

STUDENT NAME: _____ DATE: _____ GRADE / CLASS: _____ SCORE: _____

LESSON 63 • LITERATURE & THE SOUND OF **ō** (/Oʊ/)

Original Page 37 • Scollard & Miller

*"The brook was hushed; not a note
Came gurgling from his merry throat."*

— CLINTON SCOLLARD

► RECITE

*"Hark! how the music leaps out of his throat!
Hark! was there ever so merry a note?"*

— EMILY HUNTINGTON MILLER

► RECITE

1 Copy each pair of lines carefully, then underscore (underline) all words that contain the sound of long **ō**:

PART A • CLINTON SCOLLARD'S LINES:

PART B • EMILY HUNTINGTON MILLER'S LINES:

2 Spelling Detective: Examine the two rhyming words that share the long **ō** sound:Case 1 • The word *note*

1. Write the word:

2. Which letters spell the long **ō** sound? (Notice magic silent e):

Case 2 • The word *throat*

1. Write the word:

2. Which vowel digraph spells the long **ō** sound?:

3 Creative Application: Write your own complete sentence using both *note* and *throat*:

RULES TO REMEMBER • LESSON 63

Rule 1 • Magic Silent -e

In words like *note*, the final silent **e** jumps over the single consonant to make the vowel **o** say its long sound **ō**.

Rule 2 • Digraph **ōa**

In words like *throat*, the vowel team **oa** spells long **ō**. Both *note* and *throat* rhyme perfectly!

Rule 3 • Expressive Marks

Poets use exclamation points (!) to show excitement and question marks (?) to invite thoughtful wonder.

TEACHER: Master Key / Orthographic Guide

LEVEL: Grade 2 / Primary Phonics

FOCUS: Long *ō* Sound in Poetry
(*o_e* vs *oa*)

STANDARD: Wheeler Page 37 (Lesson 63)

LESSON 63 • TEACHER INSTRUCTIONAL KEY & RHYME MATRIX

Page 37 • Long *ō* Sound

Pedagogical Purpose: Explores how identical phonemes (/out/) can be generated through contrasting orthographic structures: split digraph *o_e* (*note*) versus vowel team *oa* (*throat*). Students analyze literary rhyme across contrasting poetic themes (the silent winter brook vs the rejoicing songbird).

TARGET WORD / UNIT	SPELLING PATTERN	PHONETIC & LITERARY NOTES
note (/nout/)	n-o-t-e (Split Digraph <i>o_e</i>)	Silent final e indicates a long vowel in the open stem. In Scollard's verse, it signifies a musical sound from the running brook.
throat (/θroat/)	thr-o-a-t (Digraph <i>oa</i>)	Features initial consonant cluster /θr/ (digraph <i>th</i> + liquid /r/) with vowel team <i>oa</i> . Represents the physical source of song.
Rhyme Contrast	note ↔ throat	Perfect homophonic rhyme (/out/) achieved through two distinct orthographic pathways. Scollard: hushed brook; Miller: joyous singing.
Associated Words	brook gurgling merry hark	<i>brook</i> (short /ʊ/), <i>gurgling</i> (syllabic /l/ + suffix -ing), <i>merry</i> (short /ɛ/ + double r), <i>hark</i> (r-controlled /ɑ:r/).

EXERCISES 1, 2, & 3: COMPLETE MASTER SOLUTIONS

Exercise 1 (Underscoring Long *ō* Words): Pupils must underline **note** and **throat** in both Part A and Part B.

Exercise 2 (Spelling Detective):

- Case 1 (note):** Word = *note*. Letters spelling long *ō* = *o_e* (vowel *o* with silent final *e*).
- Case 2 (throat):** Word = *throat*. Vowel digraph = *oa*.

Exercise 3 (Sentence Model): *A merry musical note came pouring from the bird's golden throat.*

SOCRATIC PROMPT 1 (RHYME VS LETTER PATTERN)

"Close your eyes and listen: *note* — *throat*. Do they rhyme? Yes! Now open your eyes and look: do they share the exact same vowel letters in the middle? How does English spell the same sound differently here?"

SOCRATIC PROMPT 2 (POETIC TONE CONTRAST)

"Scollard writes of a brook that was 'hushed'. Miller writes 'Hark! how the music leaps!' How does the mood change between the two poems?"

ORAL PRACTICE & DICTATION SENTENCES (TEACHER READ-ALOUD)

- The quiet winter brook was hushed, and not a single note was heard.
- A clear, sweet note came ringing from the songbird's throat.
- Hark to the joyful music leaping through the green trees!
- Was there ever so merry a song sung in the warm afternoon?