

Level C: Unit 1, Lesson 1

Lesson Objectives: I can ...

- Read and spell words with an R-controlled vowel sound using spelling-sound patterns

Decodable Text for this Lesson

- “The Garden”



In this unit, students build on their knowledge of letter-sound relationships by exploring the spelling pattern for the R-controlled vowel A-R /ar/ and all spellings for the long vowel sound /ā/.

Differentiation Ideas

Teacher-directed: Ask scaffolded questions when students are working with a partner or alone. Think aloud to help students understand how you know the answers to these questions.

- Look at the word *charm*. How do you read the word *charm*? What is the spelling pattern? What vowel sound will you use? What letters stick together?

Practice: Repeat portions of the lesson that would help students to understand the skills.

- Use double-decker Elkonin boxes to blend and segment *park*, *large*, *star*, *yard*.

Acceleration: Ask students to demonstrate more complex skills that build upon the skills explored in the lesson with a partner or independently.

- We know the R-controlled vowel /ar/ is spelled A-R. How would the R-controlled vowel /er/ be spelled?

Deletion and Substitution, 5 minutes



Repeat the chant after me!
“It’s deletion and substitution time!
We want to change the beginning, middle, and ending sounds!
We want to make a new word.”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s practice our substitution skills! When we substitute or replace a sound in a word with a different sound, this is called substitution. The word is *march*, /m/ /ar/ /ch/. Now, substitute the beginning sound for the ending sound and the ending sound for the beginning sound. What is the new word? Use the **double-decker Elkonin boxes**.



Listen and watch as students think of the word. Provide support as needed.



The starting word was *march*, /m/ /ar/ /ch/. The middle sound /ar/ stayed the same. We switched the beginning and ending sounds. Now the word is /ch/ /ar/ /m/ *charm*.



If time permits, complete one more substitution, starting with *scar* and substituting /k/ with /p/ to make the word *spar*.

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Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers to each sound. Emphasize the sound being substituted. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Introduce the Sounds, 5 minutes



R-controlled vowels are vowel sounds changed by the letter R following the vowel. For example, A-R makes the /ar/ sound in the word *car*. Examples: /s/ /t/ /ar/ /t/ *start*, /t/ /ar/ /g/ /e/ /t/ *target*, /y/ /ar/ /d/ *yard*



Learning new sounds is so cool! Repeat our chant after me!
"It's time to learn new sounds!
We use the sound rule to help us read!"



Say the chant one sentence at a time, allowing students to repeat after you.



Let's learn a new rule today! Today, we'll practice reading and spelling word with the spelling pattern A-R.



Show the **ar sound letter card**.



This is called an R-controlled vowel. The letter R changes the sound of the letter A. Together, they make the sound /ar/ like in *start* and *car*. Listen /s/ /t/ /ar/ /t/ *start*. Say the new pattern with me /ar/.



Listen as all students say /ar/.



Before we start practicing words with A-R /ar/, let's review our sound letter cards.



Flip through and review all the sound-spelling cards students have learned so far using **sound letter cards**: a, e, i, o, u, wh, sh, ch, ng, ck, ph, qu, ai, ay, ee, ea, igh, c, g, oa, oe, gu.

Blend the Sounds, 5 minutes



Blending sounds helps us read the words smoothly! Repeat our chant after me!
"It's time to blend the sounds!
It's time to blend the sounds to help us read the words smoothly!"



Say the chant one sentence at a time, allowing students to repeat after you.



When we blend the sounds in words, we can read the words smoothly. The R-controlled vowel A-R sounds like /ar/.

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Point to the word *farm*.



I notice that this word has an A-R. Underline it to help us remember that A-R sticks together. As you listen to me decode it, you can chop down your arm.



Start at your shoulder, and chop/tap the sounds out. When it's time to blend, start back at the shoulder and run your hand smoothly down your arm.



/f/ /ar/ /m/ *farm*. Segment and blend the word together now using **double-decker Elkonin boxes**.



Segment and blend the word *choice* using the **double-decker Elkonin boxes**.



Smart blending! Let's look at another word.



Point to the word *target*.



I notice this word has the R-controlled vowel A-R. I can blend the word /t/ /ar/ /g/ /e/ /t/ *target*. This word has two syllables. Clap out the syllables.



Ensure students correctly divide the word as *tar-get*.



Now blend the word.



Listen as students blend the word. Take note of which students can accurately read the word and which students may need reteaching or additional support.

Read the Words, 5 minutes



When we practice reading the words, we can read the words faster and faster. This helps us learn to read smoothly like when we are speaking! Repeat our chant after me!
 "It's time to read the words!
 It's time to read the words, so we can read smoothly, like we are speaking!"



Say the chant one sentence at a time, allowing students to repeat after you. Then point to the word *chart*.



To read the word, look for the spelling pattern to know what vowel sound to use. I see a consonant digraph and an R-controlled letter A. Underline anything that sticks together, so underline C-H and underline A-R. /ch/ /ar/ /t/ *chart*. Your turn! Use your **double-decker Elkonin boxes**.

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Listen as students read the word.



Look at this spelling pattern! I see a consonant blend S-H and an R-controlled vowel A-R. How will you read this word?



Listen as students read the word. Take note of which students can accurately read the word and which students may need reteaching or additional support. Then display the sentence *I started to open the jar, but it was very hard.*



Read the sentence with your partner. All of the words follow rules you've learned or are high-frequency words. Raise your hand when you have the whole sentence, and I'll come over and listen.



Monitor and assist. Support students by prompting them to recognize the spelling pattern, use long or short vowel sounds, and underline letters that stick together.

Decode the Words, 5 minutes



Decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! Repeat our chant after me!
"It's time to decode the sounds in the words!
It's time to decode the sounds in the words so we can read the words!"



Say the chant one sentence at a time, allowing students to repeat after you.



Follow this routine: Underline any letters that go together. Put dots under vowels. Draw the syllable break. Look for spelling patterns. Name any rules that help with pronunciation. Try reading it!



Partner students.



Work together to decode these words: *park, large, star, yard*. I'll be by to listen. Use your **double-decker Elkonin boxes**.



Listen as students decode the words. Take note of which students can accurately name and articulate the sound and which students who may need reteaching or additional support.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers to each sound. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

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Spell the Words, 5 minutes



When we can spell words, we can share our ideas and be understood. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Repeat our chant after me!
 “It’s time to spell the words!
 It’s time to spell the words to show we understand the rule!”



Say the chant one sentence at a time, allowing students to repeat after you.



Listen to the word *carve*. How would we spell the word *carve*? Listen to the sounds and match the sound to the correct letter. I hear /k/ /ar/ /v/. I know the sound /k/ can be made by C or K. In this word, it’s the letter C. I know the sound /ar/ is spelled A-R. I know the sound /v/ is made by the letter V. English words don’t usually end with V, so I know to use V-E. Now I can spell the word. /k/ /ar/ /v/ is spelled C-A-R-V-E. Use **whiteboards** to write the word.



Watch as students spell the word using letter and sound connections.



Yes, when we spell the word *carve*, write the letters C-A-R-V-E. Now I want to change the word by changing the beginning consonant sounds. Change /k/ to /s/ /t/. What is the word?



Ensure students correctly spell the word *starve* using letter and sound connections. Take note of which students can accurately name and articulate the sound and which students may need reteaching or additional support.



Correction Routine: If students make errors, revisit the spelling for the word with the whole group. For decodable words: Say, “My turn.” Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, “Your turn.” Guide students to record letters for each sound they hear in the word.

High-Frequency Words, 5 minutes



Some words we can sound out now, some words we’ll learn how to sound out later, and some words are rule-breakers so we can’t sound them out. Words that show up a lot in books are called high-frequency words. Let’s learn some! Repeat our chant after me!
 “We see high-frequency words all the time!
 Let’s figure out how to read them!”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s read our high-frequency words! Today, we’re learning one word.



Display the word *large*.

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This is a one-syllable word that follows sound-spelling rules! /l/ /ar/ /j/ *large*. Why is this word pronounced *large*?



Encourage students to explain that A-R says /ar/ and the E after G makes the G use the soft sound /j/.



Great explanations! We know that A-R says /ar/ and that E after G makes the G use the soft sound /j/. Read the word again using **double-decker Elkonin boxes**.



Ensure students say the word correctly. Then review previously learned high-frequency words.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers to each sound. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Decodable Text, 15 minutes



Now let's read using the rule we practiced today! I'm going to read the text aloud to you. Look for words that follow our new rule.



Use the decodable text(s) listed for this lesson to practice using new skills in text. Read the passage aloud, pausing to point to the words used in this lesson and other words that follow the new skill.



Great reading! Do you see the words that we practiced today?



Ensure students are able to recognize words in text that follow the rule. Then, read the text again, reading straight through.



Now you're going to help me read. I'll read a phrase at a time, and you will echo-read after me.



Echo-read the text, line by line or phrase by phrase. Take note of any students who need additional support or reteaching.

Response to Text, 10 minutes



Great work today! We learned a new rule to help us read words. Then we practiced the new skill by reading. Now we're going to discuss some comprehension questions.



Use these text-dependent questions to discuss the text. Take note of any students needing additional support or reteaching.

1. Why does Omar start while it is still dark?
2. What does Omar do on his farm?
3. How do you think Omar feels when he is finished?