom to its meaning.

# Matching Idioms: Easy As Pie!

Work with a partner.

Cut apart the idioms and their meanings. Mix them up.

Take turns matching the idioms to their meanings.

A fish out of water	Very uncomfortable and unsure
A sly fox	Very clever
A couch potato	Sitting around and being inactive
Get cold feet	Hesitate to do something, back out
Hold your horses	Slow down
Over the moon	Very happy
Chew the fat	Talk or chat
Jump the gun	Start too quickly
Blue in the face	At the end of your patience
Green thumb	Good at growing plants
Under the weather	Not feeling well
Clam up	Refuse to talk



# Common Complex Vowel /or/: *or* and *ore* Spelling Patterns

---

Name: \_\_\_\_\_

Read the Complex Vowel /or/ words until you can say them quickly and correctly.

story	score	forced	airport
shortly	more	morning	forward
record	orders	before	explored
support	born	perform	store
important	for	export	orbit

Read the longer words.

importantly	snorkelling	adorable	North Star
exported	orbiting	ornament	porcupine
carnivore	scorecard	therefore	forehead

# Common and Less Common Complex Vowel /or/ Spelling Patterns

---

Name: \_\_\_\_\_

Read the Complex Vowel /or/ words until you can say them quickly and correctly.

forward	toward	outdoor	four
awards	warn	warned	warm
north	ignore	source	warp
reward	hoarse	court	course
floored	roared	board	skateboard

Read the longer words.

skateboarders	boardslide	board game	scoreboard
rewarding	wardrobe	outdoorsy	warming
outpouring	shoreline	courthouse	uproarious

# Common Complex Vowel /or/ Word Lists

## Complex Vowel /or/: or Spelling Pattern

absorbed	formatting	north	retorted
according	formed	northern	scorched
acorns	former	North Star	scornful
adorable	formula	orbit	scorpion
afford	fortnight	orbiting	seaport
airport	fortunately	orchard	shorn
border	fortune	orchestra	short
boring	forty	orchid	shortbread
born	forty-five	ordeal	shortcut
chord	forward	orders	shorten
chortle	glory	ordering	shortly
chorus	gorgeous	organ	snorkelling
coordinate	historian	organic	snowstorm
corkscrew	horned	organism	sorted
corner	hornet	organize	sporting
cornfield	horseshoe	ornament	storage
dormant	important	passport	storey
endorse	importantly	perform	stormy
enforcing	imported	platform	story
enormous	informed	popcorn	support
escorted	landlord	porch	sword
export	mandatory	porcupine	teleport
exported	memorial	portable	territory
factory	metaphor	portions	thorns
for	moral	portrait	torch
forage	morning	record	tormenting
foray	morphing	recording	tornado
force	morsel	reform	tortilla
forced	mortal	reinforce	transport
forest	mortar	report	unicorn
forged	newborn	reported	uniform
formal	normal	resorted	



# Common Complex Vowel /or/ Word Lists

*continued*

---

## Complex Vowel /or/: ore Spelling Pattern

anymore	ignore
before	more
boredom	omnivore
carnivore	restored
chores	score
explore	scorecard
explored	shoreline
folklore	snores
forecast	sorely
forehead	store
hardcore	stored
herbivore	therefore

DRAFT

# Less Common Complex Vowel /or/ Word Lists

---

## Complex Vowel /or/: oar Spelling Pattern

aboard	coarsely	outboard
above-board	coarseness	overboard
backboard	dartboard	roar
baseboard	dashboard	roared
billboard	floorboard	roaringly
blackboard	headboard	scoreboard
boar	hoard	skateboard
board	hoarded	skateboarders
boarded	hoarder	snowboard
boarder	hoarding	soar
board game	hoarse	soared
boarding	hoarsely	soaring
boardroom	hoarsen	soaringly
boardslide	hoarseness	storyboard
boardwalk	keyboard	surfboard
cardboard	keyboarder	uproar
chessboard	oar	uproarious
clipboard	oarless	whiteboard
coarse	on-board	

## Complex Vowel /or/: ar Spelling Pattern

awards	toward	warmth
awarded	war	warm-up
forward	ward	warn
quart	warden	warned
quarter	wardrobe	warning
quartz	warfare	warp
reward	warm	warp speed
rewarded	warmed	warship
rewarding	warmer	wartime
swarm	warmest	wharf
swarmed	warming	wharves
swarming	warmly	

# Less Common Complex Vowel /or/ Word Lists

*continued*

## Complex Vowel /or/: oor Spelling Pattern

back door	doorway	outdoor
door	floor	outdoorsy
doorbell	floorboard	poor
door frame	floored	poorest
door handle	floor hockey	poorly
doorknob	flooring	sea floor
doormat	floorplan	top-floor
doornail	indoor	trap door
doorstep	next door	

## Complex Vowel /or/: our Spelling Pattern

all fours	four-square	outpouring
concourse	fourteen	outsource
course	fourteenth	outsourced
court	fourth	pour
courthouse	fourthly	pourable
courtroom	gourd	poured
courtyard	inpour	pouring
downpour	inpouring	racecourse
fifty-four	mourn	resource
forty-four	mourned	source
four	mourner	sourcebook
four-hour	mournful	source code
four-sided	mournfully	troubadour
foursome	one-fourth	unsourced

