**R-controlled patterns**

**Age Level:** 2nd Grade

**Subject(s) Area:** Language Arts-Phonics

**Materials Needed:** Students need Word Work notebook, smart board,

**S**tandards**:**

**Code and description:** 2.RF.3Know and apply grade-level phonics and word analysis skills in decoding words.

**O**bjectives**:**

**What will the students know or be able to do?:** Students will **identify** sets of words with the controlled r pattern.

**L**earning Activities:

**Opening Element:**

* Write the word *charm* on the smart board.
* “This type of “r” sound is called the *controlled* *“ar”* sound.
* Show Pirates Say AR! Video
  + <https://www.youtube.com/watch?v=0Vywhf7cF7Q>
    - Watch to 1:22

**Reflective Questions:**

* “What kind of “a” sound does this word make?”
* “How many syllables do all of these words have?”
* “Today we will have only one syllable words and as we get better at the “ar” pattern, we will add words with more than one syllable!”

**Technology:** Smart Board, YouTube video

**Required Vocabulary:** controlled

**Instructional Methods:**

* Hang 10 pre-made words around the classroom with the controlled r syllable pattern.
  + *shark, scar, start, sharp, smart, star, yard, bark, card, harm*
* Have the students pull out their Word Work notebooks.
* Write the word *charm* on the smart board.
  + Circle the “ar” in the word and discuss how the “r” changes the sound of the vowel
  + Use the example of cat vs. car and how the “a” sounds different
  + This “r” becomes the “Bossy R”
* Have the students write the word in their notebooks as well.
  + Write everything on the board that you want the students to write in their notebooks.
* Have the students find 3 or more words that are hanging around the classroom that have the controlled r pattern.
  + Give them 3 minutes.
* Pull the students back to their desk to share the words they found.

**Guided Practice Strategies:** There will only be one-syllable words during this lesson. Two-syllable words will be added as the week progresses.

**Independent Concrete Practice/Application:** students will independently search for the words in the classroom.

**Differentiation:** For students that are high fliers, they can find more than 3 words or even come up with their own words that are not hung up on the wall.

**Wrap-Up:**

* Once pulled back to the teacher’s attention, have a few students (one by one) come up to the smart board and write a word they found or thought of on the smart board beneath the word *charm.* 
  + The amount of students that share will be dependent on how much time is left of the lesson.

**A**ssessment:

**Formative:** The teacher will walk around the classroom to see if the students are creating their own words that have the controlled r pattern or if they are choosing the correct words that have been hung in the classroom. The teacher will observe how many students miss the concept to determine how much review needs to be done the next day.

**Individual Measurability:** Each student will create or search for words independently.

**Summative:** The summative assessment will be given in the form of a spelling test at the end of the week.

Reflection:

This lesson could have definitely gone better, but then again, all lessons can go better than they did. I really enjoyed the activity and song and I think the kids did too. The kids referenced the “pirate r” all week! They really got excited to find words and come up with their own that have the bossy r sound. The only problem with that activity is that the kids ran when I said “go”. When I was reflecting back to the lesson with my cooperating teacher, I realized one of the probable reasons the students ran was because I made the activity sound like a race, which in turn gave them the idea that they needed to run and get as many words as possible as quick as possible.

I also, much like the rest of my morning, I *really* struggled to keep the students’ attention. I could get their attention very quickly, however keeping it was the issue. It was never long before the students would start talking or doing other things. I also struggled a lot with one student in particular because he liked to work ahead and I was never able to get him to work with me as I was teaching.