Lesson Objectives

Day 1

Students will:
• Understand that the schwa + r sound can be spelled with er, ir, or ur
• Brainstorm words with schwa + r patterns
• Write sentences using words with schwa + r patterns

Day 2

Students will:
• Sort words by schwa + r spelling patterns

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards–sturdy, service

Day 3

Students will:
• Sort words according to their sounds
• Use knowledge of words with schwa + r sound to identify words with similar spelling patterns

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards–same as BLM 4

Day 4

Students will:
• Identify words in a passage with schwa + r spelled er, ir, or ur in the first syllable
• Create lists of words organized by their spelling patterns
• Write and spell words with schwa + r spelled er, ir, and ur in the first syllable

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

Day 5

Students will:
• Spell words with schwa + r spelled er, ir, and ur in the first syllable

Materials:
• Quick-Check Assessment

Reading Passage (BLM 9)

Classroom Activity (BLM 7)

Take-Home Activity (BLM 8)

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Dictionaries (Day 1)
• Stopwatches (Day 3)
Day One

Supporting ELs
Reinforce the effect of words with schwa + r spelled er, ir, and ur in first syllables by using simple words that students will understand or that you can show either through pictures, movements, or objects—for example, person, dirty, and purple. 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 mermaid on the chalkboard. Show how you divide the word into two syllables between the two middle consonants. Explain that you now have an r-influenced syllable pattern and a vowel digraph syllable pattern. Read each syllable and then blend the syllables together: mer/maid: mermaid. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Remind students to look for words with schwa + r spelled er, ir, and ur in first syllables in new words they come across in their reading. Explain that often when they break an unfamiliar word into syllables, they can recognize the different sounds, which makes the reading easier.

Review Spellings with w or /w/ before a Vowel
Focus Words: warmth, worker, waffle, worse, squalid, swaddle
Write the focus words on the chalkboard and read them with students. Ask students to tell which words have the war sound, which have the wor sound, and which have the wa sound. Remind them that the letters w and q can influence vowels that follow them, creating a sound that is neither long nor short.

Introduce Schwa + r Spelled er, ir, ur in First Syllable
Model
Write the words nervous, thirty, and sturdy on the chalkboard and read them aloud to students. Discuss any word meanings that students might not know. Say: These words all share the same r-influenced vowel sound in the first syllable, but the sound is spelled in three different ways.

Explain to students that this lesson involves sorting sounds associated with schwa + r-influenced vowel sounds in the first syllable of words. Write person, firmly, and purpose on the chalkboard. Underline er in person, ir in firmly, and ur in purpose, and then read the words aloud. Say: These sounds in the first syllable of each word all make the same sound; they are just spelled in three different ways.

Guide
Write er, ir, and ur in three columns on the chalkboard. Remind students that the sound of these r-influenced vowels is the same. Ask students to brainstorm words of more than one syllable that have this sound. As students say a word, ask them whether they think the word is spelled er, ir, or ur before writing it in the correct column. Tell students that the only way to know which spelling to use is to become familiar with the words through reading and writing them. Otherwise, they can use a dictionary to check the spelling.

Apply
Ask students to choose a word from each column on the chalkboard and write a sentence for each word in their word study notebooks.
Spelling Words with Schwa + r

Unit Spelling Words: birdbath, birthday, circuit, nervous, merchant, version, murmur, furnish

Write all the spelling words on the chalkboard and read them aloud with students. Say: All of these words have the /ar/ sound, but the sound is spelled in three different ways.

Ask volunteers to come up and circle the letters that make this sound in each of the words.

Have students copy each spelling word in their word study notebooks. Then point out features of the words that will help students remember how to spell them. Point out that birdbath and birthday are compound words. Circle the two words that make up each of the compound words on the chalkboard and ask students to do the same with the words in their notebooks.

Call attention to the irregular spelling of the letters that make the vowel sounds in circuit and nervous. Underline the cui in circuit and the ous in nervous, and have students do the same with the word in their notebooks. Ask students to find two words among the spelling words that have consonant digraphs. Have them circle the ch in merchant and the sh in furnish.

Tell students that as they read and spell more and more words, they will be able to better understand the various ways the schwa + r sound can be spelled. Remind students that each time they write a word with schwa + r, they should look carefully at the word to see if it looks right. If they are unsure, they can always check in the dictionary.

Assessment Tip

If students have trouble with the concept of schwa + r in words of more than one syllable, provide examples of simple words they are familiar with, such as her, bird, curb, etc.

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>ir</th>
<th>ur</th>
</tr>
</thead>
<tbody>
<tr>
<td>service</td>
<td>mermaid</td>
<td>birdbath</td>
</tr>
<tr>
<td>certain</td>
<td>nervous</td>
<td>birthday</td>
</tr>
<tr>
<td>perfect</td>
<td>person</td>
<td>dirty</td>
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<td>firmly</td>
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<td></td>
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<td>thirsty</td>
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<td></td>
<td></td>
<td>thirty</td>
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<tr>
<td>further</td>
<td>purpose</td>
<td>sturdy</td>
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<td></td>
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<td>turnstile</td>
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</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.

Review Schwa + r Spelled er, ir, ur in First Syllable

Write the words gerbil, circus, and surfer on the chalkboard. Ask each student to turn to a partner and identify which word is spelled with er, which word is spelled with ir, and which word is spelled with ur.

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

Pattern Sort

Teacher Word Cards: sturdy, service
Teacher Category Cards

Place the category cards in a row in the pocket chart. Hold up the word card sturdy and model how to sort the word.

Think aloud: The word is sturdy and it has an r-influenced vowel sound. I know this sound can be spelled with different letter patterns so I look carefully at the word to see how this sound is spelled. I see the letters ur, so I will place the word card in the category ur.

Hold up the word card service. Ask students what letters stand for the schwa + r sound in this word. Place the word in the pocket chart once students identify the letters.

Give students the word cards from BLM 3 and the category cards from BLM 2. Ask them to sort the words according to the spelling of the schwa + r sound. Have them look out for the word that has both spellings for the sound. Tell them they should sort the word according to the accented sound in the first syllable. (further)

Spelling. Have students choose one er word, one ir word, and one ur word from the unit spelling words. Have them use each one in a sentence in their word study notebooks.
No Peeking Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards

Place the category cards in the pocket chart. Tell students that you are going to read a word from the word card without them seeing it. They will then tell you where they think you should place the card.

Say the word *circus*. When students tell you what letters they think spell the word, show them the word card so they can check their responses. Then correctly place the word in the pocket chart. Continue with all of the words on BLM 4.

After all the words have been sorted, read each list of words and ask students if they are sure the words are sorted in the correct columns.

Speed Sort

Give pairs of students a set of word cards from BLM 5, the category cards from BLM 2, and a stopwatch. Ask the pairs to time themselves as they sort the words according to the spellings of the schwa + r sound. Have them look out for the word that has both spellings for the sound. Tell them they should sort the word according to the accented sound in the first syllable. (*surfer*) Students may want to repeat the sort to see if they can sort the words any faster.

Applying Meaning. Give students BLM 7 and have them choose the word that has a different spelling in each group.

<table>
<thead>
<tr>
<th>No Peeking Sort</th>
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<tbody>
<tr>
<td><strong>Teacher Word Cards: same as BLM 4</strong></td>
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</tr>
<tr>
<td>Say the word <em>circus</em>. When students tell you what letters they think spell the word, show them the word card so they can check their responses. Then correctly place the word in the pocket chart. Continue with all of the words on BLM 4.</td>
</tr>
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</tbody>
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**Assessment Tip**

Use students’ completed BLM 7 to assess whether they can differentiate between the spellings of schwa + r. Provide more practice with one-syllable words if necessary.

**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.
Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will read the passage and underline words with schwa + r spelled er, ir, or ur in the first syllable of words with more than one syllable.

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

Ask pairs of students to make a chart with the headings er, ir, and ur in their word study notebooks. Have them first write their spelling words in the appropriate columns. Then have them write the words they found in the passage in the appropriate columns.

After students have had a chance to develop their lists, discuss with them which of their lists has the most words.

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: squash, worthy, wardrobe.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: furnish, birthday, circuit.

Dictate the following sentence and have students write it on their papers: The nervous merchant wanted to tell his version of the story.

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 schwa + r spelled er, ir, or ur in first syllables using the Quick-Check for Unit 14.

Suggestions for Independent Practice

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.

Making Families. Have pairs of students combine their word cards. Ask them to deal out seven cards and place the remaining cards facedown in a pile. One student starts by seeing whether he or she can make a family of words—for example, circle, circuit. If so, he or she lays the words faceup. If not, the student draws a card. The game continues as students try to make “word families” from the cards they have in their hands. They can add to existing word families already played. The object is to get rid of cards in their hands first.

Word Hunt. Encourage students to search through familiar books in the classroom to find words that have the schwa + r sound spelled with an er, ir, or ur in first syllables and begin making a list of these words in their word study notebooks.

Make Words. Provide a set of letter cards and the spelling words from the set of word cards. Have students use the letters to spell the words. They should check their spelling by blending the sounds and then looking at the words on the word cards.
Unit 14 Quick-Check: Schwa + r
Spelled er, ir, ur in First Syllable

Answer Questions
Directions: Circle the word that has a different spelling for the schwa + r sound in each group of words.

1. hurry further thirty
2. certain thirsty nervous
3. furnish whirlpool chirping
4. birthday birdbath perfect
5. jury servant turnip

Apply
Directions: In the space below, list two words that have the er spelling in the first syllable, two that have the ir spelling in the first syllable, and two that have the ur spelling in the first syllable.

_______________________   _______________________   _______________________
_______________________   _______________________   _______________________

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

<p>| | |</p>
<table>
<thead>
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<tbody>
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<td>er</td>
<td>ir</td>
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<tr>
<td>ur</td>
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</table>

Think and Write about Schwa + r Spelled er, ir, ur in First Syllable
Directions: In the space below, explain how understanding words with schwa + r spelled er, ir, or ur in the first syllable helps you as a reader, speller, and writer.