

# LESSON 122

## Objectives

**READING:** Reader 1: *The Arctic and the Antarctic: Polar Opposites* by Denise Eide

**SPELLING RULE:** Learn the advanced phonogram **ce**. Review the reasons for a silent final E.

**GRAMMAR:** A sentence ends with an end mark.

**VOCABULARY:** Fiction and nonfiction. Review antonyms.

**SPELLING:** alone, lone, one, twin, twice, two, twelve, twenty

**COMPREHENSION:** Learn to use a glossary. Sort books into fiction and nonfiction.

**WRITING:** Copywork

## Materials

**NEEDED:** Basic Phonogram Flash Cards, stopwatch, children's books, orange and yellow highlighters, Lazy Vowel Chart, colored pencils or markers, colored dry-erase markers, Foundations D Reader 1: *The Arctic and the Antarctic: Polar Opposites* by Denise Eide, *Polar Opposites* by Erik Brooks, 8-10 fiction and nonfiction books, papers with the words Fiction and Nonfiction written on them, LOE Whiteboard

**OPTIONAL:** Advanced Phonogram Flash Card **ce**, Grammar Card 9

## Advanced Phonogram

### The Phonogram **ce**

Today we have a new phonogram. It is an advanced phonogram. Advanced phonograms are not used in as many words as the phonograms we have learned so far.

Write the advanced phonogram **ce** on the whiteboard or show the flash card.

This phonogram says /sh/.

What does this say? /sh/

This phonogram will appear in the book we are reading today.

Advanced Phonogram Flash Card **ce**



### Teacher Tip

Using the Advanced Phonogram Flash Card is optional when you introduce an advanced phonogram in Foundations D. You can write on the whiteboard instead.

# Phonogram Practice

## Timed Phonograms

Note: In 2016 we added /ü/ as the fifth sound of the basic phonogram OU because *could*, *would*, and *should* are common words. If needed, add the sound /ü/ and the sample word *could* to your flash card. In 2018 we added the phonogram ES which says /ěz-z/ with the sample words *wishes* and *tries*. Practice ES /ěz-z/ and OU /ow-ō-ö-ü-ü/, then play Timed Phonograms.

Basic Phonogram Flash Cards  
Stopwatch

Ask the student to read the phonograms using the flash cards. If she misses a phonogram, put it in the back of the stack to be re-read. Time how quickly she reads all 75 basic phonograms.

# Spelling Rule

## Review Silent Final E Rules

What are the reasons for a silent final E? *The vowel says its long sound because of the E. English words do not end in V or U. The C says /s/ and the G says /j/ because of the E. Every syllable must have a written vowel. Add an E to keep singular words that end in -S from looking plural. Add an E to make the word look bigger. Unseen reason.*

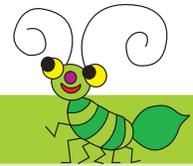
We will play a game to practice silent final E words.

I will write a word on the board. Read it aloud. Then tell me the reason for the E. If you read the word correctly, you will receive one point. If you tell me the reason for the E correctly, you will receive a second point. If there is more than one reason, you will receive a point for each reason that you find. We will play to twenty-five points.

little  
race  
puddle  
are  
age  
moose  
plane  
choice  
dive

true  
were  
cage  
trace  
middle  
purse  
tame  
clue  
waffle

axe  
same  
rice  
alive  
twice  
house  
mice  
blue  
crave



### Teacher Tip

Students may not recall all the reasons on their own. If needed, prompt them by writing the following words on the board: *rope, have, blue, voice, large, puddle, house, are, some.*

### Teacher Tip

There are two additional reasons for a silent final E, which are not taught in Foundations: TH says its voiced sound /TH/ because of the E. Add an E to clarify meaning.

### Teacher Tip

In the classroom, divide the class into two teams. Take turns with the words, or have team scribes record each team's answer on a whiteboard and hold them up after each word. Play until one team reaches twenty-five points.

# Grammar

## Sentences

In the last lesson we learned about sentences. What are the five parts of a sentence? *A sentence must have a capital letter, subject, verb, complete thought, and end mark.*

Let's say this together in a silly voice.

Let's say it together while jumping.

The first part of a sentence is a capital letter. The last part of every sentence is an end mark. What is an end mark?

There are three kinds of end marks.

Write them on the board as the students name them.

. ? !

Point to each of the end marks and ask:

What is this one called? *period*

What is this called? *question mark*

What is this called? *exclamation point*

We will learn more about each of these in later lessons. Today we need to know that a capital letter tells us where a sentence begins. An end mark tells us where a sentence ends.

Pick a book. Open it somewhere within the story. Find a capital letter. With your finger, follow along the words until you find an end mark. That is a sentence.

Choose a page. Count how many sentences are on the page.

### 122.1 Sentences – page 3

Read each sentence. Highlight the capital letter in orange. Highlight the end mark in yellow. Count the number of sentences. Write the number of sentences at the bottom of the page.

Children's books  
Grammar Card 9



### Teacher Tip

Optional: show Grammar Card 9 while reviewing the rule.

### Multi-Sensory Fun



Draw the end marks on index cards and hide them around the room. Ask the students to find them. When a student finds one, he should shout out the name of the end mark.

Orange and yellow highlighters

### Teacher Tip

If a student is confused about the capital I in the passage that does not begin a sentence, remind her that there are multiple uses for capitals, including the word "I" as well as people's names.

# Spelling



## Spelling Analysis

Spelling List 122 – page 4

Teach the words using the steps for Spelling Analysis.

### Teacher Tip

Choose ten words from lists 121-125 that will be assigned for a spelling test at the end of the unit.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. alone	I sat alone in my room.	ā lōn	ā lōn <u>e</u>	<b>See below.</b> Put a line over the /ā/. /ā-ā-ā/ said its long sound. <b>4</b> A E O U usually say their long sounds at the end of the syllable. <b>31.1</b> Schwa in an unstressed syllable. Put a line over the /ō/. Double underline the silent final E. <b>12.1</b> The vowel says its long sound because of the E.
2. lone	A lone goose swam in the pond.	lōn	lōn <u>e</u>	<b>See below.</b> Put a line over the /ō/. Double underline the silent final E. <b>12.1</b> The vowel says its long sound because of the E.
3. one	She ate one sandwich.	wŭn	ōn <u>e</u>	<b>See below.</b> To create a memory link from morphology, say to spell /ōn/. Put a line over the /ō/. Double underline the silent final E. <b>12.1</b> The vowel says its long sound because of the E.
4. twin	They are twins.	tŵin	twin	All first sounds.
5. twice	We looked for it twice.	twīs	twī <u>ce</u>	Put a line over the /ī/. Underline the /s/. Double underline the silent final E. <b>12.1</b> The vowel says its long sound because of the E. <b>12.3</b> The C says /s/ because of the E.
6. two	She is two years old.	twō	tw <u>o</u>	<b>See below.</b> To create a memory link from morphology, say to spell /twō/. Double underline the silent W. Put two dots over the /ō/. /ō-ō-ō/ said its broad sound.

7. twelve	He is twelve years old.	twělv	twel <u>ve</u>	Underline the /v/. Double underline the silent final E. <b>12.2</b> English words do not end in V or U.
8. twenty	Twenty copies will be plenty.	twěñ tē	twen <sup>4</sup> ty	Put a 4 over the /ē/. /y-ī-ē/ said its fourth sound. <b>7</b> Y says /ē/ only at the end of a multi-syllable word.

### alone

The first word is *alone*. I sat alone in my room. *alone*  
 Hum *alone*. /hm-hm/  
 How many syllables? *two*  
 Do you hear a lazy vowel sound? *yes*  
 I will say the word and pronounce the vowel clearly. /ā lōn/  
 Which vowel is saying a lazy sound? /ā/  
 What will we say to spell? /ā lōn/  
 Sound out the first syllable /ā/. /ā/  
 Sound out the second syllable /lōn/. /l-ō-n/  
 What do we add to make the O say its long sound? *a silent final E*  
 Write *alone* with each syllable in a different color.

The student writes **alone** in her workbook.

It is now my turn to write *alone*. Drive my marker by sounding it out. /ā-l-ō-n/ *silent final E*

The teacher writes **alone** on the board.

How do we mark it? *Put a line over the /ā/. A E O U usually say their long sounds at the end of the syllable. Put a line over the /ō/. Double underline the silent final E. The vowel says its long sound because of the E.*  
 Let's read it together. /ā-l-ō-n/ *ā*lone  
 How do we usually say this word? *ā*lone  
 Let's add *alone* to the Lazy Vowel Chart.

### lone

*lone* A lone goose swam in the pond. *lone*  
 How many syllables in *lone*? *one*  
 Sound it out for me. /l-ō-n/  
 What will you need at the end to make the O say its long sound? *a silent final E*

#### Lazy Vowel Chart

- Colored pencils or markers
- Colored dry-erase markers

#### Teacher Tip

Remember to use finger spelling while students sound out the words in order to cue them on which phonogram to use to spell each sound. Hold up one finger for each single-letter phonogram, two parallel fingers for two-letter phonograms, and so forth.



#### Teacher Tip

Spelling Analysis, the process of dictating a word, guiding students in hearing and segmenting its sounds, applying the phonograms and spelling rules to write it, and analyzing the spelling together, is a vital component of the Logic of English approach. All of the steps are listed on the Spelling Analysis Card for quick reference.

Write the word in your workbook. As you write it, say each of the sounds aloud. /l-ō-n/ *silent final E*

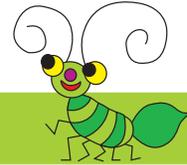
**The student writes **lone** in her workbook.**

It is now my turn to write *lone*. I want you to drive my marker by sounding it out. /l-ō-n/ *silent final E*

**The teacher writes **lone** on the board.**

How do we mark it? *Put a line over the /ō/. Double underline the silent final E. The vowel says its long sound because of the E.*

Let's read it together. /l-ō-n/ *lone*



### Teacher Tip

Although *one* is a true exception to the phonograms and spelling rules, the study of morphology teaches students how the meaning and the spelling of words are related so that they do not need to rely solely on memorization to spell *one*.

## one

Before we learn our next word, I want to ask you a question. When you are alone in the room, how many people are in the room? *one*

If a lone cat wanders through the yard, how many cats are wandering in the yard? *one*

Look at the words *alone* and *lone*. What is the same about them? *They both end in O-N-E. They both mean the number one.*

The next word is *one*. Show me one finger. Show me one foot. When we practice writing the number *one*, we will say to spell /ōn/.

She ate *one* sandwich. *one*

What will we say to spell? *ōn*

Let's sound it out. /ō-n/

Add a silent final E.

Write *one* in your workbook.

**The student writes **one** in her workbook.**

Now it is my turn to write *one*. Drive my marker by sounding it out. /ō-n/ *silent final E*

**The teacher writes **one** on the board while the student sounds it out.**

How do we mark it? *Put a line over the /ō/. Double underline the silent final E. The vowel says its long sound because of the E.*

Let's read it together. /ō-n/ *ōne*

How do we usually say this word? *one*

What do you notice about the number *one* and the words *alone* and *lone*? *They are all spelled with O-N-E. They all mean one.*

Maybe long ago, people pronounced this word /ōn/. We do not say it that way today, but the spelling has remained to show us that it means the number 1.

## two

Before we learn our next word, I have a few questions for you. How many ducks are there if there are twin

ducks? *two*

If you jumped twice, how many times did you jump? *two*

What do you notice about *twin* and *twice*? *They both start with /tw/. They both are related to the number 2.*

In these words /tw/ means two.

The next word is *two*. Show me two fingers. Show me two feet.

When we practice writing the number two we will say to spell /twö/.

She ate two crackers. *two*

What will I say to spell? /twö/

Let's sound it out. *t-w-ö*

Write *two* in your workbook.



### Teacher Tip

Exaggerate the /tw/ sound.  
/oo/ and /ö/ represent the same sound.  
Pronounce /t-w-oo/.

The student writes **two** in her workbook.

It is now my turn to write *two*. Drive my marker by sounding it out. /t-w-ö/

The teacher writes **two** on the board.

How do we mark it? *Put two dots over the /ö/. O said its broad sound.*

Let's read it together. /t-w-ö/ *two*

How do we usually say this word? *two*

What do you notice about the number *two* and the words *twin* and *twice*? *They all begin with /tw/. They all mean two.*

How will we mark it? *Double underline the /w/; it is silent. Put two dots over the /ö/. /ö-ö-ö/ said its broad sound.*

Maybe long ago people pronounced this word /twö/. We do not say it that way today, but the spelling has remained to show us that it means the number 2.



### Challenge

With the challenge words *twelve* and *twenty*, discuss the relationship in meaning. *Twenty* is two tens. *Twelve* is ten and two ones.

## Reading

### The Arctic and the Antarctic

What is the title of today's book? *The Arctic and the Antarctic: Polar Opposites*

Point to the author's name.

This says the book is by Denise Eide.

What do you think this book will be about? *the Arctic and the Antarctic*

Read the book aloud.

Foundations D Reader 1: *The Arctic and the Antarctic: Polar Opposites* by Denise Eide

### Teacher Tip

If desired, expand the lesson by reading other books about the Arctic and the Antarctic.

The first two questions below provide the students with an opportunity to share what they have learned without guidance. This provides important clues for you as the teacher as to their level of comprehension without further assistance. The remaining questions will guide the students in analyzing the text further and digging deeper into the content.

What did you learn about the Arctic?

What did you learn about the Antarctic?

Look at the cover of your book. What is the title? *The Arctic and the Antarctic: Polar Opposites*.

Notice that the words *Polar Opposites* are in a smaller font.

This is the subtitle.

Why do you think the author named this book *The Arctic and the Antarctic: Polar Opposites*? *The book is about the Arctic and the Antarctic and they are different from each other.*

What are some ways that the Arctic and the Antarctic are opposite from each other? Or how are they different? *They are on opposite sides of the world. The Arctic is mostly water surrounded by land, the Antarctic is land surrounded by water. People live in the Arctic but not in the Antarctic. The Antarctic is colder and drier. The Arctic has land animals. The Antarctic does not.*

Did you see the advanced phonogram that we just learned when you were reading? What pages is it on? *CE says /sh/ in "ocean" on pages 4, 12, 14, 15, and 18.*

Turn to page 2. Do you see a bold word? A bold word is one that is written in a darker font. **yes**

What does the bold word say? **sphere**

What is a sphere? **a ball**

Sometimes when we are reading, there will be words that we do not know. One way to figure out the meaning is to read the sentence and think about what the word might mean. Look at the picture of the earth. The book says, "The earth is shaped like a sphere or a ball." What clues are provided for the word sphere? *It says it is a ball. The earth in the picture is shaped like a ball.*

When a word in a book is printed in bold, it means that the book will include a definition of the word in the glossary. A glossary is a small dictionary. The glossary in this book is found at the back. Find the word *sphere*. What does it say? **A round, ball-like shape.**

Turn to page 9. What is the bold word on this page? **tundra**

I will read the sentence around *tundra*. "Land where it is too cold for trees to grow is called tundra."

What is the tundra? **A place where it is too cold for trees to grow.**

Now turn and read the definition for tundra in the glossary.

The final bold word is on page 11. It is *desert*. When you think of a desert, what do you picture? **A hot, dry place with lots of sand.**

Read the sentence after the bold word. What does the text say about a desert? *It says a desert is a place*

### Teacher Tip

Background knowledge is key to comprehension of texts. Students who already know something about the Arctic and Antarctic will gain more from the first reading than students who are learning about these subjects for the first time.

*with little rain or snow.*

Deserts are dry. Deserts can be hot or cold, but they are always very dry.

Now turn and read the definition for *desert* in the glossary.

Why do you think the author wrote *The Arctic and the Antarctic*? **to teach someone about the Arctic and Antarctic**

## Vocabulary

### Fiction and Nonfiction

Hold up *Polar Opposites* and *The Arctic and the Antarctic*.

How are these books the same? **They are both about the Arctic and the Antarctic.**

How are they different?

If I want to learn more about what it is like in the Arctic or in the Antarctic, which book should I read? ***The Arctic and the Antarctic***

Reader 1: *The Arctic and the Antarctic*:

*Polar Opposites* by Denise Eide

*Polar Opposites* by Erik Brooks

Selection of 8-10 fiction and nonfiction books

*Fiction* written on a piece of paper

*Nonfiction* written on a piece of paper

Write **nonfiction** on the board.

*The Arctic and the Antarctic* is a nonfiction book.

If I want to read a made-up story, which book should I read? ***Polar Opposites***

Another word for *pretend* or *made-up* is *fiction*. Is there anything in *Polar Opposites* that tells you that this story is pretend or fiction? **yes**

Look through *Polar Opposites* to find something that is fiction. When you find something, point to it and yell, "Fiction!"

*Polar Opposites* is a fiction book.

Write **fiction** on the board.

What does fiction mean? ***made-up or pretend***

Fiction books tell made-up or imaginary stories. Nonfiction books teach us facts about a topic, or tell us a true story about something that really happened.

What do you notice about the words *fiction* and *nonfiction*?

**They both have 'fiction' in them.**

Hold up *The Arctic and the Antarctic*.

Is there anything made-up in this book? **no**

This is a NONfiction book, because there is NOT anything that is fiction in it.

### Vocabulary



To emphasize the meaning of *non-*, show students the words *nonsense* and *non-smoking*. Discuss how *non-* changes the meaning of the word to 'not \_\_\_.'

**Point to *non* in nonfiction.**

What does *non-* mean? *not*

The words *fiction* and *nonfiction* are opposites. What is another word for opposite? *antonym*

In the library, books are sorted into two groups: fiction and nonfiction. When I go to the library, if I want to find a book to learn facts about sheep, should I look in the fiction or the nonfiction section? *nonfiction*

If I want to find a story about fairies, where should I look? *fiction*

If I want to read a made-up story about a sheep named William and his adventures in the meadow, where should I look? *fiction*

**Hold up the sign that says *fiction*.**

What does this say? *fiction*

**Place the fiction sign on one side of the room. Hold up the sign that says *nonfiction*.**

What does this say? *nonfiction*

**Place the nonfiction sign on the other side of the room. Show the students the books.**

Today you will be a librarian. You will need to organize the books into fiction and nonfiction.

Hold up a book and model the process for categorizing it as fiction or nonfiction. Direct the students to place them next to the corresponding sign.

**Antonym Review**

122.2 Antonyms – page 5

Read each word. Match it to the correct antonym.

## Writing

**Copywork**

122.3 Copywork – page 6

Read the sentence and then write it in your neatest handwriting. You may choose the line size that is most comfortable for your hand.

**Teacher Tip**

Copywork is assigned to provide students with an opportunity to focus on handwriting rather than composition.

## Spelling Activity

### Rainbow Spelling

Say a word from today's spelling list. The student writes it on the wide-ruled side of her whiteboard and shows it to you. If it is correct, she selects a different color and writes the word again over the top of the first word. She then selects a third color and writes it a third time, creating a rainbow effect.

LOE Whiteboard  
Colored dry-erase markers

Repeat with other words from Lessons 121 and 122.

# LESSON 122

Name \_\_\_\_\_

## 122.1 Sentences

Highlight the capital letters in orange. Highlight the end marks in yellow. Count the number of sentences. Write the number of sentences at the bottom of the page.



Today we had a snowstorm. I played outside. The snow was sticky. I rolled it into a ball. Then I made a snowman. I put my pink hat and yellow scarf on the snowman. It was fun!

How many sentences in the story? \_\_\_\_

# Spelling List 122

Name \_\_\_\_\_

1.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 122.2 Antonyms

Name \_\_\_\_\_

Draw a line to match the antonyms.

wet

slow

easy

dry

dark

out

fast

sad

in

hard

open

forward

backward

light

happy

closed

# 122.3 Copywork

Name \_\_\_\_\_



The penguins have black feet.

Handwriting practice lines consisting of multiple sets of blue and green horizontal lines for copying the text above.



# Reader 1

**D**  
LEVEL

# The Arctic and the Antarctic

## Polar Opposites



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Denise Eide

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The Earth is shaped like a **sphere** or a ball. At the top is the North Pole. The area around the North Pole is called the Arctic.



At the bottom is the South Pole. The area around the South Pole is called the Antarctic. *Ant-* means opposite. The Arctic and the Antarctic are polar opposites.



Water surrounded by land

The Arctic is a circular area with water in the middle and land around it. Because it is so cold, the water freezes into ice. The water is called the Arctic Ocean.



Chuckchi



Inuit



Arctic houses

Thousands of years ago, humans walked north from the lands surrounding the Arctic. They built houses and made the Arctic their home.



Land surrounded by water

The Antarctic is land surrounded by water. The land is called Antarctica. Because Antarctica is separated from other lands, no one could walk to it.



Antarctica

James Cook was the first to sail the Antarctic Ocean in 1773, but he did not go far enough to see Antarctica. The land was first seen in 1820. Today, researchers and tourists visit the Antarctic, but no one lives there.



Flowers blooming in snow



Winter tundra with small plants

The Arctic has cold winters with lots of snow. It can be as cold as  $-58^{\circ}$  F. In the winter, snow falls and covers the ground. The Arctic has short, cool summers.



Arctic tundra in summer

In some places the snow melts in the summer. Small plants and grasses cover the ground. But the summer is too short for trees to grow. Land where it is too cold for trees to grow is called **tundra**.



Antarctica



Antarctica

The Antarctic is the coldest place on earth. In winter it can be as cold as  $-128^{\circ}$  F. It rarely snows in the Antarctic. However, in most of the Antarctic the snow that does fall never melts.



A frozen desert

Much of the Antarctic is a frozen **desert**. A desert is a place with little rain or snow. No plants grow on Antarctica.



Killer Whales



Polar Bears



Walrus

Many kinds of animals live in the Arctic. The Arctic Ocean is filled with whales and fish. Many animals, such as polar bears, seals, and walruses, live on land and hunt in the ocean.



Arctic Fox



Arctic Hare



Snowy Owl



Reindeer

In the tundra some animals, such as hares and reindeer, eat the plants. Other land animals, such as foxes and owls, hunt for smaller animals. Polar bears live only in the Arctic.



King Penguin



Elephant Seal



Whale

Because there are no plants to eat on Antarctica, there are no land animals. All the animals in the Antarctic live in or next to the ocean. They find all their food in the water.



Emperor Penguin

Whales, birds, and seals live in the ocean around Antarctica. Penguins live in the Antarctic too.



Antarctic



Arctic

Though the Arctic and the Antarctic are both cold and full of ice, they are very different places.



Tundra in the summer in the Arctic



Caribou in the Arctic

The Arctic is water surrounded by land. It snows often in the Arctic. The land in the Arctic is tundra, and plants and land animals live there.



Paradise Bay in Antarctica



Penguins live near the water in the Antarctic.

The Antarctic is land surrounded by water. The land is a desert. There are no plants. All the animals find their food in the ocean.



Look at the photos above. Which one is the Arctic? Which one is the Antarctic?

# Glossary

**desert** – An area with very little rain or snow. It is very dry. There are few or no plants.

**sphere** – A round, ball-like shape.

**tundra** – A flat, cold region where no trees grow but grasses and small plants grow in the summer.