

**Language Objectives**

- Decode words with *r*-controlled vowel *ar* in isolation and in context.
- Spell words with *r*-controlled vowel *ar* using sound-spelling patterns.

**Building Literacy**

More than half of the words in English are phonetically regular, so teaching common sound-spelling relationships is very useful for young readers. When children learn these relationships, most of the words in their spoken language become accessible to them when they see them in print. In this lesson:

- Children learn the sound-spelling of the *r*-controlled vowel *ar*, which appears in many English words.
- Children will recognize and read *ar* words and syllables, which will help them expand their vocabulary.

**Focus on Language**

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

arm	card
car	shark
art	star
barn	marbles
harp	scarf
cart	chart
bark	party
yarn	farmer
jar	park
dart	yard
artist	march

**ENGLISH LANGUAGE LEARNERS**

Although the letter *r* is pronounced differently in Spanish, there are similarities in the way some words with *r*-controlled vowel *ar* are pronounced in English and Spanish. Point out the similarities with cognate pairs such as the following: *arte/art*, *parte/part*, *jardín/garden*, *marchar/march*, *parque/park*.



### show me

Have children look at their Targeted Lessons Student Book, p. 106. Have them name the two letters that they see above the pictures. Remind children that they already know the short and long sounds of the vowel *a*. Today they will learn about another kind of vowel sound. **Today you will learn about the sound /är/, which is made when the vowel *a* is followed by the letter *r*.**

When the vowel *a* is followed by *r*, the sound is /är/. The first picture under *ar* is an arm. What vowel sound do you hear in *arm*? (/är/) The letters *ar* spell the vowel sound /är/. Have children write the letters *ar* in front of the picture of the arm.

Continue the activity with *car*, pointing out that this word ends with the sound /är/, and then *art*, which begins with the sound /är/. Have children say each word as they write the letters *ar*.

Sometimes the sound /är/ and the letters *ar* come in the middle of a word. Let's look at some pictures whose names have the sound /är/ in the middle. Point out that in the word *barn*, the sound /är/ comes in the middle of the word. Have children write the letters *ar* on the lines. Segment the sounds in *barn*: /b/ /är/ /n/. Continue in the same way with the remaining pictures: *harp*, *cart*, *bark*, and *yarn*.

### SPELLING PATTERNS




**ar/är/** The sound /är/ is almost always spelled *ar*.

# 36






## r- Controlled Vowel ar

### show me

Name each picture. Write the letters that spell the first or last sound in each word.

ar		
 a r m	 c a r	 a r t

Name each picture. Write the letters that spell the middle sound in each word.

ar		
 b a r n	 h a r p	 c a r t
ar		
 b a r k	 y a r n	

## guide me

Have children look at their Targeted Lessons Student Book, p. 107. Read the directions together. Ask children to tell you in their own words what they are supposed to do. (They will write the letters *ar* to spell the first, middle, or last /är/ sound in each word.)

The first picture is a jar. Let's say the sounds in *jar*. I'll go first and then you can say the sounds after me: /j/ /är/, *jar*. Have children repeat the segmented sounds and blend the sounds to say the word. The letters *ar* are missing. What is the ending sound in *jar*? (/är/) What letters spell the sound /är/? (*ar*) Have children write the letters *ar* on the lines. Continue the activity, guiding children to write the letters for the missing medial sound in *dart* and the missing initial sound in *artist*.




## work time

Have children name the pictures: *card, shark, star, marbles, scarf, chart, party, farmer, park*. Read the directions together. Remind children to say the sounds in each word, emphasizing the sound /är/. Have children complete each of the first eight items by writing the letters *ar* and then write the letters that spell the word for the last item.

r-Controlled Vowel ar **36**










**guide me**

Name each picture. Fill in the blanks with the missing letters *ar*.

 j <u>a</u> <u>r</u>	 d <u>a</u> <u>r</u> t	 <u>a</u> <u>r</u> tist
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**work time**

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.

 1. c <u>a</u> <u>r</u> d	 2. sh <u>a</u> <u>r</u> k	 3. st <u>a</u> <u>r</u>
 4. m <u>a</u> <u>r</u> bles	 5. sc <u>a</u> <u>r</u> f	 6. ch <u>a</u> <u>r</u> t
 7. p <u>a</u> <u>r</u> ty	 8. f <u>a</u> <u>r</u> mer	 9. <u>p</u> <u>a</u> <u>r</u> <u>k</u>

PHONICS AND SPELLING 107

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, page 108. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *have*. This word is *have*. It begins with the sound /h/. When you *have* fun, it means you enjoy yourself. The next word is *together*. The word *together* has three syllables: /tə/ • /geTH/ • /ər/. What does it mean to play *together*? (to play with each other) Tell children that they will read the words *have* and *together* as they read the story *Fun in the Yard*.

## work time

**Decodable Text** Have children look at *Fun in the Yard*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /är/. (*yard*, *march*, *bark*, *stars*)

## check for understanding

Write the letters *ar*. What sound do these letters stand for? (/är/) Write the word *yard*. Listen as I blend the sounds together: /y/ /är/ /d/, *yard*. Blend the sounds with me: /y/ /är/ /d/, *yard*. Now blend the sounds without me. Write the word *march*. Listen as I blend the sounds together: /m/ /är/ /ch/, *march*. Now blend the sounds without me. Continue the activity for *bark* and *stars*. Make sure children blend the sounds correctly.

Let's spell words with the sounds and letters we learned. The first word we will spell is *bark*. What sounds do you hear in *bark*? (/b/ /är/ /k/) What is the letter that spells the sound /b/? (*b*) Write the letter *b*. What are the letters that spell the sound /är/? (*ar*) Write the letters *ar*. What is the letter for the sound /k/? (*k*) Write the letter *k*. Let's read the word: /b/ /är/ /k/, *bark*. Continue with *march*, *stars*, and *yard*.

## reflect

Have children turn and talk to a partner about what they have learned. What new words can you read and spell now? How does being able to read and spell these words help you?

36 r-Controlled Vowel ar


guide me

have together


work time

Read the story.


Fun in the **Yard**



We have fun in the **yard**.  
We can **march** together.



Dogs have fun in the **yard**.  
They can play and **bark**.





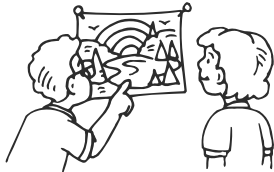
We go camping in the **yard**.  
We can look at the **stars**.

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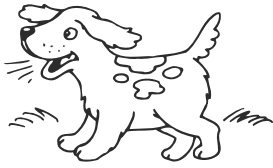

# r- Controlled Vowel ar

➤ show me

Name each picture. Write the letters that spell the first or last sound in each word.




ar		
 _ _ m	 c _ _	 _ _ t

Name each picture. Write the letters that spell the middle sound in each word.

ar		
 b _ _ n	 h _ _ p	 c _ _ t
ar		
 b _ _ k	 y _ _ n	





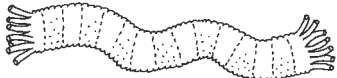
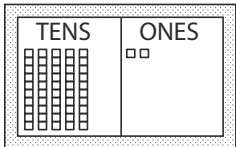



## ➤ guide me

Name each picture. Fill in the blanks with the missing letters *ar*.

 j _ _	 d _ _ t	 _ _ tist
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## ➤ work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.

 1. c _ _ d	 2. sh _ _ k	 3. st _ _
 4. m _ _ bles	 5. sc _ _ f	 6. ch _ _ t
 7. p _ _ ty	 8. f _ _ mer	 9. _ _ _ _

➤ guide me

.....

have

together

➤ work time

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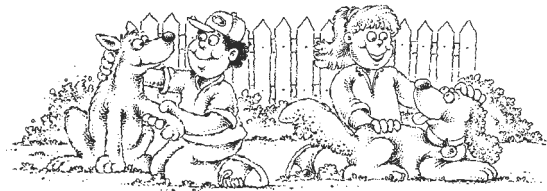
Read the story.

### Fun in the Yard



We have fun in the yard.

We can march together.



Dogs have fun in the yard.

They can play and bark.



We go camping in the yard.

We can look at the stars!