

Lesson 9

UR

Objective

This lesson teaches phonogram ur and words containing ur.

You Will Need

- ☐ *Roar into Spelling* pages 67-72
- ☐ letter tile ur
- ☐ Phonogram Card 46
- ☐ Sound Card 46
- ☐ Silent E Book
- ☐ Word Cards 51-60

Before You Begin

Preview Phonogram UR

Phonogram ur says /er/ as in *nurse* and is the second most common spelling of /er/. Read the following examples and listen for the /er/ sound.

turn	church	burn	return	curb
purse	turtle	burger	fur	sturdy

There are six main ways to spell the sound of /er/. In the following sentence, these spellings are represented in order of frequency in English words: *Her nurse first works early on the journey.* Because there are multiple ways to spell /er/, we will continue to introduce just one spelling at a time.

When we practice the Phonogram Card for ur, we say “/er/ as in *nurse*.” This phrase distinguishes ur from the other ways of spelling /er/, such as er.



The ur tile is stored under the Sound of /er/ category.

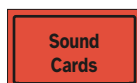


Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ur phonogram sound.

Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.

Review

(continued)

Rule
Cards

Review a selection of Rule Cards from behind the Review divider.

Word
Cards

Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.



Are you remembering to shuffle the Word Cards before dictating them? Dictate review words with a variety of patterns.



Read through the Word Bank for AY/AI.



Build the word **c r a d l e**.

“Divide this word into syllables.” *Student counts back three letters and divides.*

“Is the a long or short?” *Long.*

“Why is it long?” *It is at the end of a syllable. It is open.*

“What does the first syllable say?” */crā/.*

“What does the second syllable say?” */dl/.*

“What is the job of Silent E?” *To add a vowel to the syllable.*

“Label the syllables.” *Student uses the Open and Pickle tags.*

New Teaching

Teach Phonogram UR

“We have a new tile today.”

Move the **ur** tile into the workspace.

“This phonogram says /er/. Repeat after me: /er/.” *Student repeats the sound.*

“Tiles for the sound of /er/ are stored in their own category, Sound of /er/.” Point to the category label.

New Teaching

(continued)

Phonogram
Cards

Take out Phonogram Card 46 and practice it with your student. Be sure to say the full phrase: “/er/ as in *nurse*.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

Teach Sound Card 46

Sound
Cards

Take out Sound Card 46.

“I am going to dictate a sound. Write the two letters that work together to make that sound.”

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in her dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.

Teach Words with UR

“Repeat these words after me and listen for the /er/ sound: *turtle*, *purse*, *church*.” *Student repeats the words.*

“In each of these words, the /er/ sound is spelled with ur.”

Build the word **b** **ur** **n**.

“Read this word.” *Burn*.

“What does the ur say?” /er/.

“Good. There are several ways to spell the sound of /er/, and ur is the second most common way.”

“I will dictate some words for you to spell. The /er/ sound in each of these words is spelled with ur.”

Dictate the following words.

turn

hurt

fur (soft fur)

New Teaching

(continued)

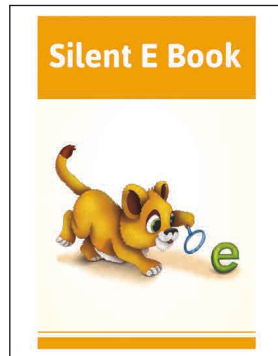
Label Syllable Types

Build the following words with letter tiles. Have your student divide the words into syllables and label with the proper syllable tags.

return		purple	
Open Syllable	Bossy R Syllable	Bossy R Syllable	Pickle Syllable
r e	t ur n	p ur	p l e

disturb	
Closed Syllable	Bossy R Syllable
d i s	t ur b

Identify the Job of Silent E



Take out the Silent E Book.

Build the word **n ur s e**.

“In this word, Silent E is added to keep *nurse* from looking like a plural word.”

Remove Silent E. **n ur s**

“Without Silent E, the reader would have to figure out whether *nurs* is a plural word.”

“You know that this is the fourth job of Silent E. Add *nurse* to Job #4 in your Silent E Book.”

Have your student identify the job of Silent E in each of the following words and then add them to the Silent E Book.

middle (Job #5)

these (Job #1)

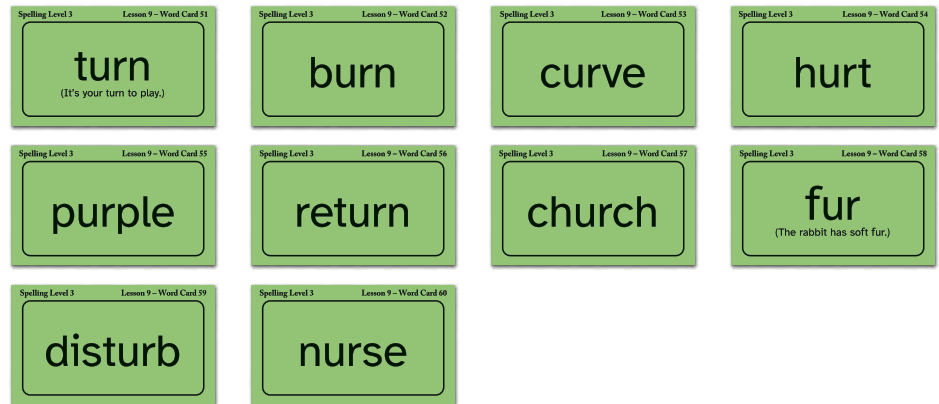
curve (Job #3)

New Teaching

(continued)

Spell Word Cards 51-60

Dictate the words and have your student spell them in her dictation notebook.



File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

curb	turtle	curl	blur
spur	lurk	blurt	churn
burst	purse	yogurt	slurp
surf	murmur	hurdle	urgent
survive	urge	gurgle	

Complete Activity Sheet (Optional)

“It’s time to swim with the sea turtles!”



Swimming Sea Turtles

Remove pages 67-70 from the *Roar into Spelling* activity book.

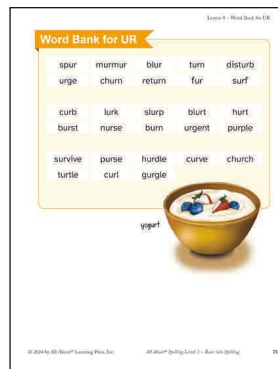
Cut out the sea turtle cards and place them in a pile with the illustrations of the turtles on land facing up.

Choose twelve words from this lesson that you

think would most benefit your student to practice. Dictate the words one by one and have your student write each word on one of the turtle cards. If she spells the word correctly, turn the card over to reveal the swimming sea turtle and add the card to the underwater scene.

Continue until all the sea turtles are happily swimming and your student has practiced all twelve words.

Read Word Bank for UR



Turn to page 71 in the activity book.

Have your student read through the Word Bank for UR to improve visual memory. Since there are multiple ways to spell the sound of /er/, we want students to become very familiar with the words in this Word Bank before the next spelling is introduced.

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in her dictation notebook.

It is our turn to raise the sail.

Do not burn the rice!

Run to the curve and jump over the hurdle.

She hurt her finger on a broken nail.

I have an urge to curl up on the carpet.

Return the pile of hay to the barn.

Pam and her sister murmur in church.

I said geese do not have fur!

Did that noise disturb the horse?

Must you slurp the purple yogurt?

The nurse had an urgent call.

That turtle was a blur as it sped by!

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 72 of the activity book.

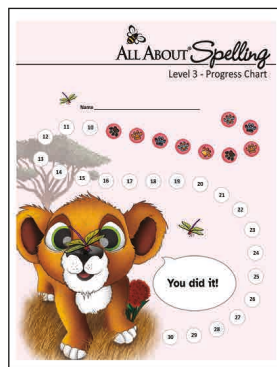
“You can spell *turn*. Now spell *nocturnal*, as in *Owls are nocturnal creatures*.” *Student writes turn on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable(s).

- | | |
|----------------------|--|
| 1. nocturnal | Owls are nocturnal creatures. |
| 2. outburst | Stan apologized for his angry outburst. |
| 3. blurry | Everything is blurry without my glasses. |
| 4. curlicues | The calligraphist added curlicues to her letters. |
| 5. slurped | Marlon slurped his tea and said “Ahhhhh!” |
| 6. surfers | The surfers rode the waves until dusk. |
| 7. auburn | Gold and auburn leaves drifted to the ground. |
| 8. disturbed | Our barking dogs disturbed the neighbors. |
| 9. returnable | I don’t think these broken pencils are returnable. |
| 10. churning | Blanche has been churning that butter for days. |
| 11. blurted | The culprit blurted out, “Okay, it was me!” |
| 12. murmurs | Murmurs of surprise rippled through the crowd. |

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have her mark Lesson 9 on the Progress Chart and move on to the next lesson!

Did you know I'm a
nocturnal beast? Yup, I sleep
in the daytime! But today I had antelope
indigestion and was wiiiiide awake ... so I wrote
this acrostic poem to tell you more about me!

Every night I clean my golden FUR.
LURK? Behind bushes? ME??? (wink, wink)
When I run, I'm a BLUR!
On hot days I SLURP at the watering hole.
Oh, how I MURMUR and PURR when I nap, but ...
Dragonflies on my nose DISTURB me!

Now it's *your* turn
to tell me all about you!





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