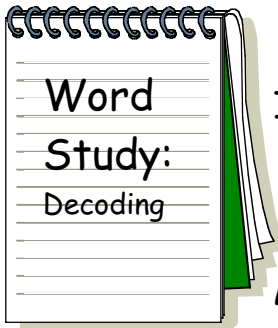


**OBJECTIVE:** The student will decode words containing r-controlled vowels.



*(adapted from  
Blachman, Ball, Black,  
& Tangel, 2000, and  
Cunningham, & Hall,  
1994)*

### INSTRUCTIONAL CONTENT:

- Decoding: One-syllable words containing <ar> in the initial, middle, or ending parts of words

### INSTRUCTIONAL ACTIVITY:

- Making and Sorting Words  
**Purpose:** This activity teaches students to decode one-syllable words with r-controlled vowels.

### MATERIAL/AT:

- Large letter and letter combination cards for use with pocket chart
- Pocket chart
- Small letter and letter combination cards for use at students' desks.

### DELIVERY OF INSTRUCTION:

**Grouping:** Whole class divided into groups of any size

1. Determine one-syllable words in the students' speaking vocabulary containing <ar>.
2. Tell students that <a> and <r> do not make their regular sounds when they are side by side. Provide them with the /ar/ sound. Have students repeat the letters and the sound.
3. Introduce a common <ar> word (e.g., **car**) by combining the <c> letter card and the <ar> letter combination card on the pocket chart.
4. Say, "This is the word **car**. The <c> says /k/ and the <ar> says /ar/. What is the word?" Have students repeat the word.
5. Instruct students to make the word **car** with their letter cards and letter combination cards.
6. Ask one student, "What's the word?" Elicit the correct answer and have the group repeat the word, **car**.
7. Say, "I would like you to replace the <c> with <b> and make the word **bar**." Provide an example sentence, such as "I need a new **bar** of soap in my shower." Allow time for students to replace their <c> with <b> using their letter cards.

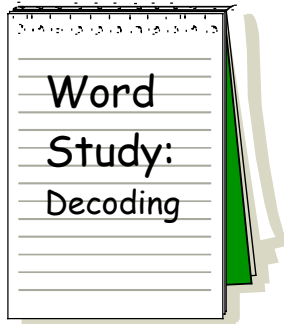
8. Ask one student to come to the pocket chart, replace the <c> card with the <b> card, say the word **bar**, and spell it. The other students should check their words using the one on the pocket chart.
  9. Say, "Now add one letter to the word **bar** to make the four-letter word, **bark**. I heard the dog **bark**, but I couldn't see it." Allow time for students to make the word.
  10. Have a student come up to the pocket chart, add the <k> card, say the word, and spell the word, **bark**. The other students should check their words using the one on the pocket chart.
  11. Continue with similar procedures of adding/substituting/deleting letters to make the words **dark**, **ark**, **art**, **dart**, **cart**, **chart**, and **charm** while giving examples of the words in sentences.
  12. Write each word on an index card and mix the cards. Have students sort the word cards into groups depending on where the <ar> is located in the word: initial, middle, or ending position. Discuss the categories upon completion.
  13. Post the sorted cards in the room, naming each word. Have students write the words in their spelling notebooks. As students find other <ar> words in their reading, they can be added to their lists.
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#### PROGRESS MONITORING:

After the lesson, ask students to read the list of targeted words. Use plus and minus signs to indicate correct and incorrect responses.

Periodically, give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as needed.

**OBJECTIVE:** The student will decode words containing r-controlled vowels.



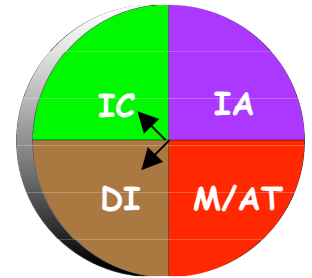
(adapted from  
Blachman, Ball, Black,  
& Tangel, 2000, and  
Cunningham, & Hall,  
1994)

### INSTRUCTIONAL CONTENT:

- Decoding: *One-syllable words containing <ar> in the ending parts of words*

### INSTRUCTIONAL ACTIVITY:

- Making and Sorting Words (adapted)  
**Purpose:** This activity teaches students to decode one-syllable words with r-controlled vowels.



### MATERIAL/AT:

- Large letter and letter combination cards for use with pocket chart
- Pocket chart
- Small letter and letter combination cards for use at students' desks

## DELIVERY OF INSTRUCTION:

**Grouping:** *Homogeneous reading group of two or three students*

1. Determine one-syllable words in the students' speaking vocabulary containing <ar> in the final position.
2. Tell students that <a> and <r> do not make their regular sounds when they are side by side. Provide them with the /ar/ sound. Have students repeat the letters and the sound.
3. Introduce a common <ar> word (e.g., **car**) by combining the <c> letter card and the <ar> letter combination card on the pocket chart.
4. Say, "This is the word **car**. The <c> says /k/ and the <ar> says /ar/. What is the word?" Have students repeat the word.
5. Instruct students to make the word **car** with their letter cards and letter combination cards.
6. Ask one student, "What's the word?" Elicit the correct answer and have the group repeat the word, **car**.
7. Say, "I would like you to replace the <c> with <b> and make the word **bar**." Provide an example sentence, such as "I need a new **bar** of soap in my shower." Allow time for students to replace their <c> with <b> using their letter cards.

8. Ask one student to come to the pocket chart, replace the <b> card with the <c> card, say the word **bar**, and spell it. The other students should check their words using the one on the pocket chart.
9. Say, "Now I would like you to change one letter in the word **bar** to make the word, **jar**. I opened a new **jar** of pickles yesterday." Allow time for students to make the word.
10. Have a student come up to the pocket chart, substitute the <j> for the <b>, say the word, **jar**, and spell it. The other students should check their words using the one on the pocket chart.
11. Continue with similar procedures of letter substitution and addition to make the words **tar**, **mar**, **far**, and **star**.
12. Write each word on an index card and post the cards in the room. Have students write the words in their spelling notebooks. As students find other words ending in <ar> in their reading, they can be added to their lists.

Note: When students progress to <ar> in middle and final positions, they can sort the words by position of the <ar>.

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#### PROGRESS MONITORING:

After the lesson, ask students to read the list of targeted words. Use plus and minus signs to indicate correct and incorrect responses.

Periodically, give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as needed.

## Palabras que contienen las primeras once combinaciones de vocales y consonantes

Vocales: a, e, i, o, u

Consonantes: m, p, s, l, t, d

mamá	le	osito
más	se	maleta
mal	pala	sapo
mes	puma	sopa
me	pasa	sola
mi	todo	pesa
masa	toma	está
mata	mesa	sala
lata	tipo	patio
lástima	amo	paseo
da	mami	lima
de	mapa	lodo
es	papi	saludo
sol	pido	dime
tu	tan	ala
dos	dedo	suma
a	desde	pelota
el	pato	miedo
lo	lee	ola
los	elote	mil
la	duda	topo
las	loma	salto
les	al	esto
pelo	como	paleta
estado	toma	dato