


## *r*-Influenced Vowel Patterns *ar, are, air*

**Generalization** *A* combines with *r* to create two *r*-influenced sounds and three patterns (*ar, are, air*).

**Student Objective** Read and spell words with *r*-influenced vowel patterns *ar, are, and air*.

### Materials

- *Big Book of Rhymes*, “Scarecrow in the Garden”
- Word Study Notebook, pages 5–8
- Classroom Library, *The Not-So Scary Scarecrow*
- SavvasRealize.com
  - Interactive Sort
  - Writing Sort
  - Blind Sort
  - Speed Sort
  - Find the Scarecrow 

Words			
<i>ar</i>	<i>are</i>	<i>air</i>	Oddballs
part	care	hair	
dark	bare	chair	bear
harm	fare	fair	heart
shark	hare	lair	pear
sharp	square	pair	wear
start	stare	stair	where

## Introduce, Model, and Reflect

**Read a Rhyme** Point to the title. This poem is called “Scarecrow in the Garden.” Listen as I read it. Read the rhyme. How does the speaker feel about the scarecrow? (It’s silly and not smart, but it scares the crows.) Show me what the scarecrow looks like when it is swaying in the air.

Say: We have been learning about words with short *a* and words with an *r* influence. Look at lines three and four. Can you find two words with short *a*? (*stands, hat*) Looking at those same two lines, can you find a word with *ar*? (*garden*) Write the words in a Word Hunt chart.

The letter *r* can influence the letter *a* in another way, too. Point out the word *stare* in line six. Read the word aloud and have students identify the sound. Compare *stare* with the word *straw* in the line above and remind students of the importance of the placement of the letter *r*.

**Build Vocabulary: Homophones** Remind students that homophones are words that

sound the same but have different meanings and spellings. Discuss the homophone pair *bare/bear*.

- bare** • adj: without a covering; *The wall was bare, so we hung a picture.*
- bear** • noun: an animal with four legs, sharp claws, and fur; *We saw a bear!*

Note that *bear* is also a homograph. The other meaning of *bear* is “to support or hold up.” There are more homophone pairs in this sort. (*fair/fare, pair/pear, and stair/stare*) (*Hair/hare* is also a homophone pair; students will see *hair* in the header for *air*.) Use a similar procedure to discuss the meaning of each. Students can make simple drawings to illustrate the meanings. Have students add the pairs to their homophone collection.

**Introduce the Sort** Without introducing the headers, ask: *How could we sort these words?* Let’s begin by sorting them by sound. Note that all words, including oddballs, will be sorted into two categories when sorting by sound.

**Model** Say: This is the word *dark*: *d-arrrrr-k*. I hear the sounds /är/. Put the word in the first column. This is the word *bare*: *b-arrrrr-e*. I hear the sounds /är/. These are not the same sounds as in *dark*, /är/. I'll put *bare* in another column. Have students guide you in sorting the remaining words by sound.

**Sort by Spelling Pattern** After sorting by sound, ask: What do you notice about the words in each column? How else can we sort the words?

Introduce the pattern headers. Point out that students already know the *ar* pattern. Ask: Which two patterns have the same sound? (*are* and *air*)

Have partners or small groups sort by spelling pattern. Talk about the oddballs. Students

should understand the words are oddballs because they have the same sounds as *ar*, *are*, and *air*, but they are spelled differently. Help students sort and explain their sorts.

**Reflect** Ask: What did you learn about how *r* can influence the letter *a*? Help students conclude that *r* influences the sound of *a*. There are two sounds and three spelling patterns. Ask: Why do you need to know the meaning of a word such as *hair* before you can spell it? Students should recognize that since there is more than one possible spelling of the word, they need to know the correct meaning to know which spelling pattern to use.

## Practice and Extend

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**Reread the Rhyme** Reread the rhyme "Scarecrow in the Garden." Then call on students to find words in the rhyme for each spelling pattern. Challenge them to find a word that is part of a homophone pair.

**Sort Again** Have students re-sort the words several times over the next few days. Encourage them to explain their sort to a partner. Review the meanings of any unfamiliar words.

**Word Hunt** Invite students to search through a text of their choice, such as a story or a textbook, for words with *r*-influenced *a*. Have them list and sort the words. Allow time for students to share the results of their searches with the group.

**Writing Sort** Have students work independently to complete the writing activity on page 8. Point out that they are spelling homophones. Since one word is given, students should read that

word and then find a word that sounds the same but has a different spelling.

**Read the Little Book** Ask: Why would a gardener use a scarecrow? What if the scarecrow isn't scary? Read *The Not-So Scary Scarecrow*. After reading, ask: How did Mark's friends suggest he change the scarecrow? Did their suggestions work?

**Word Hunt** Have students go back into *The Not-So Scary Scarecrow* to find words that have an *r*-influence on *a*. Add the words to the Word Hunt chart you started with the rhyme "Scarecrow in the Garden." Ask: What is important to remember about these words? (There are two sounds and three spelling patterns for words with an *r*-influenced *a*.)

**More Practice** Schedule time for students to play Find the Scarecrow, which you can download from SavvasRealize.com.

## Apply and Assess

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**Additional Words** *ar*: arch, barb, harp, scar; *are*: blare, dare, glare, rare; *air*: flair

**Additional Words Activity** Display the Additional Words. Have students practice

reading and spelling the words. Then have pairs write the words on pieces of paper and sort them into categories in a blind sort.

**Alternative Sort: Same Sound, Different Meaning** To reinforce the homophones, have students sort the words into two groups: homophone pairs and words that are not homophones. (pairs: *bear, bare; fare, fair; stare, stair; pair, pear; and where, wear*)

**Assess** Select ten words (students should not know which ones) and call them aloud for

students to spell on a piece of paper. Use each word in a sentence, so students are able to understand which spelling of the word you are asking for. You can also challenge students by calling two words from the additional words list to check for transfer.

## Supporting All Learners

School-Home Connections		
<p><b>Highlight the Pattern</b> Write each word in pencil. Then highlight the spelling of the <i>r</i>-influenced <i>a</i> pattern in it. OR: Write the letters that make up the pattern in crayon and the rest of the word in pencil.</p>	<p><b>Picture It</b> Draw a picture or look in magazines and newspapers to find pictures of some of the words. Label the pictures with the words that name them.</p>	<p><b>Story Time</b> Use at least ten of your words to write a story. It can be a funny, exciting, or scary story. Be sure to include a beginning, middle, and end. Read your story to a family member.</p>

Supporting Multilingual Learners	
<p><b>Language Production</b> The English pronunciation of <i>r</i> differs from its pronunciation in most other languages. This makes pronunciation of <i>r</i>-influenced vowels challenging for English-language learners. Have these students listen to English speakers pronounce simple words with <i>r</i>-influenced vowels, such as <i>part, start, and stare</i>. Encourage students to echo their classmates.</p>	<p><b>Language Acquisition</b> Show each pair of homophones, and have students understand that the words sound the same. Reinforce that the words are spelled differently and have different meanings. Use each word in a sentence. As you say the sentence, pick up the word card that goes with it.</p>

Differentiated Support	
<p><b>Extra Support</b> Check students' pronunciations and their ability to isolate and discriminate among the <i>r</i>-influenced vowel sounds. Regional dialects often show up in words with <i>r</i>-influenced vowels. Provide guidance and reinforcement when necessary.</p>	<p><b>Challenge</b> Challenge students to write three sentences, each with a pair of homophones from this lesson.</p>

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Sort  
24

fare

stair

bear

dark

start

square

chair

heart

sharp

lair

bare

harm

stare

pair

fair

pear

where

shark

hare

wear

r-Influenced Vowel Patterns ar, are, air

<b>ar</b>	<b>part</b>					
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<b>are</b>	<b>care</b>					
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<b>air</b>	<b>hair</b>					
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<b>Oddball</b>						
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Say each word aloud. Write on the line a word that sounds the same but is spelled differently and has a different meaning. Then draw a picture of the word you wrote.

pair

stare

bare

fare

where

hare