


Phonics

**GRADE
2**

Name _____

Listen for It

Focus The letter **e** is a vowel. It has the /ē/ sound you hear in **jet**. This is called the short **e** sound.

short e  jet

Say the picture name.
Write next to **yes** if you hear the sound of short **e**.
Write next to **no** if you do not hear the sound of short **e**.

WEEK 5 **Short Vowel Sounds**
e, o, u

DAY 1 **Listening for Short e**
Read aloud the focus statement at the top of the page. Then point to the example jet. (jet) Say /ē/. (/ē/) Today we are going to listen for the sound of short **e**. Read the directions to number 1. Say: Point to the bed. Say bed. (bed) Do you hear /ē/ the circle next to yes. Repeat the process for the remaining pictures.
Picture Key: 1. bed, 2. web, 3. seal, 4. leaf, 5. sled, 6. nest, 7. shell, 8. bee, 9. bat

Dictation Direct students' attention to the bottom of the page and say:
Listen to each word I say. Then write the letters that stand for the sounds you hear.

DAY 2 **Listening for Short e**
Read aloud the focus statement at the top of the page. Then point to the example box. (box) Say /ē/. (/ē/) Today we are going to listen for the sound of short **e**. Read the directions to number 1. Say: Point to the sock. Say sock. (sock) Do you hear /ē/ the circle next to yes. Repeat the process for the remaining pictures.
Picture Key: 1. sock, 2. bone, 3. doll, 4. nose, 5. lock, 6. rope, 7. clock, 8. fox, 9. horse

M

T

W

T

F

Phonics Activity Grade 2 Teachers Edition

H Kauffman



Phonics Activity Grade 2 Teachers Edition:

Resources in Education ,2001-10 *JSL Vol 25-N3* JOURNAL OF SCHOOL LEADERSHIP,2015-05-11 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement *Evaluating the K-12 Literacy Curriculum* Colleen Pennell,2020-02-20 As your school district undertakes the process of evaluating its K 12 reading program literacy curriculum or literacy instructional practices this book will be your go to resource Pennell offers a step by step guide for educators school leaders or professional learning communities to evaluate high quality instructional materials and standards aligned literacy practices It includes a wealth of tools such as timelines full meeting agendas stakeholder surveys and evaluation rubrics Chapters cover key topics including Literacy leadership team meetings Reviewing foundational skills Comprehension and vocabulary Evaluating writing Selecting new materials Implementing new literacy materials Supporting educators through instructional coaching and professional learning Pennell provides a straightforward framework for how educators can work together collaboratively to analyze reflect and ultimately evaluate their school district s literacy program Each chapter is grounded in salient research on the why of literacy teaching and learning and helps you understand how instruction can be meaningfully aligned with current standards The research and theory that support effective literacy instruction including culturally responsive practices are explained in an accessible and pragmatic manner The practical tools in this book are essential for administrators and educators tasked with evaluating literacy programs and practices as well as graduate students who must learn how to audit a literacy curriculum Whether you re a school administrator teacher or reading specialist this book will ensure all your students can reach success in literacy

Teaching Children to Read National Reading Panel (U.S.),2000 **Teaching Children to Read: Reports of the subgroups** National Reading Panel (U.S.),2000 *Jsl Vol 17-N2* JOURNAL OF SCHOOL LEADERSHIP,2007-09-05 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school

leadership and improvement *Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* National Reading Panel (U.S.),2000 **Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups** National Reading Panel (U.S.),2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel s conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 1 1 **Georgia Education Journal** ... ,1927 **Annual Message and Accompanying Documents of the Mayor of Richmond to the City Council ...** Richmond (Va.),1917 Annual Report of the Superintendent of the Public Schools of the City of Richmond, Va., for ... Richmond (Va.). School Board,1914 **Annual Report of Superintendent of Public Schools** ,1918 **Spelling Book: Words Most Needed Plus Phonics by Dr. Fry** Edward Bernard Fry,1999-08 **Catalog of NIE Education Products** ,1978 *Annual Message ...* Richmond (Va.). Mayor,1918 **Teaching Writing to Children in Indigenous Languages** Ari Sherris,Joy Kreeft Peyton,2019-02-18 This volume brings together studies of instructional writing practices and the products of those practices from diverse Indigenous languages and cultures By analyzing a rich diversity of contexts Finland Ghana Hawaii Mexico Papua New Guinea and more through biliteracy complexity and genre theories this book explores and demonstrates critical components of writing pedagogy and development Because the volume focuses on Indigenous languages it questions center margin perspectives on schooling and national language ideologies which often limit the number of Indigenous languages taught the domains of study and the age groups included *Instructor* ,1969 *Closing the Gap Between Research and Practice* Marion De Lemos,2002 Over the years two main approaches have emerged in the teaching and learning of reading and writing One is the whole language approach the other concentrates more on instruction in phonics This paper focuses on the theoretical assumptions underlying these two approaches to the teaching of literacy and the studies which have been undertaken in the international arena to find out how children progress from their earliest educational years in attaining both initial reading skills and lifelong literacy Author abstract ed **High Points in the Work of the High Schools of New York City** New York (N.Y.). Board of Education,1955 **Philippine Teacher** ,1926

Whispering the Secrets of Language: An Emotional Journey through **Phonics Activity Grade 2 Teachers Edition**

In a digitally-driven world where displays reign great and immediate transmission drowns out the subtleties of language, the profound secrets and mental subtleties concealed within words often move unheard. Yet, situated within the pages of **Phonics Activity Grade 2 Teachers Edition** a charming fictional treasure pulsating with organic feelings, lies a fantastic journey waiting to be undertaken. Written by a talented wordsmith, that enchanting opus invites viewers on an introspective journey, softly unraveling the veiled truths and profound influence resonating within the material of each word. Within the emotional depths of this emotional review, we can embark upon a honest exploration of the book is primary styles, dissect its fascinating writing fashion, and yield to the effective resonance it evokes deep within the recesses of readers hearts.

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