

Date: _____

Encoding R-Controlled Vowels *ar*

PLAN

Component: Encoding

Instructional Activity: Encoding 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 to spell 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 spell words with the *r-controlled vowel* pattern, *ar*.

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.

When *r* follows the vowel *a*, the new sound is /ar/. What's the new sound? Students: /ar/

When we hear the sound /ar/ in a word, it is frequently spelled *ar*. What's the spelling? Students: *ar*

Date: _____

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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 _____. What's the key word? Students: _____
- The sound /ar/ cannot be held. Listen: /ar/. What's the sound? Students: /ar/
- Point to the spelling pattern on the card. The sound /ar/ is most frequently spelled *ar*. What's the most frequent way to spell /ar/? Students: *ar*
- *ar* comes at the beginning, middle, or end of a word or syllable.

Now, watch and listen as I spell some words containing /ar/ spelled *ar*.

The word is *start*.

First, I count the syllables. I'll hold up one finger for each syllable I hear: *start*. One syllable.

I stretch the sounds in *start*: /sss...t...ar...t/. Four sounds—that means the word has four spelling patterns!

I ask myself: *Where do I hear the vowel sound in the syllable? I hear an r-controlled vowel sound /ar/ in the middle of the syllable.*

I think: How can I spell the sound /ar/? I know that /ar/ is an r-controlled vowel sound and it is frequently spelled *ar*.

I stretch and spell the word *start*: /sss/ write *s*; /t/ write *t*; /ar/ write *ar*; /t/ write *t*.

Now I check my work by sounding out the word, and then putting it all together and reading the whole word. /ssstart/ *start*! The word is *start*!

I DO IT!

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WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's spell some words together. Each word contains the r-controlled vowel sound /ar/ spelled with *ar*.

The first word is *garden*. What word? Students and teacher: *garden*

Count the syllables in *garden*. Prompt: Hold up one finger for each syllable. Students and teacher: *gar-den*. Two syllables.

What's the first syllable? Students and teacher: *gar-*

Does it contain an r-controlled vowel sound? Students and teacher: *yes*

What's the r-controlled vowel sound in the first syllable? Students and teacher: /ar/

What spelling pattern will you use for the r-controlled vowel sound in *garden*? Students and teacher: *ar*

Stretch and spell the syllable. (Prompt, if needed: How many sounds? How many spelling patterns?) Students and teacher: /g/ write *g*; /ar/ write *ar*.

What's the second syllable in *garden*? Students and teacher: *-den*

Does it contain an r-controlled vowel sound? Students and teacher: *no*

Stretch and spell *-den*. Students and teacher: /d/ write *d*; /ěěě/ write *e*; /nnn/ write *n*. (Note: The *e* in *garden* is usually pronounced using the unaccented schwa sound, which sounds similar to a short *u* or short *i* sound. Encourage students to "make it sound like a real word" by flexing the vowel sound.)

Check your work by pointing under each syllable in the word and reading it, sounding it out if needed, then putting it all together and reading the whole word. Students and teacher: /gar//děěěnnn/ *garden*.

Use the routine above to spell the words *market* and *yarn*.

Date: _____

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Provide independent practice.

Now it's your turn to spell words on your own. I will walk through the steps with you, but you will spell the word by yourself. I'll be looking at your whiteboards to see how you're doing.

Follow this routine using words from the Word List.

- **Repeat the word.** The teacher should also say the word "like a robot" if it contains a schwa sound, and students should repeat it.
- **Count the syllables.**
- **Say the first syllable. If there's an r-controlled vowel sound in it, think: What spelling pattern should I choose?**
- **Stretch and spell the first syllable.**
- **Say the next syllable. If there's an r-controlled vowel sound in it, think: What spelling pattern should I choose?**
- **Stretch and spell the next syllable.**
- **Continue until you've spelled all of the syllables in the word.**
- **Check your work. Point under each syllable and read it, then put the syllables together and read the whole word.**

YOU DO IT!

Word List	
artist	barnyard
smart	carpet
spark	cart



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

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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.*

To familiarize students with r-controlled vowel spelling patterns, have them look for and list words they find in text that use the pattern.