

# PHONICS

# WORKSHEETS

SUPERSTAR WORKSHEETS	Short Vowel U	
1. Color the picture.	2. Read the word.	3. Find and circle the word.
4. Trace to write the word.		
		
bug	gum	sun
pbug yeai ronp	sumg aiwu hetm	sugc udet netc
<u>bug</u>	<u>gum</u>	<u>sun</u>

SUPERSTAR WORKSHEETS	SPIN & STAMP	
C-V-C Short U		
Spin once from each spinner. Combine the results and stamp the word below.		
	+	
 <b>REAL:</b>		 <b>NONSENSE:</b>
<input type="text" value="jug"/>		<input type="text" value="cug"/>
<input type="text" value="mud"/>		<input type="text" value="dut"/>
<input type="text" value="hut"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>

# Phonics Practice This Week

**Mike Jess**



## Phonics Practice This Week:

**Daily Phonics Grade 4-6+** Evan-Moor Educational Publishers,2022-10-14 Phonics remediation in just 15 minutes a day These paced daily lessons and activities help struggling readers and English learners learn and practice the most important phonics skills Lessons and activities are designed with age appropriate formats that respect older learners **Houghton Mifflin Reading** ,2003 Grade 1 Scott Foresman Reading ,2004 **General Catalogue** Berea College,1898 *Report* Philippines. Bureau of Public Schools,1925 Course of Study for Intermediate Grades, with Suggestions to Teachers Philippines. Bureau of Education,Philippines. Department of Education,1926 **Annual Catalogue** Hampton Normal and Agricultural Institute,1929 **General Catalog** University of Missouri,1875 *From Phonics to Fluency* Timothy V. Rasinski,Nancy Padak,2008 From Phonics to Fluency does not stop with word study but goes beyond words and explores effective fluency instruction The authors offer aspiring or veteran teachers workable approaches to authentic word study that students will find engaging and enjoyable The approaches shared are based on solid literacy theory current reading research actual classroom application and incorporate the National Reading Panel Report 2000 and the requirements of No Child Left Behind In addition the proven and effective instructional strategies and practices from real teachers provide a window into effective teaching for developing reading fluency Teachers will walk away with a solid understanding and a wealth of strategies to promote fluency in their classrooms and their students will learn to read more efficiently expressively and meaningfully and at the same time develop a greater comprehension of all words *Catalogue* University of Puerto Rico (1903-1966),1924 **A Course of Study for the Elementary Schools of Wisconsin** Wisconsin. Department of Public Instruction,1922 **Baltimore Bulletin of Education** ,1924 **Helps for Ambitious Girls** William Drysdale,1900 *Primary Education* ,1919 **Comparative Studies of Current Practice in Reading** Laura Zirbes,1928 **Annual Report** Philippines. Bureau of Education,1925 **The Kindergarten-primary Magazine** Bertha Johnston,E. Lyell Earle,1919 *Elementary English Review* ,1928 SCC library has 1949 cur The Elementary English Review ,1929 *The Publishers Weekly* ,1923

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