



## r-controlled vowel

# /air/

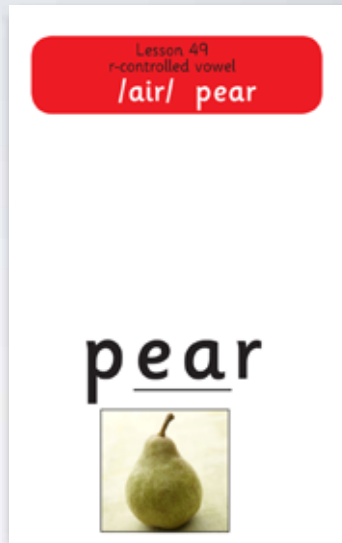
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## PHONEMIC AWARENESS

- Tell the students they are going to learn the **/air/** sound.
- Show students the Sound/Symbol card for “pear.”
- Ask students to name the picture and tell you the vowel sound they hear in the word.
- Turn over the card and point to the letters **ea** on the card and tell them that the letters **e** and **a** together stand for the vowel sound they hear in the word “pear.”

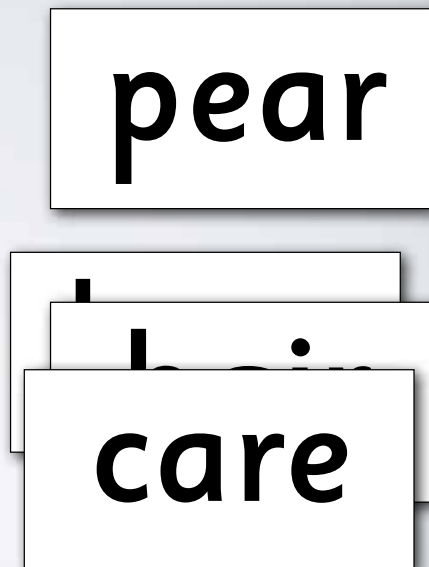


## Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.

## PHONEMIC AWARENESS

- Explain to students that the letter combination “**ear**” in this word is another of the letter combinations called **r-controlled vowel sounds**.
- Tell them that there are many letter combinations that represent the **/air/** sound.
- Besides **ear**, other combinations that represent the **/air/** sound are **air**, **are**. Some examples are “bear,” “hair,” and “care.”



## Word Cards Word Cards



## PHONEMIC AWARENESS

- Say aloud the words “scare” and then “scar.” Ask students which word has the same vowel sound as in “pear.”
- Make sure that students can differentiate between the two vowel sounds.
- Point out to students that “scare” has the r-controlled vowel sound **/air/** and “scar” has the r-controlled vowel sound **/ar/**.

scare

scar

**Word Cards**  
[Word Cards](#)

## PHONEMIC AWARENESS

- Show the Word Card for “fair.”
- Point out the letter combination that represents the **/air/** sound. Tell them that the **/air/** sound in this word comes at the end of the word.
- Tell them that even though there are four letters in the word “fair,” there are only two sounds which blend to make the word - **/f/ /air/**
- Repeat the exercise with the rest of the Word Cards. Ask students to blend the sounds to read each of the words.

fair

air	tair
hair	pair
chair	stair
bare	care

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## PHONEMIC AWARENESS

- Tell the students that you are going to say some words that have the **/air/** vowel sound and some that do not.
- Ask them to clap once and say **/air/** when they hear the r-controlled vowel sound in the word.
- Here are the words:

**fur, fair, bear, bad,  
wear, went, hare, her**

- Be sure to leave plenty of time between saying each word for the students to respond.

## More words to use that have the **/air/** sound:

hair, pair, chair, stair, bare, care, dare, hare, mare, rare, scare, square, pear, wear, swear

## BLENDING

- Show the Word Card for **square**.
- Say that the word has **/air/** at the end of the word.
- Ask a student to point to the letters that stand for **/air/**.
- Sound out **square** while running a finger under each letter:  
**/s/ /k/w/ /air/** .
- Say the word quickly **square**.
- Have the students sound out the word with you.

**square**

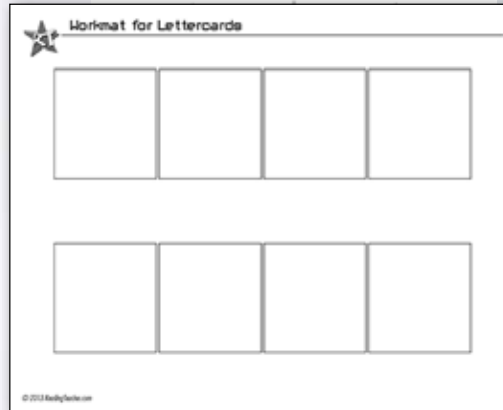
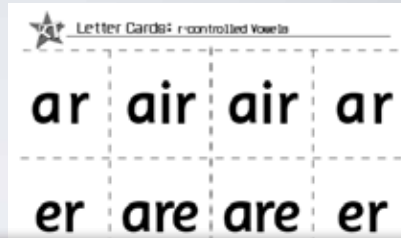
## Word Cards

[Word Cards](#)



## BLENDING

- Use the Letter Cards and work mat for Level 19.
- Give each student two cards for each letter and a work mat.
- Say the word **hair** slowly. As you say the sounds, move up the relevant letter card onto a box on the work mat.
- Repeat and then have students do theirs along with you.



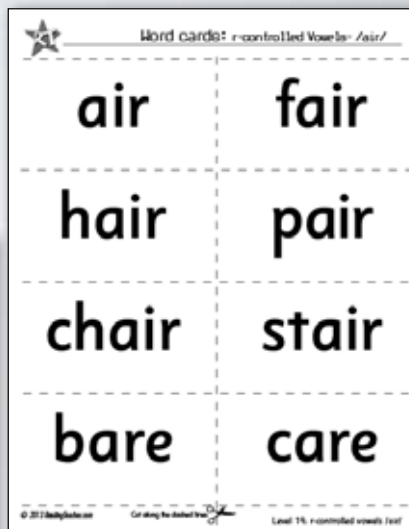
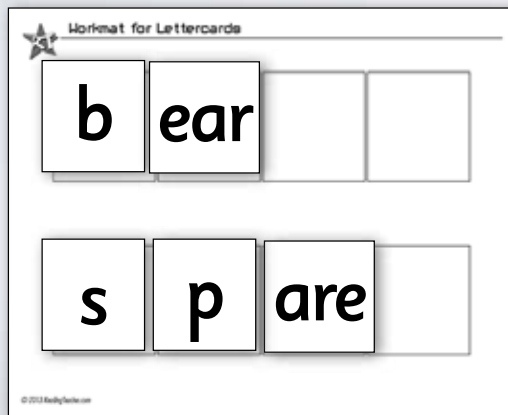
### Letter Cards

[Letter Cards](#)

[Work Mat](#)

## BLENDING

- Ask students to get the letters they need to spell **bear**. As you say the sound, move up the relevant letter card onto a box on the work mat.
- Continue, using words from the Word Cards for Level 19.



Download a [black and white printable](#) version of these lesson plans.