Lesson Objectives

Day 1

Students will:

• Understand that the r-influenced o can be found in both the first syllable and second syllable in two-syllable words
• Understand that words can have r-influenced o sounds in accented syllables

Materials:
• Anchor Poster

Day 2

Students will:

• Sort words by common features and spelling patterns

Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards—forest, explore, chorus, perform, northern, before

Day 3

Students will:

• Sort words according to their accented syllables
• Recognize r-influenced o pattern in words
• Recognize accented syllables

Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 5: Word Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards: or = /or/; ore = /or/
• Teacher Words Cards: same as BLM 4

Day 4

Students will:

• Identify words with r-influenced o sounds with accented syllables in a passage
• Create lists of words organized by their spelling patterns
• Write and spell words with r-influenced o sounds in accented syllables

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

Day 5

Students will:

• Spell words with r-influenced o in accented syllables

Materials:
• Quick-Check Assessment
Day One

Supporting ELs

Reinforce the effect of accented syllables in words by using simple words that students will understand or that you can show either through pictures, movements, or objects, for example, platform, portrait, distort. Make sure ELs understand the meaning of these words. If necessary, provide examples of the words in oral sentences and/or ask students to suggest oral sentences using the words or to act out the meaning of the words.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word transform on the chalkboard. Say: If I couldn’t read this word, the first thing I would do is divide it into syllables. I see two vowels in this word so I think the word has two syllables. I remember that every syllable has one vowel sound. I usually divide the word between consonants, but there are three consonants. Where do I divide the word? I remember the prefix trans-, so I divide after the s. Then I can read each syllable and blend them together: trans/form: transform.

Review r-Influenced a in Accented Syllables

Focus Words: garden, airplane, compare, pardon, careful, declare

Write the word garden on the chalkboard and ask students if the r-influenced a appears in the first or second syllable. Ask them what they remember about words with r-influenced a in accented syllables. Remind them that words with r-influenced a sounds can appear in the first or second syllables of the word. Point out that some words, such as hardware have an r-influenced a in both the first AND second syllable of the word.

Repeat with the remaining review words, asking students to identify the r-influenced a syllable in each word.

Introduce Words with r-Influenced o in Accented Syllables

Model

Write these words on the chalkboard and read them aloud: ashore, corncob. Some discussion of the meanings of these words may be needed. In these words, the r-influenced sound of /or/ is spelled two ways (or and ore). Say: Although the /or/ sound in these words is spelled differently, the /or/ sound is heard in the accented syllable. Listen as I say the words again: ashore, corncob.

Explain to students that this lesson involves sorting sounds in words associated with r-influenced o. Write morning and before on the chalkboard. Read the words aloud and have students repeat. Underline the first syllable of morning and the second syllable of before. Say: The sound in the first syllable of morning and the second syllable of before both have an r-influenced vowel in them.

Have students say morning and before aloud, noticing the difference in the emphasis of the first and second syllable.

Tell students that a good rule to remember about words and their spellings is that no matter if the r-influenced o is in the first or second syllable of a word, it is still pronounced the same.

Guide

Ask a volunteer to say how he or she can tell whether the word has the r-influenced o in the first or second syllable of a word. Reinforce the spelling rules by showing students the anchor poster and going over the examples on the poster with them.

Write First Syllable and Second Syllable in two columns on the chalkboard. Write shorter and ignore on the chalkboard. Say the words aloud and have students
Assessment Tip
Note which students have difficulty telling you in which column to write the words. You may want to work with these students, using simple one-syllable words to review the concept of r-influenced o.

Note which students have difficulty using the spelling words in meaningful sentences and tell them what the words mean. Provide sentences that use the words in a meaningful way for practice.

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

Spelling Words with r-Influenced o in Accented Syllables

Unit Spelling Words: torment, fortress, normal, portrait, restore, explore, support, afford

Write the word torment on the chalkboard and point out the o followed by the letter r in the first syllable. Say: This is an example of a word with the r-influenced o in the first syllable.

Ask students if they can see other spelling words that have an r-influenced o in the first syllable. When students respond, point to each word on the chalkboard.

Point to the word restore and then say it, stressing each syllable and then saying the word quickly. Say: The r-influenced o is in the second syllable in this word. It is also spelled differently than the first four words on the list. The /or/ sound is spelled ore. Can you see other words with this spelling?

As students say explore, first point to it and then circle the letters ore.

Have students say the remaining two spelling words and tell where they hear the /or/ sound. Point out that the sound in the words support and afford is spelled or.

Tell students that knowing which spelling to use can be tricky. Explain that as they read and spell more words, they will be able to better understand which spelling should be used. Give them the hint that the or spelling is most often in the first accented syllable and ore is most often in the second accented syllable. Tell students that when they write a word, they should look carefully at the word to see if it looks right. If they are unsure, they can always check in the dictionary.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to circle the syllable in each word that contains the r-influenced vowel sound.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>forest</th>
<th>explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>chorus</td>
<td>perform</td>
</tr>
<tr>
<td>northern</td>
<td>before</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Accented First Syllable</th>
<th>Accented Second Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>explore</td>
</tr>
<tr>
<td>shorter</td>
<td>perform</td>
</tr>
<tr>
<td>order</td>
<td>support</td>
</tr>
<tr>
<td>corner</td>
<td>distort</td>
</tr>
<tr>
<td>normal</td>
<td>before</td>
</tr>
<tr>
<td>chorus</td>
<td>conform</td>
</tr>
<tr>
<td>florist</td>
<td>shortcut</td>
</tr>
<tr>
<td>forest</td>
<td>northern</td>
</tr>
</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 r-Influenced o in Accented Syllables

Write the words shorter, order, perform, and ashore on the chalkboard. Ask each student to turn to a partner and identify which syllable contains the r-influenced o.

Common Features Sort

Teacher Word Cards: forest, explore, chorus, perform, northern, before

Place the word cards for forest and explore next to each other in a pocket chart. Read the words aloud.

Think aloud: I hear the r-influenced o sound in both of these words, once in the first syllable and once in the second syllable. In the word forest, the r-influenced o appears in the first syllable. In the word explore, the r-influenced o appears in the second syllable.

Hold up the word card chorus and have students read it with you. Ask students where they hear the r-influenced o sound and under which word in the pocket chart it belongs. Place the word card after students tell you where to put it.

Ask students to help you place the remaining cards in the pocket chart. Ask them to explain why each word belongs in the category. (The common features are whether the r-influenced o is in the first or second syllable of a word.)

Spelling. Ask students to copy the headings Accented First Syllable and Accented Second Syllable in their word study notebooks. Then have them write each of their spelling words under the correct heading.

Buddy Sort

Give pairs of students the category cards Accented First Syllable and Accented Second Syllable and the word cards from BLM 3. Have one student read a word and ask in which category to place the word. When the other student responds and the word is placed, the other student chooses a word and asks where the word should be sorted.
Blind Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: or = /or/; ore = /or/

Remind students that when a word has two syllables and one of the syllables contains a r-influenced o sound, the spoken emphasis or accent is placed on the syllable with this sound.

Place the category cards in a pocket chart so that students can see them. Remind students of the two spellings for the r-influenced vowel sound.

Ask students to copy the two categories in their word study notebooks. Tell them you will call out one word at a time and they will write the word in the appropriate category in their notebooks.

If students need support, write the word on the chalkboard to either model the spelling or to have students check their spelling.

Oddballs

Use the word record as a noun and as a verb. Write the following sentences on the chalkboard and read them aloud: Jaime broke the record at the swimming meet. The judges will record Jaime’s time on an official form.

Explain that some words, such as record, function as different parts of speech. The accented syllable changes in the word record depending on how it’s used in the sentence.

Write the word reward on the chalkboard. Explain that this word has the /or/ sound, but it is spelled by the letters ar.

Independent Sort

Give students the category cards from BLM 2 for Accented First Syllable and Accented Second Syllable. Have them sort the words from BLM 5 independently into the appropriate categories. Tell them to watch for words that can be used as a noun or a verb. Like the word record, the r-influenced o appears in the second syllable of the verb form of these words. (transport, escort)

Applying Meaning. Give students BLM 7 and have them complete the activities by identifying r-influenced o in accented syllables.

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 the independent sort to see how well students can hear the accented syllables. Use students’ completed BLM 7 to assess their understanding of the accented syllables for words with r-influenced o. Note whether they need more practice in applying the different spellings.

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

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 with \( r \)-influenced \( o \) sounds.

**Day Four**

**Can I Help?**

To Whom It May Concern:

I read on your Web site that you are looking for volunteers to help build schools and houses for children in Haiti. I would like to tell you why my family and I are applying to take part in this wonderful program.

We were so shocked when we first heard the news about the terrible earthquake on January 12th. We had a family meeting and talked about what we could do to help. Sending money was one idea, but we wanted to do more than that.

My grandparents are from Haiti. When I was a child, they would tell us stories about what it was like to live in Haiti before they moved here over forty years ago. They would also sing songs and prepare Haitian food for us. I’ve only visited Haiti twice, but I feel like I know it pretty well.

My children may not be able to help much with the actual building. However, they’re very good at organizing and cooking meals for large groups of people. They’ve had a lot of practice preparing meals for the homeless in our community.

I can pound a nail and cut a board in half okay, but I can also teach. I grew up speaking French at home, thanks to my grandparents. I’d like to help by teaching reading, science, or math, or whatever you need! (For fun, I can also teach soccer and art.)

We can afford to spend between two and four weeks in Haiti this summer.

We were so shocked when we first heard the news about the terrible earthquake on January 12th. We had a family meeting and talked about what we could do to help. Sending money was one idea, but we wanted to do more than that.

We are applying to take part in this wonderful program. To Whom It May Concern:

We were so shocked when we first heard the news about the terrible earthquake on January 12th. We had a family meeting and talked about what we could do to help. Sending money was one idea, but we wanted to do more than that.

We are applying to take part in this wonderful program.

**Word Hunt**

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with \( r \)-influenced \( o \) in the passage. Tell them to underline the words they find.

After students have completed the word hunt, ask volunteers to share the words they found.

Ask pairs of students to begin lists of words in their word study notebooks—one list of words that have \( r \)-influenced \( o \) in the first syllable and another of words that have \( r \)-influenced \( o \) in the second syllable. They can start their lists by using the words from the passage.

Challenge students to write a paragraph and use several words with \( r \)-influenced \( o \) in their writing.

**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: **market, carpet, haircut**.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: **torment, restore, portrait**.

Dictate the following sentence and have students write it on their papers: **Mario and Lee couldn’t wait to explore the old fortress**.

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 words with r-influenced o in accented syllables using the Quick-Check for Unit 12.

Suggestions for Independent Practice

Concentration. Have pairs of students combine their word cards from one of the BLMs to make thirty-two cards. Have the pairs spread the cards out facedown. Partner A turns over two cards. If the cards are the same, he or she keeps the cards and has another turn. Play continues until Partner A turns over two cards that do not match. Partner A turns the cards back over and Partner B has a turn.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words with r-influenced o sounds from the word cards. Pairs can swap their puzzles with another pair.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

Answer Key Unit 12 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>First Syllable</th>
<th>Second Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>corncob</td>
<td>before</td>
</tr>
<tr>
<td>corner</td>
<td>ignore</td>
</tr>
<tr>
<td>torment</td>
<td>explore</td>
</tr>
<tr>
<td>boring</td>
<td>afford</td>
</tr>
<tr>
<td>orchard</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. torment 6. restore
2. morning 7. adore
3. corncob 8. explore
4. florist 9. endorse
5. chorus 10. galore

Answer Key BLM 8

1. before (second) 9. normal (first)
2. afford (second) 10. forward (first)
3. northern (first) 11. morning (first)
4. forty (first) 12. perform (second)
5. adore (second) 13. florist (first)
6. sorry (first) 14. ashore (second)
7. portrait (first) 15. torment (first)
8. chorus (first) 16. restore (second)
## Unit 12 Quick-Check: Words with r-Influenced o in Accented Syllables

### Answer Questions

**Directions:** Choose the word from each one that contains the r-influenced o in the first syllable of the word.

1. morning  ashore
2. report  florist
3. normal  before

**Directions:** Choose the word from each one that contains the r-influenced o in the second syllable of the word.

4. corner  afford
5. perform  torment
6. endorse  tortoise

### Apply

**Directions:** In the space below, list three to five words you know that contain an r-influenced o sound, either in the first or second syllable.

_________________  __________________  __________________  __________________  __________________

**Directions:** Using the words from the word bank, complete the following sort. Write each new word in the appropriate sort category.

<table>
<thead>
<tr>
<th>Accented First Syllable</th>
<th>Accented Second Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Word Bank**
- orchard, explore, inform, northern, stormy, morsel, orbit, galore, organ, forty

### Think and Write about r-Influenced o in Accented Syllables

**Directions:** In the space below, explain how understanding r-influenced o in accented syllables helps you as a reader, speller, and writer.