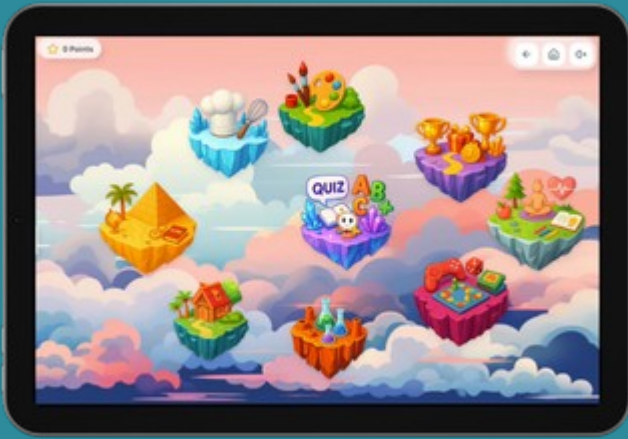




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Year 1 Set 15 ear, eer and ere

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Book 4: What Can We Hear? (Colour) (Non-fiction)



A Deer Is Near



A deer is near.
It can hear a loud sound.



The deer can hear me.
I sit still.



I sit on a log.
The deer is near.



The deer can see me.
It can feed here.



I am glad.
The deer has no fear.

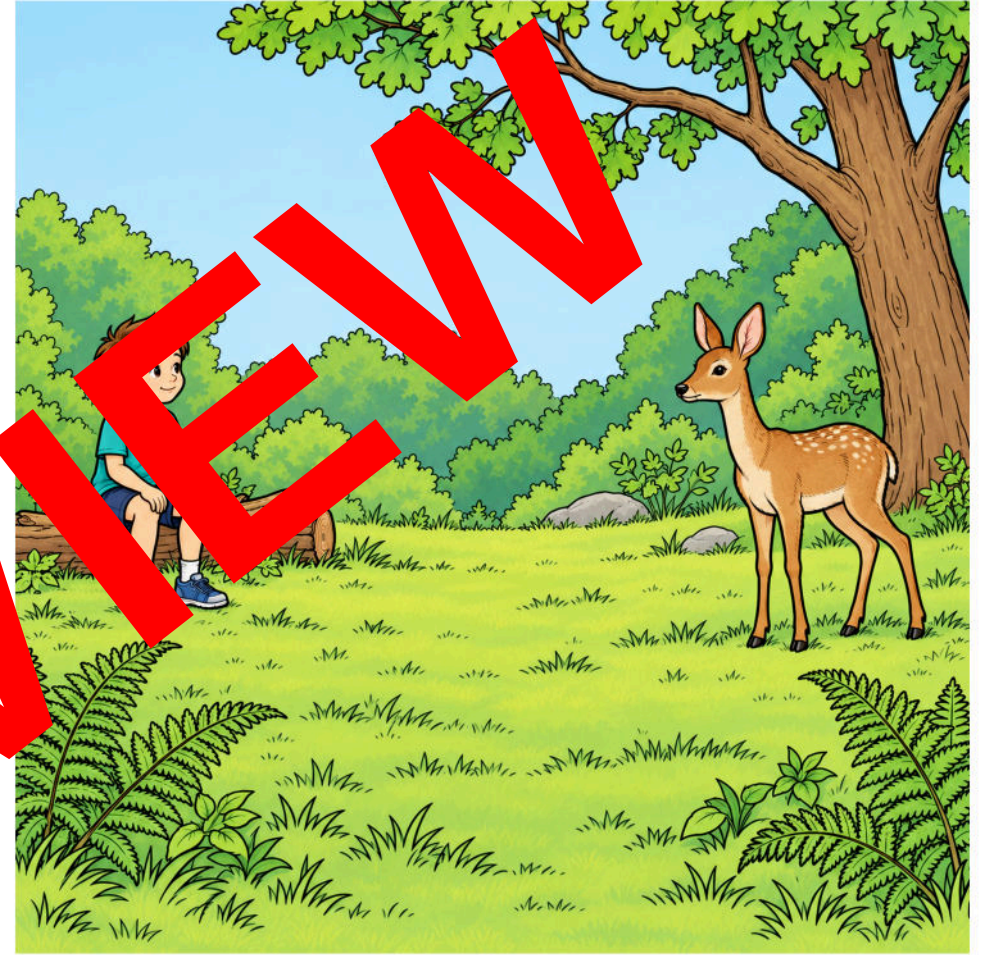
A Deer Is Near



A deer is near.
It can hear a loud sound.



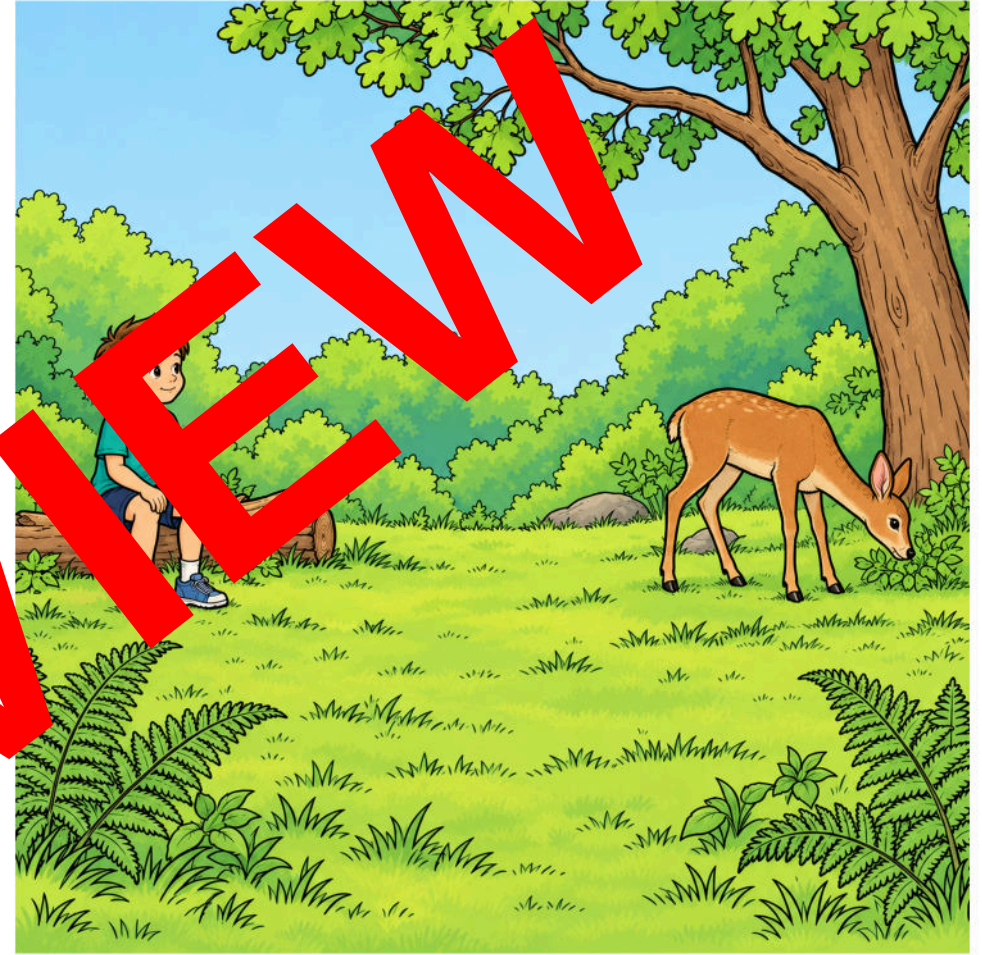
The deer can hear me.
I sit still.



I sit on a log.
The deer is near.



The deer can see me.
It can feed here.



I am glad.
The deer has no fear.

Hear A Cheer



A ball is near a wall.
The team is here.



I can see the ball.
I can hear a cheer.



I kick the ball.
It is in the goal.



The team can see it.
We hear a loud cheer.



We all cheer.
The team is here.

Hear A Cheer



A ball is near a wall.
The team is here.



I can see the ball.
I can hear a cheer.



I kick the ball.
It is in the goal.



The team can see it.
We hear a loud cheer.



We all cheer.
The team is here.

Deer



A deer has ears.

It can hear.



Look at each ear.

Deer can hear a soft sound.



Deer can eat a green shoot.

Deer can eat bark.



Deer can hide near a tree.

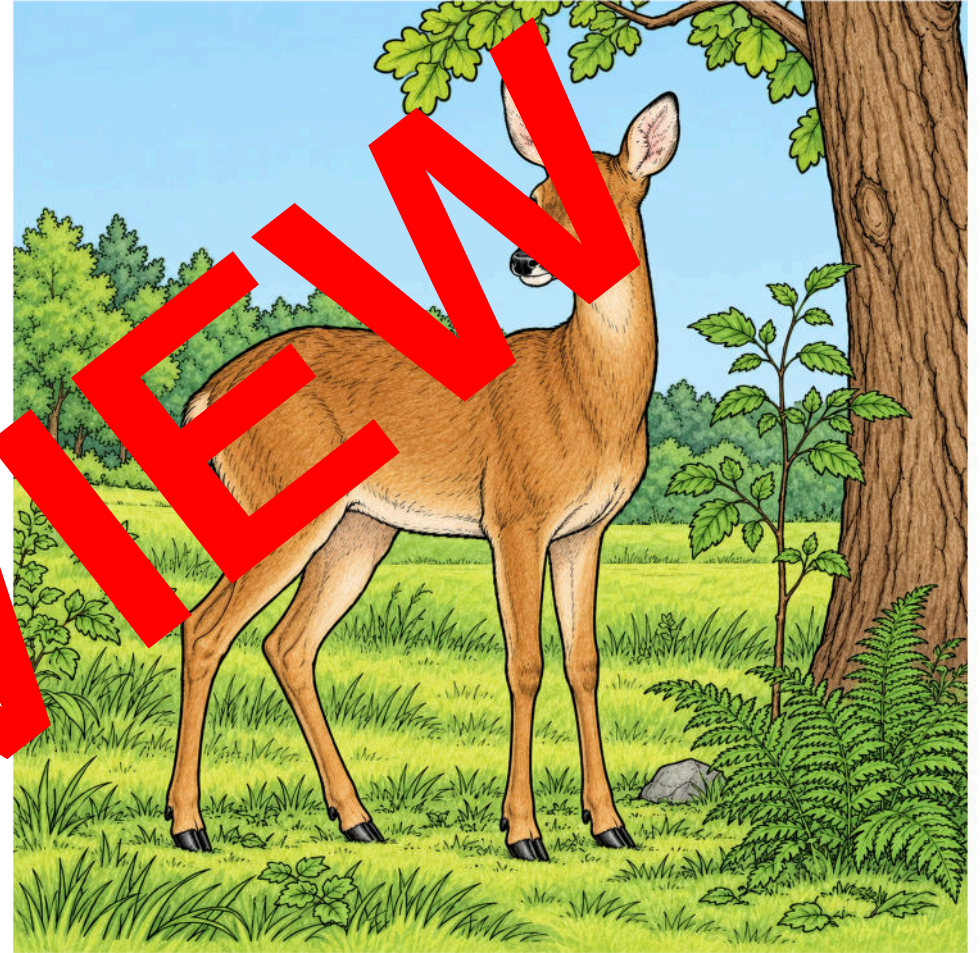
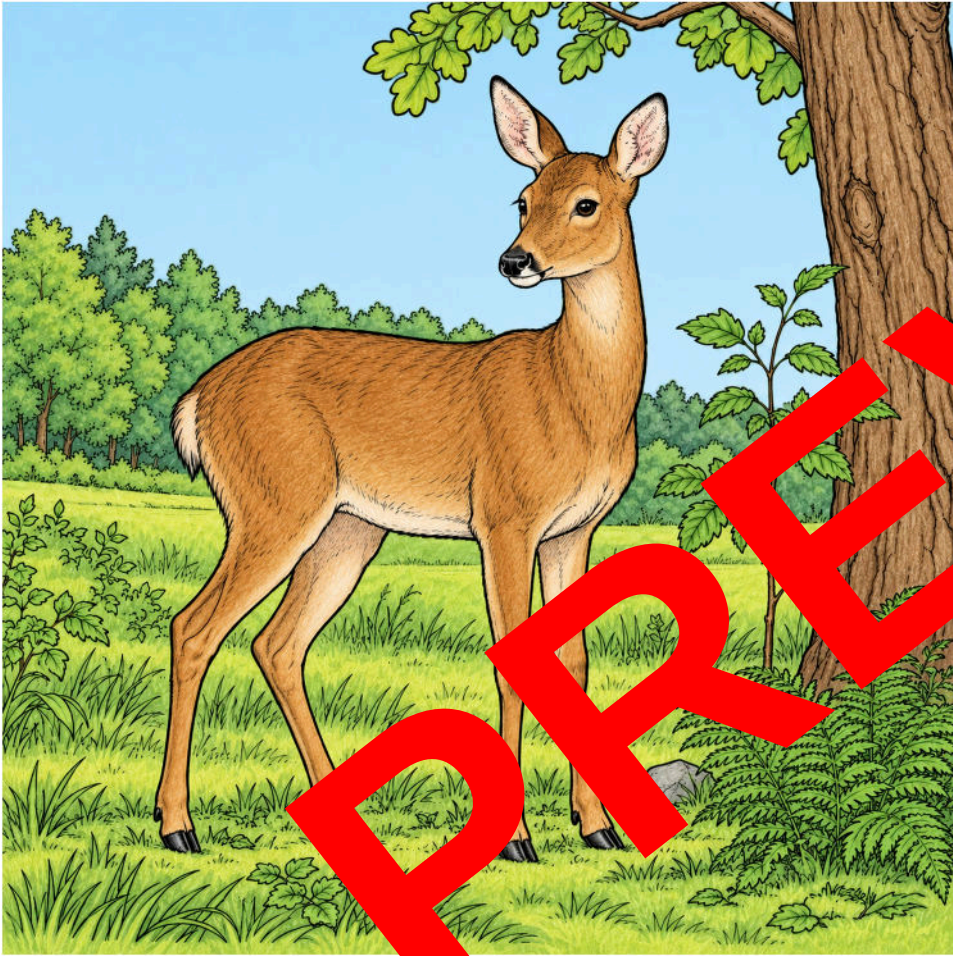
Deer can stand still.



If deer are near, stand still.

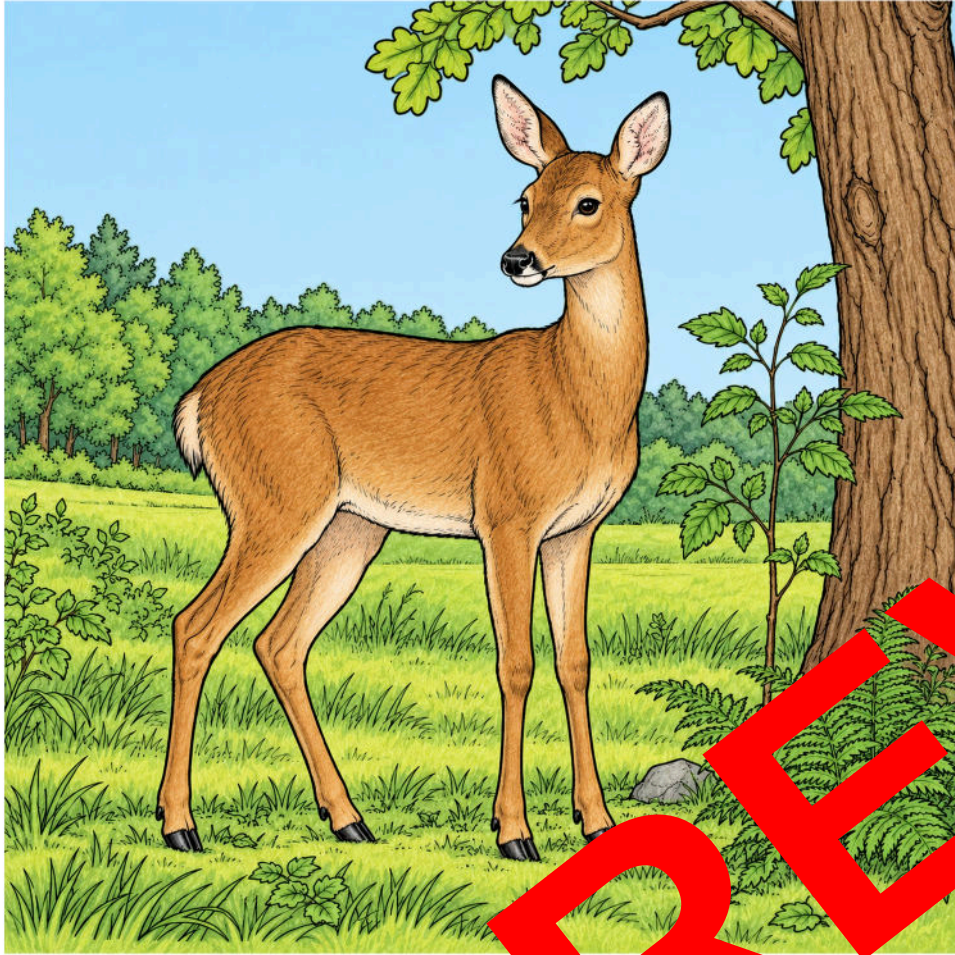
Let deer feed.

Deer



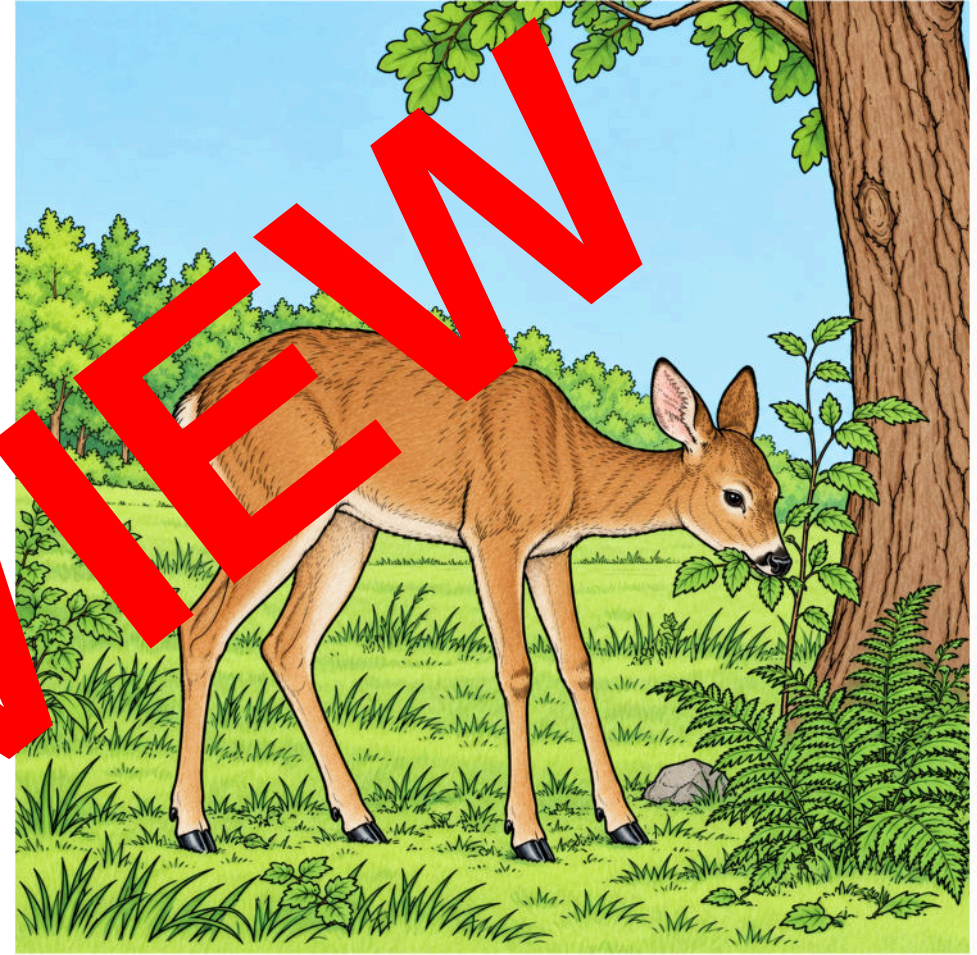
A deer has ears.

It can hear.



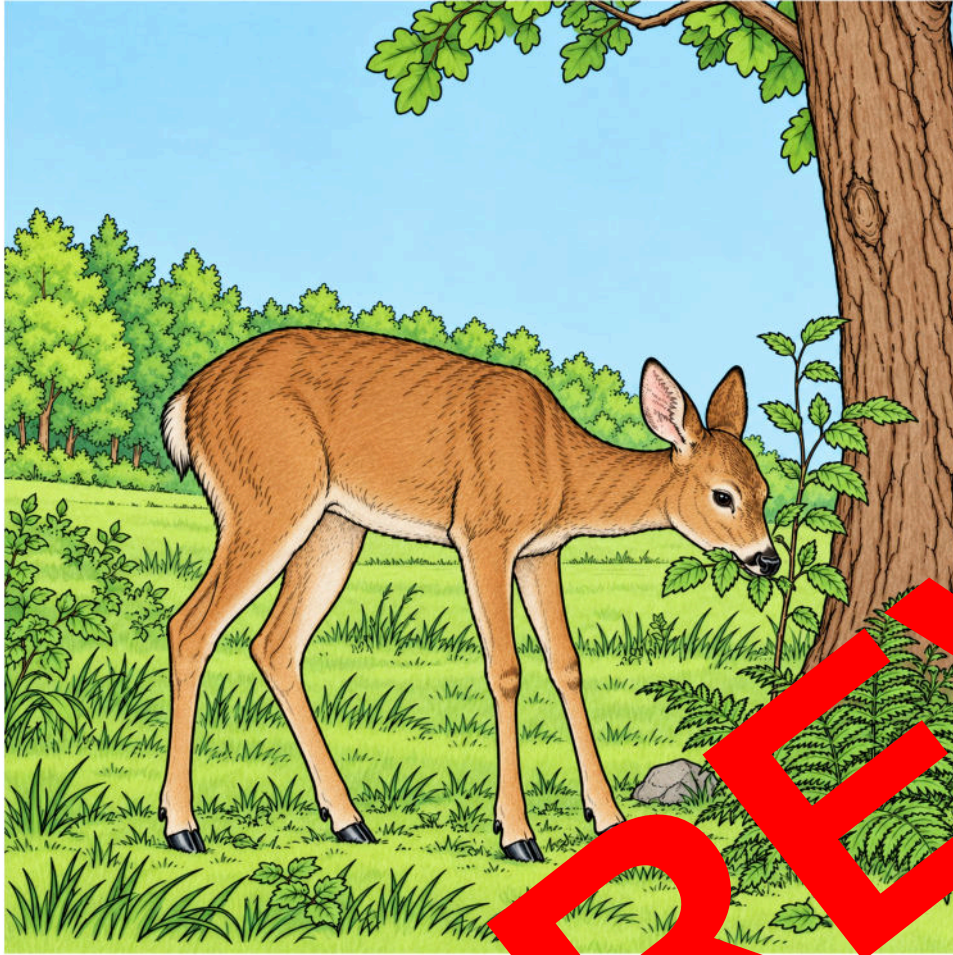
Look at each ear.

Deer can hear a soft sound.



Deer can eat a green shoot.

Deer can eat bark.



Deer can hide near a tree.

Deer can stand still.



If deer are near, stand still.

Let deer feed.

What Can We Hear?



We can hear a bell.

A bell can ring.



We can hear a drum.
A drum can boom.



We can hear the sea.
The sea can be loud.



We can hear a sheep.
A sheep can bleat.



Sit here and be still.
What can we hear?

What Can We Hear?



We can hear a bell.

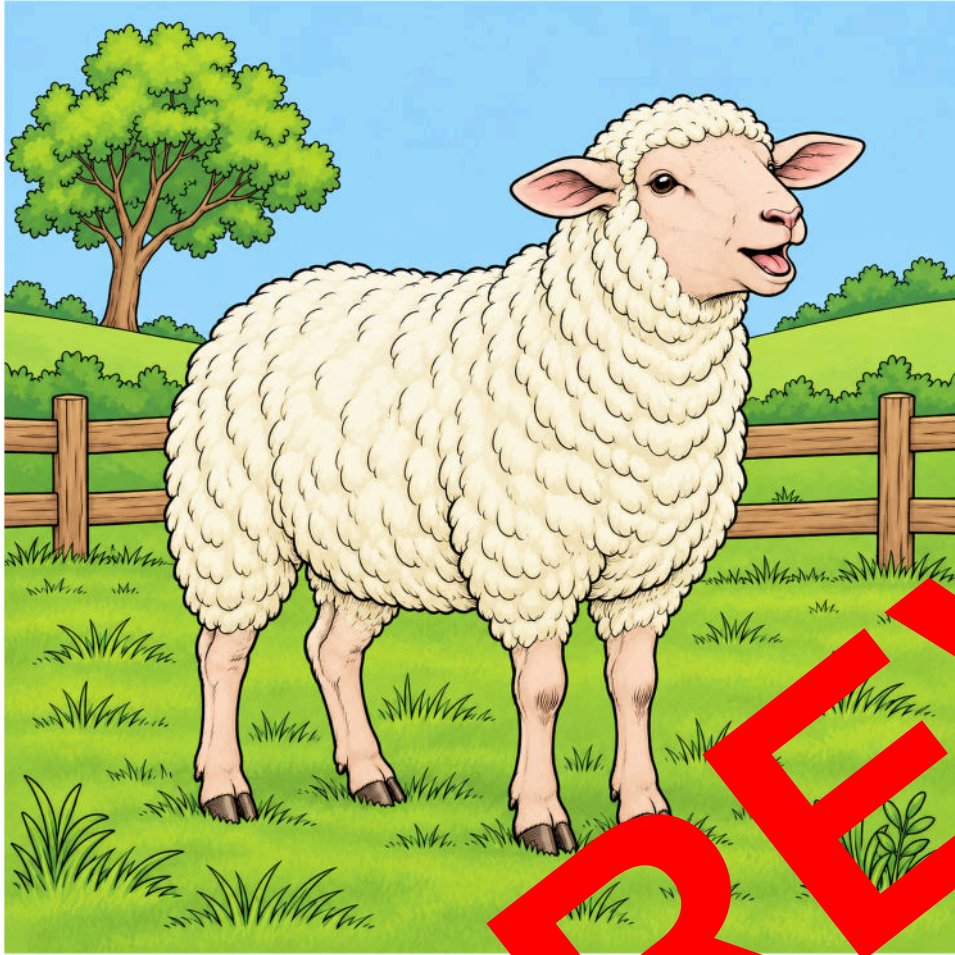
A bell can ring.



We can hear a drum.
A drum can boom.



We can hear the sea.
The sea can be loud.



We can hear a sheep.
A sheep can bleat.



Sit here and be still.
What can we hear?

Teacher guidance

Read the activity directions with students. Teach the prerequisites and named teacher words before each reader.

Focus and prerequisites

All earlier Foundation and Year 1 Set 01-14 code, taught one- and two-syllable structures, clusters and simple -s meanings are required. Teach ear in hear, eer in deer and ere in here. Contrast ear in bear. Use normal Australian pronunciation; do not add a final r.

Current teacher-word support

a: weak uh article. the: voiced th is regular; weak final e needs support. are: strong form uses taught ar plus named final silent e. Its weak uh form still needs named whole-word support. ere are in care has a different vowel. what: wh and t are regular; a says short o. where: wh is regular; er says air. Here uses taught h + ere=/ear/ in these sentences. Do not generalise these unusual pairs.

Read and correct

Recognise capital forms. Point to each spelling, say the sounds blend and read the complete sentence. Supply a missed sound and reblend rather than guessing from a picture. Use strong clear word forms for initial blending, then model natural phrasing. Listen to the sentences after decoding.

Sound and spelling tasks

On page 4, say hear, deer and cheer in that order. Students blend each word with the tiles, then write it. Page 5 starts at deer: say near, then hear, then cheer, change one initial phoneme each time and spell the whole new word. Keep its regular letter order.

Dictate and check

On page 8, dictate here, cheer and deer. What is the deer? Supply named where support first. Check each sound, its spelling and the full sentence. On page 6, compare hear/bear vowels and fit all six cut cards upright under the heading. On page 9, reread each sentence and check its picture meaning.

Use and access

Keep listening comfortable. Students may identify the pictured source or explore safe gentle instrument vibrations when hearing access differs. Allow pointing, oral responses and movable cards before writing; keep the same word targets. Use page 10 for transfer, rereading and brief observations.

Print and assemble

Choose one edition of each of the four books. Print readers A4 landscape at actual size, single-sided. Cut at the centre; stack numbered A5 pages 1-6 and staple left. This is sequential two-up, not folded or duplex. Print this ten-page companion A4 portrait, actual size, single-sided. Each reader edition uses three sheets.

Hear Each Sound

Say the focus spellings. Say each word slowly, then blend. Each dot stands for one sound.

ear

in hear

eer

in deer

ere

in here

hear
.

deer
.

here
.

Blend And Read

Point to each spelling, say the sounds, then blend and reread the whole word.

h ear

d eer

h ere

c lear

ch eer

n ear

Say And Spell

Listen to the three words in Teacher guidance. Cut and build each word, then spell it on its line.

h

eer

ch

ear

d

eer

1

2

3

A New Sound

Start with deer. Listen to the next word. Change one initial sound and spell the whole new word.

deer

d



n

n

n

h



ch

Read And Sort

Read the words. Cut out the cards and sort by the sound of ear. Keep every card upright.

hear

pear

near

bear

clear

year

ear in hear

ear in bear

Read And Spell

Cut and order each row to make a sentence. Read it, then write the complete sentence.

near.

The

is

deer

cheer.

a

hear

We

can

☐

I can read.

Hear And Spell

Teach where, then listen to the dictation in Teacher guidance. Write two words and one full sentence.

where

In where, wh says /w/; the named ere says /air/.

1

2

3

☐

I can hear each sound.

Read And Pick

Read each sentence. Draw a line to its picture. The pictures are mixed. Then draw your own scene.

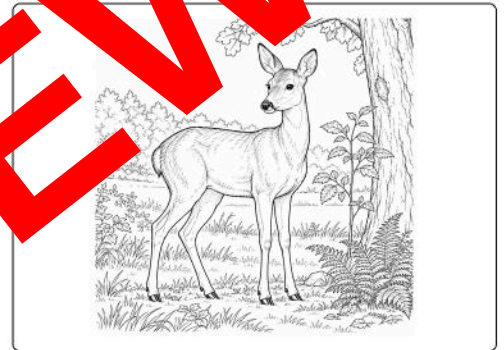
A deer is near.

○ ○



We can hear a drum.

○



We can hear the sea.

○ ○



Draw a deer near a tree.

Read It Here

Read two new sentences. Write the first one, then reread it. Show the focus spellings you can read.

The deer can hear a bell.

A sheep is near a tree.

PREVIEW

☐

ear

☐

eer

☐

ere

☐

I can read.

Teacher observations