

► Write the words from the box that complete each sentence.

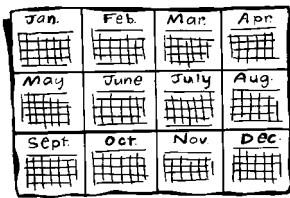
beard cheers hear tear steer year

1.



You h music with your ears.

2.



There are 12 months in a y.

3.



The man has a long b d.

4.



I like to st my bike.

5.



The t runs down the baby's cheek.

6.



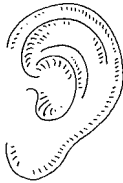
The crowd ch s.

To the Teacher Read aloud the activity directions and guide a volunteer to complete the first item. Help children work through the exercise. Point out that there is no rule that tells when to use *ear* or *eer* for the /ir/ sound, but that they will remember the spelling the more they read and use words with this pattern. Then list these words on the board: *ear, deer, beard, tear, cheer, near, clear, hear, fear, steer, and sheer*. Underline an *-ear* and circle an *-eer*. Invite children to the chalkboard to do the same for the remaining words on the list. Together, read the words aloud, and ask children to tug an earlobe every time they read a word with an *-ear* spelling. Ask them to cheer every time they read a word with an *-eer* spelling.

► Write the words from the box that make each sentence tell about the picture.

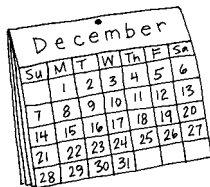
beard **cheers** **hear** **nearby** **steer** **year**

1.



You _____ sounds with your ears.

2.



December is the last month of the _____.

3.



The man has a funny _____.

4.



I can _____ my bike.

5.



The _____ of the crowd were loud at the basketball game.

6.



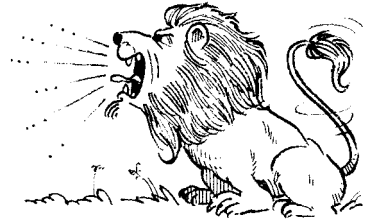
My friends live _____.

To the Teacher Read the word list aloud, stressing the long e sound. Have children repeat the words after you. Write two headings on the board: *-ear* and *-eer*. Write the spelling words *clearing*, *pioneer*, *reindeer*, and *peer* under their respective headings, circling the vowel pattern and pronouncing them as you do so. Ask volunteers to come to the board and write words from the box where they belong. Have them circle the vowel pattern and pronounce the word. Then read aloud the directions and model completing the first item. As they work through the activity, encourage children to share context clues, pictures, and background knowledge that help them understand the sentences and spelling words.

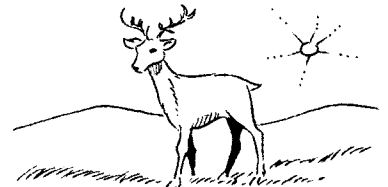
► Read each question. Write a word from the box under the picture that answers the question.

nearby orchards survive tame wild frontier

1. Who is tame?



2. Who lives in the wild?



3. Who is in the orchards?



4. Who is nearby the girl?



To the Teacher Read aloud the directions and have children read aloud the words in the box with you. Then read aloud the first item. Guide children to write the word under the correct picture and say the sentence aloud. Then ask children to name other animals that are *tame*. Create a word web on the board using the word *tame* and the animals that children name. Repeat the procedure for the second item, asking children to name animals that are *wild*. For item #3 ask students to name fruits found in *orchards*. For item #4, ask students to act out standing *nearby*. Have students complete this sentence frame with the remaining vocabulary words:
Johnny Appleseed was able to (survive) in the (frontier).

► Find the word that has the same sound as the underlined letters in the first word.

Example: deer

- dare
- clear
- hair

1 cheer _____

- hear
- chair
- care

 **Tip**

Listen only to the vowel sound that is underlined.

2 yearly _____

- yawn
- deer
- heard

 **Tip**

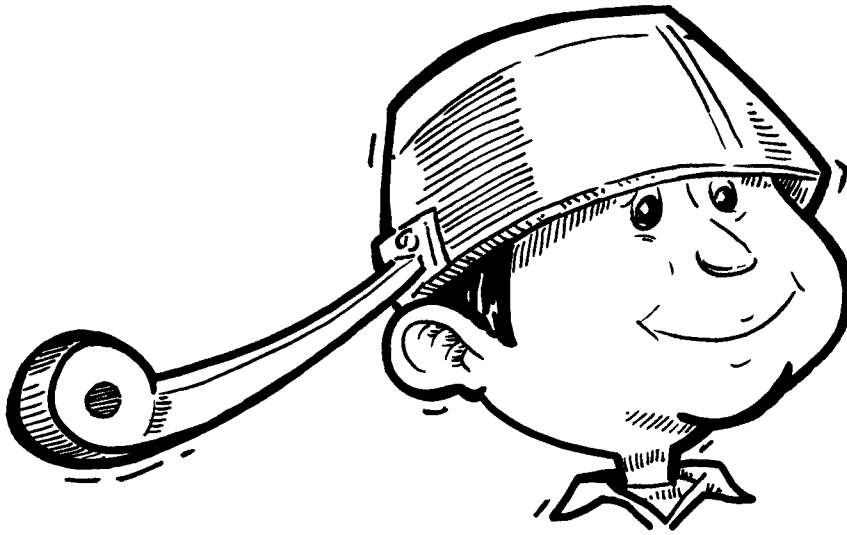
Read the whole word.
Listen closely to the vowel sound.

3 engineer _____

- fear
- parent
- scare

To the Teacher Distribute the following sound patterns on index cards: ear, eer. Ask children to look at each card as you sound them out together. Ask children what they notice about the sound of each card. (*The sounds are the same.*) Read aloud the directions and model completing the first item. Have children look at the underlined letters of the first word. Then have them repeat the sound. Keeping both index cards as references, have them choose the word from the list that makes the same sound.

► Read the story. Then complete the sentences.



Johnny wore a gray pan on his head. It had a long handle. The pan kept Johnny's head dry. It fit his head perfectly.

- 1 Johnny's pan was
 - blue.
 - white.
 - black.
 - gray.

- 2 How did the pan fit Johnny's head?
 - The pan fit perfectly.
 - The pan was too small.
 - The pan was too big.
 - The pan was too heavy.

- 3 Write one more detail about the pan.

► Circle the word that answers each riddle.

1. I am what you put jelly in.

What am I?

star jar park



2. I am the opposite of near.

What am I?

farm far star

3. I am the opposite of light.

What am I?

charm shark dark

4. I am what dogs say.

What am I?

bark shark charm

5. I wake you in the morning.

What am I?

charm alarm lark



To the Teacher Write all of the answer choices on the board and have volunteers read them aloud. Together with the children, use pictures, pantomime, and discussion to tell the meaning of each word. Then read aloud the activity directions and ask a volunteer to model completing the first item. When the children complete the page, ask them to draw a picture to go with each riddle.