

Directions for teaching **“r” controlled vowels** (when the letter “r” follows a vowel, it usually effects the vowel sound. The vowel and the /r/ usually stay in the same syllable.)

1. Write the following words on the board—men, red, hen, her. Ask students: *How many vowels do you see in each word?* (one)
2. Then ask: *What does each word end with?* (a consonant). Then ask: *What kind of syllable ends with a consonant?* (A closed syllable).

3. Have students read the words on the board, paying particular attention to the vowel sound in each. Say: *How are they pronounced?* (All with a short vowel sound, except for the last word.) Say: *Why can't you read the last word with a short vowel sound?* (The /r/ controls the vowel sound.)
4. **Say:** *What would be a good name for this syllable?* (An r-controlled syllable.) Define it: *It*

*contains a vowel plus a /r/ sound; these make their own sound and are kept in the same syllable.*

5. Write the following sentences on the board for students to complete: An r-controlled syllable contains \_\_\_\_ (a vowel and an “r”). The vowel sound is affected by the letter \_\_\_\_.
6. Extend the lesson by writing two-syllable words with an r-controlled vowel (e.g. harvest, circus, normal, after, return). Help students blend each syllable to read the words.

rebirth

argue

servant

suburb

floral

favor

murmur

garlic

gerbil

birthday

re birth day

ar gue ser vant

sub urb flor al

fa vor mur mur

gar lic ger bil