

## What students will learn

Spellings and Affixes	Concepts You Will Teach
ar	The <i>ar</i> spelling sounds like the letter <i>r</i> as in the word <i>car</i> . If a word ends in <i>ar</i> , you must double the consonant to prevent the marker from working.
_le	We usually spell /l/ at the end of a multisyllable word <i>le</i> .
Prefix: a	A common prefix in words such as <i>away</i> , <i>apart</i> . <i>A</i> at the beginning of a multisyllable word usually says /uh/.
Suffix: est	Use <i>_est</i> when comparing three or more. Throw away any extra <i>e</i> .
Suffix: er	We usually spell /r/ at the end of the word with <i>er</i>
Suffix: ful	Students usually try to spell it with two l's.
Challenge suffix: ment	The suffix <i>ment</i> is added directly to the word. ( <i>Later students will learn that if the word ends in y, the y must be changed to an i</i> ).
Challenge prefix: de	The prefix <i>de</i> is added directly to the word.

## What you need to know

### 1. The *ar* spelling

Traditional phonics talks about the "r" controlled vowels: *ar*, *er*, *ir*, *or*, and *ur* and tries to introduce these as a single concept. However, this is confusing for students because these "r controlled vowels" represent various sounds of speech and are *not* one concept. These spellings are all distinct graphemes that represent different phonemes. *ir*, *ur*, *er* all represent the phoneme /r/, *or* represents two phonemes /o/ and /r/, and *ar* represents the phoneme /ar/. We introduce phonemes and the graphemes that represent them, so we never use the term "r" controlled vowels.

The phoneme /ar/ is spelled *ar* and is easy to both hear and spell. Be aware that some beginning readers confuse the letter *r* with the sound /ar/. They will write the letter *r* rather than the grapheme *ar* such as *str* instead of *star* or *cr* instead of *car*.

This spelling is found at the beginning, middle, and end of many words.

<b>Beginning</b>	arm, art, arch
<b>Middle</b>	farm, start, part
<b>End</b>	star, far, car

### 2. Double the *r* to stop the marker

For words ending in *ar*, double the *r* to stop the marker as in *starred* and *scarred*.

## ► Chip Game

See instructions on page 36. What you say in this activity is in the script box.

- Lay down a chip for every sound you hear in . . .
- (To one student) Say each sound as you point to each chip.
- (To all) Fix any chips that are not correct.
- Now let's say each sound as you slide each chip up.

depend	suppose	hundred	judge
● ○ ● ○ ● ●	● ○ ● ○ ●	● ○ ● ● ● ○ ●	● ○ ●
/d/-/e/-/p/-/e/-/n/-/d/	/s/-/u/-/p/-/o/-/s/	/h/-/u/-/n/-/d/-/r/-/ə/-/d/	/j/-/u/-/j/

## ► Sound Card Game

See instructions on page 37.

Choose two or three sound card games, depending on what students need to practice. If students need extra practice, additional Sound Card games are found in Appendix B.

Keep a rhythmic, fast pace.

Say the word. . . Repeat the word. . . Find. . . Show. . . Sound

Dark Blue cards:

a, e, i, o, u, oo

What sound do you hear at the beginning of . . .

stroke	stake	streak	rhyme	acute
loop	straight	stroll	soothe	stride

What sound do you hear at the end of . . .

away	navy	try	grow	blew
Tuesday	city	threw	glow	fry

Yellow cards  
t, h, d, l, w, b, p, v

What sound do you hear at the beginning of . . .

\*These are tricky because of the r that directly follows the t, d, and p. You may have to "stretch" out the sound so students can hear the two distinct sounds.

trainer*	process*	wonder	handle	drummer*
bracelet*	dress*	valuable	drag*	trunk*

► PowerWrites

See instructions on page 38.

PowerWrites™ provide a fast review of words from previous lessons. Do not spend time explaining or giving examples. Students write these on the whiteboard.

- Say one set of words all at once. Students write the words in the set
- After students have written a set of words, have them make any corrections. **What students write on must be correct.**

• Write . . . (Give a set of words all at once.)

Set 1	Set 2	Set 3
cage	fudge	edge
page	judge	ledge

► Introduce the Sound

See instructions on page 39.

**bold** = WHAT YOU SAY    regular = WHAT YOU SEE    **answers** = ANSWERS

**Direct Instruction**

**5 minutes**

NOTE: The suffixes and prefixes are introduced as students are spelling the words.

- **What are the markers?** *Have students write the markers on the whiteboard.*
- **What do they do?** *Make the vowel long, make the c say /s/, make the g say /j/*
- **How do we stop a marker from working?** *two consonants; d in dge*
- **How do we spell the sound /j/?** *Have students write them on the whiteboard. ge, gi, gy, j (dge)*

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Write *star*

star

- **What is the word?** *star*
- **What sound do you hear at the end?** */ar/*
- **We spell it ar.**
- **Let's add the ending ed. I want to say starred.**

Write *stared*

stared

- **What is the word?** *stared He stared at me.*

Draw the arrow.

- **What do I have to do to stop the marker from working?** *Double the consonant*

Write *starred.*

starred

## ► Spell words

Use the questions below the words to guide students as they write the words. Be sure students spell the words correctly. Help students stretch out the word if they can't hear all the sounds. If they don't know the answer to a question, tell them. **Do not let them use capital letters. Talk about the meanings of the words as students write them. KEEP A FAST PACE.**

First Half		Second Half	
Suffix: er, est, ed, en, ing, ment, ful Prefix: de, a, re		Suffix: le, ing, ed, ful, er, est, es Prefix: un	
far	farther, farthest	spark	sparkle, sparkling
farm	farmer, farmed, farming	barn	
start	started, starting, restart	yard	barnyard
part	apart, apartment, depart	harm	unharmful, harmful, harmless
arm	armful	large	larger, largest
sharp	sharpen, sharpened	march	marches, marched

**Questions to ask while giving the words** As students acquire skills you may NOT need to ask all the questions for a word.

- **FOR EACH WORD:** Write the word \_\_\_\_\_. What sound do you hear at the beginning? In the middle? At the end? How do you spell it?
- How do you change \_\_\_\_ to \_\_\_\_? What do you add? How do you spell it?
- Write **far**. What do you hear at the end? /are/ Now change far to farther. Listen carefully for all the sounds. What do you hear at the end? /r/ How do you spell it? **er** Write **far** again. Change it to **farthest**. What will you add? You spell it **est**.
- Write **farm**. Change it to **farmer** (**farmed**, **farming**). How do we usually spell /r/ when we add it to the end of a word? **er**
- Write **start**. Change it to **started** (**starting**, **restart**). What will you add? How do you spell it?
- Write **part**. Now change **part** to **apart**. What do you hear at the beginning? /uh/ We spell it **a**. When we hear /uh/ at the beginning of words it is usually spelled with a.
- Change **apart** to **apartment**. What do you hear at the end? /ment/ How do we spell it?
- Write **part** again. Change it to **depart**. What do you hear at the beginning? /dee/ How do we spell it? We spell it **de**. Now change it to **department**. What will you add to the end?
- Write **arm**. Change it to **armful**. What will you add? How do you spell it?
- Write **sharp**. Now change **sharp** to **sharpen**. What will you add? **en** Now change it to **sharpened**. What will you add? Just add it.
- Write **spark**. What spelling of /k/ will you use? Why? **Usually use c at the beginning and k at the end.** Now change **spark** to **sparkle**. How do we usually spell /l/ at the end of a word. **le** Change **sparkle** to **sparkling**. What do you do with the extra marker? **Throw it away.**
- Write **barn**. Now spell the word **yard**. What sound do you hear at the beginning? Now put the two words together to spell the word **barnyard**.

- Write **harm**. Change it to **harmful**. What will you add? **ful** How will you spell it? Write **harm** again.
- Change **harm** to **unharm**. What will you add to the beginning? How will you spell it? **un** What will you add to the end?
- Write **harm** again. Change it to **harmless**.
- Write **large**. What do you hear at the end? /j/ How do you spell it? **ge** Draw the arrow. Change it to **larger**. How do we usually spell /r/ when we add it to the end of a word? **er** What will you do with the extra maker? Write **large**. Change it to **largest**. What will you add? **est** What will you do with the extra maker?
- Write **march**. Change it to **marches** (**marched**).

### ► Read the Words and Sentences

#### Words to Read

Students MUST read the words ALOUD WITH YOU. Provide students with the words found in *RoxieReading 2: Words and Activities*. If needed, teach them how to decode the words.

Help them read the word lines aloud. If you are teaching more than one student, have one student read the line and then have all the students in the group read the words in unison. Each student should read every word and sentence aloud.

The word *are* breaks the rules because it has an e at the end. Ar by itself says /ar/.

#### Sentences

As students read the sentences, teach them how to chunk the words to read fluently with expression.

Provide ways for students to practice the words and sentences with a partner, silently, with activities, with a volunteer, and/or reading at home.

If you have divided the lesson, these are the words and sentences students should read.

Day 1	Lines 1 - 3 and 7 - 8
Day 2	Lines 1 - 10 and the Sentences

### ► Read the Challenge Words

See instructions on page 43.

Guide the students in breaking apart the multisyllable words, saying each chunk, and putting the chunks together.

- Look at the word. Break it apart.
- Then put the chunks together.
- Raise your hand when you know the word.

### ► Writing

See full instructions in *RoxieReading 2: Words and Activities* on pages 144 - 157.

Help students make corrections to their paragraphs so they are written with correct punctuation and spelling.

Choose one of the types of paragraphs and model all the steps. Show them how to use the Self-Check for paragraphs. Assign the same type of paragraph at least three times in a row so students become comfortable with the format. Students will complete this assignment as homework and bring it to the next lesson.

### ► Dictation

Instructions are found on page 47.

Give students a copy of the dictation sheet found in *RoxieReading 2: Words and Activities* or have students create this format on regular paper. Give these sounds, words, and sentence just as you would a regular spelling test. **Do not help students write the words.**

Dictation						
Row 1:	• Write any four ways to spell /j/ <i>ge, gi, gy, j, dge</i> Any four in any order.	j	ge	gi	gy	dge
		arm		sparkle		
		barn		large		
		The edges of the page are sharp.				
		Can the farmer start his car yet?				
Row 2:	• Write the word <b>arm</b> . <i>He hurt his arm when he fell. Arm.</i> • Write the word <b>sparkle</b> . <i>The glitter sparkles in the sunlight. Sparkle.</i>					
Row 3:	• Write the word <b>barn</b> . <i>The cows re in the barn. Barn.</i> • Write the word <b>large</b> . <i>That was a very large cookie. Large.</i>					
	I will give you two sentences to write. What comes at the beginning of every sentence? <b>a capital letter</b> What comes at the end of every sentence? <b>a period or other punctuation</b> . What comes at the end of a question? <b>a question mark</b> Remind students to keep a finger width between words.					
Row 4:	• Write, <b>The edges of the page are sharp</b> . The edges. . .of the page. . .are sharp. The edges of the page are sharp.					
Row 5:	• Write, <b>Can the farmer start his car yet?</b> Can the farmer. . .start. . .his car . . . yet? Can the farmer start his car yet?					

### After dictating the words:

Have the answers on the board, screen, or paper.

1. Students **correct their own paper** using an answer key that you provide. Guide students in checking their work against the correct answers. Have students use a pencil or pen of a different color.
2. Students hand in their work for you to check. A “star paper” is one on which students have **made all of their own corrections**.
3. If students still have any errors on their papers, those errors need to be corrected.

Evaluate the skill level of your students and adjust the dictation if necessary. If students miss more than four or five words, the dictation may be too difficult. If students only miss one or no words, the dictation is too easy. See the instructions on page 47 on how to adjust Dictation.