Lesson Objectives

Day 1
Students will:
- Recognize unaccented final syllables with -er, -ar, -or
- Hear the schwa /ə/ sound and recognize that -er, -ar, and -or make the /ə/ sound
- Write words with -er, -ar, -or

Day 2
Students will:
- Understand rules for unaccented final syllables with -er, -ar, and -or
- Hear the /ə/ sound at the end of words
- Sort words with unaccented final syllables according to -er, -ar, -or patterns
- Practice spelling words to remember final -er, -ar, -or patterns

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—er, -ar, -or
- Teacher Word Cards—under, flavor, grammar

Day 3
Students will:
- Recognize -er, -ar, -or patterns and understand how to divide words into syllables based on vowel patterns
- Sort words by final -er, -ar, -or pattern
- Sort words according to syllable patterns
- Choose the correct word to complete a sentence

Materials:
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—V/C, VC/V, VC/C, VCC/V
- Teacher Word Cards—same as BLM 4, stranger, brother, vapor

Day 4
Students will:
- Recognize -er, -ar, -or words in a reading passage
- Indicate the unaccented final syllable and -er, -ar, -or patterns in words
- Correctly spell the spelling words
- Correctly write the dictated sentence

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5
Students will:
- Correctly spell the unaccented final syllable words ending with -er, -ar, -or

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
Have English Learners work with fluent English-speaking students to say and spell the words together. Have the EL partner look at each word card and circle the final pattern with his or her finger and name the letters in the final pattern. Have the fluent English speaker use each word in a sentence and then help his or her partner use the word in a sentence.

Blending Practice
If some students have difficulty reading the words, remind them that reading words syllable by syllable will help them read difficult or longer words. For example, point to the word weather on the chalkboard. Point out the vowel digraph ea and the consonant digraph th. Explain that recognizing digraphs in words helps you with dividing words into syllables. We don’t split digraphs. Divide the word: wea/ther. Then model reading the syllables, first trying a long e digraph, pointing out that it doesn’t sound right, and then reading the word with a short e. Continue to support students who need help with blending throughout the week, using the example words used in the lesson. Make sure that they understand that they can apply this to long words of three or more syllables to help them read the words.

Review Unaccented Final Syllables -le, -el, -il, -al
Focus Words: fossil, pupil, cancel, kennel, signal, gerbil
Write the focus words on the chalkboard. Remind students that the endings in the final syllable sound the same even though they are spelled differently. Ask volunteers to come up and circle the final syllable in each word. Ask students to identify the accented syllable in each word.

Introduce Unaccented Final Syllables -er, -ar, -or
Model
Write the words mother, dollar, and doctor on the chalkboard and read them aloud. Say: When I say these words, I hear an r-influenced vowel sound at the end of each word. The sound is the same, even though it is spelled differently. In the word mother, the sound is spelled -er; in dollar, the sound is spelled -ar; and in doctor, the sound is spelled -or. Each of these final syllables is an unaccented syllable. Listen as I say each word again: mother, dollar, doctor.
Show students how you divide the words into syllables: moth/er, dol/lar, doc/tor. Say: I divide the word mother after the consonant digraph, but I divide dollar and doctor between the two consonants.

Guide
Write the words other, sugar, and mirror on the chalkboard. Say: Read these words with me. What letter patterns stand for the r-influenced sound in each word? Tell your partner where you think we should divide each word into syllables.
Either ask volunteers to come up and divide the words or show students how you divide the words: oth/er, sug/ar, mir/ror. Ask students why we don’t divide the word other between the two consonants as we do in mirror. (consonant digraph) Ask students which syllable is in the accented syllable in each word.

Apply
Write the words solar, rather, tractor, and grammar on the chalkboard. Ask pairs to copy the words and show how to divide them into syllables. Ask them to underline the accented syllable in each word. Ask pairs to share their work.
Spelling Words with Unaccented Final Syllables

Unit Spelling Words: calendar, dollar, grammar, harbor, mirror, flavor, weather, proper

Write all the spelling words on the chalkboard. Say: The spelling words all have an unaccented final syllable ending in -er, -ar, or -or. All the words sound the same at the end so you will need to look at each word carefully and learn how to spell its ending.

Let’s read the first three words together: calendar, dollar, grammar. They all end with -ar. The ending is the unaccented syllable in each word. Which of the words has three syllables? We divide dollar and grammar into syllables between the two middle consonants: dol/lar, gram/mar. Often words with VCV patterns, like calendar, divide before the consonant to make an open syllable, which would be pronounced cay/len/ar. We don’t divide calendar that way; we divide it after the consonant so the first syllable is a closed syllable.

Say the next three words with me: harbor, mirror, flavor. These words sound the same at the end as calendar or grammar, but the ending sound is spelled -or. Who can tell me where we would divide these words into syllables? (har/bor, mir/or, fla/vor)

What ending do you see on the last two words? Let’s read the words together: weather, proper. Notice the ea digraph in weather with the short vowel sound. We divide proper after the second p so the first syllable is closed and has a short vowel sound.

When you are working with these words, you’ll need to pay attention to how the final pattern is spelled. A helpful hint is that words with the final -er pattern are the most common.

Have students write their spelling words in their word study notebooks. Tell them to underline the unaccented final syllable in each word and then circle the -er, -ar, and -or final patterns.

Assessment Tip
Observe students to see if they are able to identify the -er, -ar, and -or patterns in unaccented final syllables. Note if they are hearing the accented first syllable in each word.

Home/School Connection
Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Pattern Sort

<table>
<thead>
<tr>
<th>-er</th>
<th>-ar</th>
<th>-or</th>
</tr>
</thead>
<tbody>
<tr>
<td>other</td>
<td>collar</td>
<td>color</td>
</tr>
<tr>
<td>roller</td>
<td>dollar</td>
<td>doctor</td>
</tr>
<tr>
<td>slender</td>
<td>solar</td>
<td>favor</td>
</tr>
<tr>
<td>silver</td>
<td>liar</td>
<td>flavor</td>
</tr>
<tr>
<td>under</td>
<td>grammar</td>
<td>mirror</td>
</tr>
<tr>
<td></td>
<td>vinegar</td>
<td></td>
</tr>
</tbody>
</table>

Providing Support

Words that end with -er are more common than words ending with -ar or -or. When students are unsure of the spelling they could try the -er ending first to see if it looks right.

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Unaccented Final Syllables -er, -ar, -or

Display the anchor poster and use it to review -er, -ar, and -or final unaccented syllables. Write the words sugar, motor, and spider on the chalkboard. Ask students to identify the sound of the -er, -ar, and -or patterns. Ask volunteers to come up and divide the words into syllables and tell which syllable is the unaccented syllable.

Pattern Sort

Teacher Word Cards: under, flavor, grammar
Teacher Category Cards: -er, -ar, -or

Place the category cards in a row in the pocket chart. Hold up the word under and model how you sort it into the correct category.

Say: I look at the ending of this word to see what category to place it in. I see that the word ends with -er, so I’ll place it in the category -er.

Have students help you sort flavor and grammar into the correct categories. Make sure students realize that all three words sound the same at the end.

Give each pair of students a set of word cards from BLM 3 and the category cards -er, -ar, and -or from BLM 2. Tell them to sort their word cards into the -er, -ar, and -or categories.

Spelling: Have students write each of the unit spelling words on self-stick notes and cut the -er, -ar, or -or final pattern off of each word. Have students try each final pattern on their spelling word to see which one looks right and is spelled right, for example, flow-or, flow-ar, flow-er. Have them check their word cards to reinforce the correct spelling of each word.
Teacher-Directed Sort
Teacher Word Cards: same as BLM 4
Teacher Category Cards: V/CV, VC/V, VC/CV, VCC/V

Place the category cards in a pocket chart. Hold up the words rather and tractor.

Think aloud: Rather divides between the consonant digraph th and the -er, so it's a VCC/V pattern.

The word tractor divides between the consonants c and t. It has a VC/CV pattern. Place rather and tractor in the pocket chart according to their final endings.

Hold up the word razor. Point out that we divide the word between the a and the z, making this an example of a V/CV word. Place the word in the pocket chart.

Have students help you sort the remaining cards. In addition to telling you which category to place the word in, have students tell you where to divide the syllables.

Syllable Pattern Sort
Teacher Word Cards: stranger, brother, vapor
Teacher Category Cards: V/CV, VC/V, VC/CV, VCC/V

Hold up the word card stranger. Say: This word ends with -er. To determine the final syllable, I look at the middle of the word where I see two consonants. I know that I divide between the consonants: stran/ger. Write the word on the chalkboard and show how you divide the word into syllables. Circle the final syllable. The consonant g goes with the ending -er. This syllable pattern is VC/CV.

Hold up the word brother. Ask students where they would divide this word. Remind them that we don’t split the consonant digraph. Like with mother, we divide after the consonant digraph. Ask students what pattern this is and where to place it on the pocket chart. (under VCC/V) Write the word on the chalkboard and circle the final syllable -er.

Repeat with vapor and proper. (V/CV, VC/V) Review rules if necessary.

Give pairs of students word cards from BLM 5 and the pattern category cards. Ask them to sort the words according to their syllable patterns.

Applying Meaning. Give students BLM 7 and complete the cloze, choosing the correct -er, -ar, or -or word.

Providing Support
ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Assessment Tip
Monitor students as they complete BLM 7 to make sure they are able to identify the correct spelling of words ending with -er, -ar, and -or.

Home/School Connection
Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs
Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support
Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with final unaccented syllables -er, -ar, and -or.

Elizabeth Blackwell
Elizabeth Blackwell was the first woman doctor in the United States. She was born in England in 1821. At the time, most girls did not go to school but Elizabeth’s father believed girls should learn the same things as boys. He paid tutors to teach Elizabeth and her sisters. He could afford this because he ran a large factory that made sugar.

Later, Mr. Blackwell’s business failed, so the family moved to the United States. First they lived in New York. Then they moved to Ohio, where Mr. Blackwell opened another sugar factory. However, he soon grew ill and died. After that, Elizabeth, her mother, and sister needed money, so they opened a school. At about that time, Elizabeth was talking with a sick friend. The friend said she would rather he looked after by a woman than by a man. Elizabeth decided to become a doctor, but no medical schools would take a woman student.

For a while, Elizabeth was a teacher in Kentucky, where she lived with a doctor’s family. The doctor did her a favor and helped her to start learning about medicine. Finally, the Geneva Medical College, in Geneva, New York, let her enroll.

In 1849, Elizabeth became the first woman to complete medical school in the United States. But hospitals would not let her work, so she started her own hospital with her sister Emily, who also became a doctor. During the Civil War, the sisters trained nurses to help take care of soldiers. Elizabeth also started a school in the U.S. and another in England to teach more women to be doctors. Elizabeth lived until 1910.

Word Hunt
Give each student a copy of the reading passage on BLM 9 and tell them to work independently to read the passage and find words whose final syllables have an -er, -ar, or -or pattern.

When students have completed their sorts, ask them to share the words they found. Then have them begin a chart of -er, -ar, and -or words in their word study notebooks. Have them write the unit spelling words in the columns of the chart and then add the words they found in the passage.

Spelling Dictation
Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: journal, pencil, camel.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: grammar, mirror, proper.

Dictate the following sentence and have students write it on their papers: We marked the different kinds of weather on the calendar.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice
Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of unaccented final syllables -er, -ar, -or using the Quick-Check for Unit 22.

Suggestions for Independent Practice

Finish the Sentence. Have students select five word cards and write a sentence using one of the words but leaving a blank line in place of the word. Tell students to trade sentences with a partner and complete each other’s sentence. Have them check to make sure the word used to finish the sentence is spelled correctly.

Word Equations. Have students select eight to ten word cards and write each word as an equation leaving off the -er, -ar, or -or ending. Tell them to exchange their words with a friend and complete each other’s words by adding the correct final pattern. Remind them to check the spelling using their word cards. For example, moth + ______ = mother.

Break the Word. Have students write two -er words, two -ar words, and two -or words on a piece of paper. Have them divide each word into syllables and indicate the vowel pattern for each word and then circle the -er, -ar, and -or final patterns.

Word Hunt. Have students go on a timed word hunt. Tell them they have five minutes to see how many words they can find that end with the -er, -ar, and -or final patterns. Have them keep a count of how many words fit into each pattern and then share the results with the class to see which final pattern was most often found.

Answer Key Unit 22 Quick-Check

Answer Key BLM 6
Sentences will vary.

Answer Key BLM 7
1. spider
2. harbor
3. error
4. flavor
5. nectar
6. stranger

Answer Key BLM 8
1. rumor
2. brother
3. cellar
4. father
5. calendar
6. motor
Unit 22 Quick-Check:
Unaccented Final Syllables -er, -ar, -or

Answer Questions
Directions: Look at each list of words and circle the word that has the correct -er, -ar, or -or spelling.

1. under    undar    undor
2. flaver    flavor    flavar
3. suger    sugor    sugar
4. center    centor    centar

Apply
Directions: In the space below, list one word that has a final unaccented syllable -er, one word with a final unaccented syllable -ar, and one word with a final unaccented syllable -or.

_______________________   _______________________   _______________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>-er</th>
<th>-ar</th>
<th>-or</th>
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Word Bank
flower, molar, center, razor, cedar, terror, rather, vinegar, tractor

Think and Write about Unaccented Final Syllables -er, -ar, -or
Directions: In the space below, explain how understanding unaccented final syllables -er, -ar, and -or helps you as a reader, speller, and writer.

_____________________________________________________________________________
_____________________________________________________________________________