Lesson Objectives

Day 1

**Students will:**
- Understand that words that refer to people who do things are called agents
- Recognize final patterns in words
- Write words and note the -er, -or, -ar endings

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Understand rules for creating agents
- Sort agents according to ending pattern
- Write sentences using agents
- Use spelling words in sentences

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—-er, -or, -ar
- Teacher Word Cards—shopper, burglar, survivor

Day 3

**Students will:**
- Sort agents according to their spelling patterns

**Materials:**
- BLM 2: Category Cards
- BLM 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Double, e-Drop, No Change
- Teacher Word Cards—jogger, hiker, teacher

Day 4

**Students will:**
- Recognize words that are agents in reading passage
- 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 words that are agents

**Materials:**
- Quick-Check Assessment
Day One

Supporting ELs
Help English Learners understand the concept of agents by using the agent words in a sentence. For example, **If you write a story, you are a writer.**

**Blending Practice**
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **dancer** on the chalkboard. Show how you divide the word into two syllables between the two consonants: dan/cher. Point out the closed syllable with the short vowel sound and the r-influenced syllable with the /ar/ sound. Read each syllable and then blend the syllables together: dan/cher: dancer. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

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

**Focus Words:** weather, grammar, harbor, calendar, mirror, flower

Write the focus words on the chalkboard. Remind students that when words have a final -er, -ar, and -or pattern the final syllable is unaccented and the -er, -ar, and -or make the /ar/ sound.

Have students read each word with you and then ask volunteers to come up and circle the ending.

Introduce Agents

**Model**
Write the words dance, beg, and act on the chalkboard. Tell students that these words are verbs which tell about actions. Explain how adding -er, -ar, and -or to these words changes the meaning of the words. **Say:** These words are verbs. They are actions that people do. I can change these words to nouns by adding endings. For example, a person who dances is a dancer. Write the word dancer on the chalkboard and circle the -er ending. A person who begs is a beggar. Write the word beggar on the chalkboard and circle the -ar ending. A person who acts is an actor. Write the word actor on the chalkboard and circle the -or ending. The words dancer, beggar, and actor are now nouns. We call this type of nouns agents or “people who do things.”

Point to the word dance on the chalkboard and explain that to make the word dancer, we need two drop the final e before adding -er. Point to the word beg and explain that we need to double the consonant before adding -ar to make beggar.

**Guide**
Write the words farmer, director, visitor, and listener on the chalkboard. Ask students what we call these words. (agents) Ask volunteers to come up and circle the endings. Ask students what the base word of each word is and what part of speech each base word is. Have students tell what each word means.

Show students the anchor poster and tell them to use it as a reference.

**Apply**
Write the words shopper and reporter on the chalkboard. Ask students to tell a partner what the base word of each word and its part of speech are. Then ask students what part of speech the words are on the chalkboard and what they mean.
Spelling Words with Agents

Unit Spelling Words: instructor, editor, director, speaker, designer, listener, adviser, beggar

Write the words instructor, editor, and director on the chalkboard. Circle the -or ending and underline the base word in each. Say: These words all have the -or ending. The ending has been added to a verb in each word to make a noun.

Ask students to tell you what people who instruct, edit, or direct do. Prompt if necessary. Show how to divide each word into syllables to make reading the words easier: in/struc/tor, ed/i/tor, dir/ec/tor.

Write the words speaker, designer, listener, and adviser on the chalkboard. Circle the -er ending and underline the base word in each. Say: These words have the -er ending. This ending is more common than -or or -ar. There is no way to tell which words use -er and which use the other endings. You need to learn the words and practice using them in your reading and writing. Like the -or ending, the -er ending changes a verb into a noun.

Point to the word adviser and tell students that the base word is advise, with a final e. Write the word advise on the chalkboard. Explain that they need to drop the e before adding the -er ending.

Discuss with students what a speaker, designer, listener, and adviser does.

Write the word beggar on the chalkboard. Circle the -ar ending and underline the base word. Point out that words with -ar are not very common. Also point out that the final consonant in beg has been doubled before adding -ar.

Have students write each word in their word study notebooks. Have students circle the final -er, -ar, or -or pattern in each word.

Assessment Tip

Observe students to see if they are able to differentiate the final pattern in each word. Check to make sure they understand that adding these endings to verbs changes the verbs into nouns.

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

Category Sort

<table>
<thead>
<tr>
<th>-er</th>
<th>-or</th>
<th>-ar</th>
</tr>
</thead>
<tbody>
<tr>
<td>dancer</td>
<td>actor</td>
<td>beggar</td>
</tr>
<tr>
<td>farmer</td>
<td>tutor</td>
<td>burglar</td>
</tr>
<tr>
<td>dreamer</td>
<td>tailor</td>
<td></td>
</tr>
<tr>
<td>diver</td>
<td>traitor</td>
<td></td>
</tr>
<tr>
<td>banker</td>
<td>alker</td>
<td></td>
</tr>
<tr>
<td>voter</td>
<td>writer</td>
<td></td>
</tr>
<tr>
<td>shopper</td>
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</tbody>
</table>

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 Agents

Display the anchor poster and review the concept of agents. Have students brainstorm actions and then see if they can turn the verbs into nouns by adding -er, -ar, or -or.

Category Sort

Teacher Word Cards: shopper, burglar, survivor
Teacher Category Cards: -er, -ar, -or

Tell students they will be sorting words that are agents according to their pattern in the unaccented final syllable. Place the category cards in the pocket chart. Hold up the word shopper. Say: The base word of shopper is shop. Someone who shops is a shopper. I see the -er ending on this word. I will sort the word under the -er category card.

Repeat using the words burglar and survivor.

Give each student the word cards from BLM 3 and the category cards -er, -ar, and -or from BLM 2. Tell them to first sort by the final pattern in each word and then select eight words and write eight sentences.

Spelling

Have students write a sentence for each of the unit spelling words in their word study notebooks. Have them use a blank line in place of the spelling word. Then have partners exchange their notebooks and fill in the correct spelling words.

Oddballs

Write the words tailor, traitor, tutor, author, and burglar on the chalkboard. Tell students that these words do not have base words but are still considered agents that have a final pattern -or or -ar.
Independent Sort

Give students the category cards for the inflectional endings -er and -or and the word cards from BLM 4. Ask them to work independently to sort the words into categories according to the endings of the words.

Pattern Sort

Teacher Word Cards: jogger, hiker, teacher
Teacher Category Cards: Double, e-Drop, No Change

Place the category cards in the pocket chart and model how the endings of the base words either change or don’t change when -er, -ar, and -or are added.

Hold up the word card for **jogger**. Say: This word has double consonants. This is because the g in the base word jog has been doubled before the ending -er was added. I'll place this card under **Double** in the pocket chart.

Repeat the process first with the word **hiker**, pointing out that the final e is dropped from the base word hike, and then with **teacher**, pointing out there is no change to the base word.

Give students word cards from BLM 5 and the relevant category cards from BLM 2 and tell them to sort the words according to the rule for adding -er or -or.

Applying Meaning. Give students BLM 7. Have them complete each sentence with an agent that makes sense in the context.

Assessment Tip

Use the independent sort to assess how well students recognize the endings on the words. Monitor students as they complete BLM 7 to make sure they understand the concept of agents as people who do things.

<table>
<thead>
<tr>
<th>Independent Sort</th>
<th>Pattern Sort</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>-or</td>
</tr>
<tr>
<td>biker</td>
<td>conductor</td>
</tr>
<tr>
<td>designer</td>
<td>contractor</td>
</tr>
<tr>
<td>fighter</td>
<td>director</td>
</tr>
<tr>
<td>listener</td>
<td>doctor</td>
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<tr>
<td>painter</td>
<td>editor</td>
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<tr>
<td>batter</td>
<td>exhibitor</td>
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<tr>
<td>reporter</td>
<td>sailor</td>
</tr>
<tr>
<td>player</td>
<td>sculptor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Double | e-Drop | No Change
---|---|---
swimmer | adviser | teacher |
jogger | hiker | visitor |
runner | driver | collector |
      | officer | employer |
      | investigator | governor |
      | creator | instructor |
      |         | speaker |

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.

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.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words that are agents.

Word Hunt

Tell students they will be going on a word hunt for words that are agents.

Give each student a copy of the reading passage on BLM 9 and tell them to work independently to find the words that are agents. When students have finished, ask them to share the words they found.

Students can look for agents in books and magazines in the classroom. Have them keep a list of the words they find.

Oddsballs

Remind students not to be confused in their word hunt with words that end in -er and -or, but are not nouns. Words like bigger or smaller compare things. They are not agents.

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: flavor, dollar, proper.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: beggar, speaker, instructor.

Dictate the following sentence and have students write it on their papers: The director asked the designer to create a backdrop for the stage.

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.

Have students divide the spelling words into syllables and then circle the -er, -ar, or -or pattern in the unaccented final syllable of each word.
**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 agents using the Quick-Check for Unit 23.

**Suggestions for Independent Practice**

**What’s the Word?** Have students work with a partner and each select ten word cards. Have students take turns showing each other a word card and asking their partner to tell what the agent named on the card does.

**Who Does This?** Have students work with a partner and use the words from BLM 3. Tell them to write each word on a piece of paper and then together brainstorm a real person they know who does each of the things on their list of agents, for example, **player—Josh, my brother**.

**Finish the Sentence.** Have students write six cloze sentences that use agents and then trade their sentences with a buddy. Have them complete each other’s sentences.

**What’s the Sort?** Ask pairs of students to choose a set of word cards and sort the words into categories of their choosing. When the pairs have finished their sorts, have other pairs guess how the words are sorted.

**Who Am I?** Have small groups of students work together. The students place a set of word cards facedown. Students take turns drawing a card and either acting out the word or providing clues such as, **I like to paint beautiful pictures. I am a ______.**

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**Answer Key Unit 23 Quick-Check**

<table>
<thead>
<tr>
<th>-er</th>
<th>-or</th>
<th>-ar</th>
</tr>
</thead>
<tbody>
<tr>
<td>speaker</td>
<td>author</td>
<td>burglar</td>
</tr>
<tr>
<td>writer</td>
<td>tailor</td>
<td>beggar</td>
</tr>
<tr>
<td>voter</td>
<td>actor</td>
<td></td>
</tr>
<tr>
<td>dancer</td>
<td>tutor</td>
<td></td>
</tr>
</tbody>
</table>

**Answer Key BLM 7**

1. dancer
2. conductor
3. dreamer
4. designer
5. biker
6. diver
7. doctor
8. sailor

**Answer Key BLM 8**

1. sculptor
2. banker
3. singer
4. teacher
5. hiker
6. farmer
7. governor
8. employer

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Unit 23 Quick-Check: Agents

Answer Questions
Directions: Read each statement and then circle the correct answer.

1. Circle the word that is an agent.
   
   skater       weaker

2. Circle the word that means someone who runs.
   
   jogger       tutor

3. Circle the two words that describe people who work in the arts.
   
   painter       diver       conductor       voter

4. Circle the word that has the e-Drop rule for adding -er.
   
   player       shopper       writer

Apply
Directions: In the space below, list two agents that are formed by dropping the e and two that don't change when the -er or -or is added.

_________________   _________________   _________________   _________________

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>-or</th>
<th>-ar</th>
</tr>
</thead>
</table>

Word Bank
  diver, beggar, listener, tutor, runner, sailor, conductor, burglar

Think and Write about Agents
Directions: In the space below, explain how understanding agents helps you as a reader, speller, and writer.