



*Reading Horizons Discovery*<sup>®</sup>

and

McGraw-Hill Wonders<sup>©</sup>

Kindergarten



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May 2016

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*Reading Horizons Discovery® Correlation to Wonders McGraw-Hill*

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# Introduction

The *Reading Horizons Discovery*® (*RHD*) program can be used as a supplemental phonics program to enhance a basal reading series or as a complete phonics program when one is not present in a reading series. The *RHD* program is explicit, sequential, and systematic in teaching consonant and vowel sounds, using a unique marking system for decoding and reading purposes. *RHD Kindergarten* has two teacher manuals – **Kindergarten Chapter 1** and **Kindergarten Chapter 2**. The Kindergarten manuals include lessons on the Alphabet (letters/sounds), Building Words, Nonsense Words, Blends, Special Vowel Combinations, Digraphs (th, ch, sh, wh, ph), Short and Long vowel sounds, 7 Grammar/Reference Lessons (capitalization, punctuation, sentence structure, alphabetical order, nouns, verbs, antonyms), and 8 Most Common Word lists (30 words total).

Due to the unique marking system of proving words, it is recommended to teach the Alphabet lessons and Blends in *RHD* order along with the basal reading lessons. The **practice and enrichment pages** on the **Enrichment CD** work as a great reinforcement for practicing the skills being taught.

*RHD* contains a **Phonemic Awareness (PA) Section** to be used as a determinant factor of phonemic awareness skills in students. The phonemic awareness lessons are structured to be used as needed.

**McGraw-Hill WONDERS (2014) Kindergarten lessons are contained in the Teacher Edition. There are ten Units/Teacher Edition, each Unit contains lessons (one lesson per week, 5 days of specific skills). The WONDERS skills will be labeled or coded as, Kindergarten(K) Unit (U).1, KU.2, KU.3, KU.4, KU.5, KU.6 (KU.1, etc.), Week (wk-), example: KU.2, wk-2 (please check the 5-Day Suggested Lesson Plan to see which day a skill is taught during the week).** Alphabet Sound/Spelling Cards and Letter Cards are used in *WONDERS* by the teacher for letter/sound recognition (Photo Cards are used for ELL purposes), and blending to make words. *Leveled Readers (pre-decodable books)* for independent reading or small groups are labeled as “Below-Level, On-Level, and Advanced.” **Kindergarten begins with Start Smart, a 3-week introduction to Phonological Awareness, Phonics, High-Frequency Words, Listening Comprehension and Writing.** Paying close attention to the *5-Day Suggested Lesson Plan* at the beginning of each Week will let the teacher know when specific phonologic, phonic, spelling, and grammar skills are taught.

**The following implementation guide shows the *RHD* sequence of phonics instruction, correlating the WONDERS phonics lessons to the *RHD* sequence. We recommend you follow the *RHD* sequence and use the marking system when teaching the phonic skills in WONDERS. When using the practice pages from WONDERS, be sure to encourage your students to use the *RHD* marking system when decoding words. Supplement with materials as instructed in each *RHD* Lesson Summary, the Enrichment CD, and *Little Books* to reinforce each skill. *RHD* Practice and Enrichment Pages, Skill and Chapter Assessments are found on the Reading Horizons webpage [www.RHAccelerate.com](http://www.RHAccelerate.com).**

# Introduction

The format will be as follows:

*Reading Horizons Discovery*® Skill

Wonders:

Implementation of two programs:

A listing of the Most Common Words in the *Reading Horizons Discovery*® method follow the correlation of the *Reading Horizons Discovery*® program and the Wonders McGraw-Hill.

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

# Chapter 1

## **Kindergarten, Lesson 1, Alphabet Introduction, pp. 41-46**

Wonders: Start Smart - First 3 weeks of school.

Implementation:

## **Kindergarten, Lesson 2, Vowel A, pp. 47-52**

Wonders: Aa /a/ short ā: Start Smart KU.1, wk-1, d-1 (recognition only); KU.1, wk-2

Implementation: Introduce A/a as a vowel (short vowel sound) & written practice of letter (upper & lowercase).

Use Vowels Poster, Whole Class and Student Transfer Cards.

Practice writing first and last name.

## **Kindergarten, Lesson 3, Consonant B, pp. 53-58**

Wonders: Bb /b/: Start Smart KU.1, wk-1, d-2 (recognition only); KU.6, wk-1; KU.6, wk-3 (review)

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

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 4, The Slide, pp. 59-64**

Wonders: Not a specific skill presented in Kindergarten.

Aural only (blend phonemes using Letter/Sound and Photo cards, start at beginning of the word and moving to the vowel, then the rest of the word).

Phoneme Blending, as a letter and its sound is taught, it is ‘blended’ into a word with additional phonemes.

Implementation: Fluency introduction to reading by sliding a consonant sound to a vowel: Slide B – A together to form slide and sound /ba/ (upper and lowercase).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 5, Consonant F, pp. 65-70**

Wonders: Ff /f/ (initial position): Start Smart KU.1, wk-1, d-4 (recognition only); KU.5, wk-3; KU.6, wk-3 (review)

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).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 6, Consonant D, pp. 71-76**

Wonders: Dd /d/ (initial and final position): Start Smart KU.1, wk-1, d-3 (recognition only); KU.4, wk-2; KU.4, wk-3 (review)

# Correlation

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).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 7, Consonant G, pp. 77-82**

Wonders: Gg /g/ (initial and final position): Start Smart KU.1, wk-1, d-5 (recognition only); KU.7, wk-2; KU.8, wk-3 (review)

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).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 8, Building Words, pp. 83-88**

Wonders: KU.1, wk-2 (blending with a and m). The vowel/rime is taught first, then the beginning sound (onset) is added to the front of the word (e.g., -am, add s, Sam).

Implementation: Creating and decoding CVC words using letters a, b, f, d, g. Introduce marking system for decoding and reading purposes (identify vowel and print 'x' beneath letter).

## **Kindergarten, Lesson 9, Nonsense Words, pp. 89-94**

Wonders: 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.

## **Kindergarten, Lesson 10, Most Common Words List 1, pp. 95-102**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *the, of, and*.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 11, Capitalization, pp. 103-104**

Wonders: Capital letters: introduced, taught, and practiced in every lesson with each letter. Start Smart KU.1, wk-1; KU.3, wk-1; KU.6, wk-1; KU.8, wk-1.

Implementation: Capitalize first word in a sentence; capitalize the pronoun – I; capitalize names.

## **Kindergarten, Lesson 12, Consonant H, pp. 105-110**

Wonders: Hh /h/ (initial position): Start Smart KU.1, wk-1, d-5 (recognition only); KU.5, wk-1; KU.6, wk-3 (review)

Implementation: Teach H/h as a consonant. Slide H – A together to form slide and sound /ha/.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.



**Kindergarten, Lesson 13, Consonant J, pp. 157-169**

Wonders: Jj /j/ (initial position): Start Smart KU.1, wk-2, d-1 (recognition only); KU.8, wk-1; KU.8, wk-3 (review)

Implementation: Teach J/j as a consonant. Slide J – A together to form slide and sound /ja/.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 14, Consonant L, pp. 111-122**

Wonders: Ll /l/ (initial position): Start Smart KU.1, wk-2, d-2 (recognition only); KU.6, wk-1; KU.6, wk-3 (review)

Implementation: Teach L/l as a consonant. Slide L – A together to form slide and sound /la/.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 15, Consonant M, pp. 123-128**

Wonders: Mm /m/ (initial and final position): Start Smart KU.1, wk-2, d-3 (recognition only); KU.1, wk-1

Implementation: Teach M/m letter sound and written form. Slide M – A together to form slide and sound /ma/. Use letters b, f, d, g, h, j, l, m, to make Slides with vowel A/a. Create real and nonsense CVC words, be sure to check students ability of blending sounds together to create words.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 16, Vowel E, pp. 129-134**

Wonders: Ee /e/ short ē: Start Smart KU.1, wk-1, d-4 (recognition only); KU.5, wk-2; KU.6, wk-3 (review); KU.7, wk-1 (review)

Implementation: Teach vowel E/e written form and letter sound (short sound). Use letters (consonants) previously taught with vowels A/a and E/e to make Slides (ba, be, fa, fe, da, de, ga, ha, he, ja, je, la, le, ma, me). Create real and nonsense CVC words (e.g. dad, bed, jam, Meg).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 17, Most Common Words List 2, pp. 135-140**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *a, to, in*.

Use Whole Class and Student Transfer Cards.

**Kindergarten, Lesson 18, Punctuation, pp. 141-143**

Wonders: Punctuation: In Fluency Lessons the program teaches to pause when they see a period at the end of a sentence.

What Is a Sentence?: KU.3, wks 1- 3. In grammar lessons on sentences: program teaches sentences begin with a capital letter and ends with a mark.

KU.3, wk-3

Period: KU.3, wks 1- 3

Exclamation: Not taught in Kindergarten.

# Correlation

Question mark: KU.6, wk-3 (question words); KU.9, wk-9 (question words).  
Commas: Not taught in Kindergarten.

Implementation: Teaches three types of punctuation: period, exclamation point, question mark.

## **Kindergarten, Lesson 19, Consonant N, pp. 145-150**

Wonders: Nn /n/ (initial and final position): Start Smart KU.1, wk-2, d-3 (recognition only); KU.3, wk-2; KU.4, wk-3 (review)

Implementation: Teach N/n as a consonant. Slide N/n to vowels Aa and Ee together to form the slides and sounds /na/ and /ne/. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 20, Consonant P, pp. 151-156**

Wonders: Pp /p/ (initial and final position): Start Smart KU.1, wk-2, d-4 (recognition only); KU.2, wk-1

Implementation: Teach P/p as a consonant. Slide P/p to vowels Aa and Ee together to form the slides and sounds /pa/ and /pe/. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 21, Consonant R, pp. 157-162**

Wonders: Rr /r/ (initial position): Start Smart KU.1, wk-2, d-5 (recognition only); KU.5, wk-3; KU.6, wk-3 (review); KU.7, wk-1 (review)

Implementation: Teach R/r as a consonant. Slide R/r to vowels Aa and Ee together to form the slides and sounds /ra/ and /re/. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 22, Consonant S, pp. 163-168**

Wonders: Ss /s/ (initial position): Start Smart KU.1, wk-3, d-1 (recognition only); KU.1, wk-3

Implementation: Teach S/s as a consonant. Slide S/s to vowels Aa and Ee together to form the slides and sounds /sa/ and /se/. Use letters previously taught to create CVC words.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 23, Vowel O, pp. 169-174**

Wonders: Oo /o/ short ö: Start Smart KU.1, wk-2, d-4 (recognition only); KU.4, wk-1; KU.4, wk-3 (review)

Implementation: Teach vowel O/o sound and written form. Use letters b, f, d, g, h, j, l, m, n, p, r, s, with vowels A/a, E/e, O/o to make Slides (e.g. bo, fe, do, ga, ho, je, lo, ma, no, pe, ra, so). Create real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 24, Most Common Words List 3, pp. 175-182**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *is, you, that, it*.

Use Whole Class and Student Transfer Cards.

**Kindergarten, Lesson 25, Sentence Structure, pp. 184-185**

Wonders:

Punctuation: KU.3, wks 1- 3. In grammar lessons on sentences: program teaches sentences begin with a capital letter and ends with a mark.

What Is a Sentence?: KU.3, wks 1- 3.

Implementation: Teaches different types of sentences (declarative and interrogative) and sentence structure (simple and complex). Teaches question words (who, what, when, where, why, do, will, can, how).

**Kindergarten, Lesson 26, Consonant T, pp. 186-190**

Wonders: Tt /t/ (initial and final position): Start Smart KU.1, wk-3, d-1 (recognition only); KU.2, wk-2

Implementation: Teach T/t as a consonant. Slide T/t to vowels Aa, Ee, and Oo together to form the slides and sounds /ta/, /te/, /to/. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 27, Consonant V, pp. 191-196**

Wonders: Vv /v/ (initial position): Start Smart KU.1, wk-3, d-2 (recognition only); KU.7, wk-3; KU.8, wk-3 (review)

Implementation: Teach V/v as a consonant. Slide V/v to vowels Aa, Ee, and Oo together to form the slides and sounds /va/, /ve/, /vo/. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 28, Consonant W, pp. 197-202**

Wonders: Ww /w/ (initial position): Start Smart KU.1, wk-3, d-3 (recognition only); KU.7, wk-2; KU.8, wk-3 (review)

Implementation: Teach W/w as a consonant. Slide W/w to vowel Ee together to form the slide and sound /we/. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 29, Consonant X, pp. 203-208**

Wonders: Xx /ks/ (final position): Start Smart KU.1, wk-3, d-3 (recognition only); KU.7, wk-3; KU.8, wk-3 (review)

# Correlation

Implementation: Intro X/x (sound /ks/) in final position with CVC words (e.g. tax, Rex, pox). Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 30, Consonant Y, pp. 209-214**

Wonders: Yy /y/ (initial position): Start Smart KU.1, wk-3, d-4 (recognition only); KU.8, wk-2; KU.8, wk-3 (review)

Implementation: Teach Y/y as a consonant. Slide Y/y to vowels Aa, Ee, and Oo together to form the slides and sounds /ya/, /ye/, /yo/. Use letters previously taught to create CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 31, Vowel U, pp. 215-222**

Wonders: Uu /u/ short ŭ: Start Smart KU.1, wk-3, d-2 (recognition only); KU.7, wk-1; KU.8, wk-3 (review)

Implementation: Teach vowel U/u sound and written form. Use letters b, f, d, g, h, j, l, m, n, p, r, s, with vowels A/a, E/e, O/o, and U/u to make Slides (e.g. bu, fe, do, gu, ho, je, lu, ma, no, pu, re, so, tu, va, we, -ux, yu). Create real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 32, Most Common Words List 4, pp. 223-230**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *he, was, for, on*.

Use Whole Class and Student Transfer Cards.

## **Kindergarten, Lesson 33, Consonant Q, pp. 231-236**

Wonders: Qq /kw/ (initial position with letter u. 'U' is not a working vowel next to Q/q): Start Smart KU.1, wk-2, d-5 (recognition only); KU.8, wk-1; KU.8, wk-3 (review)

Implementation: Teach Q/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, o, e, and make real and nonsense words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

## **Kindergarten, Lesson 34, Consonant Z, pp. 237-242**

Wonders: Zz /z/ (initial position): Start Smart KU.1, wk-3, d-4 (recognition only); KU.8, wk-2; KU.8, wk-3 (review)

Implementation: Teach Z/z letter sound and written form in initial placement with vowels a, o, e, u, and make Slides, real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 35, Vowel I, pp. 245-248**

Wonders: Ii/i/ short ĭ: Start Smart KU.1, wk-2, d-1 (recognition only); KU.3, wk-1; KU.4, wk-3 (review)

Implementation: Teach vowel I/i sound and written form. Use letters b, f, d, g, h, j, l, m, n, p, r, s, t, v, w, x, y, qu, z, with vowels A/a, E/e, O/o, U/u, and I/i to make Slides (e.g. bu, fi, do, gu, hi, je, lu, ma, no, pu, re, si, tu, va, we, -ux, yu, qui, zi). Create real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 36, Consonant C, pp. 249-253**

Wonders: Cc /k/ (initial position): Start Smart KU.1, wk-1, d-3 (recognition only); KU.3, wk-3; KU.4, wk-3 (review)

Implementation: Teach C/c letter name and sound /kuh/ in written form.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 37, Consonant K, pp. 254-260**

Wonders: Kk /k/ (initial position): Start Smart KU.1, wk-2, d-2 (recognition only); KU.6, wk-2

Implementation: Teach K/k letter name and sound /kuh/ in written form.

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 38, Alphabetical Order, pp. 261-263**

Wonders: Alphabetizing: Start Smart KU.1, wk-3, d-5 (recognition only)

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

**Kindergarten, Lesson 39, Spelling with C and K, pp. 264-276**

Wonders: Not taught as a specific spelling skill in Kindergarten.

Implementation: Teach rule for using C/c with vowels a, o, u, and K/k with vowels i, e (consonants in initial position).

Make Slides with vowels, real and nonsense CVC words (use suggested word bank at the end of the lesson).

Use Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

**Kindergarten, Lesson 40, Most Common Words List 5, pp. 277-279**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *are, as, with, his*.

Use Whole Class and Student Transfer Cards.



# Chapter 2

## **Kindergarten, Lesson 41, Most Common Words List 6, pp. 3-10**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *they, I, at, be*.

Use Whole Class and Student Transfer Cards.

## **Kindergarten, Lesson 42, Nouns , pp. 11-14**

Wonders:

Nouns: KU.1, wk-1; KU.1, wk-2; KU.1, wk-3

Proper Nouns: KU.6, wk-1

Pronouns: KU.5, wks 1-3; KU.10, wks 1-3

Implementation: Teaches a noun is a person, place, or thing; singular and plural nouns (-s and -es).

## **Kindergarten, Lesson 43, L-Blends, pp. 15-22**

Wonders: Blends with L: Not taught as a specific skill in Kindergarten.

KU.7, wk-2 (Extend the Lesson for the words, ‘clap, clam, club, slam, slap, slim, slick).

Implementation: Identify/teach six L-Blends, then with vowels as Slides, and make real and nonsense words (use provided word bank)

Use Blends Poster, Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Read corresponding *Reading Horizons Discovery*<sup>®</sup> Little Books.

## **Kindergarten, Lesson 44, R-Blends, pp. 23-30**

Wonders: Blends with R: Not taught as a specific skill in Kindergarten.

Implementation: Identify/teach seven R-Blends, then with vowels as Slides, and make real and nonsense words (use provided word bank).

Use Blends Poster, Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Read corresponding *Reading Horizons Discovery*<sup>®</sup> Little Books.

## **Kindergarten, Lesson 45, S-Blends, pp. 31-42**

Wonders: Not taught as a specific skill in Kindergarten.

Implementation: Identify/teach eight S-Blends, then with vowels as Slides, and make real and nonsense words (use provided word bank).

# Correlation

Teach five 3-Letter S Blends, then with vowels as Slides (remember squ, the ‘u’ is not a working vowel).

Use Blends Poster, Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Read corresponding *Reading Horizons Discovery*® Little Books.

## **Kindergarten, Lesson 46, Extra Blends: DW and TW, pp. 43-48**

Wonders: Not taught in Kindergarten.

Implementation: Identify/ teach *tw* and *dw* as extra blends.

Use Blends Poster, Whole Class and Student Transfer Cards, Sounds Poster, and Vowel Poster.

Read corresponding *Reading Horizons Discovery*® Little Books.

## **Kindergarten, Lesson 47, Double S, F, and Z Words and Plurals, pp. 49-56**

Wonders:

*ff* special spelling: KU.3, wk-1

*zz* special spelling: Not taught in Kindergarten.

*ss* special spelling: KU.3, wk-1

Plurals with -s: KU.6, wk-1, introduced in ‘Naming Words’

Plurals with -es: 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.

Teach Plurals: spelling rule for plurals of adding ‘s’ or ‘es’ to the end of words.

Use Whole Class and Student Transfer Cards.

Read corresponding *Reading Horizons Discovery*® Little Books.

## **Kindergarten, Lesson 48, Most Common Words List 7, pp. 57-64**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *this, have, from, or*.

Use Whole Class and Student Transfer Cards.

## **Kindergarten, Lesson 49, Verbs, pp. 65-66**

Wonders:

Verbs (action words): KU.2, wk-1; KU.2, wk-2; KU.2, wk-3

Subject-Verb Agreement: KU.7, wk-1 (oral recognition)

Verb Tense: KU.7, wks 2-3 (oral recognition)

Implementation: Teach action verbs (recognize in sentence).



**Kindergarten, Lesson 50, Special Vowel Combination LL, pp. 67-74**

Wonders: LL special spelling: 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 purposes.

Use Special Vowel Combinations Poster, Whole Class and Student Transfer Cards, Blends Poster, and Special Vowel Combination Poster.

Read corresponding *Reading Horizons Discovery*® Little Books.

**Kindergarten, Lesson 51, Special Vowel Combination NG, pp. 75-80**

Wonders: -NG: Not taught in Kindergarten.

Implementation: Teach Special Vowel Combination words ending in -NG. Some of the vowels change in sound when followed by -NG. Teach special marking for decoding purposes.

Use Special Vowel Combinations Poster, Whole Class and Student Transfer Cards, Blends Poster, and Special Vowel Combination Poster.

Read corresponding *Reading Horizons Discovery*® Little Books.

**Kindergarten, Lesson 52, Special Vowel Combination NK, pp. 81-86**

Wonders: -NK: Not taught in Kindergarten.

Implementation: Teach Special Vowel Combination words ending in -NK (there are no English words ending with the spelling of -enk). Some of the vowels change in sound when followed by -NK. Teach special marking for decoding purposes.

Use Special Vowel Combinations Poster, Whole Class and Student Transfer Cards, Blends Poster, and Special Vowel Combination Poster.

Read corresponding *Reading Horizons Discovery*® Little Books.

**Kindergarten, Lesson 53, Most Common Words List 8, pp. 87-94**

Wonders: High Frequency Words: specific high frequency words are introduced prior to the reading selection. High-Frequency Word Cards and Photo Cards are used to help teach the word.

Implementation: Teaches words: *one, had, by, word*.

Use Whole Class and Student Transfer Cards.

**Kindergarten, Lesson 54, Antonyms, pp. 95-96**

Wonders: KU.8, wk-3 (oral identification)

Implementation: Teach antonyms are words that are opposite from each other.

# Correlation

## **Kindergarten, Lesson 55, Voiced and Voiceless and the TH Digraphs, pp. 97-105**

Wonders:/th/ voiced and voiceless spelled th: Not taught as a specific skill in Kindergarten.

KU.10, wk-2 (Extend the Lesson for high-frequency word, ‘these’)

Implementation: Teach the consonants t-h together in a word create a digraph (one consonant sound). The T-H digraph can have two sounds: voiced (vocal cords vibrate) and voiceless (no vibration of vocal cords). Teach special marking for decoding purposes.

Use Digraphs Poster, Whole Class and Student Transfer Cards, Special Vowel Combination Poster, and Sounds Poster.

Read corresponding *Reading Horizons Discovery*® Little Books.

## **Kindergarten, Lesson 56, Digraphs CH, SH, WH, PH, pp. 107-120**

Wonders: Not taught as a specific skill in Kindergarten.

SH: KU.9, wk-1 (Extend the Lesson for words ‘shade, shack, shock’).

CH: KU.9, wk-2 (Extend the Lesson for words ‘rich, chug, chick, such’).

Implementation: Teach the consonants c-h, s-h, w-h, and p-h together in a word create a digraph (one consonant sound). Teach special marking for decoding purposes.

Teach plural endings (-es) for words ending in the digraphs c-h and s-h.

Use Digraphs Poster, Whole Class and Student Transfer Cards, Special Vowel Combination Poster, and Sounds Poster.

Read corresponding *Reading Horizons Discovery*® Little Books.

## **Kindergarten, Lesson 57, Short Vowels and Long Vowels, pp. 121-128**

Wonders: Not taught or identified with diacritical markings. Identified for spelling/sound with Word Building Cards.

a\_e: KU.9, wk-1

i\_e: KU.9, wk-2

o\_e: KU.9, wk-3

ō: KU.9, wk-3

u\_e: KU.10, wk-1

e\_e: KU.10, wk-2

ē: KU.10, wk-2

ee: KU.10, wk-2

Implementation: Teach all vowels have more than one sound. Teach diacritical markings to identify if the vowel sound is short or long in a word.

Use Whole Class and Student Transfer Cards.

# Phonemic Awareness

References are found in *Reading Horizons Discovery*® Chapter 1 in the Teacher Supplement.

## **Phonemic/Phonological Awareness Section**

### **Phonemic/Phonological Awareness: Rhyming Words**

Wonders: Smart Start wks 1-2 (recognition only); UK.1, wk-2; KU.2, wk-2 (rhyming with a high-frequency word).  
Recognize Rhyme: KU.4, wk-3; KU.6, wk-2; KU.7, wk-2

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Rhyming Words, Kindergarten, Ch 1, p. 27.

Implementation: Help students identify and develop an awareness of rhyme.

### **Phonemic/Phonological Awareness: Syllable Identification**

Wonders: Smart Start wk-3 (recognition only); KU.9, wk-1; KU.10, wk-1

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Syllables Identification, Kindergarten, Ch 1, p. 29.

Implementation: Define syllables, and help students recognize how many syllables are in a word. Clapping syllables in names, blending and segmentation of syllables in words.

### **Phonemic/Phonological Awareness: Phoneme Identification**

Wonders: Phoneme Blending, as a letter and its sound is taught, it is 'blended' into a word with additional phonemes.  
Students are asked to listen to words with the same sound.

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds, Kindergarten, Ch 1, p. 31.

Implementation: Phoneme Isolation of Initial, Final, and Medial Sounds – Identification of initial and final phonemes in CVC words.

### **Phonemic/Phonological Awareness: Phoneme Placement and Manipulation**

Wonders: Phoneme Blending, as a letter and its sound is taught, it is 'blended' into a word with additional phonemes.  
Students are asked to identify where in the word they hear the particular phoneme (beginning, middle, end).

*Reading Horizons Discovery*® -- Phonemic/Phonological Awareness: Phoneme Blending and Segmentation, Kindergarten, Ch 1, pp. 33-34.

Implementation:



# Most Common Words

In the Wonders materials, High frequency words are introduced as Vocabulary Words /Words to Know: specific high frequency words are introduced prior to the reading selection. Teachers are to note any phonemic element (in the word) that was taught during the week. In the Reading Horizons Discovery® Grades 1-3 program, high-frequency words are called Most Common Words. These words have been divided into 22 lists, with 10 to 20 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.

These Most Common Word lessons are included in the lesson flow:

List #1: the, of, and

List #2: a, to, in

List #3: is, you, that, it

List #4: he, was, for, on

List #5: are, as, with, his

List #6: they, I, at, be

List #7: this, have, from, or

List #8: one, had, by, word

Following tells which *Reading Horizons Discovery*® lesson contain a short review of the Most Common Words lists:

List #1: K-Ch 1, Lsn 10, pp. 95-102. Use Whole Class and Student Transfer Cards.

List #2: K-Ch 1, Lsn 17, pp. 135-140. Use Whole Class and Student Transfer Cards.

List #3: K-Ch 1, Lsn 24, pp. 175-182. Use Whole Class and Student Transfer Cards.

List #4: K-Ch 1, Lsn 32, pp. 223-232. Use Whole Class and Student Transfer Cards.

List #5: K-Ch 1, Lsn 40, pp. 273-279. Use Whole Class and Student Transfer Cards.

List #6: K-Ch 2, Lsn 41, pp. 3-10. Use Whole Class and Student Transfer Cards.

List #7: K-Ch 2, Lsn 48, pp. 57-63. Use Whole Class and Student Transfer Cards.

List #8: K-Ch 2, Lsn 53, pp. 87-93. Use Whole Class and Student Transfer Cards.



# Letter Blends

The Kindergarten *Reading Horizons Discovery*<sup>®</sup> program is augmented with 20 vocabulary-controlled *Little Books* reinforcing specific skills.

In Kindergarten, students are usually taught through the blends in the *Reading Horizons Discovery*<sup>®</sup> program. All the *Little Books* for Kindergarten students are connected with blends, special vowel combinations, and digraphs.

The following list of *Little Books* shows the order of their use with the *Reading Horizons Discovery*<sup>®</sup> program. They are listed in order of the skills being taught and *Reading Horizons Discovery*<sup>®</sup> lesson number.

- L-Blend: Lsn 43
- R-Blends: Lsn 44
- S-Blends: Lsn 45
- Two Extra Blends: Lsn 46
- Double S, F, and Z words: Lsn 47
- Special Vowel Combination -LL: Lsn 50
- Special Vowel Combination -NG: Lsn 51
- Special Vowel Combination -NK: Lsn 52
- Voiced and Voiceless Digraphs TH: Lsn 55
- Digraphs CH, SH, WH, PH: Lsn 56

