Lesson Objectives

Day 1

Students will:
• Understand the sounds and spellings of final syllables -cher, -ture, -sure, and -ure
• Read and write words with unaccented final syllables -cher, -ture, -sure, -ure

Day 2

Students will:
• Sort words by syllables -cher, -ture, -sure, and -ure

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 3

Day 3

Students will:
• Sort words by syllables -cher, -ture, -sure, and -ure

Materials:
• BLM 2: Category Cards
• BLM 4: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4

Students will:
• Identify words with unaccented final syllables -cher, -ture, -sure, -ure
• Create lists of words organized by their spelling patterns
• Write and spell words with unaccented final syllables -cher, -ture, -sure, -ure

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

Day 5

Students will:
• Spell words with unaccented final syllables -cher, -ture, -sure, -ure

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
Day One

Supporting ELs

Work with ELs to practice pronouncing -cher, -ture, -sure, and -ure words. Begin by focusing on simple words that students will understand or that you can show through pictures, movements, or objects, for example, teacher, picture, and treasure. Model pronunciations and have students repeat. Then provide definitions or examples of the words in oral sentences.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word pleasure on the chalkboard. Show how you divide the word into two syllables between the vowel a and the consonant s. Explain that you now have two syllables, the final syllable being /zhur/. Read each syllable and then blend the syllables together: plea/sure: pleasure. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

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

Focus Words: mercy, early, nearby, severe, career, sermon, earthquake, sincere, cheerful, rehearse

Review r-influenced vowels with students. Write the focus words on the chalkboard and ask students to read them aloud with you. Review the distinction among the sounds produced by syllables er, ear, and ere.

Introduce Unaccented Final Syllables -cher, -ture, -sure, -ure

Model

Explain to students that this week they will be focusing on the unaccented syllable in words with -cher, -ture, -sure, and -ure.

Write the words catcher, picture, measure, and figure on the chalkboard. Say the words aloud, emphasizing the final syllable in each one. Say: The unaccented final syllables in these words have two spellings, -er and -ure. But, they have three sounds, /chur/, /zhur/, and /yur/. These sounds are similar to each other, but are also a bit different.

Guide

Write -cher = /chur/, -ture = /chur/, -sure = /zhur/, and -ure = /yur/ on the chalkboard in four columns and have students copy the chart into their word study notebooks.

Repeat the words catcher, measure, figure, and picture aloud for students. Say: Look at the word catcher. Listen to the final syllable, -cher. It makes the /chur/ sound. Now listen to the word measure. The final syllable in measure is -sure. It makes the /zhur/ sound. Listen to the word figure. Its final syllable is -ure, which makes the /yur/ sound. Lastly, listen to picture. Like catcher, it makes the /chur/ sound, but it ends with -ure.

Guide students in placing the four words in the correct columns on the chalkboard and in their word study notebooks.

Apply

Write the words rancher, pleasure, and failure on the chalkboard. Ask students to work with a partner to sort the words according to their unaccented final syllables and place them in the correct columns of their charts.
Spelling Words with Unaccented Final Syllables

Unit Spelling Words: teacher, nature, pleasure, figure, pitcher, capture, future, exposure

Write the word teacher on the chalkboard and point out the unaccented final syllable -cher.

Say: This word has the unaccented final syllable -cher. It is pronounced /chur/. Say teacher with me: teacher.

Remind students of the other unaccented final syllable, -ture, which makes the same sound as -cher: /chur/. Say: Both -cher and -ture make the /chur/ sound.

Say each spelling word aloud, emphasizing the unaccented final syllable in each word. Have students repeat the words after you several times.

Have students revisit the four-column chart they created in the initial activity. Then, have students write the spelling words under the appropriate column in their chart. Ask students to compare their charts with a partner. Then, invite several volunteers to tell the group in which column each spelling word belongs. Write students’ responses in the four-column chart on the chalkboard, offering support and corrections as needed.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, underlining and pronouncing the unaccented final syllables in each word.

Home/School Connection

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

Teacher-Directed Sort

-cher = /chur/  -ture = /chur/

catcher
catcher
rancher
teacher
capture
culture
future
mixture
nature
pasture
picture
posture
rapture

-sure = /zhur/  -ure = /yur/

measure
injure
figure

Buddy Sort

-cher = /chur/  -ture = /chur/

marcher
stretcher
fracture
juncture
lecture
puncture
texture
turtle
culture
rupture
fixture
suture

-sure = /zhur/  -ure = /yur/

leisure
pleasure
treasure
failure

Review Unaccented Final Syllables
-cher, -ture, -sure, -ure

Show students the anchor poster and ask volunteers to say words that contain each of the final unaccented syllables shown on the poster.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards

Place the category cards for -cher, -ture, -sure, and -ure beside one another in a pocket chart. Then read the teacher word cards catcher, picture, measure, and figure aloud.

Think aloud: I hear the same final unaccented syllable in catcher and picture. Say the words with me: catcher, picture. The final sound in each word is /chur/. But catcher ends with -cher and picture ends with -ture. Now listen as I say the word measure. Measure. It ends with -sure, which has the sound /zhur/. What about figure? It ends with -ure, which has the sound /yur/.

Hold up the word cards for mixture and pasture. Ask students what the common feature is in both words. Point out that both words have the same unaccented final sound, /chur/. Place both cards in the correct column in the pocket chart.

Ask students to help you place the remaining cards, explaining why each word goes into its category.

Buddy Sort

Give pairs of students the category cards from BLM 2. Have them use word cards from BLM 4 for this sort. Have partners alternate between reading a word aloud to the other student and telling the unaccented syllable category into which the word should be sorted.

Spelling. Have students work with a partner to practice spelling this week’s words. One partner reads the words aloud and the other spells them and names each word’s unaccented syllable. Then partners switch roles.

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.
**Category Sort**

Give pairs of students the word cards from BLM 5. Read each word aloud and have students discuss the meaning of each word.

Give each pair the category cards from BLM 2. Tell students that they will sort the words according to the final unaccented syllable sounds.

Have partners work together to sort each card from BLM 5. Tell them to read each word aloud and to listen to the sounds the unaccented syllables make.

After partners have finished sorting, have pairs of students check another pair’s sort. Discuss any questions or challenges students had while sorting.

**Applying Meaning.** Give students BLM 7 and have them complete the activity, creating lists of words with unaccented final syllables.

### Category Sort

<table>
<thead>
<tr>
<th>-cher = /chur/</th>
<th>-ture = /chur/</th>
</tr>
</thead>
<tbody>
<tr>
<td>archer</td>
<td>adventure</td>
</tr>
<tr>
<td>bleacher</td>
<td>departure</td>
</tr>
<tr>
<td>butcher</td>
<td>feature</td>
</tr>
<tr>
<td>preacher</td>
<td>gesture</td>
</tr>
<tr>
<td>richer</td>
<td>moisture</td>
</tr>
<tr>
<td>sure</td>
<td>structure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-sure = /zhur/</th>
<th>-ure = /yur/</th>
</tr>
</thead>
<tbody>
<tr>
<td>closure</td>
<td>conjure</td>
</tr>
<tr>
<td>exposure</td>
<td>manicure</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.
Day Four

Second-Hand Smoke

I don’t want to lecture you about how smoking is bad for you—I bet all of your teachers have taught you that, but do you know about the ill effects of exposure to second-hand smoke? Second-hand smoke is a mixture of the smoke given off by a cigarette and the smoke breathed out by a smoker. It floats around in the air and is harmful to everyone who is around it.

Children are especially sensitive to second-hand smoke. For example, children with exposure to second-hand smoke are more likely to get sick with ear infections, cold, sore throats, and other more serious diseases. They are also more likely to get asthma. If they already have asthma, second-hand smoke can make it worse. And asthma can be very dangerous. Even dogs and cats can get sick from being around smokers!

So, what is second-hand smoke? Recent studies have shown that second-hand smoke contains harmful chemicals that stick to clothing, hair, toys, carpeting, walls, and surfaces, long after a cigarette has been put out. Have you ever walked into someone’s house and known that they were a smoker because of the way they smelled? That’s an example of second-hand smoke.

So, if you see someone smoking, take a moment to think about it. You may think that people who smoke should be allowed to have that pleasure. You may not even realize that second-hand smoke can injure you personally. But the figure doesn’t lie. Hundreds of thousands of people are affected each year by second- and third-hand smoke, and some even die. Many states have banned smoking from all public places because second-hand smoke is so dangerous. So, be sure to take care of yourself and avoid exposure to second-hand or third-hand smoke. And if you know anyone who smokes, encourage them to quit—for their health and yours!

Word Hunt

Tell students that in today’s word hunt, they will be looking for examples of words with unaccented final syllables -cher, -ture, -sure, and -ure.

Give each student a copy of the passage on BLM 9. Read a few lines and model finding and underlining words with -cher, -ture, -sure, and -ure. Then ask students to complete the word hunt on their own.

Say: Find all the words that have the same final syllable spelling as pitcher. Then find all of the words with the same final syllable spelling as capture. Next, find all the words that have the same final syllable spelling as measure. Last, find all of the words with the same final syllable spelling as figure.

When students have finished underlining the words, have them sort the words by unaccented syllables in their word study notebooks.

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: hermit, pearly, teardrop.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: nature, pleasure, figure.

Dictate the following sentence and have students write it on their papers: For pleasure, our science teacher likes to hike and explore nature.

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.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with unaccented final syllables -cher, -ture, -sure, -ure.

Students can continue their search for words with these endings in magazines and newspapers at home.

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.
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 unaccented final syllables using the Quick-Check for Unit 16.

Suggestions for Independent Practice

Spell It. Give pairs of students twelve word cards. Partner A reads the first card and then listens as Partner B spells the word aloud. Partner A corrects Partner B as needed. Then partners alternate reading the word on the word card and spelling it aloud. The object is to spell all words correctly.

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. Give pairs of students a set of word cards. Ask them to deal out six 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, measure and pleasure. 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 Find. Have pairs of students create and solve word finds. Give each student three word cards and a sheet of plain paper. Have them write each word forward or backward in vertical or horizontal columns. Then have them add random letters to complete each column and row. You may wish to model creating the word find on the chalkboard before students begin. After partners have each created a word find, they should swap word finds with another pair and solve.
Unit 16 Quick-Check: Unaccented Final Syllables -cher, -ture, -sure, -ure

Choose Words
Directions: Choose the word that has a final syllable that matches the target word.

1. rancher posture teacher failure
2. pleasure injure pitcher leisure
3. culture mixture preacher conjure

Apply
Directions: In the space below, list three to five words you know that have the unaccented final syllables -cher, -ture, -sure, -ure.

____________   ____________   ____________   ____________   ____________

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>-cher = /chur/</th>
<th>-ture = /chur/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-sure = /zhur/</td>
<td>-ure = /yur/</td>
</tr>
</tbody>
</table>

Word Bank
marcher, feature, figure, injure, nature, capture, stretcher, puncture, closure

Think and Write about Unaccented Final Syllables -cher, -ture, -sure, -ure
Directions: In the space below, explain how understanding words with the unaccented final syllables -cher, -ture, -sure, and -ure helps you as a reader, speller, and writer.