

Lesson 21 AR

Objective

This lesson teaches phonogram ar and words containing the sound of /ar/.

You Will Need

- ☐ *Burst into Spelling* pages 127-131
- ☐ Sound Card 36
- ☐ letter tile ar
- ☐ Other Tiles label
- ☐ Phonogram Card 36
- ☐ Word Cards 154-163

Before You Begin

Preview Phonogram AR

Phonogram ar says /ar/ as in *car*. Read the following examples and listen for the /ar/ sound.

arm smart cart shark bark



The ar tile is stored under the Other Tiles category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ar phonogram sound.

Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.

Review

(continued)

Excepted from All About Spelling Level 2



Read through the Word Banks for EE and ER.



Build the following words. Have your student divide them into syllables and label them with the proper syllable tags.

belong

Open Syllable

b e

Closed Syllable

l o ng

rope

Name Game Syllable

r o p e

sleep

Vowel Team Syllable

s l ee p

New Teaching

Teach Phonogram AR

“We have a new tile today.”

Move the **ar** tile into the workspace.

“This phonogram says /ar/. Repeat after me: /ar/.” *Student repeats the sound.*

“Repeat these words after me and listen for the /ar/ sound: *arm, hard, farm, start.*” *Student repeats the words.*

“I will dictate some words for you to spell. The /ar/ sound in these words is spelled with the ar tile.”

Dictate the following words.

card

bark

sharp

park

Point to the category label. “This tile is stored in its own category, Other Tiles.”



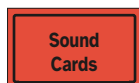
Take out Phonogram Card 36 and practice it with your student. Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

New Teaching

(continued)

Excepted from All About Spelling Level 2

Teach Sound Card 36



Take out Sound Card 36.

"I am going to dictate a sound. Write the two letters that work together to make that sound."

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in her dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.

Teach Multisyllable Words with AR

"I want to spell the word *market*. Let's clap the syllables." Clap as you say *mar* and again as you say *ket*.

"I spell the first syllable, **m** **ar**."

"Then I spell the second syllable, **k** **e** **t**."

"I read each syllable to make sure I spelled it correctly: *mar-ket*."

"Then I push the two syllables together." **m** **ar** **k** **e** **t**

Have your student practice this routine with these multisyllable words.

harvest

barber

Label Syllable Types

Build the word **g** **ar** **d** **e** **n**.

"Divide the word *garden* into syllables." *Student divides the word between the r and the d.*

"Let's label the syllables."

Point to the ar tile. "In the first syllable, we have a tile with a vowel and an r. What type of syllable do you think this is?" *Bossy R syllable.*

"Right. Label it."

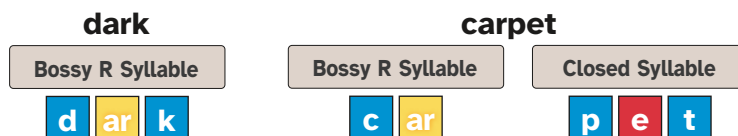
Bossy R Syllable

g **ar**

“Now label the second syllable.” *Student uses the Closed tag.*

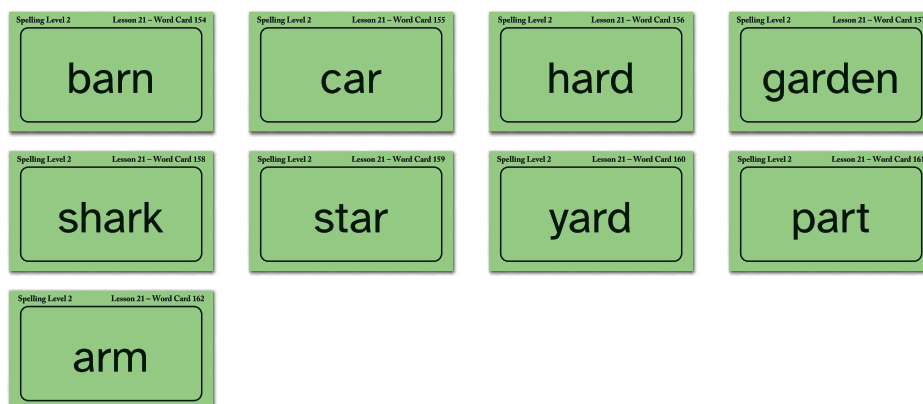


Build the following words with letter tiles. Have your student divide the words into syllables and label each syllable with the proper tag.



Spell Word Cards 154-162 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the Procedure for Spelling with Letter Tiles in Appendix J.



If your student leaves out letters in one of the spelling words, revisit the segmenting tip on page 50. Have your student segment the word, listening carefully for each sound. Make sure she understands that the /ar/ sound is represented with one token.



This segmenting activity can be used any time your student leaves out letters when spelling.

New Teaching

(continued)

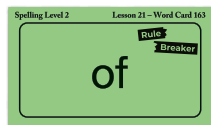
Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 154-162 and have your student spell the words on paper.

Teach a Rule Breaker: of

Show Word Card 163 to your student.



“This word is *of*, as in *I have ten of them*. The f doesn’t say the sound we expect it to, so this is a Rule Breaker. What does the f say in this word?”
/v/.

“Write the word *of* in your dictation notebook.” *Student writes the word.*

“Circle the f in this word because it doesn’t make the sound we expect it to make.” Have your student fill in the circle with yellow pencil.

Review this Rule Breaker several times today.

File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

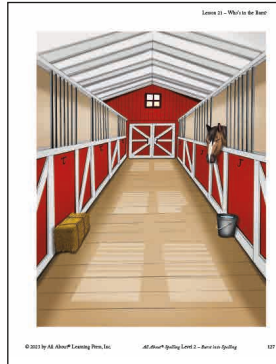
far	March	harm	start
chart	jar	art	farm
dark	bark	mark	yarn
carpet	tar	park	smart

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cart	farmer	scarf	lark
card	scar	charm	tarp
sharp	harvest	harp	marvel
barber	spark	dart	tart

Complete Activity Sheet (Optional)

“Let’s get these animals back in the barn!”



Who’s In the Barn?

Remove pages 127-130 from the *Burst into Spelling* activity book.

Place the barn illustration in front of your student. Cut out the animal cards and place them in a pile with the illustrations facing down.

Choose nine words from this lesson that you think would most benefit your student to practice.

Dictate the words one by one and have your student write each word on the back of an animal card. After spelling the word correctly, she may turn the card over to reveal an animal and then add it to the barn scene.

Continue until all the animals are in the barn and the student has practiced all nine words.

Dictate Phrases and Sentences

Dictate several phrases and sentences each day. Your student should repeat each phrase or sentence and write it in her dictation notebook.

left arm	dark cave
hard rock	big farm
wet tar	car part

Is that a bee in the garden?

The dog hid in the barn.

Start the car.

The sky is dark.

Dave will plant crops at the farm.

The art class is fun.

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 131 of the activity book.

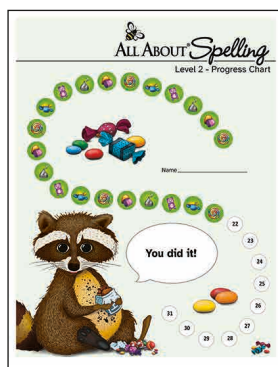
“You can spell *art*. Now spell *artifacts*, as in *They have a huge collection of prehistoric artifacts.*” Student writes *art* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

- | | |
|-------------------------------|---|
| 1. <u>artifacts</u> | They have a huge collection of prehistoric artifacts. |
| 2. <u>flowchart</u> | According to this flowchart, we missed a step. |
| 3. <u>barnyard</u> | We have a sweet barnyard mule named Daisy. |
| 4. <u>disembark</u> | The ship’s passengers had to disembark in Bali. |
| 5. <u>starlight</u> | We wandered home by starlight. |
| 6. <u>junkyard</u> | Look at all these junkyard treasures we found! |
| 7. <u>compartment</u> | I keep a ham sandwich in the glove compartment. |
| 8. <u>semidarkness</u> | Shadows filled the attic in the semidarkness. |
| 9. <u>cartwheels</u> | Yuki turned cartwheels all the way home. |
| 10. <u>remarkable</u> | What a remarkable singing voice you have! |
| 11. <u>ajar</u> | She always left the gate slightly ajar. |
| 12. <u>outsmarted</u> | I can’t believe the chickens outsmarted us! |

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have her mark Lesson 21 on the Progress Chart and move on to the next lesson!

Good job, you spelling STAR!
You are whizzing through these lessons
like they're a piece of candy!

You know what two letters spell *candy*? C and Y!

HAHAHAHAHAHAHAHAHAHAHA!

Get it?
(Yup, we raccoons
are smart *and* funny!)





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Advanced Application

1 _____ ifacts

2 flow _____

3 _____ yard

4 disem _____

5 _____ light

6 junk _____

7 com _____ ment

8 semi _____ ness

9 _____ wheels

10 re _____ able

11 a _____

12 out _____ ed

