Lesson Objectives

Day 1
Students will:
• Understand that the schwa + r and r-influenced e sound can be pronounced /ûr/ or /êr/
• Read and write words with schwa + r sound and r-influenced e sound in accented syllables

Day 2
Students will:
• Sort words by sound and spelling patterns
Materials:
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—er = /ûr/, ear = /ûr/, ear/ere/eer = /êr/
• Teacher Word Cards—early, volunteer, kernel

Day 3
Students will:
• Sort words sound and spelling patterns
• Sort words according to accented syllables
Materials:
• BLM 2: Category Cards
• BLMs 4-5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—First Syllable, Second Syllable
• Teacher Word Cards—dreary, sincere

Day 4
Students will:
• Identify words with schwa + r and r-influenced e in accented syllables
• Create lists of words organized by their spelling patterns
• Write and spell words with schwa + r and r-influenced e in accented syllables
Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Spell words with schwa + r and r-influenced e in accented syllables
Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart

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Day One

Supporting ELs
Make sure that ELs understand the meanings of the words by providing examples of the words used in oral sentences and by using pictures, movements, or objects wherever possible, for example, serpent, earthworm, yearbook. Reinforce the r-influenced e pattern in simple one-syllable words the students already know.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word spearmint on the chalkboard. Show how you divide the word into two syllables between the middle consonants: spear/mint: spearmint. Point out the r-influenced first syllable and the closed syllable with the short vowel sound. Make sure students realize that dividing words into syllable chunks and then blending them together is a useful way to read long or difficult words. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Schwa + r Spelled er, ir, and ur in First Syllable
Focus Words: nervous, thirty, sturdy, service, birdbath, Thursday, certain, dirty, hurry
Write the focus words on the chalkboard and have students read each word with you. Ask students what vowel sound they hear in the first syllable of each of the words. Ask volunteers to come up and circle the letters that make the sound in the words.

Introduce Schwa + r and r-Influenced e in Accented Syllables er, ear, ere
Model
Write the words mercy, early, nearby, severe, and career on the chalkboard and read them aloud to students. Discuss any word meanings that students might not know. Say: These words all have one thing in common—they all contain an r-influenced e. However, these words can be sorted into five different categories depending on their spelling and the sound of the r-influenced e.

Write er and ear in one group on the chalkboard and ear, ere, and eer in another group on the chalkboard. Say the words mercy and early and ask students what they notice about the vowel sound in the first syllable. Students should notice that the sound of the r-influenced vowel is the same. Say: Although both words have the same sound in the accented syllables, the r-influenced sound in these words is spelled differently. One spelling is e, r and the other spelling is e, a, r.

Write mercy under er and early under ear on the chalkboard.

Point to the word nearby. Say the word aloud and have students repeat it. Point out that early and nearby both have the r-influenced sound in the accented syllable and both spell the sound with the letters e, a, r. However, the letters stand for different sounds. Write nearby under ear on the chalkboard. Continue this routine for the words severe and career.

Guide
Provide practice in having students sort words according to their accented syllables. Write the words sermon, earthquake, and teardrop on the chalkboard. Work with students as they decide which sound the r-influenced vowel makes in the accented syllable of each word. Write the words either under the appropriate category in the chart on the chalkboard.
Apply

Write the words serpent, learner, engineer, and severe on the chalkboard. Ask students to make a five-column chart in their word study notebooks, using the headings from the chart on the chalkboard. Ask students to work with a partner to sort the words according to the vowel sounds in their accented syllables and place them in the correct columns of their charts. Once all students have had a chance to finish, invite them to share their charts with a partner or with the group.

Spelling Words with Schwa + r and r-Influenced e

Unit Spelling Words: hermit, pearly, rehearse, thermos, teardrop, spearmint sincere, cheerful

Write the unit spelling words in a row across the chalkboard. Say: These words all have the /ûr/ vowel sound. Look at the words hermit, pearly, rehearse, and thermos. There are two spelling patterns for the /ûr/ sound in these words: er and ear. Circle the er and ear spellings in each word. Have students say each word with you.

Point out the words teardrop, spearmint, sincere, and cheerful. Have students read the words aloud with you. Say: These words all have the same r-influenced vowel sound, but the sound is spelled in three different ways: ear, ere, eer. Underline the r-influenced e spelling patterns.

Explain to students that even though the r-influenced e is spelled in different ways, this sound is in the accented syllables of all the words.

Have students copy the spelling words into their word study notebooks. Ask them to circle the r-influenced pattern in each word. Then have them underline the accented syllable in each word.

Assessment Tip

Note which students have difficulty distinguishing the different sounds and their spellings. If students are having difficulty, have them create a reminder chart like the one below, using a simple one-syllable word as a model.

<table>
<thead>
<tr>
<th>her</th>
<th>earn</th>
<th>deer/fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>hermit</td>
<td>pearly rehearse</td>
<td>teardrop spearmint sincere cheerful</td>
</tr>
</tbody>
</table>

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

Providing Support

Some students might find it difficult to understand the meanings of some words with the target sounds. To make this concept easier, allow students to choose two of the words from the spelling words or the “Sound Sort” and look up their meanings in the dictionary. Then, have partners use the words in sentences, based on the dictionary meanings of the words.

Sound Sort

<table>
<thead>
<tr>
<th>er = /ûr/</th>
<th>ear = /ûr/</th>
<th>ear/ere/</th>
<th>eer = /ēr/</th>
</tr>
</thead>
<tbody>
<tr>
<td>hermit</td>
<td>early</td>
<td>spearmint</td>
<td>eerly, erly</td>
</tr>
<tr>
<td>kernel</td>
<td>earthquake</td>
<td>teardrop</td>
<td></td>
</tr>
<tr>
<td>sermon</td>
<td>pearly</td>
<td>volunteer</td>
<td></td>
</tr>
<tr>
<td>serpent</td>
<td>rehearsal</td>
<td>severe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>yearbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pioneer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>disappear</td>
<td></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.

Review Schwa + r and r-Influenced e in Accented Syllables er, ear, ere

Write the words sermon, earthquake, and teardrop on the chalkboard. Ask each student to turn to a partner and identify which words make the /ûr/ sound and which word makes the /ēr/ sound.

Sound Sort

Teacher Word Cards: early, volunteer, kernel
Teacher Category Cards: er = /ûr/, ear = /ûr/, ear/ere/eeer = /ēr/

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

Think aloud: I see the vowel pattern with the letters e, a, and r in this word. To determine whether the word has the /ûr/ or /ēr/ sound, I need to read it aloud. If I didn’t know which way to read the word, I could read it both ways and see if I recognize the word: eerly, erly. The word is early and it goes in the column with ear = /ûr/.

Hold up the word card volunteer. Have students help you identify the vowel pattern and tell you where to place the word in the pocket chart. Repeat with the word card kernel.

Give pairs of students the word cards from BLM 3 and the category cards from BLM 2. Ask them to work together to sort the cards into the appropriate categories. Remind them that if they are not sure where to place a word with the spelling ear, they should say the word aloud, once with the /ûr/ sound and once with the /ēr/ sound and see which one sounds like a word they know.

Spelling. Have students create a chart in their word study notebooks, using the three categories in the pocket chart. Ask them to write each of their spelling words in the appropriate column.

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**Pattern Sort**

*Teacher Word Cards: dreary, sincere*

*Teacher Category Cards: First Syllable, Second Syllable*

Place the category cards in a row in a pocket chart. Remind students that the \textit{r}-influenced \textit{e} pattern is usually heard in the accented syllable of words. Hold up the word card \textit{dreary}. \textbf{Say:} Listen as I say this word: \textit{dreary}. I hear the stress or accent on the first syllable. The first syllable also has the \textit{r}-influenced \textit{e} pattern.

Hold up the word card \textit{sincere}. \textbf{Say:} I see the \textit{r}-influenced \textit{e} pattern in the second syllable. Listen as I say this word and tell me where you hear the accented syllable: \textit{sincere}. The accent is in the second syllable, so I will place this word under \textit{Second Syllable} in the pocket chart.

Give students the word cards from BLM 4 and the syllable category cards from BLM 2 and ask them to sort the words according to where they hear the accented syllable in the words. When students have completed the sort, ask them what they notice about the words in the columns. (The \textit{r}-influenced \textit{e} is the accented syllable in all the words.)

**Buddy Sort**

Give pairs of students the word cards from BLM 5 and the category cards for the sound patterns for \textit{r}-influenced \textit{e}. Remind students that yesterday they sorted the words by their sounds. Have the partners work together to sort the words from BLM 5 according to their sounds.

**Applying Meaning.** Give students BLM 7 and ask them to complete the activity, choosing the word that has the same sound as the target word.

<table>
<thead>
<tr>
<th><strong>First Syllable</strong></th>
<th><strong>Second Syllable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>bleary</td>
<td>endear</td>
</tr>
<tr>
<td>clearance</td>
<td>rehearse</td>
</tr>
<tr>
<td>earlier</td>
<td>revere</td>
</tr>
<tr>
<td>fearful</td>
<td>unheard</td>
</tr>
<tr>
<td>eerie</td>
<td>research</td>
</tr>
<tr>
<td>mercy</td>
<td>adhere</td>
</tr>
<tr>
<td>nearly</td>
<td></td>
</tr>
<tr>
<td>weary</td>
<td></td>
</tr>
<tr>
<td>leery</td>
<td></td>
</tr>
</tbody>
</table>

**Buddy Sort**

<table>
<thead>
<tr>
<th>\textit{er} = /\textit{er}/</th>
<th>\textit{ear} = /\textit{er}/</th>
<th>\textit{ear/ere/eer} = /\textit{er}/</th>
</tr>
</thead>
<tbody>
<tr>
<td>thermos</td>
<td>earnest</td>
<td>appear</td>
</tr>
<tr>
<td></td>
<td>earthworm</td>
<td>career</td>
</tr>
<tr>
<td></td>
<td>research</td>
<td>cheerful</td>
</tr>
<tr>
<td></td>
<td>searchlight</td>
<td>clearing</td>
</tr>
<tr>
<td></td>
<td>yearning</td>
<td>dreary</td>
</tr>
<tr>
<td></td>
<td>earache</td>
<td>engineer</td>
</tr>
<tr>
<td></td>
<td>engineer</td>
<td>merely</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sincere</td>
</tr>
</tbody>
</table>

**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. 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.
Proverbs

A proverb is a short, popular saying that expresses a useful or wise thought in a commonsensical way. Below are some well-known proverbs along with their definitions and some examples.

Birds of a feather flock together.
Meaning: People who like the same things are often drawn to each other.
Example: People who love to read often join book clubs where they can discuss books with others who also love reading.

One good turn deserves another.
Meaning: If someone does something nice for you, then you should be cheerful and willing to do something nice for them (or for someone else).
Example: One day I forgot to take my lunch to school, so my friend shared her Thermos of soup with me. A week later I shared my sandwich with a boy who had forgotten his lunch.

You can take a horse to water, but you cannot make him drink.
Meaning: You can help someone only as much as they allow themselves to be helped.
Example: David gave me a book about how to grow beautiful flowers. I didn't read the book. My rose garden nearly died because I didn't know what I was doing.

The early bird catches the worm.
Meaning: You are more certain of getting what you want if you start early.
Example: Rick wanted to visit Yellowstone Park during summer break. During winter break he looked online to see how to get a permit. He was just in time because the permits for the next summer were almost all given out.

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: merchant, birthday, furnish.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: hermit, teardrop, spearmint.

Dictate the following sentence and have students write it on their papers:
The director said we had to rehearse our scene because our cheerful attitude didn't seem sincere.

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

Supporting ELs

If students have trouble reading the passage and/or finding words with the target sounds, read the passage aloud and ask them to echo-read with you. If students do not recognize these words, stop reading and call attention to the word and the letters that spell the word.

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 schwa + r and r-influenced e in accented syllables in the passage. Have students circle the words they find.

When students have completed the word search, ask them to write the words they found on the chart that they created on Day Two in their word study notebooks. Have them circle the letters that make the r-influenced e sound and to underline the accented syllables in the words.

Ask students to be on the lookout for words with this pattern as they read other books. Have them add words to the chart as they find them.

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 and r-influenced e in accented syllables using the Quick-Check for Unit 15.

Suggestions for Independent Practice
Concept Sort. Give pairs or small groups of students a set of word cards. Ask students to sort them into categories of related meanings. For example, pearly might be sorted with eerie and bleary because they are all adjectives or words that describe. Then have groups try to guess how each group has sorted their words.

Speed Read. Have pairs of students select up to ten 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.

Scrambled Words. Have pairs of students choose six words from any of the word cards and write them in their word study notebooks with the letters scrambled. Then ask partners to swap notebooks and try to unscramble each of their partner’s words.

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Pairs can swap their puzzles with another pair.
Unit 15 Quick-Check: 
Schwa + r and r-Influenced e 
in Accented Syllables er, ear, ere

Choose Words
Directions: Choose the word that has the same sound as the target word in each set.

1. thermos sermon spearmint adhere
2. early kernel earthquake merely
3. appear serpent yearn dreary

Apply
Directions: In the space below, list three to five words you know that have the schwa + r and r-influenced e sound in the accented syllables er, ear, and ere.

_________________________  __________________________  __________________________  __________________________  __________________________

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

<table>
<thead>
<tr>
<th>er = /ur/</th>
<th>ear = /ur/</th>
<th>ear/ere/eer = /ér/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
earnings, merely, earthworm, weary, endear, thermos, research

Think and Write about Schwa + r and r-Influenced e in Accented Syllables er, ear, ere
Directions: In the space below, explain how understanding words with schwa + r and r-influenced e sound in accented syllables helps you as a reader, speller, and writer.

_____________________________________________________________________________