Monday

**EQ: What do ee and ea sound like with r**?

**Opening:**Display **steer** picture card - picture side only. Have students listen as you sound out the word, emphasizing the ee with the r. Repeat with deer and ear.

**Lesson:**Display or frieze. Point out that each word has an r controlled vowel team ee or ea. Distribute**e, a, r, e, e, and r.** Students should listen and pull down the letters to represent the or sound in the word **corn**. Say the or sound together and repeat with **door and oar.** Assessment: Monitor students ability to pull down the correct letters to create the dictated words.

**Closing:**Model recording the letters as you sound out and spell **hear and steer.**

**Technology:**SmartBoard, document camera

Tuesday

**EQ: What do ee and ea sound like with r**?

**Opening:**Read or listen to The Deer several times having students listen for ee and ea with r**.** They can clap, snap, thumbs up, etc. each time they hear/see any words with eer or ear.

**Lesson:**Display and reread the poem on the SmartBoard. Have students highlight each word with eer or ear. Place unit picture cards in a pocket chart and have students identify the y endings. Pass out the decodable word cards and have students take turns reading them and putting them under the picture with the same sound.

**Closing:**Have students practice writing **hear and steer**. Model and practice writing **dear and deer. Ticket out: have students read one decodable word and line up for specials**

**Technology: The Deer**poetry poster, document camera, SmartBoard

Wednesday

**EQ:**What do ee and ea sound like with r?

**Opening:**Say the word **near**. What sound do you hear at the end of the word?

***Assessment:***Note which students are able to identify the ending sounds.

**Lesson:**Say the sounds that make up the word: **cheer, dry, spear, tree, shear, her.**Have students say each part of the word, and blend them together to make each word.

**Closing:**Have students blend the words ***dear, sneer, near,*** and ***jeer*** using the procedure for Day One. **Ticket out: have students read one decodable word and line up for specials**

**Technology:**SmartBoard, document camera

Thursday

**EQ:**What do ee and ea sound like with r?

**Opening:**Say **day** and **deer.** Ask students how they are alike, and how they are different.

**Lesson:**Say **go**and have students change **o** to **ear (gear).**Continue saying words and having students change the medial sounds to make new words: **stay (steer) , no (near) , snow (sneer) , clay (clear), tie (tear)**

**Assessment:**Provide practice in a small group setting for students who are having difficulty changing the sounds in words.

**Closing:**Have students pair up and select the appropriate way to spell phonics words using KaHoot to review.

**Technology:**document camera, SmartBoard, iPads

Friday

**EQ:**What do ee and ea sound like with r?

**Opening:**Review ee and ea with r.

**Lesson:**Give end of the week assessment. Say each word twice, segment it, use it in a sentence, repeat the word. Dictate sentence twice for students to write.

1. cheer

2. year

3. peer

4. hear

5. sneer

6. beard

7. veer

8. dear

9. sheer

10. gear

She likes to cheer.

**Closing:**Have a cheer for the students - they worked hard to learn to use ee and ea with r!

**Technology:**SmartBoard, document camera