

## Robot Syllable and y as a vowel

# Unit 14: One more /er/ spelling: er, ear, o

|         |         |              |
|---------|---------|--------------|
|         |         |              |
| second  | another | sister       |
| above   | wonder  | number       |
| person  | tiger   |              |
| brother |         |              |
|         |         | Tricky Words |
| heard   | doctor  | father       |
| earth   |         | family       |

### Picture Code Cards for review

PCCs or LSCs    ō, o/ʊ/\*, ū, y/ē/, ar, er\*, ir, or, th, th, ur, ve, a/ū/, e/-/

\* Introduced in this Unit



## Unit Focus

Ernest Er is the other brother in the **er/ir/ur** family of Vowel Stealers who all say their last name in words – but insist on spelling their surname differently! There is a reason that Ernest Er appears at the end of longer words much more often than Irving Ir and Urgent Ur. It is because Ernest Er has longer legs and wears sneakers that make him a much faster runner than his other robber brothers. So he usually gets to the end of words ahead of them. In a few words another Vowel Stealer gets to the end first. Then he causes even more trouble by mimicking Ernest Er's /er/ sound, as in **doctor, actor, and favor**.

Children also learn words with Oscar Orange's Bothersome Little Brother. He shares the letter **o** with Oscar, but Bothersome Little Brother has not yet learned to say /ō/. Instead he just says /ū/ in words, as in **from** and **second**. He also turns up in a number of words with Ernest Er, e.g. **brother, another, wonder, and person**.

| List A  |         | List B  |          | List C |         |
|---------|---------|---------|----------|--------|---------|
| sister  | heard   | winter  | favor    | tiger  | another |
| second  | number  | search  | from     | learn  | person  |
| tiger   | another | other   | color    | sister | early   |
| earth   | wonder  | learn   | thunder  | bother | second  |
| person  | above   | farther | number   | doctor | heard   |
| brother | doctor  | wonder  | computer | above  | actor   |

| Diagnostic Words            |                                |                              |
|-----------------------------|--------------------------------|------------------------------|
| winter, other, learn, actor | doctor, brother, heard, sister | earth, color, other, thunder |

**Tricky Words:** father, family

**Story Words:** favorite, toddled, grapefruit, type

**Review Words:** nurse, Thursday, thirty, sports, large, wrong, knife, own

**New Spelling Sentences:**

I wonder where the rainbow colors come from.

My father will take me to the doctor.

## Day 1

### Phonics concept review

Display the picture side of the PCCs **ir** and **ur**. Have children recall the story logic for each. Then show the plain letter sides and have children give the sound.



### ✓ Materials

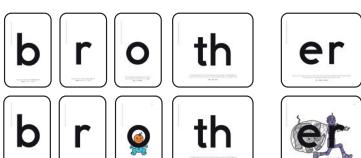
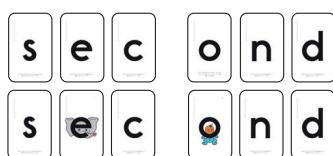
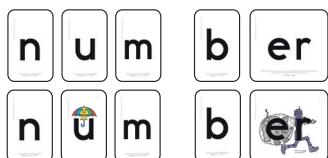
- Picture Code Cards (PCCs) for Review plus ā, ā, a/ū/, b, c, d, ě, f, g, h, ī, ī, m, n, o/ū/, p, r, s, t, ū, ch, er, th, a/ū/, t, ū, v, w, y/ē/, ch
- Write this sentence on the board or project it: **Ernest Er is a faster runner than his other robber brothers.**
- Unit 14 Word Cards, List A, B, or C on the pocket chart as shown
- Special Unit 14 Word Card **ear/ur/**
- A 'robber sack' or backpack for Ernest Er
- Unit 14 Student List

### ✓ Independent/Partner

- Write words & sentences, p.24
- ✓ **Homework**
- Read the Student List, p.24



Picture Code Cards



## Introduce new concepts

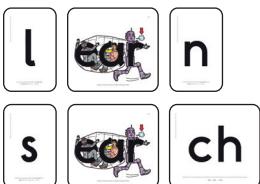
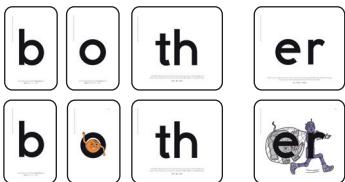


**PCCs:** b, c, d, ě, f, g, ī, l, m, n, o/ū/, p, r, s, t, ū, ch, er, th, a/ū/

**Special Unit 14 Word Card:** **ear/ur/**

**Words:** **number, tiger, from, second, brother, mother, other, another, person, learn, search**

- Display the picture side of the **er PCC** and write Ernest Er's name to show its spelling.
- You may have met this brother of Urgent Ur and Irving Ir. His name is Ernest Er. Let's say his name together. "**Ernest Er.**" Show the plain letter side. Just like his brothers, Ernest Er says /er/. Push the PCC forward several times for children to repeat the sound: "/er/ /er/..."
- Build the word **number (num-ber)**. Make a space between the syllables and guide children through the steps to decode this word.
- Then share more about Ernest Er. When spelling a word with the /er/ sound it can be very tricky to decide which brother to use, but when we have a longer word like **number** with /er/ at the end, it will usually be Ernest Er. Do you know why? (Call on children if they remember from the previous level.) Refer to the sentence you have prepared on the board or for projection: **Ernest Er is a faster runner than his other robber brothers.** Read the sentence to and then with the children. That is why he usually beats his brothers in a race to the end of the words. Have a few children circle each **er**. Did you discover that all the **er's** are at the end of the words? Have children examine the PCC pictures to decide why Ernest Er is faster (e.g. Are his legs a bit longer? Is it because of his sneakers? Or both reasons? Let them decide.)
- Make **tiger (ti-ger)** and follow the steps with the children to decode this word.
- We've been talking about the **er/ir/ur** brothers, but do you know who else has a brother in Letterland? Here are some hints. He is the youngest Letterlander, and he's the brother of a vowel Letterlander. Yes, it's Oscar Orange's Bothersome Little Brother. Show the picture side of **o/ū/**.
- 'Bothersome' means he has a way of bothering us. Do you know why he bothers us? Show the plain letter side. He's **bothersome** because his letter looks just like Oscar Orange's letter, but since he's just a baby he hasn't learned how to say /ō/ yet. He just says /ū/. He tries, but every time - out comes 'uh' instead.
- Make **from** with the picture side of **o/ū/**. Follow the steps to decode it. Little Brother is especially bothersome because he likes to be in a Closed Syllable, just like his brother Oscar Orange. But in a way that's no surprise, because little brothers often like to do what their big brothers do.
- Make the word **second (sec-on-d)** with plain letters and follow the steps to decode it, except for the syllable **ond**. After children determine that it is a Closed Syllable, add: Now, we know two Letterlanders who could be hiding behind this **o** in a Closed Syllable. It could be Oscar Orange or it could be...? "**Bothersome Little Brother.**" What we need to do is try both of their sounds in this syllable and see which one makes a real word. Guide the children in finger tapping the second syllable two ways, "/ō/ /n/ /d/, /ōnd/" and "/ū/ /n/ /d/, ūnd." Have them say each one with the first syllable to decide that /secünd/ sounds right so it must be Bothersome Little Brother. Turn the PCC over to confirm it.
- Make **brother (broth-er)**. Lead children to decode **brother** with the steps. It is funny that here we have two very different brothers that we've just learned about. So here's Bothersome Little Brother and Ernest Er, the faster running Er brother, both in this word.
- In fact there are quite a few words with Bothersome Little Brother and Ernest Er, the faster runner in them. Take away **br** in **brother** to make **mother**, then **other**. Let children read these rhyming words without the usual steps.



## Tricky Words

father

family



- Make the word **bother** (**both-er**) and work through the steps guiding children to discover that Oscar Orange is making his sound in this word.
- Make the word **another** (**an-oth-er**) and then **person** (**per-son**) and follow the usual steps syllable by syllable. Then point out that Ernest Er isn't always in the last syllable.
- Display the special **ear/ur/** card that is included in your *Word Cards* for Unit 14. *Sometimes Ernest Er runs so fast that he picks up another vowel and doesn't even notice! He just keeps saying /er/.* Make **learn** and **search** for finger tapping, using the picture side of the special **ear** card. (The opposite side is blank).

## 'Live Reading'



PCCs: ā, c, d, f, h, ī, ī, n, ō, o/ū/, r, s, s/z/, t, v, w, er, or, th, th

Special Unit 14 Word Card: **ear/ur/**

Words: **sister, winter, wonder, other, heard, earth, doctor, favor**

- Distribute the consonant PCCs. Let two children share **er** as shown in the left margin and have two more share the **or** card. You could also have three children holding the special **ear** card. Have the children with these PCCs all stand to the left of the class showing the picture sides. When you build a word have them pretend to race into it with the **er** pair always arriving at the end of the word first, except for the final two words (**doctor** and **favor**). As you build each word give the other vowels out to children who keep the picture side hidden until the class predicts the sound.
- Line children up to form the words **sister** and then **winter**, and have the rest of the class follow the steps to decode them. (Use the plain letter side of the **s/z/** PCC for the second **s** in **sister** to represent the usual /s/ sound.)
- For words with an **o** in a Closed Syllable (e.g. **wonder, other**) call a child up to hold the **o/ū/** or **ō** PCC showing the class only the plain letter side. Then follow the steps to decode including have children try both sounds for the **o** in the Closed Syllable.
- Build the words **heard** and **earth** with the special **ear/ur/** card from the *Word Cards* for Unit 14.
- For the words **doctor** and **favor** explain that sometimes Orvil Or actually gets to the end of the word before Ernest Er, but wily Orvil Or usually says /er/ when he is in the final syllable. Have the children with **er** and **or** PCCs pretend to race to the end of the word with Orvil Or winning this time. You could have children speculate about why Orvil Or gets to the end of these words first and why he says /er/.
- Read the new *Word Cards* in columns on the pocket chart with the class using the Tractors, Trains, Planes and Helicopters activity.

## Small Group

### Teacher builds words for reading



PCCs: ā, ā, b, c, d, f, l, m, n, ō, o/ū/, n, p, t, ū, ū, v, y/ē/, ar, er, or, th, th, ve

a/ū/, e/-/

Special Unit 14 Word Card: **ear/ur/**

Words: **thunder, farther, bother, computer, above, early, learn, actor, favor**

- Make a space between the syllables and follow the steps (**thun-der, far-ther, both-er, com-pu-ter, a-bove, ear-ly, ac-tor, fa-vor**).
- Write the Tricky Words as shown. Practice them with the 3-by-3 Strategy.
- Read the Student List.

## Day 2

### ✓ Materials

- PCCs for Review plus **b, c, d, g, h, ī, ī, m, n, p, r, s, s/z/, t**
- Letterland Word Builders or other letter sets
- Word Detectives
- Unit 13 Student List

### ✓ Independent/Partner

- Read Review Sentences with two partners, p.28
- Quick Code the word list written on Day 1, p.29

### ✓ Homework

- Look-say-cover-write, p.29

## Quick Dash



**PCCs:** ď, o/ū/, ī, y/ē/, ar, er, ir, or, th, th, ur, ve,  
a/ă/, e/-/

## 'Live Spelling'



**PCCs:** b, c, d, g, h, ī, ī, m, n, ď, o/ū/, p, r, s, s/z/, t, ī, er, or, th, th

**Special Unit 14 Word Card:** ear/ur/

**Words:** tiger, sister, other, brother, bother, number, heard, earth, doctor

- Distribute PCCs. Let two children hold **er** together and two more hold the **or** PCC. You could have three hold the special **ear** Word Card for Unit 14.
- Use the steps to spell each word (**ti-ger, sis-ter, oth-er, broth-er, both-er, num-ber, heard, earth, doc-tor**).

## Word Detectives



Read the sentences *to* and *with* the children, and guide the Quick Coding as shown. The vowel sound in the second syllable of **crayon** maybe /ō/ or /ū/ depending on individual pronunciation.

I came early so I can be the  
first person on the computer.  
I wonder if I can find the right  
crayon to color the tiger's  
stripes.

Larger version of Quick Coding for each Unit is included in Word Detectives Key  
(TG TR|Unit Activities)

## Small Group



### Children build words

**Letters:** a, b, c, d, e, f, h, m, n, o, p, r, s, t, u, v, w

**Words:** above, number, wonder, person, bother, computer, favor, actor

- Review Tricky Words.
- Read Review Sentences.

## Days 3 to 5

Unit 14 - 1/3 Unit Stories Grade 2

**Bothersome Little Brother**

Characters:  
Oscar Orange      Narrator 1      Narrator 2  
Everyone      Sister Orange      Little Brother  
Big Brother      Mother Orange

Story Words:  
favorite      type      grapefruit      toddled

Words to Decode:  
supposed      bothersome

Oscar Orange: Hi! I am Oscar Orange and I wrote this play about a family of oranges. It wasn't really my family, it was just made up. But my story family does have a bothersome little brother, who is a lot like my little brother.

**Oscar's Play**

Narrator 1: Once upon a time, there was a family of oranges. They lived on the corner of Orange Street and Seed Street in a house that was painted their favorite color. Can you guess what it was?

Everyone: Orange!

Narrator 2: You are right! And in this house there lived a Mother Orange, a sister named Sister Orange, a big brother named... (continues)

Everyone: Big Brother Orange?

Narrator 1: You are right and there was Father Orange and there was another brother who was just a baby. Big Brother and Sister Orange were very bothersome, and do you know what they called him?

Unit 14 Story, TG TR

Refer to pages 30–40 of the 5 Day Unit Plan instructions for Days 3 to 5.



## Day 3: Unit Story

- Before reading 'Bothersome Little Brother' to the children: Ask them if they have younger brothers or sisters? Do they remember when they first began to talk?
- After reading: Have children retell this story using the 'Story Stone' activity (p.303).