

Hear and Spell

Say the syllables. Listen to the sounds. Spell the whole word.

2.FFW.2.B "Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 HEAR AND SPELL _____

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2 TRY THREE MORE _____

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HOW TO RUN THIS PAGE

Give students only the student pages. Keep this guide out of sight until all six words have been attempted. Read each numbered word, its sentence, and the word again; pause for students to repeat it, say its syllables, and independently write the whole word in the matching box. Repeat the word on request without naming its letters. This is a short Grade 2 encoding practice, not a visual matching or copying task.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • HEAR AND SPELL

SAY “Say: Listen to each word. Say it softly, then say its syllables. Listen for the sounds in each syllable and write the whole word in its box. Box 1: sunset. We went home at sunset. Sunset. Box 2: napkin. I put a napkin beside my plate. Napkin. Box 3: magnet. The magnet sticks to the fridge. Magnet.”

- Box 1 (beside 1): **sunset**
- Box 2 (beside 2): **napkin**
- Box 3 (beside 3): **magnet**

PART 2 • TRY THREE MORE

SAY “Say: Use the same steps for three more words. Say each word and its syllables. Write the whole word by listening for the sounds. Box 4: picnic. We ate lunch at a picnic. Picnic. Box 5: insect. An ant is an insect. Insect. Box 6: dustpan. I swept the dirt into a dustpan. Dustpan.”

- Box 1 (beside 4): **picnic**
- Box 2 (beside 5): **insect**
- Box 3 (beside 6): **dustpan**

WHAT TO ACCEPT

All six target words have two spoken syllables. Check each independent attempt for letters representing sounds across both syllables, as well as conventional spelling. A plausible vowel spelling is useful diagnostic evidence even when it is not the conventional spelling. After all six attempts, show the correct words. Ask students to compare, say the word slowly, and explain one letter choice orally. They may write a corrected spelling below their first attempt in the same box. Keep the first attempt visible. Do not score pronunciation differences as spelling errors or teach that every sound always has exactly one letter.