

*Discover Intensive Phonics
for Yourself*

and

Harcourt Trophies[©]
2007

Third grade

TABLE OF CONTENTS

TABLE OF CONTENTS

Table of Contents	2
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INTRODUCTION

Explanation of Implementation Guide.....	3-4
--	-----

PHONEMIC/PHONOLOGICAL AWARENESS

Implementation of Phonemic/Phonological Awareness Concepts.....	5
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TEACHER'S VOLUMES

Volume One	6-19
Section One.....	6-7
Section Two.....	8-9
Section Three	10-12
Section Four.....	13-14
Section Five	15-16
Section Six	17-19
 Volume Two	 20-39
Section Seven.....	20-24
Section Eight.....	25-26
Section Nine	27-28
Section Ten.....	29-30
Section Eleven	31-32
Section Twelve	33-35
Section Thirteen	36-39
 Most Common Words	 40-41
Little Book Stories	42-43

Third grade Harcourt Trophies / *Discover Intensive Phonics* Correlation

Harcourt Trophies Third grade does not teach phonics as a specific lesson. Certain phonic skills are reinforced through the Spelling segment in each lesson. Some phonic skills are taught/reinforced during Skills wk-1 Strategies under Comprehension. Phonemic/Phonological Awareness skills are primarily taught and reinforced in K-2, although there are some Phonemic/Phonological Awareness skills that are reinforced in the Spelling segment.

Use the *Discover Intensive Phonics/Reading Horizons* method for phonics instruction. It is sequential, systematic, and explicit. Teach the phonics lessons first, followed by the reading/grammar/vocabulary lessons from Harcourt. To use the *Discover Intensive Phonics* method for phonics instruction for Third grade, first administer either computer Interim Tests 1 and 2 (if the computer program is available) or the Section Assessments (starting with Section 6) to determine student ability in decoding and reading. Once that has been determined, use the *Reading Horizons* method for phonics instruction. Begin the year with a review of the Five Phonetic Skills and new sounds for *C* and *G*, then start with Decoding Skills #1 and #2 for syllabication. As syllabication is introduced, do not use words that contain Murmur Diphthongs, Digraphs, or other skills not yet addressed. Then, as each new skill is taught, teach it within one-syllable words. Once students are proficient using the new skill in a one-syllable format, progress to using it in multi-syllabic words. It would be helpful to follow the format presented in the *Discover Intensive Phonics* Intermediate and Adult manuals (jobs of *Y*/with syllabication; Murmur Diphthongs/with syllabication; Digraphs (*ph, gn, kn, ck, wr*)/with syllabication; Special Vowel Sounds/with syllabication; *-tion/-sion*; schwa and exceptions; *ie/ei*; versatile *ea*; reverse vowels, etc.). Use the activity pages in Sound Essentials for reinforcement. The phonic skills discussed could be taught in a three-to-four month time frame, spending 30 minutes a day on direct instruction, reinforcing with activity page(s).

Harcourt is very thorough in its instruction of grammar skills and reading/comprehension strategies. Suggestions for a lesson might be:

Phonics lesson: Murmur Diphthongs (syllabication wk-1 exceptions), introduce marking system and apply to words: 20 minutes

Spelling: words from story *Officer Buckle and Gloria* (Changing Patterns, Theme 1, Lesson 1, Day 1); words – officer, never, chair, board, share, shared, snore, snoring, banner, hear, number, before, cheered, surprised, arrived, department. Write the words and decode them using the marking system. Give specific attention to words with suffixes.

Vocabulary: words from story – usual, audience, expression, noticed, accident, obeys.

Pre-reading strategies: *Officer Buckle and Gloria* (Changing Patterns, Theme 1, Lesson 1, Day 1 – p. 16).

Guided Comprehension: *Officer Buckle and Gloria* (Changing Patterns, Theme 1, Lesson 1, Day 1 – p. 18-35). Follow instructions in teacher's edition.

Vocabulary and Concepts: Synonyms and antonyms, p. 41B. Follow instructions in teacher's edition.

Grammar: Sentences, p. 41E. Follow instructions in teacher's edition.

Following this format, reading/language arts instruction should take 90-120 minutes per day (remember phonics, spelling, vocabulary, reading, and grammar are taught in this lesson) and should cover the required state minimum time of instruction.

The format will be as follows:

DIP Lesson

DIP Skill

Implementation of two programs --

Following the correlation of the *Discover Intensive Phonics* program and the Harcourt - Trophies program come two separate indexes. The first index gives a review of the Most Common Words, indicates the skill each word list follows, and in which lesson the words are reviewed.

The second index lists the stories found in the Little Books and which skills they follow.

Volume One

Phonemic/Phonological Awareness Section

Phonemic/Phonological Awareness: Rhyming Words, p. 35

Implementation -- Phonemic/Phonological Awareness supplement lesson (computer lesson also).

Phonemic/Phonological Awareness: Syllables in Words, p. 37

Implementation -- Clapping syllables in names, blending, and segmentation of syllables in words.

Phonemic/Phonological Awareness: Phoneme Identification, p. 41

Implementation -- Say a word, and identify the specific phoneme.

Phonemic/Phonological Awareness: Phoneme Placement and Manipulation, p. 47

Implementation -- Say a word, omit a phoneme, and replace with different phoneme.

Phonemic/Phonological Awareness: Words in Sentences, p. 53

Implementation -- Count the words in the sentences.

Section One

Lesson 1

Vowel *A*, p. 75

Implementation -- Introduce *A* as a vowel (short vowel sound) and written practice of letter (upper- and lowercase).

Writing Names, p. 81

Implementation -- Practice writing first and last names.

Lesson 2

Consonant *B*, p. 83

Implementation -- Teach *B* - /b/ as a consonant with written practice of letter (upper- and lowercase).

Lesson 3

The Slide, p. 89

Implementation -- Fluency introduction to reading: Slide *B–A* together to form slide and sound /ba/ (upper- and lowercase).

Lesson 4

Consonant *F*, p. 95

Implementation -- Teach *F* - /f/ as a consonant. Slide *F–A* together to form slide and sound /fa/. Review /ba/ slide. Written practice of letters (upper- and lowercase).

Lesson 5

Consonant *D*, p. 103

Implementation -- Teach *D* - /d/ as a consonant. Slide *D–A* together to form slide and sound /da/. Review /ba/, /fa/ slides. Written practice of letters (upper- and lowercase).

Lesson 6

Consonant *G*, p. 111

Implementation -- Teach *G* - /g/ as a consonant. Slide *G–A* together to form slide and sound /ga/. Review /ba/, /fa/, /da/ slides. Written practice of letters (upper- and lowercase).

Section Two

Lesson 7

Let's Make Words, p. 133

Implementation -- Fluency introduction to reading. Slide *B–A* together to form slide and sound /ba/ (upper- and lowercase).

Creating and decoding CVC words using letters *A, B, F, D, G*. Introduce marking system for decoding and reading purposes (identify the vowel in the word, and print 'x' beneath letter).

Most Common Words taught: it, at

Lesson 8

Nonsense Words, p. 145

Implementation -- Using letters *A, B, F, D, G* to create nonsense words will help students understand the process of identifying the sounds and the letter sequence with a word. Using Word Builder will aid in this process.

Most Common Words taught: a, the, go, no

Lesson 9

Consonant *H*, p. 151

Implementation -- Teach *H* letter sound and written form. Use letters *B, F, D, G, H* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: I, have

Consonant *J*, p. 151

Implementation -- Teach *J* letter sound and written form. Use letters *B, F, D, G, H, J* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: is, his, see

Consonant *L*, p. 151

Implementation -- Teach *L* letter sound and written form. Use letters *B, F, D, G, H, J, L* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: in, and, put

Consonant M, p. 151

Implementation -- Teach *M* letter sound and written form. Use letters *B, F, D, G, H, J, L, M* to make slides with vowel *A*. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: am, my

Lesson 10**Vowel E, p. 165**

Implementation -- Teach vowel *E* written form and letter sound (short sound). Use Letter Group 1 and Letter Group 2 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: as, has

Beginning Sentences, p. 174

Implementation -- Teach sentence structure with capitals, and introduce punctuation (. ! ?).

Lesson 11**Most Common Word List #1, p. 181**

Implementation -- Use MCW list #1 with *Discover Intensive Phonics* Word Bank; create sentences for students to read.

Introduce *My Bed* story from Little Red Book.

Administer Section 2 Assessment, also Mastery Check as needed.

Section Three

Lesson 12

Consonant N, p. 197

Implementation -- Teach *N* letter sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: said, come, some, ask, asked

Consonant P, p. 197

Implementation -- Teach *P* letter sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: you, your, from

Consonant R, p. 197

Implementation -- Teach *R* letter sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: he, me, to, do

Consonant S, p. 197

Implementation -- Teach *S* letter sound and written form. Use Letter Groups 1-3 with vowels *A* and *E* to make slides. Create real and nonsense CVC words; be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: mother, father, are

Grammar portion

Exclamation Marks, p. 206

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?).

Question Marks, p. 207

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?).

Commas, p. 208

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?).

Lesson 13
Vowel O, p. 215

Implementation -- Teach vowel *O* sound and written form. Use letters *B, F, D, G, H, J, L, M, N, P, R, S* with vowels *A, E, O* to make slides. Create real and nonsense CVC words (use *Discover Intensive Phonics* Word Bank); be sure to check students' ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: where, what, doing

Grammar portion
Nouns, p. 223

Implementation -- Introduce nouns and their use in grammar. Teach when making a noun plural, an *-s* or *-es* is added when the base word ends in *S, Z*, or *X*.

Adjectives, p. 224

Implementation -- Introduce adjectives and their use in grammar. Teach that an adjective is the describing word in the sentence. Identify adjectives in sentences.

Singular and Possessive Plurals, p. 224

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (. ! ?). Identify plural possessives in sentences.

Lesson 14
Most Common Word List #2, p. 227

Implementation -- Introduce MCW list 2, and review MCW list 1. Review with CVC words from Letter Groups 1-3.

Read story *Lad* from Little Red Book.

Administer Section 3 Assessment, also Mastery Check as needed.

Grammar portion
Direct and Indirect Quotations, p. 230

Implementation -- Review sentence structure with capitals, and practice writing sentences using punctuation (“ “ ! ?).

Lesson 15
Oral Test, p. 235

Implementation -- Oral assessment of initial and final sounds in word; identification of vowels /a/, /e/, /o/, and associated key words; reading nonsense words; identification of upper- and lowercase letters taught to this point.

Section Four

Lesson 16

Consonant T, p. 249

Implementation -- Teach letter *T* sound and written form (initial position), and review letters *B, F, D, G, H, J, L, M, N, P, R, S, T* with vowels *A, E, O* to make slides.

Most Common Words taught: off, on, been

Consonant V, p. 249

Implementation -- Teach letter *V* sound and written form (initial position), and review letters *B, F, D, G, H, J, L, M, N, P, R, S, T, V* with vowels *A, E, O* to make slides.

Most Common Words taught: one, once, done

Consonant W, p. 249

Implementation -- Teach letter *W* sound and written form (initial position), and review letters *B, F, D, G, H, J, L, M, N, P, R, S, T, V, W* with vowels *A, E, O* to make slides.

Most Common Words taught: word, work,

Consonant X, p. 249

Implementation -- Introduce *X* (sound /ks/) in final position with CVC words. Create real and nonsense CVC words (use *Discover Intensive Phonics* Word Bank); be sure to check students ability to blend sounds together to create words. Use Word Builder as reinforcement.

Most Common Words taught: we, were, here

Consonant Y, p. 249

Implementation -- Teach letter *Y* sound and written form (initial position) and review letters *B, F, D, G, H, J, L, M, N, P, R, S, T, V, W, Y* with vowels *A, E, O* to make slides.

Grammar portion

Contractions, p. 262

Contractions are taught and reviewed in each of the teacher's editions depending on a specific phonic skill.

Implementation -- Teach the term *contractions*. The students will learn and understand that when two words are combined, some letters are omitted and replaced by an apostrophe ('). Use practice pages and Reverse Listening Cards (RLCs) for reinforcement of skill.

Lesson 17
Vowel U, p. 263

Implementation -- Teach vowel *U* /u/ sound and written form with Letter Groups 1-4 as slides, real and nonsense CVC words. Review MCW lists 1 and 2.

Most Common Words taught: was, does, this, too

Lesson 18
Most Common Word List #3, p. 273

Implementation -- Intro MCW List #3, review lists 1-2.

Read story *The Red Fox* from Little Red Book.

Review punctuation and grammar skills previously taught.

Administer Section 4 Assessment, also Mastery Check as needed.

Section Five

Lesson 19

Consonant Q, p. 291

Implementation -- Teach *Q* with *U* to give it a sound (*U* is not a working vowel). Practice writing letters together to make the /kw/ sound. Make slides with vowels *A, E, O*, and make real and nonsense words.

Most Common Words taught: they, their, there

Consonant Z, p. 291

Implementation -- Teach *Z* letter sound and written form in initial placement with vowels *A, E, O, U*, and make slides, real and nonsense CVC words.

Most Common Words taught: could, should, would

Lesson 20

Vowel I, p. 303

Implementation -- Teach vowel *I /i/* with Letter Groups 1-5 as slides, real and nonsense CVC words. Review MCW lists 1-3.

Most Common Words taught: want, friend

Lesson 21

Consonant C, p. 311

Implementation -- Teach *C* letter sound /k/ and written form.

Most Common Words taught: eye, of, who

Consonant K, p. 311

Implementation -- Teach *K* letter sound /k/ and written form.

Teach rule for using *C* with vowels *A, O, U*, and *K* with vowels *I, E* (consonants in initial position).

Make slides with vowels, real and nonsense CVC words.

Most Common Words taught: both, build

Alphabetizing, p. 321

Implementation -- Since alphabetizing has been taught previously, this is a good time to teach the dictionary skill of alphabetizing words.

Writing Names, p. 321

Implementation -- Practice writing first and last names. Review written upper- and lowercase letters and writing names using capital letter at beginning.

Lesson 22**Most Common Word List #4, p. 325**

Implementation -- Intro MCW List #4, review lists 1-3.

Read story *Friends* from Little Red Books.

Review punctuation and grammar skills previously taught.

Administer Section 5 Assessment, also Mastery Check as needed.

Lesson 23**Review Most Common Word Lists #1-4, p. 331**

Implementation -- Review MCW lists 1-4 using *Discover Intensive Phonics* Activity pages.

Section Six

Lesson 24

L-Blends (bl, cl, fl, gl, pl, sl), p. 343

Implementation -- Teach the definition of a blend. Teach six *L-Blends*, then with vowels as slides, and make real and nonsense words (use provided Word Bank).

Read story *It's Here* from Little Red Book.

Most Common Words taught: answer, before, nothing

Lesson 25

Double S, F, and Z Words, p. 355

Implementation -- Teach spelling rule for single-syllable words ending in *S, F, Z*. Use Word Bank from lesson, and reinforce spelling skill with practice and enrichment pages from Sound Essentials.

Most Common Words taught: brother, height, four

Plurals by Adding -s and -es, p. 359

Implementation -- Teach spelling rule for plurals of adding *-s* or *-es* to the end of words ending in double *S, F*, and *Z*.

Lesson 26

R-Blends (br, cr, dr, fr, gr, pr, tr), p. 365

Implementation -- Teach seven *R-Blends*, then with vowels as slides, and make real and nonsense words (use provided Word Bank).

Read story *Frogs* from Little Red Book.

Most Common Words taught: color, blue, won

Lesson 27

Special Vowel Combinations

Double L, p. 377

Implementation -- Teach Special Vowel Combination words ending in double *L*. Some of the vowels change in sound when followed by double *L*. Teach special marking for decoding words ending with double *L*, and follow up with Sound Essentials pages.

Most Common Words taught: pull, full

NG and NK, p. 379

Implementation -- Teach Special Vowel Combination words ending in *-ng* and *-nk*. Some of the vowels change in sound when followed by *ng* and *nk*. Teach special marking for decoding, and follow up with Sound Essentials pages.

Lesson 28**S-Blends (sc, sk, sl, sn, sm, sp, st, sw), p. 383**

Implementation -- Teach eight S-Blends, then with vowels as slides, and make real and nonsense words (use provided Word Bank).

Teach five three-letter S-Blends, then with vowels as slides (remember *squ*; the *U* is not a working vowel).

Extra Blends: *DW* and *TW*, p. 391

Implementation -- Teach *TW* and *DW* as extra blends.

Read story *Scott's Dog* from Little Red Book.

Most Common Words taught: blood, flood

Lesson 29**Learn Action Verbs, p. 395 - Review Blends, p. 397**

Implementation -- Teach an action verb is a word that names an action. Have students identify the verbs in sentences.

Introduce contractions for MCWs couldn't, shouldn't, wouldn't, didn't, haven't, don't, and won't.

Most Common Words taught: won't, don't

Verb Agreement, p. 396

Implementation -- Teach verb agreement (spelling purposes).

Read story *What Would I Do?* from Little Red Book.

Lesson 30**Most Common Word List #5, p. 401**

Implementation -- Intro MCW List #5, review lists 1-4.

Read story *My Brother Matt* from Little Red Book.

Review punctuation and grammar skills previously taught.

Administer Section 6 Assessment, also Mastery Check as needed.

Volume Two

Section Seven

Lesson 31

Short Vowels and Long Vowels, p. 419

Implementation -- Teach short and long sounds of vowels with diacritical markings.

Most Common Words taught: goes

Lesson 32

Phonetic Skill #1, p. 429

Implementation -- Teach phonetic spelling skill where the vowel sound is short, because it is followed by a consonant (CVC, CCVC, and VC) in a word. Specific markings are introduced to aid students in decoding vowel sounds in a word. Use marking system to 'prove' words.

Most Common Words taught: door, floor

Lesson 33

Phonetic Skill #2, p. 437

Implementation -- Teach phonetic spelling skill where the vowel sound is short, because it is followed by two consonants (CVCC, CCVCC, and VCC) in a word.

Specific markings are introduced to aid students in decoding vowel sounds in a word. Use marking system to 'prove' words.

Most Common Words taught: eight, weight, weigh

Lesson 34

Adding Suffixes *-ed*, *-er*, *-est*, and *-ing* to Phonetic Skills #1, #2, and Special Vowel Combinations, p. 447

Implementation -- Teach spelling rules for adding suffixes (*-ed*, *-er*, *-est*, *-ing*) to words following Phonetic Skills #1 and #2.

Most Common Words taught: carry, marry

Three Sounds of *-ED*, p. 452

Implementation -- Introduce the three sounds for the suffix *-ed* (/ed/, /d/, /t/).

Read story *The Box* from Little Blue Book.

Lesson 35
Indefinite and Definite Articles, p. 457

Implementation -- Teach how to properly use and identify indefinite and definite articles.

Most Common Words taught: buy, enough

Lesson 36
Phonetic Skill #3, p. 463

Implementation -- Teach using diacritical marking. When the vowel stands alone in a word (VC), the vowel sound is long. Use marking system to 'prove' words. Teach suffix *-ing* to VC words. Underline the suffix.

Read poem *Me* from Little Blue Book.

Read story *The Raft* from Little Blue Book.

Most Common Words taught: any, many

Lesson 37
Phonetic Skill #4 - The Silent E Skill, p. 469

Implementation -- Teach students to prove and read single-syllable words ending with *E*; the *E* is silent, making the first vowel long (CVC - CVCe).

Demonstrate skill by going from CVC to CVCe word (cap – cape). Use marking system to 'prove' words. Use Word Bank at the end of the lesson for dictation practice.

Read story *Silent E!* from Little Blue Book.

Most Common Words taught: guess

Lesson 38
Another Sound for C and G, p. 481

Implementation -- Teach the second sound and spelling for *C* - /s/ (Rainbow *S*) and *G* - /j/ (Rainbow *J*) in words. Use marking system to 'prove' words.

Teach words ending in *-ge* spelling, the vowel sound will be long; words ending in *-dge* spelling, the vowel sound will be short.

Teach students spelling skills for adding suffixes *-ing*, *-er*, *-ed*, *-est* to Rainbows *S* (*ce/ci*) and *G* (*ge/gi*) words. Underline the suffix.

-ange and -aste, p. 488

Implementation -- Teach words ending in *-nge* spelling, the vowel sound will be short; however, *-ange* is exception to silent *E* rule, where the vowel *A* will remain the same as /ang/ in a word, as in 'range.'

Teach words ending in *-aste*. The vowel *A* will be long, as in 'waste' or 'paste.'

-igh, -ight, p. 489

Implementation -- Teach words spelled with *-igh/-ight* the vowel *I* is long, and *gh* is silent.

-dge, p. 490

Implementation -- Teach spelling skill with words ending in *-dge*.

Lesson 39**Adding *-ing* to Phonetic Skill #4, Adding *-ing* to Words Ending in *C-E* and *G-E*, p. 493**

Implementation -- Teach students spelling skills for adding suffixes *-ing, -er, -ed, -est* to words ending in silent *E*. Underline the suffix.

Read story *The Prince and the Mule* (a chapter story) from Little Blue Book.

Most Common Words taught: busy, bury

Lesson 40**Phonetic Skill #5, p. 501**

Implementation -- Teach students Phonetic Skill #5, adjacent vowels, using diacritical markings. When two vowels are adjacent (together) in a word, the second vowel is silent, making the first vowel long (CVVC).

Teach the patterns to memorizing the nine adjacent vowels within words. Use marking system to ‘prove’ words.

Use Word Bank at the end of the lesson for dictation and marking practice.

Read story *The Trail of Slime* from Little Blue Book.

Lesson 41***-K* and *-KE*, p. 513**

Implementation -- Teach the spelling rule for words ending with the sound of /k/. Students will learn when to spell with *-ke* or *-k* at the end of a one-syllable word. Use marking system to ‘prove’ words.

Most Common Words taught: woman, women

Lesson 42**Contractions, p. 519**

Contractions are taught and reviewed in each of the teacher’s editions depending on a specific phonic skill.

Implementation -- Teach contractions. The students will learn and understand that when two words are combined, some letters are omitted and replaced by an apostrophe (’). Use practice pages and Reverse Listening Cards (RLCs) for reinforcement of skill.

Read story *I Shouldn’t* from Little Blue Book.

Lesson 43
Most Common Word List #6 , p. 527

Implementation -- Introduce and teach MCW List #6; review lists 1-5.

Read story *Hot Dog* from Little Blue Book.

Review punctuation and grammar skills previously taught.

Administer Section 7 Assessment, also Mastery Check as needed.

Section Eight

Lesson 44

Murmur Diphthong AR, p. 535

Implementation -- Teach AR /ar/ Murmur Diphthong. Students will recognize and read words containing the AR Murmur Diphthong (R-controlled vowel).

Students will learn spelling rule for adding suffix *-ing* to words ending in *-ar*. Underline the suffix. Use marking system to 'prove' words.

Most Common Words taught: gone, long, great, light

Lesson 45

Murmur Diphthong OR, p. 543

Implementation -- Teach OR /or/ Murmur Diphthong. Students will recognize and read words containing the OR Murmur Diphthong (R-controlled vowel). Use marking system to 'prove' words.

Most Common Words taught: love, money, lose, laugh

Lesson 46

Murmur Diphthongs ER, UR, and IR, p. 549

Implementation -- Teach Murmur Diphthong /er/ sound, spelled *er*, *ur*, *ir*. Students will recognize and read words containing the ER, UR, IR Murmur Diphthongs (R-controlled vowels). Use marking system to 'prove' words.

Most Common Words taught: island, genius, by

Lesson 47

Exceptions to Murmur Diphthongs, p. 555

Implementation -- Students will learn when a Murmur Diphthong is followed by a silent *E*, the first vowel will be long (Silent *E* rules!). Students will learn when a Murmur Diphthong and adjacent vowel are together, the adjacent vowel sound rules.

Students will learn when a consonant comes between the Murmur Diphthong and final *E*, the Murmur Diphthong sound rules.

Students will learn sound and spelling for words with: /wah/ *w-a*; /wor/ *w-a-r*; /wer/ *w-o-r*. Use marking system to 'prove' words.

Read story *Fern's Farm* from Little Green Book.

Most Common Words taught: earn, learn, early, heard

Lesson 48
Most Common Word List #7, p. 565

Implementation -- Introduce and teach MCW List #7; review lists 1-6.

Read story *Dee the Great* from Little Green Book.

Review punctuation, grammar, and spelling skills previously taught.

Administer Section 8 Assessment, also Mastery Check as needed.

Section Nine

Lesson 49 Digraphs, p. 573

Implementation -- Introduce and teach the first five Digraphs included in the 42 Sounds. Discuss voiced and voiceless /th/.

Use marking system to 'prove' words. Use Word Bank at the end of the lesson for dictation practice.

-tch, p. 581

Implementation -- Teach spelling skill for *-tch*.

Read stories *Star Light* and *The Wishing Whale* from Little Green Book.

Most Common Words taught: ever, never, every, very

Lesson 50 Discover More Digraphs, p. 585

Implementation -- Introduce and teach the remaining five Digraphs. Students will learn to recognize them as new spellings for previously learned sounds (*ph* = /f/, *gn* = /n/, *kn* = /n/, *wr* = /r/, *ck* = /k/).

Use Word Bank at the end of the lesson for dictation practice. Use specific marking system to aid student in decoding words.

Teach spelling tips for /k/ at the end of a word (*-ck*, *-lk*, *-nk*).

Read story *Jack the Gnome* from Little Green Book.

Most Common Words taught: says, shoe, only, push

Lesson 51 Digraphs Blends, p. 593

Implementation -- Introduce and teach the spelling skills and unique sounds for Digraph blends.

Use Word Bank at the end of the lesson for dictation practice. Use specific marking system to aid student in decoding words.

Read story *Mom, Are You Coming?* from Little Green Book.

Most Common Words taught: pretty, onion, seven, move

Lesson 52**-S/-ES Plurals and Review -dge, p. 599**

Implementation -- Review term *plural*. Teach spelling skill of how to add plurals (-s, -es) to words ending in Digraphs. Underline the plural spelling (-s, -es).

Most Common Words taught: through, view, wrong, iron

-dge, p. 604

Implementation -- Review the spelling skill with words ending in -dge.

Lesson 53**Most Common Words List #8, p. 609**

Implementation -- Introduce and teach MCW List #8, review lists 1-7.

Read story *Be Friends with All* from Little Green Book.

Review punctuation, grammar, and spelling skills previously taught.

Administer Section 9 Assessment, also Mastery Check as needed.

Section Ten

Lesson 54

Special Vowel Sound (Pigpen) #1, p. 617

Implementation -- *au/aw* – Introduce and teach the special sound of *au/aw*. Teach the spelling skill of *au* (not at the end of a word).

Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use Word Banks within the lesson.

Most Common Words taught: walk, talk, two, young, youth

Lesson 55

Special Vowel Sound (Pigpen) #2, p. 625

Implementation -- *ou/ow* – Introduce and teach the special sounds of *ou/ow*. Teach the spelling skill of *ou* [not at the end of a word (except ‘you,’ ‘thou’)]. Teach students to recognize and use the two sounds of */ow/*.

Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use Word Banks within the lesson.

Teach adding suffixes to Special Vowel Sounds, and underline the suffix.

Most Common Words taught: sugar, sure, ton, wash

Lesson 56

Special Vowel Sound (Pigpen) #3, p. 633

Implementation -- *oi/oy* – Introduce and teach the special sounds of *oi/oy*. Teach the spelling skill of *oi* (not at the end of a word).

Introduce the special marking system for Special Vowel Sounds to aid in decoding of words. Use Word Banks within the lesson.

Teach adding suffixes to Special Vowel Sounds, and underline the suffix.

Most Common Words taught: toward, thought, together, though

Lesson 57**Special Vowel Sounds (Pigpens) #4 and #5, p. 639**

Implementation -- Introduce and teach students the two sounds for oo: /oo/ as in 'look' and 'good,' /oo/ as in 'zoo' and 'fool.'

Use Word Banks within the lesson. Introduce the special marking system for Special Vowel Sounds to aid in decoding of words.

Teach adding suffixes to Special Vowel Sounds, and underline the suffix.

Read story *Lake Maude* from Little Green Book.

Most Common Words taught: truth, junior, again, beauty

Lesson 58**Most Common Words List #9, p. 647**

Implementation -- Introduce and teach MCW List #9; review lists 1-8.

Read story *The Beauty of Friends* from Little Green Book.

Review punctuation, grammar, and spelling skills previously taught.

Administer Section 10 Assessment, also Mastery Check as needed.

Administer complete test over all material: Lesson 1-58.

Section Eleven

Lesson 59

Y Can Be a Short Vowel, p. 659

Implementation -- Introduce the Many Jobs of *Y*. Teach when *Y* is at the beginning of a word, it is a consonant.

Teach students how *Y* follows the Five Phonetic Skills. Teach when *Y* is the only working vowel in a single-syllable word, it takes the sound of *I*. Phonetic Skills #1 and #2 teach the sound will be short *I*.

Use special marking system to aid in decoding of words.

Teach spelling and pronunciation skill of *cy* and *gy* (Rainbow *S* and Rainbow *J*).

Lesson 60

Y as Long I; Y Can Be Silent; Compound Words

Y Can Say Long I, p. 671

Implementation -- Introduce and teach rules of *Y*: Phonetic Skill #3, *Y* has long sound of *I*.

Introduce and teach rules of *Y*: Phonetic Skill #4, *Y* has long sound of *I* with silent *E*.

Use Word Bank of end of lesson for word practice. Use special marking system to aid in decoding of words.

Review adding suffixes and contractions.

Y Can Be Silent, p. 672

Implementation -- Since *ay* is taught in First grade and reviewed in Second grade, the sound will be only a review. However, this lesson would be a good plance to teach *ey*.

Compound Words, p. 675

Implementation -- Teach term compound word. Two words are combined to make a larger word, and it has a new meaning.

Read story *The Ant and the Dove* from Little Green Book.

Administer Section 11 Assessment, also Mastery Check as needed.

Section Twelve

Lesson 61

Decoding Skill #1 and the Last Rule for Y, p. 685

Implementation -- Introduce syllabication in words.

Teach the first skill for dividing words into syllables. If one consonant follows the vowel, the consonant goes on to the next vowel. Remember to have students decode vowel sound one syllable at a time and “box” each syllable.

Practice Decoding Skill #1 with words containing the 42 Sounds (long and short vowels, Murmur Diphthongs, Rainbows *S* and *J*, Digraphs).

Last Rule for Y, p. 692

Implementation -- Teach Last Rule for Y (long *E*): When there is more than one working vowel in a word and Y is at the end of the word. Teach exception of verbs ending with *-ny*, *-fy*, *-ly*, and Y is long *I*.

Lesson 62

Using Decoding Skill #1, p. 695

Implementation -- Practice Decoding Skill #1 with words containing the 42 Sounds (long and short vowels, Murmur Diphthongs, Rainbows *S* and *J*, Digraphs).

Use special marking system to aid in decoding of words. Remember to have students decode vowel sounds one syllable at a time and “box” each syllable.

Administer individual Mastery Check #15 as needed.

Lesson 63

Using Decoding Skill #2, p. 699

Syllabication continues to be a phonemic awareness skill, listening for the vowel sound (termed ‘Word Part’) and clapping the syllable.

Implementation -- Review syllabication in words. Teach the second skill for dividing words into syllables. If two consonants follow the vowel, the consonants split, one stays with the first vowel, and the consonant goes on to the next vowel. Remember to have students decode vowel sounds one syllable at a time and “box” each syllable.

Lesson 64

Two-Syllable Words with Silent E and Adjacent Vowels, p. 705

Implementation -- Teach students to internalize both decoding skills by understanding how they work with silent *E* and adjacent vowels. Continue to mark the vowels, and box each syllable while practicing the skill.

Read story *Case of the Missing Parcel* from Little Orange Book.

Lesson 65
Decoding Any Length Word!, p. 713

Implementation -- Using the knowledge of marking and decoding multi-syllabic words, the students will practice the skills with the 42 Sounds to decode words of any length.

Lesson 66
-tion, -sion, and -ous, p. 719

Implementation -- Students will learn and identify the *-tion*, *-sion*, and *-ous* (/shun/, /zhun/, and /us/) syllables in words. Teach the spelling, pronunciation, and decoding strategies for decoding multi-syllabic words containing *-tion*, *-sion*, and *-ous*.

Pronunciation of short *I* preceding the *-tion/-sion* is taught. Spelling tips for *-tion/-sion* are taught.

Use Word Banks at the end of the lesson for decoding practice.

Be sure to note: Before decoding words containing Special Vowel Combinations and S-Blends, review and teach Lesson 78.

Lesson 67
-le at the End of a Word, p. 733

Teaching to syllabicate/decode words with a marking system is Not taught in a formal lesson. It is introduced as a phonemic awareness skill, listening for the vowel sound and clapping the syllable.

Implementation -- Words ending in *-le* have an understood vowel sound, thus making it a syllable. Students will learn how to decode and pronounce words ending with *-le* spelling.

Review punctuation, grammar, and spelling skills previously taught.

Administer Section 12 Assessment, also Mastery Check as needed.

Lesson 68
Exceptions, p. 739

Implementation -- Teach the students the exception to decoding skills. When decoding words that are the exception to the decoding skill, students will continue to use the regular two decoding skills for syllabication but make the long vowel short when necessary.

Read stories *The Honest Woodcutter*, *Kate's Celebration*, *Alfie and the Computer*, and *Fun in the Tub* in Little Orange Book.

Section Thirteen

Lesson 69

Double C, -KE, -CK, -K, and -C, p. 749

Implementation -- The /k/ sound has various spellings depending on the vowel sound and where it falls in a syllable in a word.

Teach the spelling rules associated with /k/ as an ending sound (-c, -ke, -ck, -k) and words using double C.

Use practice pages and sample words in lesson for decoding/spelling practice.

Lesson 70

Double S, -SE, or -CE at the End of a Word, p. 755

Implementation -- Teach students to know the particular spelling clues for single-syllable words ending with the sound of /s/ using -ss, -se, or -ce.

Lesson 71

-ist/-est and -us/-ous, p. 759

Implementation -- Teach spelling hints for when to use -ist, -est, -us, and -ous. Students will also learn the proper grammar term for words using those endings.

Lesson 72

Versatile EA, p. 761

Implementation -- Teach the three sounds produced by the *ea* vowel combination. Learn specific decoding marks to prove vowel sound when reading the word.

Lesson 73

IE and EI, p. 765

Implementation -- Teach the multiple sounds produced by the *ie/ei* vowel combinations in words. There are five important spelling skills taught with this vowel combination.

Lesson 74

GN, GH, CH, and X, p. 771

Implementation -- Teach three jobs for *gn* (beginning of a word, end of a word, and middle of a word).

Teach three jobs for *gh* /g/: spelled *gh*, as in 'ghost'; /f/ spelled *gh*, as in 'cough' and 'rough'; *gh* is silent, as in 'though' and 'sigh' (-*igh*).

Teach additional sound of *ch* /sh/: spelled *ch*, as in 'chute.'

Teach additional sounds of *X* /ks/: spelled *X* at end of a word, like 'box'; /z/ spelled *X* at beginning of a word, like 'xerox'; /gz/ spelled *X* in the middle of a word, like 'exact.'

Lesson 75
EU and EW, p. 777

Implementation -- Teach the sounds and spellings of *eu* and *ew*. Both spellings have the same sound, but when *ew* is preceded by *R, J, ch,* or *L*, its sound will be /oo/, as in 'zoo.'

These sounds can be taught as Special Vowel Sounds.

Lesson 76
The Last Job of Y, p. 779

Implementation -- Teach students to properly add suffixes and plurals to words ending in *Y*. There are five spelling rules to aid students in correct spelling:

When *Y* follows a consonant, *Y* changes to *I*, then add *-es, -er, -ed,* or *-est*.

When *Y* follows a vowel, just add *-s*.

If a multi-syllabic word ends in *-ny, -ly,* or *-fy*, *Y* will have the sound of long *I*.

-ly can be added as a suffix to a base word, *Y* will sound long *E*.

When *Y* is added as a suffix to a noun, the word becomes an adjective.

Lesson 77
The Schwa and Vowel Families, p. 781

Implementation -- Teach the importance of the schwa sound. The schwa says /u/ and is represented in the dictionary as an upside-down *E*. The schwa can take any vowel sound. The schwa was not taught as a skill in Harcourt, but it is an important phonic/vowel sound and should be taught early in the program, as recommended.

Teach long vowel *O* families in single-syllable words (*-old, -olt, -oll, -ost*).

Teach long vowel *I* families in single-syllable words (*-ind, -ild*).

Discuss *O* and *I* vowel families that do follow Phonetic Skill #2.

Lesson 78
Blends and Special Vowel Combinations That Split, p. 785

Implementation -- Teach that some blends will 'split' for decoding purposes in multi-syllabic words (*sc, sk, sp, st*).

Teach that Special Vowel Combinations (*ll, ng, nk*) can be split for decoding purposes in multi-syllabic words.

Lesson 79
Reversed Vowels, p. 791

Implementation -- Teach that certain vowel combinations can reverse in spelling in multi-syllabic words, and each vowel will retain a new sound in the syllable: *ai/ia; oe/eo; oa/ao; au/ua; oi/io*.

Teach special markings to use for decoding purposes.

Lesson 80**Synonyms, Antonyms, Homonyms, Homophones, Heteronyms, and Palindromes, p. 799**

Implementation -- Teach the meanings of the terms: synonyms, homonyms, homophones, heteronyms, and palindromes. Teach how they are used in sentences for grammar purposes.

Lesson 81**Prefixes, p. 805**

Implementation -- Teach students to identify and understand the use of prefixes. The 20 most common are identified.

Lesson 82**Suffixes, p. 809**

Implementation -- Teach the students the meaning, usage, and marking of suffixes to base words.

Lesson 83**Dictionary and Vocabulary Skills, p. 815**

Implementation -- Teach students the use of the dictionary for aiding in pronunciation, spelling, and vocabulary development. Diacritical markings for three commonly used dictionaries are listed.

Most Common Words

In Houghton Mifflin material, high frequency words are introduced with lessons for the purpose of reading decodable books. In the *Discover Intensive Phonics* program, high frequency words are called Most Common Words. These words have been divided into nine lists, with 13 to 18 words in each list. The Most Common Words are taught a few at a time throughout the course. Following is a list of what words are taught after specific skills. The Most Common Words are also used in the stories in the Little Books.

After the alphabet has been taught and reviewed, students will have learned the following Most Common Words:

List #1: a, am, and, as, at, go, have, has, his, I, in, is, it, my, no, put, see, the

List #2: are, ask, asked, come, do, doing, father, from, he, me, mother, to, said, some, what, where, you, your

List #3: been, does, done, give, here, off, on, one, once, she, that, this, too, was, we, were, word, work

List #4: both, build, could, eye, friend, of, should, their, there, they, want, who, would

After the *L*-, *R*-, and *S*-Blends are taught, students will have learned the following Most Common Words:

List #5: answer, before, blood, blue, brother, color, don't, flood, four, full, height, nothing, pull, won, won't

After the Skills for Making Words (Phonetic Skills) are taught, students will have learned the following Most Common Words:

List #6: any, buy, bury, busy, carry, door, eight, enough, floor, goes, guess, many, marry, weigh, weight, woman, women

After the *R*-Controlled Vowels (Murmur Diphthongs) are taught, students will have learned the following Most Common Words:

List #7: by, early, earn, genius, gone, great, heard, island, laugh, learn, light, long, lose, love, money

After the Digraphs are taught, students will have learned the following Most Common Words:

List #8: ever, every, iron, move, never, onion, only, pretty, push, says, seven, shoe, through, very, view, wrong

After the Vowel Combinations (Special Vowel Sounds) are taught, students will have learned the following Most Common Words (this is the final list):

List #9: again, beauty, junior, sugar, sure, talk, though, thought, together, ton, toward, truth, two, walk, wash, young, youth

Most Common Words are introduced in the following *Discover Intensive Phonics* lessons:

List #1: Lesson 11, p. 181

List #2: Lesson 14, p. 227

List #3: Lesson 18, p. 273

List #4: Lesson 22, p. 325

List #5: Lesson 30, p. 401

List #6: Lesson 43, p. 527

List #7: Lesson 48, p. 565

List #8: Lesson 53, p. 609

List #9: Lesson 58, p. 647

Little Book Stories

The *Discover Intensive Phonics* program is augmented with 32 vocabulary controlled stories reinforcing specific skills. The stories, contained in the Four Little Books, are grouped according to skill type (i.e. alphabet/blends).

The following list of Little Books show the order of their use with the *Discover Intensive Phonics* program. They are listed by book, individual story, specific skill, and *Discover Intensive Phonics* lesson number.

Little Red Book

Making words; Consonants *B, F, D, G, H, J, L*, and *M*; Vowels *A* and *E*; Most Common Word List #1

My Bed - Lesson 11, p. 181

Consonants *N, P, R*, and *S*; Vowel *O*; Most Common Word List #2

Lad - Lesson 14, p. 227

Consonants *T, V, W, X*, and *Y*; Vowel *U*; Most Common Word List #3

The Red Fox - Lesson 18, p. 273

Consonants *Q, Z, C*, and *K*; Vowel *I*; Most Common Word List #4

Friends - Lesson 22, p. 325

L-, R-, and *S-*Blends; Double *S, F,* and *Z* words; Special Vowel Combinations; Most Common Word List #5

It's Here - Lesson 24, p. 343

Frogs - Lesson 26, p. 365

Scott's Dog - Lesson 28, p. 383

What Would I Do? - Lesson 29, p. 393

My Brother Matt - Lesson 30, p. 401

Little Blue Book

Phonetic Skills; Other Sounds for *C* and *G*; Spelling with *-k* and *-ke*; Contractions; Most Common Word List #6

The Box - Lesson 34, p. 447

Me - Lesson 36, p. 463

The Raft - Lesson 36, p. 463

Silent *E* - Lesson 37, p. 469

The Prince and the Mule - Lesson 39, p. 496

The Trail of Slime - Lesson 40, p. 501

I Shouldn't - Lesson 42, p. 519

Hot Dog - Lesson 43, p. 527

Little Green Book

Murmur Diphthongs (*R*-controlled vowels); Digraphs; Special Vowel Sounds; some Rules for *Y*;
Most Commonw Word Lists #7, #8, and #9

Fern's Farm - Lesson 47, p. 555

Dee the Great - Lesson 48, p. 565

Star Light - Lesson 49, p. 573

The Wishing Whale - Lesson 49, p. 573

Jack the Gnome - Lesson 50, p. 585

Mom, Are You Coming? - Lesson 51, p. 593

Be Friends with All - Lesson 53, p. 609

Lake Maude - Lesson 57, p. 639

The Beauty of Friends - Lesson 58, p. 647

The Ant and the Dove - Lesson 60, p. 667

Little Orange Book

Decoding Skills (long vowel in first syllable; short vowel in first syllable; *-tion*, *-sion*, *-ous*; *-le*
and the end of words; decoding exceptions)

Case of the Missing Parcel - Lesson 64, p. 705

The Honest Woodcutter - Lesson 68, p. 739

Kate's Celebration - Lesson 68, p. 739

Alfie and the Computer - Lesson 68, p. 739

Fun in the Tub - Lesson 68, p. 739