

*Discover Intensive Phonics
for Yourself*

and

Harcourt Trophies[©]
2007

Kindergarten

TABLE OF CONTENTS

TABLE OF CONTENTS

Table of Contents	2
-------------------------	---

INTRODUCTION

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

PHONEMIC/PHONOLOGICAL AWARENESS

Implementation of Phonemic/Phonological Awareness Concepts.....	5
---	---

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	20-38
Section Seven.....	20-23
Section Eight.....	24-25
Section Nine	26-27
Section Ten.....	28-29
Section Eleven	30-31
Section Twelve	32-34
Section Thirteen	35-38
Most Common Words	39
Little Book Stories	40

Introduction

Discover Intensive Phonics for Yourself:

Discover Intensive Phonics for Yourself is a supplemental, research-based intervention program used to enhance any core reading series. *Discover Intensive Phonics* provides systematic, direct instruction in letter/sound associations and word formation and then continues with a remarkably effective instruction of word patterns. Instruction encompasses the 42 Sounds of the Alphabet and phonetic skills and culminates with syllabication and word analysis. Direct instruction and multi-sensory interaction enhances learning. A unique marking system employed throughout the course empowers students with the ability to decode quickly, enhancing comprehension. Spelling skills improve simultaneously, and students overall increase in confidence and self-esteem.

Using Discover Intensive Phonics:

Due to the fluency training accomplished through use of the “slide” and other unique markings employed during the introduction and review of the alphabet, we recommend reviewing the five Letter Groups and the Blends (lessons 1-30) as they are presented in *Discover Intensive Phonics* (replacing the reading series introduction and review of the alphabet and blends). This information is normally review material for students in First grade and above and should not require more than two-to-four weeks, depending upon the grade level and previous instruction. Practice and enrichment pages found in the Sound Essentials volume of the *Discover Intensive Phonics* Teacher’s Kit should be used to reinforce the direct instruction and board work and provide parent involvement when papers are signed and returned. Additionally, vocabulary controlled, skill-sequenced stories in the “Little Books” provide an excellent source for early reading material.

As long vowel phonic skills are introduced in the reading series, continue using the *Discover Intensive Phonics* methodology and marking system to teach the Five Phonetic Skills, enabling students to “prove” words. Once these skills have been taught and the foundation for early literacy is introduced, the remaining *Discover Intensive Phonics* skills can be introduced along with the reading series phonics lessons and its decodable readers. Students will progress rapidly with the foundation they have received.

Phonemic/Phonological Awareness Supplement:

Research confirms that phonemic awareness is essential in reading success – even at adult levels. *Discover Intensive Phonics* provides a Phonemic/Phonological Awareness Supplement and Assessment for elementary students that can also be adapted for older students. The supplement is included in the Elementary manual and can be downloaded for use with older students.

Discover Intensive Phonics contains a Phonemic/Phonological Awareness (PA) Supplement to be used as a determinant factor of phonemic/phonological awareness in students through teaching lessons and administering assessments. PA lessons can be reviewed throughout the program to enhance phonics skills.

Harcourt Trophies Kindergarten focuses on phonemic awareness strategies in learning to read and the introduction/instruction of letter-sound relationships. The lessons/themes involving consonant sounds (initial and final position) with the short vowel sounds are taught (phonograms). Big Books and Pre-Decodable books are included in the lessons. The **teacher's editions** for Kindergarten (there are three) will be referred to as **K-1, K-2, K-3**. The **lessons** are **thematic** in each teacher's edition and will be referred to as (Theme)**Th-**, (Week)**Wk-**; the specific **day** for skill introduction is **d-**. The introduction of *letter formation and letter sounds* are introduced using *Picture Word Cards*. *The alphabet for phoneme-grapheme practice is NOT introduced and taught in alphabetical order (begins with M /m/, S /s/...)*. Short vowel sounds are taught in isolation then as phonograms (-am, -at, -at,...) to create words for pre-decodable readers (text uses CVC words, high frequency words, and rebus pictures).

The following implementation guide shows the *Discover Intensive Phonics* sequence of phonics instruction, correlating the Harcourt Trophies phonics lessons to the *Discover Intensive Phonics* sequence. We recommend following the *Discover Intensive Phonics* sequence and using the marking system when teaching the phonic skills in Harcourt Trophies. When using practice pages from Harcourt, be sure to encourage students to use the *Discover Intensive Phonics* marking system for decoding words. Supplement with material from Sound Essentials to reinforce the skill.

Teachers should note that the *Discover Intensive Phonics* program for Kindergarten is contained in Volume One of the Teacher's Kit and instructs through learning blends. The material in the second Teacher's Manual is designed for students in older grades. Therefore, in this implementation guide, only the material that is covered in the *Discover Intensive Phonics* program, manual one, will be implemented into the Harcourt Brace materials.

The format will be as follows:

DIP Lesson

DIP Skill

Correlation to Harcourt material --

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

Harcourt - Trophies -- K-1, Wk-1, d-3. Reviewed in various lessons throughout the program. Students listen for same vowel-consonant ending of words.

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

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

Harcourt - Trophies -- K-1, Wk-1, d-5 and K-1, Wk-2, d-5. Introduced as “word parts” in names. Clap the syllables in the name(s).

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

Phonemic/Phonological Awareness: Phoneme Identification, p. 41

Harcourt - Trophies -- K-1, Wk-1, d-4. Introduced as beginning sound for first names (classroom).

K-1, Th-2, Wk-1, d-2 phoneme identification and isolation begins with /m/ and continues throughout various lessons.

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

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

Harcourt - Trophies -- K-1, Th-2, Wk-1, d-2. (This skill is introduced with the first letter formation and letter-sound lesson *M* /m/ and continues through the program with the introduction of each letter).

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

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

Harcourt - Trophies -- K-1, Wk-1, d-2.

K-1, Wk-2, d-1. (Clap the words in the sentence.)

This skill continues throughout various lessons.

Implementation -- Count the words in the sentences.

Section One

Lesson 1

Vowel *A*, p. 75

Harcourt - Trophies -- *A* /a/: K-1, Th-3, Wk-2, d-1 (initial position and medial position). Taught as phonograms *-ap*, *-at*, *-am*.

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

Writing Names, p. 81

Harcourt - Trophies -- Students are taught to write names and identify the capital letter in their name during the first week.

Implementation -- Practice writing first and last names.

Lesson 2

Consonant *B*, p. 83

Harcourt - Trophies -- *B* /b/: K-2, Th-7, Wk-1, d-1 (initial and final position).

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

Lesson 3

The Slide, p. 89

Harcourt - Trophies -- Introduced as blending skill to form CVC word. 1.1, Th-1, Lsn 1, d-2 (ha-t)

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

Lesson 4

Consonant *F*, p. 95

Harcourt - Trophies -- *F* /f/: K-2, Th-5, Wk-1, d-3 (initial position).

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

Harcourt - Trophies -- *D* /d/: K-1, Th-4, Wk-1, d-1 (initial and final position).

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

Harcourt - Trophies -- *G* /g/: K-2, Th-5, Wk-1, d-1 (initial and final position).

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).

Administer Mastery Check 1.

Section Two

Lesson 7

Let's Make Words, p. 133

Harcourt - Trophies -- K-1, Th-3, Wk-2, d-3 (introduced as word building; put beginning sound with next one to begin to build a word).

K-1, Th-3, Wk-2, d-3 (referred to as Build a Word, beginning with *a-m/am*; continues introduction with consonants *M, P, R, T*).

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, I

Lesson 8

Nonsense Words, p. 145

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Using letters *A, B, F, D, G* to create nonsense words to identify if students understand blending to words and know phonemes. Using Word Builder will aide in this process.

Most Common Words taught: the, am

Lesson 9

Consonant *H*, p. 151

Harcourt - Trophies -- *H/h/K-2*, Th-6, Wk-1, d-1 (initial position).

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: my

Consonant *J*, p. 151

Harcourt - Trophies -- *J/j*: K-3, Th-9, Wk-1, d-3 (initial position).

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

Consonant L, p. 151

Harcourt - Trophies -- *L* /l/: K-2, Th-6, Wk-1, d-1 (initial position and final position: *-ail, -eel, -le*).

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.

Consonant M, p. 151

Harcourt - Trophies -- *M* /m/: K-1, Th-2, Wk-1, d-1.

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.

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

Harcourt - Trophies -- *E* (short *E*): K-3, Th-9, Wk-2 and 3, d-1 (initial and medial position). Phonograms: *-et, -en*.

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: he, in

Beginning Sentences, p. 174

Harcourt - Trophies -- K-1, Th-4, Wk-3, d-5.

K-2, Th-6, Wk-1, d-1 (actual reference to "capital" letter at the beginning and period at the end).

Taught as "concept of print;" ending punctuation.

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

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

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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 Mastery Check 2.

Section Three

Lesson 12

Consonant N, p. 197

Harcourt - Trophies -- *N* /n/: K-1, Th-4, Wk-1, d-1 (initial and final position).

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: and

Consonant P, p. 197

Harcourt - Trophies -- *P* /p/: K-1, Th-3, Wk-1, d-1 (initial position and final position).

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: a

Consonant R, p. 197

Harcourt - Trophies -- *R* /r/: K-1, Th-2, Wk-1, d-2 (initial position and final sound position, as in 'water' or 'bear').

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: on

Consonant S, p. 197

Harcourt - Trophies -- *S* /s/: K-1, Th-2, Wk-2, d-1 (initial position and final position).

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: at

Grammar portion

Exclamation Marks, p. 206

Harcourt - Trophies -- Taught as "concept of print"; ending punctuation.

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

Question Marks, p. 207

Harcourt - Trophies -- Asking Sentences: taught as “concept of print”; ending punctuation. K-2, Th-6, Wk-2, d-5.

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

Commas, p. 208

Harcourt - Trophies -- K-2, Th-6, Wk-1, d-1 (actual reference to “capital” letter at the beginning and period at the end).

Taught as “concept of print”; ending punctuation.

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

Lesson 13
Vowel O, p. 215

Harcourt - Trophies -- *O* (short o): /o/: K-2, Th-7, Wk-2 and 3, d-1 (phonograms *-ot, -og, -op*)

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: you

Grammar portion
Nouns, p. 223

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Introduce nouns and their use in grammar.

Adjectives, p. 224

Harcourt - Trophies -- K-2, Th-7, Wk-1, d-4 (termed as “describing words” for creative writing purposes).

Implementation -- Teach that an adjective is the describing word in the sentence. Identify adjectives in sentences.

Singular and Possessive Plurals, p. 224

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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 Mastery Check 3.

Grammar portion**Direct and Indirect Quotations, p. 230**

Harcourt - Trophies -- Referred to as “dialogue – speech balloon.” Introduced for creative writing purposes K-2, Th-7, Wk-2, d-5.

Implementation -- Introduce quotation marks, and practice for reading and writing purposes.

Lesson 15**Oral Test, p. 235**

Harcourt - Trophies -- Theme Assessments are administered at the end of each teacher’s edition.

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

Harcourt - Trophies -- *T/t*: K-1, Th-3, Wk-3, d-1 (initial and final position).

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: are

Consonant *V*, p. 249

Harcourt - Trophies -- *V/v*: K-3, Th-9, Wk-1, d-1 (initial position).

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.

Consonant *W*, p. 49

Harcourt - Trophies -- *W/w*: K-2, Th-8, Wk-1, d-1 (initial position).

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: to, do

Consonant *X*, p. 249

Harcourt - Trophies -- *X/x* (final position): K-2, Th-8, Wk-1, d-3 (phonograms *-ax, -ix, -ox*).

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: no, go

Consonant *Y*, p. 249

Harcourt - Trophies -- *Y/y*: K-3, Th-10, Wk-1, d-1 (initial position).

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- *U* (short *U*): /u/: K-3, Th-11, Wk-2, d-1 (phonogram *-ut*).

Th-11, Wk-3 (phonogram *-un, -up*).

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: said

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

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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 Mastery Check 4.

Section Five

Lesson 19 Consonant *Q*, p. 291

Harcourt - Trophies -- *Q* /q/: K-3, th-11, Wk-1, d-1 (initial position as ‘*Q*’) /kw/ spelled *qu*.

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: have, love

Consonant *Z*, p. 291

Harcourt - Trophies -- *Z* /z/: K-3, Th-10, Wk-1, d-3 (initial position).

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: was, of

Lesson 20 Vowel *I*, p. 303

Harcourt - Trophies -- *I* /i/ (short *I*): K-2, Th-5, Wk-2 and 3, d-1 (initial and medial position). /i/: for word building (phonograms *-it*, *-ig*, *-ip*).

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: be, me, she, we

Lesson 21 Consonant *C*, p. 311

Harcourt - Trophies -- *C* /c/ (initial position): K-1, Th-3, Wk-1, d-3.

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

Consonant *K*, p. 311

Harcourt - Trophies -- *K* /k/ (initial position): K-2, Th-7, Wk-1, d-3.

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.

Alphabetizing, p. 324

Harcourt - Trophies -- Initially taught in “Alphabet Song” order, followed by students saying alphabet letters, and teacher writes them in order.

Implementation -- Review written upper- and lowercase letters, alphabet order of letters, writing names using capital letter at beginning.

Writing Names, p. 324

Harcourt - Trophies -- Students are taught to write names and identify the capital letter in their names during the first week.

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

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

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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

Read story *Friends* from Little Red Books.

Review punctuation and grammar skills previously taught.

Administer Mastery Check 5.

Lesson 23**Review of Most Common Word Lists #1-4, p. 329**

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

Implementation -- Review MCW lists 1-5 using *Discover Intensive Phonics* activity pages.

Section Six

Lesson 24

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

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- 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.

Lesson 25

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

Harcourt - Trophies -- Not taught in Kindergarten.

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.

Plurals by adding *-S* and *-ES*, p. 359

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Teach spelling rule for plurals of adding *-s* or *-es* to the end of words.

Administer Mastery Check 6.

Lesson 26

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

Harcourt - Trophies -- Not taught in Kindergarten.

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.

Lesson 27

Special Vowel Combinations

Double *L*, p. 377

Harcourt - Trophies -- Not taught in Kindergarten.

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

NG and NK, p. 379

Harcourt - Trophies -- Not taught in Kindergarten.

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.

Administer Mastery Check 7.

Lesson 28

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

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

Lesson 29

Learn Action Verbs, p. 395 - Review Blends, p. 397

Harcourt - Trophies -- K-2, Th-7, Wk-3, d-3 (introduced as “action words” for the purpose of creative writing).

Implementation -- Teach action verbs (recognize in sentence).

Verb Agreement, p. 396

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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 Mastery Check 8.

Volume Two

Note: The material in *Discover Intensive Phonics Teacher's Manual 2* are not covered in Kindergarten. However, if the teacher desires to teach certain skills from this manual, he/she can.

Section Seven

Lesson 31

Short Vowels and Long Vowels, p. 419

Note that this skill is typically Not taught in *Discover Intensive Phonics* for Kindergarten students.

Harcourt - Trophies -- Short vowel sounds are reviewed in K-3, Th-12 as phonograms. No rules for a vowel being short are taught.

Long vowels are Not taught in Kindergarten.

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

Most Common Words taught: goes

Lesson 32

Phonetic Skill #1, p. 429

Harcourt - Trophies -- Not taught in Kindergarten.

-id: JFY 2.1, Th-1, Wk-1, d-1.

-at: JFY 2.1, Th-1, Wk-5, d-1.

Implementation -- Teach phonetic spelling skill in which 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

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Teach phonetic spelling skill in which 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**

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- No long vowel sounds are taught in Kindergarten.

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**

Harcourt - Trophies -- No long vowel sounds are taught in Kindergarten.

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

Demonstrate skill by going from CVC to CVCV 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

Harcourt - Trophies -- Not taught in Kindergarten.

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 *J* (*ge/gi*) words. Underline the suffix.

***-ange* and *-aste*, p. 488**

Harcourt - Trophies -- Not taught in Kindergarten.

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 (exception to Silent *E*).

***-igh*, *-ight*, p. 489**

Harcourt - Trophies -- Not taught in Kindergarten.

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

***-dge*, p. 490**

Harcourt - Trophies -- Not taught in Kindergarten.

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

Lesson 39
Adding *-ing* to Phonetic Skill #4, Adding *-ing* to Words Ending in *-ce* and *-ge*, p. 493

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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 practice.

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

Lesson 41
-k and -ke, p. 513

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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/ *wa*, /wor/ *war*, /wer/ *wor*. 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

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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 aide 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
Digraph Blends, p. 593

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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

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

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- High frequency words are introduced with lessons for the purpose of reading decodable books.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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 at the end of the 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

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Introduce and teach rules of *Y*: Phonetic Skill #5, *Y* is an adjacent vowel and is silent (*-ay, -ey*). Exceptions are 'they' and 'grey.'

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

Review adding suffixes and contractions.

Compound Words, p. 675

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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 sounds 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

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Teach the 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

Harcourt - Trophies -- See Lesson 61.

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

Harcourt - Trophies -- Not taught in Kindergarten.

Syllabication: 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 (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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Teach the students the exceptions 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. 479

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

Implementation -- Teach students 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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Lesson 72

Versatile EA, p. 761

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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

Harcourt - Trophies -- Not taught in Kindergarten.

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.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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**

Harcourt - Trophies -- Not taught in Kindergarten.

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

Lesson 82**Suffixes, p. 809**

Harcourt - Trophies -- Not taught in Kindergarten.

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

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

Note that this skill is typically Not taught in *Discover Intensive Phonics* for Kindergarten students.

Harcourt - Trophies -- Antonyms/Opposites: K-2, Th-5, Wk-1, d-3 (creative writing recognition).

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 Harcourt - Trophies materials, high frequency words are introduced with lessons for the purpose of reading decodable books. In the *Discover Intensive Phonics* Kindergarten program, high frequency words are called Most Common Words. These words have been divided into four lists, with five-to-eight 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.

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

List #1: am, he, I, in, is, it, my, the

List #2: a, and, at, on, you

List #3: are, do, go, no, said, to

List #4: be, have, love, me, of, she, was, we

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

Little Book Stories

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

In Kindergarten, the students are usually taught through the blends in the *Discover Intensive Phonics* program and, therefore, use only one Little Book. However, if the students are able to move to higher skills (skills that are usually taught in First grade and above), there are three additional Little Books that can be used to augment the students' learning. These books and their stories are mentioned in the Volume 2 implementation portion of this guide (see p. 20).

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