R-CONTROLLED SYLLABLES
LESSON 5

OBJECTIVES

- Students will identify the sounds for *ar*, *or*, *er*, *ir*, and *ur*.

- Students will read words that have vowel-*r* teams.

- Students will spell words that have *r*-controlled syllables.

MATERIALS

- Letter cards from previous lessons*

- Lesson 5 letter cards*

- Lesson 5 word cards*

- Word sort category cards*

- Word dominoes*

- Spelling support card (to be laminated)*

- Pocket chart

- Word web worksheets*

- Board and markers or chalk for teacher

- Personal whiteboards and markers for students

- Notebook paper

*Blackline master available on CD.

TIPS

- Refer to the Appendix for a list of words with *r*-controlled syllables.

- Scaffold and teach one or two sounds at a time, depending on student proficiency.

- Include a variety of words with the different *r*-controlled sounds students are learning.

- Include words with *r*-controlled vowels and words without *r*-controlled vowels, so students can practice discriminating the *r*-controlled sounds (e.g., *chart*, *chat*).

- Decode and encode, using real words and nonsense words.

- Give direct feedback to students.

DAILY REVIEW

SHORT VOWEL SOUNDS

Review short vowel sounds.

Teacher: Let's start by quickly reviewing short vowels. I will point to a letter, and you will tell me its sound. Be alert because I will go quickly! Remember that the cue I give when it's time for you to repeat is an open palm.

*[Point to **i** and gesture.]*

Students :   /i/

Continue reviewing vowel sounds.

OPENING

Teacher: Today we will learn about a type of syllable that changes the way a vowel sounds. It's called an *r*-controlled syllable because the *r* controls the vowel sound.

It is important to learn about *r*-controlled syllables because many words contain these sounds. Being able to recognize and read *r*-controlled syllables will allow you to read many more words. It will also help you in other classes and allow you to read connected text more easily.

MODEL AND TEACH: ACTIVITY 1 ═══════════

INTRODUCE R-CONTROLLED SYLLABLES
DECODING

Using the *ar*, *or*, *er*, *ir*, and *ur* cards, teach students that *r* controls the vowel sound. In closed syllables (at least one consonant "closing in" one vowel), if the vowel is followed by *r*, the vowel does not make its expected sound. *R* changes the vowel sound. These syllables are called *r*-controlled syllables. *R*-controlled syllables are blended with other sounds in a word. When counting the number of sounds in a word, the *r*-controlled syllable counts as just one sound.

> *[Display the word cards **her**, **turn**, **bird**, **star**, and **corn**.]*

Teacher: Look at these words and tell me something they have in common.

Rodolfo: They all have the letter *r*.

Katie: The *r* is always the third letter, and it's after the vowel.

Teacher: Yes, all of the words have *r*, and the *r* follows the vowel in each of the words. Here it is the third letter, but it won't always be the third letter. Because *r* follows the vowel, the vowel does not make its short sound. The *r* "controls" the vowel sound, which is why they are called *r*-controlled syllables.

Let's start with the letters *ar*. When you see the letters *a* and *r* together in a word, they usually say /ar/, as in *star*. What sound does *ar* usually make?

Students: /ar/

Introduce other *r*-controlled sounds, as appropriate for your students. Then, begin to demonstrate how *r*-controlled sounds work in words.

> *[Display the letter cards **p**, **ar**, and **k**.]*

Teacher: *R*-controlled sounds blend with other sounds to make words.

> *[Point to **p** and say /p/. Point to **ar** and say /ar/. Slide your finger under each letter as you blend the sounds.]*

Now, it's your turn. Blend the sounds as I slide my finger under the letters.

Students :   /p/ /ar/

> *[Model adding the final /k/. Slide your finger under **p** and **ar**, stretching out the sound until you point to **k**.]*

Teacher: Your turn. Say the sounds as I slide my finger under the letters.

Students :   /p/ /arrr/ /k/

> *[Move the cards next to each other. Slide your finger under the letters.]*

Teacher: *Park*: The whole word is *park*. Now, I will slide my finger under the letters, and you will read the word.

> *[Slide your finger under the letters.]*

Students :   *park*

Teacher: Although *park* has four letters, it has just three sounds because *a* and *r* make one sound, /ar/.

> *[Model counting with your fingers.]*

Teacher: /p/ /ar/ /k/: three sounds.

Repeat the sequence with other words, gradually reducing your modeling.

MODEL AND TEACH: ACTIVITY 2

VOWEL-R TEAMS
DECODING

When students have learned all of the *r*-controlled sounds, teach students to notice whether a word has a vowel-*r* team. Teach students to automatically treat a vowel-*r* team as one sound unit.

Write several words with *r*-controlled sounds on the board (e.g., *marsh*, *chart*, *scorn*, *church*, *skirt*). Encourage students to see the vowel-*r* team as a unit, in much the same way digraphs are seen as a unit. Scaffold by having students circle the vowel-*r* team and then read the word. Remove the scaffold as students gain proficiency.

Teacher: A faster way to read *r*-controlled syllables is to be on the lookout for vowel-*r* teams. When you see one, use that sound when you read the word.

*[Circle **ar** in **marsh**.]*

Teacher: I drew a circle around the vowel-*r* team because it helps me to remember that the team makes only one sound: /ar/. /m/ /ar/ /sh/; *marsh*.

*[Point to the next word, **chart** in this example.]*

Teacher: Jasmine, please circle the vowel-*r* team.

*[Jasmine circles **ar**.]*

Teacher: Perfect. What sound?

Jasmine: /ar/

Teacher: Excellent. And the word is?

Jasmine: /ch/ /ar/ /t/: *chart*.

Teacher: Nicely done. Andre, please do the next word. After you circle the vowel-*r* team, blend the word in your head and then say it fast, like a whole word.

*[Andre circles **or**.]*

Andre: *scorn*

Repeat the sequence with other words.

ERROR CORRECTION

If an error is with an *r*-controlled sound, guide the student to the correct sound with questions about the key word. Use the sound to read the word.

TIPS

• When introducing *ir*, *er*, and *ur*, teach that these vowel-*r* teams make the same sound, /er/. Point out that students have learned other sounds that are spelled in more than one way (e.g., /k/: *c*, *k*, or *ck*; /f/: *f* or *ph*).

• Vowel-*r* letter cards teach students to see the two letters as a unit that makes one sound.

MODEL AND TEACH: ACTIVITY 3

SEGMENTING SOUNDS
ENCODING

Have students use letter cards to encode dictated words containing *r*-controlled sounds by following this sequence:

1. Dictate a word.

2. Have a student repeat the word (listen for correctness).

3. Have the student say each sound in the word and count the sounds in the word.

4. Have the student say the letters that represent the sounds.

5. Have the student say the letters again while collecting the corresponding letter cards.

6. Have the student check by reading the word.

Repeat the sequence with new words, gradually reducing your modeling.

Teacher: The first word is *porch*. What is the word?

Students: *porch*

Teacher: Next, I count the sounds I hear in the word.

[Count with your fingers.]

Teacher: /p/ /or/ /ch/: I hear three sounds.

Next, I think about what letters make those sounds: /p/–*p*, /or/–*or*, /ch/–*ch*.

Then, I say the letters while I collect the letter cards: *p-or-ch*.

Now, I check the word by reading it: *porch*.

Repeat the sequence with new words, gradually reducing your modeling.

ERROR CORRECTION

If a student makes an error, say the word and have student repeat it, emphasizing enunciation. Note which sound was incorrect and prompt the student with something similar to the following example: "What says /ar/?"

TIPS

- For sounds with multiple spelling options (e.g., /er/ spelled *er* or *ur*), tell students that they cannot know which option is correct just from the sound. Students must practice spelling the words and memorizing which option goes with which words. Students can check their answers in a dictionary or spell-checker.

- Students can start a "spelling options" notebook.

Adapted from Wilson, B. A. (2002). **Wilson reading system: Instructor manual.** Oxford, MA: Wilson Language Training.

GUIDED PRACTICE: ACTIVITY 1

WORD SORT: READING
DECODING

Divide students into pairs. Give each pair a stack of facedown word cards and some "category" cards (i.e., *ar*, *or*, *er*, *ir*, and *ur*). Have students take turns saying a word and categorizing it according to its *r*-controlled sound and spelling.

Teacher: Each pair has word cards that you will sort into categories, based on the word's *r*-controlled sound and spelling. The categories are on the category cards you received. They are *ar*–/ar/, *or*–/or/, *er*–/er/, *ir*–/er/, and *ur*–/er/.

     Andre and Rodolfo, you will be partners, so I'll use you as examples as I explain the steps. Andre, pick up the top card and read it aloud without showing it to Rodolfo.

Andre: *slurp*

Teacher: Rodolfo, repeat the word and say the *r*-controlled sound.

Rodolfo: *slurp*, /er/.

Teacher: Now identify the correct spelling pattern and which category it belongs to.

Rodolfo: The *ir*–/er/ family?

Teacher: If you're right, you can put that word card under the correct category pile. Andre, is he right?

Andre: No. It's *ur*.

Teacher: So, because he was wrong, Rodolfo does a say-spell-say: Say the word, spell the word, and then say it again. Rodolfo, what will you do?

Rodolfo: I say the word, spell the word, and then say it again: *slurp*, *s-l-u-r-p*, *slurp*.

Teacher: That's right. And that card goes to the bottom of Andre's pile, so Rodolfo will get another chance to try it. Everyone, please begin. I will come around to help you.

Have pairs continue reading and sorting words. It is important that students read the words aloud, so they do not sort based solely on visual clues.

ERROR CORRECTION

- For a decoding error, note which sound was incorrect and ask questions to guide the student to correct it. For example, if a student pronounces *harp* as *hard*, say something similar to the following: "What is the last letter in the word? What sound does it make? Read the word again, please."

- For a sorting error, say the word again, emphasizing its *r*-controlled sound, such as in the following example: "*Thorns*: What *r*-controlled sound do you hear? Which category has /or/?"

- For a spelling option error, say something similar to the following example: "Yes, *ir* does makes the /er/ sound, but in *hurt*, it is spelled *ur*. What letters say /er/ in *hurt*?"

TIP

Give different pairs different sets of words. After a pair has sorted one word set, switch sets with another pair.

ADAPTATION

After sorting words, have students say the words in each category, use them in a sentence, or say their meaning.

GUIDED PRACTICE: ACTIVITY 2 ══════════════════

READ MY MIND
DECODING

Arrange 15–20 word cards faceup in a grid pattern. Choose a word (without telling students) as "it," and have students try to "read your mind" by guessing which word you have chosen. If a student succeeds, he or she keeps the card, and you choose another word. When a student unsuccessfully guesses, turn the card he or she guessed facedown and have the next student take a turn.

Teacher: I have chosen one of these cards as "it," but I'm not going to tell you which one. You must read my mind. When it is your turn, say the word you think I chose and point to the card with that word on it. If you guess correctly, you get to keep the card. If not, the next person has a turn. You must be ready to say your word when it is your turn, so read the words silently before it's your turn.

TIPS

- Include words from previous lessons (e.g., CVC words).

- Make sure that students read the words and point to the correct word cards.

- Students must be ready to say their word when it's their turn or the pacing will be too slow. If necessary, establish a time limit of a few seconds.

- As students win cards, refill the holes in the word grid with new cards.

- To narrow students' choices, tell them the row or column in which the word appears.

GUIDED PRACTICE: ACTIVITY 3 ══════════════════

WHAT SAYS…
ENCODING

Spread letter cards in front of students. Follow the steps below. Focus on *r*-controlled sounds, but include previously introduced sounds as well.

1. Dictate a sound.

2. Have a student repeat the sound (listen for correctness).

3. Have the student point to the corresponding letter card.

Teacher: I will ask you what letter or letters make a certain sound. You will repeat the sound and point to the letter card that says the sound.

Let's begin. What says /a/?

Students: /a/

*[Students point to **a**.]*

Teacher: What says /or/?

Students: /or/

*[Students point to **or**.]*

Teacher: Nice job. What says /er/, as in *turn*?

Students: /er/

*[Students point to **ur**.]*

Teacher: /er/, as in *her*?

Students: /er/

*[Students point to **er**.]*

Teacher: How about /er/, as in *bird*?

Students: /er/

*[Students point to **ir**.]*

Continue dictating sounds, giving students multiple opportunities with *r*-controlled sounds.

ERROR CORRECTION

If an error is with a sound that has multiple spelling options, such as /er/, say something similar to the following example: "Yes, *ir* does makes the /er/ sound, but in *hurt*, it is spelled *ur*. What says /er/ in *hurt*?" If an error does not involve a sound with multiple spelling options, tell the student the letter that makes the sound, such as in the following example: "*Or* says /or/. What says /or/?"

TIPS

- An alternative method for introducing a sound with multiple spelling options is telling students something similar to the following example: "There are three ways to spell /er/. What is one way to spell /er/? What is another way? What is the third way?"

- Include only the *r*-controlled sounds that students have learned.

Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual.* Oxford, MA: Wilson Language Training.

GUIDED PRACTICE: ACTIVITY 4

SUPPORTED SPELLING
ENCODING

Give each student a laminated spelling support card with vowel-*r* teams on it. Dictate a word. Have students spell the word by writing its initial and final letters with a dry-erase marker on either side of the correct vowel-*r* team.

SPELLING SUPPORT
ar
or
er
ir
ur

Teacher: Each of you has a spelling support card with the vowel-*r* teams on it. I will dictate a word. You will repeat the word and figure out which vowel-*r* team is used to spell it. Then, you will write the word on the card. Because the vowel-*r* is already on the card, you will add only the beginning and end of the word. Then, you will read the word to yourself to double-check your answer. Because the card can be easily erased, you can change your answer if you need to. When your answer is ready, hold it up and show me.

I will show you an example, and then we'll work through one together.

The first word is **thorn**. The **r**-controlled sound I hear is /or/, so I write on the **or** line. /th/ is the first sound, so I write it at the beginning. The next sound is /or/, which is already on the card. The last sound is /n/, so I write it at the end.

ar
*th*or*n*
er
ir
ur

Teacher: I read the word to check myself. ***Th-or-n, thorn***. Now, let's do a word together. The word is *harsh*.

Students: *harsh*

Teacher: Katie, what **r**-controlled sound do you hear in *harsh*?

Katie: I hear /ar/.

Teacher: That's right. Everyone, to point to the vowel-**r** team that says /ar/ on your card.

                 [Students point to **ar**.*]*

Teacher: What is the first sound in *harsh*, Andre?

Andre: /h/

Teacher: Correct, so write the letter that says /h/ at the beginning of the word.

                 [Students write **h** *before* **ar**.*]*

h ar
or

Teacher: Andre, what is the next sound in *harsh*?

Andre: /ar/, but we don't write that because it's already there.

Teacher: Good. Katie, what is the last sound in *harsh*?

Katie: /sh/

Teacher: Write the letters that say /sh/ at the end of the word.

*[Students write **sh**.]*
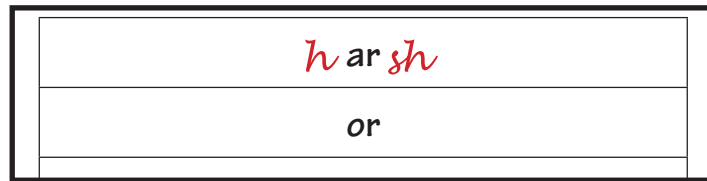
Check your work by reading the word. When you are finished, hold it up for me.

Once complete, have students erase their marks on the card and prepare for the next dictated word. Continue dictating words and providing feedback to students.

ERROR CORRECTION

If a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Notice the location of the error and use questioning to guide the student to the correct spelling, such as in the following example: "The word is **thorn**. Do you hear a digraph?" For an error with a sound with multiple spelling options, such as /er/, say something similar to the following example: "Yes, **ir** does makes the /er/ sound, but in **hurt**, it is spelled **ur**. Please make the correction on your card."

Adapted from Florida Center for Reading Research. (2007). *2-3 student center activities: Phonics.* Retrieved from http://www.fcrr.org/scasearch/PDFs/2-3P_017.pdf

INDEPENDENT PRACTICE: ACTIVITY 1

WORD DOMINOES
DECODING

1. Deal each student six "dominoes," each with two words on it. Place a starter domino faceup on the table and the remaining dominoes facedown in a pile.
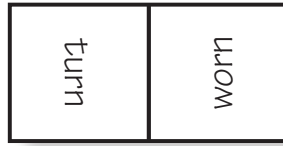
2. The first player says the words on the starter domino and checks his or her dominoes for a word with the same *r*-controlled sound.

3. If the student has a domino with the same *r*-controlled sound, he or she connects it to the domino on the table and says the connecting words.

4. If the student does not have any words that connect, he or she takes one from the pile. It is then the next student's turn.

5. Continue until a player uses all of his or her dominoes.

Teacher: Let's play Word Dominoes, which is similar to regular dominoes. A domino is a card with two words on it. I'll deal six dominoes to each of you, and I'll put the starter domino on the table. When it is your turn, take a domino from your hand with the same *r*-controlled sound as a domino on the table. You say both words as you connect the dominoes. That is the only way to earn points: You must say the words. If you don't have a match, draw a domino from the pile. Then, the next person has a turn. We'll talk ourselves through this first domino to make sure everyone understands how the game works, and then you can play on your own.

[Distribute the dominoes and place the starter domino on the table.]

Teacher: Rodolfo, read the words on the starter domino, please.

Rodolfo: *Turn* and *worn*.

Teacher: Think about the *r*-controlled sound in those words. Each of you read the words on your dominoes to see whether any of them match the *r*-controlled sound. What *r*-controlled sound is in *turn*, and how is it spelled, Andre?

Andre: /er/, and it's spelled *u-r*.

Teacher: That's right. We know that /er/ can be spelled other ways, too. Remember that you are matching the sound, not the way it's spelled.
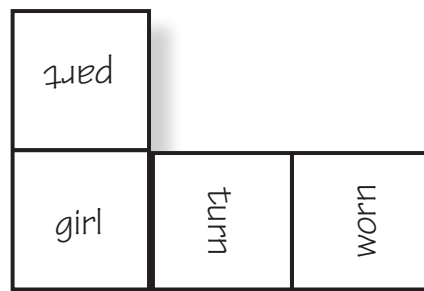
Katie, what is the *r*-controlled sound in the other word?

Katie: /or/

Teacher: Andre, because it's your turn to play a domino, do you have a domino with a matching *r*-controlled sound?

Andre: I think so. I have a domino that has *girl* and *part*. *Girl* has the same sound as *turn*, so I can connect them

                 [Andre connects the dominoes.]

Teacher: Nice job. Remember to say the words as you connect them.

Andre: *Girl*, *part*.

Continue the game until one student depletes his or her stock of dominoes.

INDEPENDENT PRACTICE: ACTIVITY 2

WORD WEBS
ENCODING

Have students complete a word web for a specific *r*-controlled sound. First, write an *r*-controlled sound in the middle bubble. Then, have students complete the web by writing a word in each of the five smaller bubbles that include that sound. When the webs are complete, have students read the words to a partner.

Teacher: Let's complete a word web for *r*-controlled sounds. The middle bubble shows your *r*-controlled sound. The smaller bubbles around the page are blank. Write a word in each small bubble that contains your *r*-controlled sound. For example, my sound is /ar/. *Marsh* has /ar/, so I write *marsh* in one of the small bubbles.

Now, it is your turn. Look at the *r*-controlled sound on your word web sheet. Think of five words with that sound and write the words in the smaller bubbles. When you are done, read the words to your partner.

ADAPTATION

After students read their words to a partner, have students exchange word webs and read another student's words.

MONITOR LEARNING

Listen carefully for accurate reading of *r*-controlled sounds while also checking on previously taught sounds and concepts. Check written work to gauge students' understanding of vowel-*r* teams as representations of specific *r*-controlled sounds.

GENERALIZATION

Remind students of the prevalence of *r*-controlled syllables in language. Tell students to look for words with vowel-*r* teams while reading in their classes. Tell student that understanding how the *r* controls the vowel sound makes reading those words easier.

LETTER CARDS
R-CONTROLLED VOWELS

ar	ar	ar	ar
er	er	er	er
ir	ir	ir	ir
or	or	or	or
ur	ur	ur	ur

LESSON 5 WORD CARDS

| barn | burn | charm |
| ark | birth | cart |

First of 6 pages

WORD SORT
R-CONTROLLED SYLLABLE CATEGORY CARDS

| ar |

First of 3 pages:
All vowel-r combinations included

SPELLING SUPPORT

| ar |
| or |
| er |
| ir |
| ur |

SPELLING SUPPORT

| ar |
| or |
| er |
| ir |
| ur |

WORD DOMINOES

shirt	bar	sport	start	hard	firm
scorch	form	term	third	corn	shark
girl	start	port	thorn	perch	burnt
clerk	squirt	turf	torch	arm	verb
worn	turn	smirk	spark	thirst	whirl
stir	fort	farm	sir	yarn	term
burn	spur	birch	stork	church	snort
irk	bird	harsh	smart	art	card

WORD WEBS

First of 3 pages:
Blank dominoes included

LESSON 5
R-CONTROLLED SYLLABLES

Lesson 5 Letter Cards

Lesson 5 Word Cards

Guided Practice: Activity 1
Word Sort Category Cards

Guided Practice: Activity 4
Spelling Support Card

Independent Practice: Activity 1
Word Dominoes

Independent Practice: Activity 2
Word Webs Worksheet

LETTER CARDS
R-CONTROLLED VOWELS

ar	ar	ar	ar
er	er	er	er
ir	ir	ir	ir
or	or	or	or
ur	ur	ur	ur

barn

burn

charm

ark

birth

cart

cord	chart
far	curl
fern	farm

fork

horn

march

first

hard

lord

nor	perch
	shirt
marsh	north
	scarf

spur

stir

surf

spark

start

storm

term

thirst

worn

tar

third

verb

WORD SORT
R-CONTROLLED SYLLABLE CATEGORY CARDS

ar

or

er

ir

ur

SPELLING SUPPORT

ar
or
er
ir
ur

SPELLING SUPPORT

ar
or
er
ir
ur

WORD DOMINOES

shirt	bar	sport	start	hard	firm
scorch	form	term	third	corn	shark
girl	start	port	thorn	perch	burnt
clerk	squirt	turf	torch	arm	verb
worn	turn	smirk	spark	thirst	whirl
stir	fort	farm	sir	yarn	term
burn	spur	birch	stork	church	snort
irk	bird	harsh	smart	art	card

WORD DOMINOES

swirl	fur	park	pork	surf	curb
scorn	curl	part	girl	snarl	tart
north	horn	fork	stern	curb	burst
dart	torn	form	lurk	bark	skirt
fir	fern	thorn	part	jerk	born
bar	storm	smart	harp	horn	harp
her	clerk	sir	cart	cork	burp
march	lark	dorm	blur	arch	first

WORD DOMINOES

charm	sworn	chart	chart	bark	for
chirp	smart	car	jar	third	hurt
pork	jar	scarf	turn	stir	porch
fork	nor	cord	sort	burst	art

WORD WEBS