Lesson Objectives

Day 1  Students will:
• Understand that the r-influenced a can be found in both the first syllable and second syllable in two-syllable words
• Understand that words can have r-influenced a in accented syllables
Materials:
• Anchor Poster

Day 2  Students will:
• Sort words by common features and spelling patterns
Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 4: Classroom Activity
• Teacher Category Cards—r-Influenced
• Teacher Word Cards—same as BLM 4

Day 3  Students will:
• Sort words according to their accented syllables
• Use knowledge of spelling patterns to select correct spellings of words
Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 4: Classroom Activity
• BLM 5: Take-Home Activity
• Teacher Category Cards—r-Influenced First Syllable, Accented First Syllable
• Teacher Word Cards—same as BLM 4

Day 4  Students will:
• Identify words with r-influenced a with accented syllables in a passage
• Create lists of words organized by their spelling patterns
• Write and spell words with r-influenced a with accented syllables
Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5  Students will:
• Spell words with accented syllables
Materials:
• Quick-Check Assessment
Supporting ELs

Reinforce the effect of accented syllables in words by using simple words that students will understand or that you can show either through pictures, movements, or objects, for example, marble, haircut, and repair. Make sure ELs understand the meaning of these words. If necessary, provide examples of the words in oral sentences and/or ask students to suggest oral sentences using the words or to act out the meaning of the words.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word prepare on the chalkboard. **Say:** If I didn’t know how to read this word, the first thing I would do is divide it into syllables and read each part. To do that, I look for the vowels because I know that each syllable has one vowel sound. I see three vowels, but I know that two of the vowels make up the pattern are, which has one vowel sound. So, the word has two syllables. I try dividing the word after the first letter e before the consonant. This means the first syllable is an open syllable with a long vowel sound: pre. The second syllable has the r-influenced vowel sound: are. I blend the syllables to read prepare. Continue to support students who need help with blending throughout the week, using the example words as lessons.

Review More Ambiguous Vowels in Accented Syllables

**Focus Words: autumn, awesome**

Write the following sentence on the chalkboard: The weather this past autumn was awesome. Ask students what they remember about words such as autumn and awesome. Remind them that these words are words that contain ambiguous vowels, meaning the vowels have neither long nor short vowel sounds.

Ask students to brainstorm a list of words with this vowel sound. Record the words on the chalkboard as students say them and circle the letters that stand for the sound.

Introduce Words with r-Influenced a in Accented Syllables

**Model**

Write these letter patterns on the chalkboard: ar, are, air. Under the corresponding letter patterns on the chalkboard, write the words garden, declare, and despair. Read the words and discuss any word meanings that students might not know. Explain to students that this lesson involves sorting sounds associated with r-influenced a.

Circle the letters ar in garden. **Say:** The letter r following the letter a makes the vowel sound neither long nor short. This r-influenced pattern comes in the accented syllable of the word garden.

Circle the letters are and air in the other two words. **Say:** These words share the same sound in the second syllable, which is the accented syllable in the word. The sound is spelled differently in the words.

Write airplane on the chalkboard, read it aloud, and have students repeat. Underline the first syllable of airplane. **Say:** This time r-influenced a sound is in the first syllable, which is the accented syllable in this word.

**Guide**

Reinforce the spelling rules by showing students the anchor poster and going over the examples on the card with them.

Write First Syllable ar, First Syllable are/air, and Second Syllable are/air in three columns on the chalkboard. Point out that each header on the chalkboard calls attention to the different patterns that spell the sounds in words such as garden and declare. Remind students that the r-influenced a in accented syllables can appear either at the beginning or the end of words.
Apply

Have students copy the headings in their word study notebooks and write the words garden, despair, declare, and airplane in the appropriate columns.

Spelling Words with r-Influenced a in Accented Syllables

Unit Spelling Words: market, aware, carpet, haircut, despair, harvest, careful, repair

Write the word market on the chalkboard and point out the a followed by the letter r. Say: This is an example of a word with the r-influenced a at the beginning of the word.

Write the other words on the chalkboard where the r-influenced sound is spelled ar and found in the accented syllable at the beginning of the word: carpet, harvest. Divide the words into two syllables: car/pet and har/vest. Have students read the words with you, accenting the first syllable.

Tell students that they will find some words with r-influenced a at either the beginning or the end of a word. Write the word haircut on the chalkboard. Say: I see two vowel patterns in this word: the air pattern and the closed syllable short u pattern. Two vowel sounds means two syllables. In this word, the accented syllable is the first syllable.

Write the word repair on the chalkboard. Point out how you know the word has two syllables because of the two vowel sounds in the word: e and air. Explain that in this word, the accented r-influenced syllable is the second syllable in the word. Repeat with the word despair.

Write the word careful on the chalkboard. Point out the two vowel patterns indicating two syllables: are and u. Remind students that the spelling pattern are has the same sound as the spelling pattern air. In the word careful, the spelling pattern is at the beginning of the word.

Repeat with the word aware, pointing out that the spelling pattern is in the second syllable.

Ask volunteers to use the words in oral sentences, demonstrating their meanings.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to circle the accented syllable in each word.

Assessment Tip

Note which students have difficulty telling you in which column to write the words or that do not suggest words during the brainstorming. You may want to work with these students, using simple one-syllable words to review the concept of r-influenced a.

Providing Support

Note which students have difficulty telling what the spelling words mean and using them in meaningful sentences. Provide sentence examples that use the words in a meaningful way for practice.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
**Day Two**

**Common Features Sort**

<table>
<thead>
<tr>
<th>artist</th>
<th>unfair</th>
</tr>
</thead>
<tbody>
<tr>
<td>party</td>
<td>impair</td>
</tr>
<tr>
<td>tardy</td>
<td>affair</td>
</tr>
<tr>
<td>larva</td>
<td>despair</td>
</tr>
<tr>
<td>garlic</td>
<td></td>
</tr>
<tr>
<td>margin</td>
<td></td>
</tr>
</tbody>
</table>

**Buddy Sort**

<table>
<thead>
<tr>
<th>Accented First Syllable</th>
<th>Accented Second Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>fairy</td>
<td>compare</td>
</tr>
<tr>
<td>barely</td>
<td>aware</td>
</tr>
<tr>
<td>artist</td>
<td>despair</td>
</tr>
<tr>
<td>airplane</td>
<td>repair</td>
</tr>
<tr>
<td>tardy</td>
<td>beware</td>
</tr>
<tr>
<td>larva</td>
<td></td>
</tr>
<tr>
<td>garlic</td>
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</tr>
<tr>
<td>margin</td>
<td></td>
</tr>
<tr>
<td>bargain</td>
<td></td>
</tr>
<tr>
<td>carbon</td>
<td></td>
</tr>
</tbody>
</table>

**Home/School Connection**

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

**Supporting ELs**

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

**Review the Rules for r-Influenced a in Accented Syllables**

Show students the anchor poster and ask volunteers to tell you in their own words the rule for r-influenced a in accented syllables. Ask them to tell you the ways they know how to spell words with the r-influenced a.

**Common Features Sort**

**Teacher Word Cards:** artist, unfair, garlic, despair, party, tardy, larva, margin, impair, affair

Place the word cards for **artist** and **unfair** next to each other in a pocket chart. Read the words aloud.

**Think aloud:** I hear the r-influenced a sound in both of these words, one at the beginning of a word, and one at the end of a word. In the word **artist**, the r-influenced a appears in the first syllable. In the word **unfair**, the r-influenced a is in the second syllable.

Hold up the word card **garlic**. Ask students where they hear the r-influenced a sound and under which word in the pocket chart it belongs. Repeat with the word **despair**.

Ask students to help you place the remaining cards and ask them to explain why each word belongs in the category. (The common features are where the r-influenced a appears in the word.)

**Spelling.** Have students write the words **artist** and **unfair** in their word study notebooks. Then have them organize the spelling words in the two categories.

**Buddy Sort**

Give pairs of students the category cards **Accented First Syllable** and **Accented Second Syllable** from BLM 2 and the word cards from BLM 3. Have one student read a word and ask in which category to place the word. When the other student responds and the word is placed, the other student chooses a word and asks where the word should be sorted.
Teacher-Directed Sort

**Teacher Word Cards:** same as BLM 4  
**Teacher Category Cards:** Accented First Syllable, Accented Second Syllable

Give each student one of the teacher word cards from BLM 4. Have each student hold up his or her card for the group to read. Read each word aloud and have the group discuss the meaning of the word. Gather the cards into a stack after all the words have been discussed.

Place the two category cards for **Accented First Syllable** and **Accented Second Syllable** in a pocket chart. Tell students that they will sort the words according to where they hear the *r*-influenced *a* in words with accented syllables.

Take a card and read it to students. Ask them to tell you in which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read each list of words and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns.

### Sound Sort

Pair students or place them in groups. Give the groups the category cards for **First Syllable r-Influenced ar**, **First Syllable r-Influenced are/air**, **Second Syllable r-Influenced are/air** and the word cards from BLM 5. Students may be confused by the word **airfare**, since the *r*-influenced spellings occur in both syllables. However, the accented syllable is the first syllable.

**Applying Meaning.** Give students BLM 7 and ask them to choose the word that correctly completes each sentence. Then have them identify accented syllables.

### Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling *r*-influenced *a* in accented syllables. Note whether they need more practice in applying different spellings.

### Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

### Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of the r-influenced spellings.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will read the passage and underline words with r-influenced a in accented first syllables.

After students have completed the word hunt, ask volunteers to share the words they found.

Then ask students to reread the passage, this time finding r-influenced a in words with accented second syllables.

Ask pairs of students to begin lists of words in their word study notebooks—one list of words that have accented first syllables and another of words that have accented second syllables. They can start the lists by using the words in the passage.

After students have had a chance to develop their lists, discuss with them which of their lists have the most words. Ask what that tells them about the spelling of the sound.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: autumn, awesome, walnut.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: market, haircut, despair.

Dictate the following sentence and have students write it on their papers: We were careful, but we were still aware that we left a stain on the carpet that you could barely see.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with r-influenced a in accented syllables using the Quick-Check for Unit 11.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, market might be put in the same category as dairy and garlic because both dairy and garlic can be found in a market. Then have the groups try to guess how each group has sorted their words.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Answer Key Unit 11 Quick-Check

<table>
<thead>
<tr>
<th>First Syllable</th>
<th>Second Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>tardy</td>
<td>prepare</td>
</tr>
<tr>
<td>barefoot</td>
<td>impair</td>
</tr>
<tr>
<td>hardly</td>
<td>despair</td>
</tr>
<tr>
<td>bargain</td>
<td>compare</td>
</tr>
<tr>
<td>scarlet</td>
<td>fairy</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. artist       6. par/don, first
2. dairy        7. de/clare, second
3. partner      8. spar/kle, first
4. market       9. stair/way, first
5. sparkle      10. af/fair, second

Answer Key BLM 8

1. parka        6. fair/way, first
2. aware        7. lar/va, first
3. garlic       8. im/pair, second
4. fairy        9. de/clare, second
5. garden       10. prair/ie, first
Unit 11 Quick-Check: r-Influenced a in Accented Syllables

Answer Questions

Directions: Choose the word from each pair of words that contains the r-influenced a in the first syllable of each word.

1. garden welfare
2. declare marble
3. market aware
4. carpet despair
5. repair harvest

Directions: Choose the word from each pair of words that contains the r-influenced a in the second syllable of the word.

6. compare barber
7. haircut beware
8. carry impair
9. affair artist
10. prepare garlic

Apply

Directions: In the space below, list three to five other words you know that have r-influenced a in accented syllables.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

<table>
<thead>
<tr>
<th>Accented First Syllable</th>
<th>Accented Second Syllable</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>carry, declare, aware, barely, parents, beware, repair, fairy, careful, impair</td>
</tr>
</tbody>
</table>

Think and Write about r-Influenced a in Accented Syllables

Directions: In the space below, explain how understanding r-influenced a in accented syllables helps you as a reader, speller, and writer.