

## Unit #19a

**Skill:** *ar*

### Introduce Sounds

1. Display the flash card for the following r-controlled vowel:

*ar*

2. Say the sound aloud. Note that the letters “a” and “r” work together to make the “ar” sound.
3. Say the sound aloud again slowly as you model “writing” the sound in the air.
4. Allow students to “write” the sound on their tables and say the sound simultaneously.
5. Review the sound. Use the “*I’ll say, We’ll say, You’ll Say*” method. Tell students, “I’ll say the sound first on my own. Listen carefully to the sound. Now we’ll say the sound together. Now you say the sound when I point to you.”

### Construct Words

1. Pass out “Word Construction Tiles” to each student. You will need the letters: *c, ar, sh, p, d, k, f, st, t, h, j, ch, m*
2. Choose a word from the “Words to Spell” section below. Say the word aloud. Repeat the word slowly. Ask students what vowel sound they hear in the word. Have students place the corresponding letter tile in the center of their desks. Repeat the process with the beginning and ending sounds. Choose other words from the “Words to Spell” section. Repeat. *Do not choose a word from the “Sight Words” section. Sight words do not sound out.*

### Words to Spell

*car*      *sharp*      *dark*      *far*      *start*  
*hard*      *jar*      *charm*      *farm*

### Sight Word(s)

Have students use their arm and index finger to spell out the sight word. See unit #1 for instructions.

*who*

## Sentences to Read and Write

1. *Who has a red charm?*
2. *It is hard to jump.*
3. *Ted is on a farm.*
4. *His cart hit the car.*

## Decodable Phonics Stories to Read

Danco Phonics Readers™  
*Unit #19a*

## Additional Unit Resources

Danco Flash Cards (Unit #19a)  
Danco Spelling Practice (Unit #19a)  
Special Sound Card (Unit #19a)  
Danco Fluency Chart (Unit #19a)

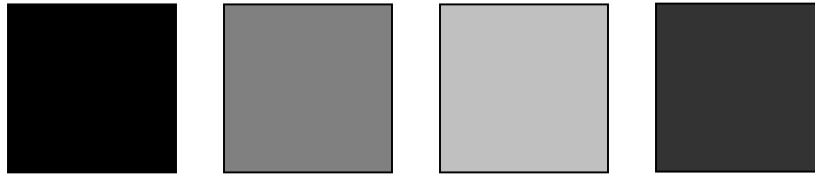
Danco Phonics Sentences (Unit #19a)  
Word Construction Tiles (Unit #19a)  
Danco Sentence Strips (Unit #19a)  
Phonics Slip Strip (Unit #19a)

### The Story of “ar”

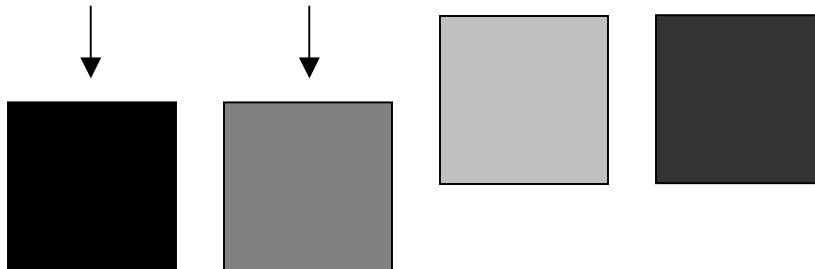
Show the “Special Sound Card” for “ar” and tell students this story: *“The letter “a” and the letter “r” used to be best friends. They did everything together. As the years passed, “r” became more and more angry for no reason at all. The letter “a” began to get scared. Both letters still walked around together, and did things together, but things were not the same as they used to be. Whenever “r” walked up behind “a”, “a” would get scared and say nothing. The letter “a” would barely even breathe because he didn’t want “r” to get angry. So the only one who would talk when both “a” and “r” were together, was the letter “r”. “R” would say his name while “a” stood in front of him without speaking.”*

## Phoneme Boxes

Have students line up 4 laminated 2" x 2" construction paper squares (different colors) near the top of their desks.



Say the word, "car" aloud slowly. Students repeat the word, "car." Have students "pull down" each sound they hear as they say the sounds/phonemes aloud.



Ask students how many sounds they hear in the word, "car."

[There are two phonemes: /k/ and /ar/]

**Please Note:** Phonemes are the smallest parts of sound in *spoken* language. The English language has about 41 phonemes. Phonemes can be individual letters or combinations of letters.

For this lesson, the r-controlled vowel /ar/ is treated as one sound.

Have students move the colored paper squares back to the top of their desks and repeat the steps above with these words, by saying:

<i>Pull down the sounds you hear in the word, "sharp"</i>	[There are three phonemes: /sh/, /ar/, and /p/]
<i>Pull down the sounds you hear in the word, "dark"</i>	[There are three phonemes: /d/, /ar/, and /k/]
<i>Pull down the sounds you hear in the word, "far"</i>	[There are two phonemes: /f/ and /ar/]
<i>Pull down the sounds you hear in the word, "start"</i>	[There are four phonemes: /s/, /t/, /ar/, and /t/]
<i>Pull down the sounds you hear in the word, "hard"</i>	[There are three phonemes: /h/, /ar/, and /d/]
<i>Pull down the sounds you hear in the word, "jar"</i>	[There are two phonemes: /j/ and /ar/]
<i>Pull down the sounds you hear in the word, "charm"</i>	[There are three phonemes: /ch/, /ar/, and /m/]
<i>Pull down the sounds you hear in the word, "farm"</i>	[There are three phonemes: /f/, /ar/, and /m/]
<i>Pull down the sounds you hear in the word, "star"</i>	[There are three phonemes: /s/, /t/ and /ar/]

## Phonological Awareness Activities

### Rhyming

Say, "Tell me a word that rhymes with **cart**." [mart, start, heart, dart, smart, part]  
Say, "Tell me a word that rhymes with **dark**." [mark, stark, embark, remark, shark]  
Say, "Tell me a word that rhymes with **hard**." [card, yard]

### Blending

Say the sounds: /k/, /ar/, /t/ aloud while you put up one finger for each sound. Have students put up a finger for each sound/phoneme they hear in the word "cart." Students should hold up their thumb for /k/, their index finger for /ar/, and their middle finger for /t/ as they say each sound/phoneme. Repeat two more times (faster each time). Then have students close their hands into a fist and say the word, "cart" aloud.

Follow the steps above for these words:

Teacher says: /y/, /ar/, /d/	Students say: /y/, /ar/, /d/	/y/, /ar/, /d/	yard
Teacher says: /k/, /ar/, /d/	Students say: /k/, /ar/, /d/	/k/, /ar/, /d/	card
Teacher says: /sh/, /ar/, /k/	Students say: /sh/, /ar/, /k/	/sh/, /ar/, /k/	shark
Teacher says: /p/, /ar/, /t/	Students say: /p/, /ar/, /t/	/p/, /ar/, /t/	part
Teacher says: /s/, /m/, /ar/, /t/	Students say: /s/, /m/, /ar/, /t/	/s/, /m/, /ar/, /t/	smart
Teacher says: /s/, /t/, /ar/, /t/	Students say: /s/, /t/, /ar/, /t/	/s/, /t/, /ar/, /t/	start

### Substitution

Say the word, "jar" aloud to your students. Have the students repeat the word aloud. Say, "Now take off the beginning sound in, "jar." Replace the /j/ sound with /f/. What's the word?"  
Students say, "far" aloud.

Follow the steps above for these words:

Teacher says: "sharp"	Students say: "sharp"	Teacher: "Replace the /p/ sound with /k/"	"shark"
Teacher says: "card"	Students say: "card"	Teacher: "Replace the /d/ sound with /t/"	"cart"
Teacher says: "shark"	Students say: "shark"	Teacher: "Replace the /âr/ sound with /o/"	"shock"

### Isolation

Say the word, "farm" aloud to your students. Ask students, "What is the middle sound you hear in the word, "farm?" [/ar/]

"start"	What is the ending sound you hear in the word, "start?"	[/t/]
"car"	What is the beginning sound you hear in the word, "car?"	[/k/]
"hard"	What is the middle sound you hear in the word, "hard?"	[/ar/]
"card"	What is the ending sound you hear in the word, "card?"	[/d/]
"yard"	What is the beginning sound you hear in the word, "yard?"	[/y/]

ar



<i>ar</i>	<i>start</i>	<i>farm</i>	<i>shark</i>
<i>who</i>	<i>hard</i>	<i>star</i>	<i>card</i>
<i>car</i>	<i>jar</i>	<i>smart</i>	<i>yard</i>
<i>sharp</i>	<i>charm</i>	<i>part</i>	<i>cart</i>
<i>dark</i>	<i>Who has a red charm?</i>		
	<i>It is hard to jump.</i>		
<i>far</i>	<i>Ted is on a farm.</i>		
	<i>His cart hit the car.</i>		

*ãr*

*Unit #19a*

*sharp*

*Unit #19a*

*start*

*Unit #19a*

*who*

*Unit #19a*

*dark*

*Unit #19a*

*hard*

*Unit #19a*

*car*

*Unit #19a*

*far*

*Unit #19a*

*jar*

*Unit #19a*

*charm*

*Unit #19a*

*smart*

*Unit #19a*

*card*

*Unit #19a*

*farm*

*Unit #19a*

*part*

*Unit #19a*

*yard*

*Unit #19a*

*star*

*Unit #19a*

*shark*

*Unit #19a*

*cart*

*Unit #19a*



*Who* has a red charm?

*It is hard to* jump.

*Ted is on a farm.*

His cart hit *the* car.

Sharks *have* sharp parts.


Start in *the* yard.

# Word Construction Tiles

## Words to Construct

car sharp dark far start

hard jar charm farm star



ar	c	sh	
p	d	k	
f	st	t	
h	j	ch	m

# DANCO FLUENCY CHART

## UNIT #19A

**Directions:** Set a timer for one minute. Read the following list of words aloud as quickly and as accurately as you can. Read from left to right. Record how many words you read correctly at the bottom of this page. Repeat two more times. The purpose of this activity is to increase reading fluency.

who	car	sharp	dark	far	5
start	hard	jar	charm	farm	10
star	smart	part	shark	card	15
who	car	sharp	dark	far	20
start	hard	jar	charm	farm	25
star	smart	part	shark	card	30
who	car	sharp	dark	far	35
start	hard	jar	charm	farm	40
star	smart	part	shark	card	45
who	car	sharp	dark	far	50
start	hard	jar	charm	farm	55
star	smart	part	shark	card	60
who	car	sharp	dark	far	65
start	hard	jar	charm	farm	70
star	smart	part	shark	card	75
who	car	sharp	dark	far	80
start	hard	jar	charm	farm	85
star	smart	part	shark	card	90
who	car	sharp	dark	far	95
start	hard	jar	charm	farm	100

**By signing below, I am acknowledging that my child has read the list above aloud to me three times.**

Monday		Tuesday		Wednesday		Thursday	
1 <sup>st</sup> Try	_____ Words	1 <sup>st</sup> Try	_____ Words	1 <sup>st</sup> Try	_____ Words	1 <sup>st</sup> Try	_____ Words
2 <sup>nd</sup> Try	_____ Words	2 <sup>nd</sup> Try	_____ Words	2 <sup>nd</sup> Try	_____ Words	2 <sup>nd</sup> Try	_____ Words
3 <sup>rd</sup> Try	_____ Words	3 <sup>rd</sup> Try	_____ Words	3 <sup>rd</sup> Try	_____ Words	3 <sup>rd</sup> Try	_____ Words
<b>Parent/Guardian Signature:</b> _____		<b>Parent/Guardian Signature:</b> _____		<b>Parent/Guardian Signature:</b> _____		<b>Parent/Guardian Signature:</b> _____	

# Spelling Words

Sound: ar

car sharp dark far start

hard jar charm farm

Sight Word:

who

# Dictation Sentences


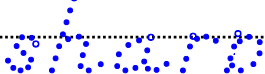
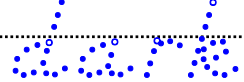
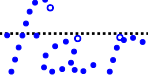
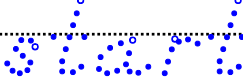
Who has a red charm?

It is hard to jump.

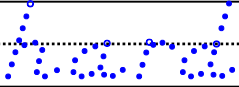
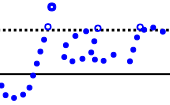
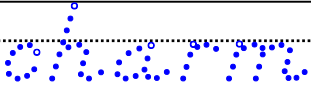
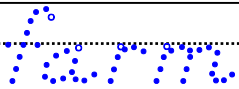
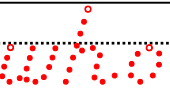
Ted is on a farm.

His cart hit the car.

Name \_\_\_\_\_ Date \_\_\_\_\_

<i>Trace the Word</i>	<i>Write the Word</i>	<i>Write the Word</i>	<i>Mark the Vowel Sound.</i> ◡   -   ~
			
			
			
			
			

Name \_\_\_\_\_ Date \_\_\_\_\_

<i>Trace the Word</i>	<i>Write the Word</i>	<i>Write the Word</i>	<i>Mark the Vowel Sound.</i> ◡   -   ~
			
			
			
			
			

Name \_\_\_\_\_ Date \_\_\_\_\_

*Directions: Read each sentence out loud. Trace over each dotted sentence. Write each sentence on your own. Draw and color a picture for each sentence.*

Who has a red charm?

Who has a red charm?

It is hard to jump.

It is hard to jump.



Name \_\_\_\_\_ Date \_\_\_\_\_

*Directions: Read each sentence out loud. Trace over each dotted sentence. Write each sentence on your own. Draw and color a picture for each sentence.*

*Ted is on a farm.*

*Ted is on a farm.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*His cart hit the car.*

*His cart hit the car.*

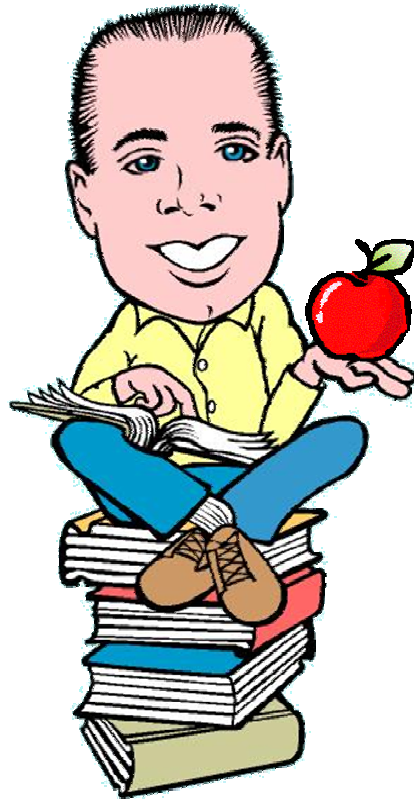
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# DANCO™

# PHONICS READERS



*Written by Dan Clarke, M.ed*

## Unit #19a

*Skill: ar*

## The Car

Mitch had a dark red car in his barn. It would not start at dusk.

Mitch had to check the spark plugs. Mitch is smart and got the car to start. Mitch left his farm to get a jar of jam. Mitch had to park his car at the park.

## The Shark Park

The shark park has many sharks.

Two of them have marks on top.

Bart and Mark are the sharks in

the shark park. They are dark

black sharks that do not match.

Bart has a notch on his fin. Mark

has a red patch on his skin.

# Tar

Tar is black stuff that sticks to your car. Tar is at the park. It can get hard and flat. It gets soft when it is in the sun. Barns can have tar in them. Yards can have tar as well. Arms can get tar on part of them.

## The Hard Part

"Who gets the hard part?" asked Dad. "I do," said Jim, "It is not hard to do two card tricks." Dad let Jim have the hard part. Jim would star in his card trick act. Jim did his card tricks in the park on a flat cart. It was a hit.

## Who Will Start?

"Who will start on the car?" asked Dan. "It is far off on the farm," said Chad. "First, who will get the car into the yard," asked Dan. Chad went to get the car. Chad said the car had charm. Chad did his part to help the car.

## Questions

1. What was wrong with Mitch's car? (Page 1)
2. Who are Bart and Mark? (Page 2)
3. Where can you find tar? (Page 3)
4. What was Jim good at? (Page 4)
5. How did Chad help Dan? (Page 5)



# PHONICS SLIP STRIP

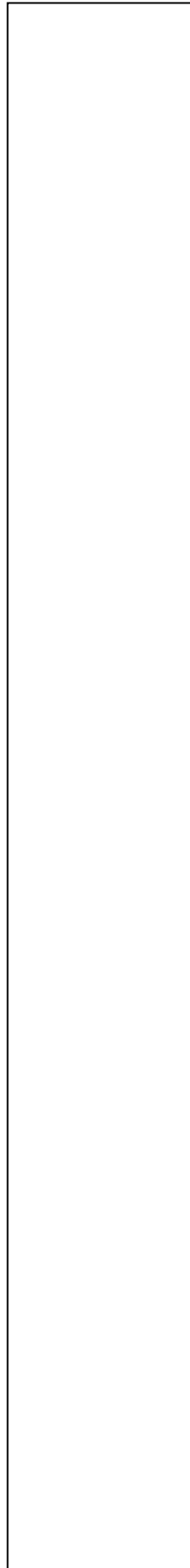
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*Unit #19a*

*c*  
*sh*  
*d*  
*f*  
*st*  
*h*  
*j*  
*ch*  
*f*

CUT THIS PART OUT

*p*  
*k*  
*t*  
*d*  
*m*  
*m*

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*ar*

-----  
Glue

Name \_\_\_\_\_ Date \_\_\_\_\_

## DANCO PHONICS SUPPORT UNIT #19A

**Directions:** Choose a word from the box to complete each sentence. Write the word on the line.

tar      smart      start      park      car

1. Mark had a dark red \_\_\_\_\_ in his barn.
2. The car would not \_\_\_\_\_.
3. Mitch is \_\_\_\_\_ and got the car to start.
4. Bart and Mark are sharks in the shark \_\_\_\_\_.
5. \_\_\_\_\_ is black stuff that sticks to your car.

**Directions:** Choose a word from the box to complete each sentence. Write the word on the line.

card      farm      yard      who      dark

6. The kids do \_\_\_\_\_ tricks in the park.
7. It is hard to jog in the \_\_\_\_\_.
8. Dan went to the pig \_\_\_\_\_.
9. Chad's dog was in his back \_\_\_\_\_.
10. "\_\_\_\_\_ gets the hard part?" asked Dad.