

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

## Decoding R-Controlled Vowels *ar*

PLAN

**Component:** Decoding

**Instructional Activity:** Decoding Words with *ar*

**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 *ar* pronounced /ar/ as in *car*.

REVIEW &  
VOCABULARY

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

A *syllable* is a chunk of a word that contains one vowel sound. Write *ar* 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* follows the vowel *a*, the new sound is /ar/. What's the new sound? Students: /ar/

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

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

- The sound is /ar/. The key word is \_\_\_\_\_.
- The sound /ar/ cannot be held. Listen: /ar/.
- Point to the spelling pattern on the card. The sound /ar/ is spelled *ar*.
- *ar* comes at the beginning, middle, or end of a word or syllable.

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

Write the word *artist* 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 *ar* and *i*. Prompt: Remember, I underline *a* and *r* together because when an *r* follows a vowel, the vowel and the *r* work together to make a new sound, called an *r-controlled vowel* sound.

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

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 *ar* and *tist*. If not, they may suggest scooping under *art* and *ist*, since they may recognize the word *art* within the word *artist*. Model the way you think students will follow.)

Now, I sound out and read each syllable. Point under each letter as you say its sound: /ar/ -- *ar*- /tīīssst/ -- *-tist*

I put the two syllables together: *artist*. The word is *artist*. I ask myself, does the word *artist* 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!

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WE DO IT!

### Provide guided practice.

#### Let's try it together!

Write the word *garden* 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—ar*

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

**What sound does ar make?** Students and teacher: */ar/*

*Note: If students respond that ar says /air/, explain that ar can say /air/ in some words, like carry, but most of the time it says /ar/. If students respond that ar says /ər/, explain that ar can say /ər/ in some words like molar, but most of the time it says /ar/. You may need to scaffold by saying, **In this word, ar says /ar/.***

**Sound out and read each syllable.** Point to each letter as you say its sound. Students and teacher: */gar/ --gar-- /dĕĕĕnnn/ --den--*

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

Repeat the routine using these words: *market, barnyard, sharpen*.



If students need support with:	Then try this:
Decoding multisyllabic words with <i>ar</i>	Model and practice with single syllable words first: part, yarn, car, arm, jar, dark

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YOU DO IT!

**Provide independent practice.**

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

Write the word *target* on the board.

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

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

**What sound does *ar* make in this word?** Students: */ar/*

**Sound out and read each syllable.** Students: */tar/ --tar-- /gěěět/ --get--*

**Put the syllables together.** Students: */targěěět/ --target--*

Repeat the routine using these words: *scarlet, carpet, starlit, start, farm, spark.*



If students need support with:	Then try this:
Decoding vowel sounds correctly ( <i>including 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.

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### 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.