

Support for English Learners

Unit 10, page 72: Vowel + /r/ Sounds

Some students may have difficulty identifying and pronouncing the /îr/, /är/ and /âr/ sounds.

Listen

Say: *When a vowel is followed by an r, the vowel sound is not short or long. Let's listen to three different vowel + /r/ sounds. The vowel + /r/ sounds in the Basic Word cheer are pronounced /îr/. Say /îr/, elongate the /îr/ sounds alone and as part of the word cheer, then say cheer. Continue with the /är/ sounds in spark and the /âr/ sounds in rare.*

Speak and Read

Say: *Let's practice pronouncing the Basic Word cheer together. Repeat the above procedure and have students repeat after you. Continue with earring, spark, rare, and repair.*

Write *cheer, earring, spark, rare, and repair* on the board and have a volunteer circle *eer, ear, ar, are,* and *air*. Say: *The /îr/ sounds can be spelled e-e-r or e-a-r. What are the spellings for the /är/ sounds? the /âr/ sounds?*

Spell

Beginning/Preproduction Create and distribute word cards for the Basic Words *cheer, spark, rare, scarf, hairy, and earring*. Have partners sort the words according to their vowel + /r/ sounds and then take turns reading the words aloud.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words *cheer, rear, spark, alarm, rare, and hairy*. Write simple sentences on the board for each word. As you read each sentence, cover up the Basic Word, pausing when you get to it. Have students hold up the appropriate word card and read the word aloud.

Intermediate/Advanced Read aloud the Basic Words *cheer, rear, spark, alarm, rare, and hairy*. Have students write them in their word-study notebooks, underlining the spelling for the vowel + /r/ sounds. Ask volunteers to write the words on the board. Have students take turns reading the words aloud and pointing out the spelling for the vowel + /r/ sounds.

cheer

spark

rare