

Date: \_\_\_\_\_

## Decoding R-Controlled Vowels *air/are/ear*

PLAN

**Component:** Decoding

**Instructional Activity:** Decoding Words with *air, are, ear*

**Materials Needed:** sound-spelling cards, whiteboards, markers



**Approximate Time:**  
7 minutes



**Click here for video  
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

You're going to learn a new vowel pattern. In this vowel pattern, called an *r-controlled vowel*, the vowel is spelled with a combination of one or two vowels and the consonant *r*. When an *r* follows a vowel, it changes the sound the vowel makes. The vowel and the *r* work together to make a new sound, called an *r-controlled vowel* sound. In this lesson, we're going to look at *r-controlled vowel* patterns with *air, are, and ear* pronounced /air/ as in *fair*.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

A *syllable* is a chunk of a word that contains one vowel sound. Write *air, are, and ear* on the board. Point to the letters as you explain: If a syllable includes a *vowel* followed by *r*, the syllable is called an *r-controlled syllable*. When an *r* follows a vowel, it changes the sound the vowel makes. The vowel and the *r* work together to make a new sound, called an *r-controlled vowel* sound.

When *r* is included in the patterns *air, are, or ear*, the new sound is /air/.  
What's the new sound? Students: /air/

Date: \_\_\_\_\_

## Decoding R-Controlled Vowels *air/are/ear*

**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for /air/. Point to the picture at the top of the card.

- The sound is /air/. The key word is \_\_\_\_\_.
- The sound /air/ cannot be held. Listen: /air/.
- Point to the spelling pattern on the card. The sound /air/ can be spelled *air*, *are*, or *ear*.
- *Air*, *are*, and *ear* come at the end of a word or syllable. *Are* and *air* are the most frequent spellings for /air/. *Ear* is mostly used in one syllable words (and many of the words are homophones, so meaning is important).

Now, watch and listen as I sound out and read some words containing /air/ spelled *air*, *are*, and *ear*.

Write the word *haircut* on the board. I can see that this word has multiple vowel patterns and syllables. I'm going to use the Reading Big Words strategy to figure out this word.

First, I underline the vowels in the word. Underline *air* and *u*. Prompt: Remember, I underline *air* together because when an *r* follows a vowel pattern, the vowels and the *r* work together to make a new sound, called an *r-controlled vowel*.

I look at what I've underlined in the word. There are two vowel patterns in the word: *air* and *u*. That means the word has two syllables. I'll draw a line under the *air*. This is an r-controlled syllable because the *r* follows *ai*, and the letters work together to make a new sound /air/. I also draw a line under the *u*.

Now, I look around each vowel to see what letters I would put together to make a syllable, then scoop under each syllable. (Note: If students have already been taught how to divide syllables in a word, they will know to scoop under *hair* and *cut*.) I sound out and read each syllable. Point under each letter as you say its sound: /hair/ -- *hair*- /cūüt/ -- *cut*

I put the two syllables together: *haircut*. The word is *haircut*.

I ask myself, does the word *haircut* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly!

I DO IT!

Date: \_\_\_\_\_

## Decoding R-Controlled Vowels *air/are/ear*

WE DO IT!

### Provide guided practice.

#### Let's try it together!

Write the word *prepare* on the board.

**Do you see an r-controlled vowel in the word? What letters work together to make an r-controlled vowel sound?** Students and teacher: *yes—are*

**What kind of syllable is it?** Students and teacher: *r-controlled vowel syllable*

**What sound does *are* make?** Students and teacher: */air/*

**What other vowels are in this word?** Students and teacher: *e* (Teacher underlines each vowel.)

**Since the word has two vowels *e* and *are*, how many syllables does it have?** Students and teacher: two

Teacher draws a line between *e* and *p*. Teacher points to the first syllable, *pre-*. **How will we pronounce the *e* in this syllable?** Students and teacher: */ēēē/*. **Why?** Call on 2-3 students to respond, or have students *Turn and Talk* about the answer with a partner. Examples of correct responses: it's an open syllable; open syllable vowels make their long sound; when a single vowel comes at the end of any syllable, it makes the long vowel sound.

**Let's sound out and read each syllable.** Point to each letter as you say its sound. Students and teacher: */prēēē/ --pre-- /pair/ --pare--*

**Now we put the two syllables together.** Students and teacher: */prēēēpair/*. **The word is *prepare*.**

Repeat the routine using these words: *stairway, declare, wear.*



If students need support with:	Then try this:
Decoding multisyllabic words with <i>air, are, and ear</i>	Model and practice with single syllable words first: <i>chair, stair, share, dare, wear, bear.</i>

Date: \_\_\_\_\_

## Decoding R-Controlled Vowels *air/are/ear*

YOU DO IT!

**Provide independent practice.**

**Now it's your turn to do it on your own!**

Write the word *pear* on the board.

**Do you see an r-controlled vowel in the word? What letters work together to make one vowel sound?** Students: *yes—ear*

**What kind of syllable is it?** Students: *r-controlled vowel syllable*

**What sound does *ear* make in this word?** Students: */air/* Note: *Some students may say /eer/, in which case prompt them that ear does say /eer/ in some words; in order to check the sound, they should read the whole word and 'flex' the vowel sound to determine which sound makes a real word that makes sense.*

**Sound out and read each syllable.** Students: */pair/ --pear--*

**Check your work. Does the word *pear* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly! In this case the word, *pear* refers to the fruit.**

Repeat the routine using these words: *upstairs, nightmare, swear, repair, software, bear.*



If students need support with:	Then try this:
Decoding vowel sounds correctly (including <i>r-controlled vowels</i> )	Encourage students to “flex” the sound by trying other possible sounds for the vowel until they find the word that makes sense.

Date: \_\_\_\_\_

## Decoding R-Controlled Vowels *air/are/ear*

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with *r-controlled vowel patterns*, consider moving to the instructional protocol for encoding words with *r-controlled vowel patterns*.