

LESSON 121

Objectives

READING: *Polar Opposites* by Erik Brooks

GRAMMAR: A sentence begins with a capital letter.

VOCABULARY: Antonyms. The prefix ant-

SPELLING: mother, penguin, opposite, where, how, polar, morning, different

COMPREHENSION: Identify ways that Alex and Zina are opposites.

WRITING: Create a book of opposites.

Materials

NEEDED: Phonogram Game Cards, timer, children's books, 3 colors of markers or pencils, Lazy Vowel Chart started in Foundations C or large poster board, *Polar Opposites* by Erik Brooks, globe, blank 8 1/2 x 11" paper, LOE Whiteboard

OPTIONAL: Grammar Card 9, 3-ring binder; books about the Arctic, Antarctic, Galapagos Islands, equator, polar bears, penguins, and opposites; items that are opposites

Phonogram Practice

Fox's Den

Place the Phonogram Game Cards face down, all spread out in the middle of the table. These cards are the Fox's Den. The first player draws a card from the Fox's Den. If the player reads the sounds correctly, he keeps the card. If he does not read it correctly, he puts it back and mixes it into the Fox's Den. Play then passes to the next player.

If a Fox card is drawn, the player must return all the cards in his hand back to the pile. The Fox card is then set aside so that it cannot be drawn again. If a player draws a Timer card, set the timer for 10 seconds. The player draws and reads as many phonogram game cards as he can in 10 seconds. He may keep all the cards that he reads correctly. Play ends when all the cards in the Fox's Den are gone. The player with the most cards wins.

1 set of Phonogram Game Cards
2 Fox Cards
2 Timer Cards
Timer

Grammar

Sentences

Today we will begin to learn about sentences. There are five parts to a sentence. I will say the definition. Listen closely.

Hold up one finger as you say each of the five parts.

Optional: show Grammar Card 9 as you teach the rule. See <https://assets.logicofenglish.com/downloads/foundations-d-grammar-excerpts.pdf>

A sentence must have a capital letter, subject, verb, complete thought, and end mark.

How many parts to a sentence? *five*

I will say the definition again. Each time you hear one of the parts, jump.

Now let's say the definition together. Let's pretend it is a secret. What will we do with our voices to show it is a secret? *speak quietly*

Let's repeat the definition again. This time, pretend it is an announcement that we want everyone in the room to hear. What kind of voice will we use? *a loud, clear voice*

A sentence must have a capital letter, subject, verb, complete thought, and end mark.

Every sentence must begin with a capital letter.

Write two capital letters on your whiteboard and show them to me.

Find a book in the room. Open the book and point to a capital letter.

Children's books
Grammar Card 9



Teacher Tip

Showing students the Grammar Cards when learning a definition provides the students with a visual cue as well as an auditory cue. Saying the definition in various voices creatively engages students and makes the repetition more fun. Marching, jumping, and including other movements addresses the needs of kinesthetic learners.

Spelling

Spelling Analysis

Spelling List 121 – page 1

Teach the words in the list below, using the steps for Spelling Analysis. Spelling Analysis is 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. The first several words are modeled for you in the scripting following the list. In the remaining lessons, sample scripting is provided as a resource for difficult words.

3 colors of markers or pencils
Lazy Vowel Chart or posterboard
Three-ring binder

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. mother	My mother is reading a book.	m ² öTH er	moth ² er	See below. 31.2 O may say / <u>ü</u> / in a stressed syllable next to W, TH, M, N, or V. Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound. Underline the /er/.
2. penguin	The penguin held the egg on its feet.	p ² en gw ² in	pen ² <u>gu</u> in	See below. Underline the /gw/ and put a 2 over it. /g-gw/ said its second sound.
3. opposite	The opposite of dark is light.	öp p ² ö sīt	op p ² ö <u>site</u>	See below. Put a line over the / <u>ö</u> /. 4 A E O U usually say their long sounds at the end of the syllable. 31.1 Schwa in an unstressed syllable. Double underline the silent final E. 12.9 Unseen reason.
4. where	Where is my coat?	wh ² er	<u>where</u>	Underline the /wh/. Double underline the silent final E. 12.9 Unseen reason.
5. how	How long do I need to practice?	how	<u>how</u>	Underline the /ow/.
6. polar	The polar bear sat on the ice.	p ² ö l ² är	p ² ö <u>lar</u>	See below. Put a line over the / <u>ö</u> /. 4 A E O U usually say their long sounds at the end of the syllable. Underline the / <u>är</u> /.
7. morning	Good morning, everyone.	mor n ² ing	mor ² <u>ning</u>	Underline the /or/. Underline the /ng/.
8. different	Rubis and his son are very different from each other.	d ² if fer ² ent	dif ² <u>fer</u> ent	Underline the /er/.

mother

The first word is *mother*. My mother is reading a book. *mother*

Hum *mother*. /hm-hm/

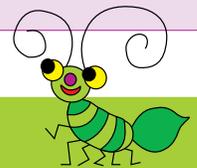
How many syllables? *two*

Do you hear a lazy vowel sound? *yes*

Which phonogram do you think is used to spell the lazy vowel sound? *O*

Why? *This lazy vowel is after an M and before a TH. This is an example of how the monks didn't want to write a U by an M and a TH because it would have too many straight up and down lines.*

Teacher Tip



The reasons for a lazy vowel sound are taught in Lesson 86 of Foundations C. If necessary, review this lesson. Then begin a Lazy Vowel Chart.

To help us remember the sound of the lazy vowel, we will say to spell **/mǒTH er/**.

Let's sound out the first syllable */mǒTH/*. */m-ǒ-TH/*

Sound out the second syllable */er/*. */er/*

Use the */er/* of *her*.

Write *mother* with each syllable in a different color. Sound it out as you write.

The student writes *mother* in his workbook.

It is now my turn to write *mother*. Drive my marker by sounding it out.

The teacher writes *mother* on the board as the student sounds it out.

/m-ǒ-TH-er/

How do we mark it? *Underline the /TH/ and put a 2 over it. /th-TH/ said its second sound.*

Underline the /er/.

Let's read it together. */m-ǒ-TH-er/ mǒther*

How do we usually say this word? *mǎther*

Where will we add it to the Lazy Vowel Chart? *In the O column. O spelled the sound /ǔ/ before a TH.*

penguin

The next word is *penguin*. The penguin held the egg on its feet. *penguin*

Hum *penguin*. */hm-hm/*

How many syllables? *two*

Let's sound out the first syllable */pĕn/*. */p-ĕ-n/*

Sound out the second syllable */gwin/*. */gw-ĭ-n/*

Use */g-gw/*.

Write *penguin* with each syllable in a different color.



Teacher Tip

If students separate the sounds */g-w/*, explain to them that this is one phonogram that is saying */gw/*. Hold up two parallel fingers for this phonogram to show that it is a two-letter phonogram.

The student writes *penguin* in his workbook.

It is now my turn to write *penguin*. I will write it as you sound it out.

The teacher writes *penguin* on the board as the student sounds it out.

/p-ĕ-n-gw-ĭ-n/

How do we mark it? *Underline the /gw/ and put a 2 over it. /g-gw/ said its second sound.*

Let's read it together. */p-ĕ-n-gw-ĭ-n/ penguin*

opposite

The next word is *opposite*. The opposite of dark is light. *opposite*

Hum *opposite*. */hm-hm-hm/*

How many syllables? *three*

Do you hear a lazy vowel sound? *yes*

We will say to spell */ǒp-pō-sīt/*.

Which vowel said a lazy sound? *The second O. It is in an unstressed syllable.*

What will we say to spell? */ǒp-pō-sīt/*

Let's sound out the first syllable /ɔ̃p/. /**ō**-p/

Sound out the second syllable /pō/. /p-**ō**/

Sound out the third syllable /sīt/. /s-**ī**-t/

Add a silent final E.

What will we say to spell? /**ō**p-**pō**-**sīt**/ *silent final E*

Write *opposite* with each syllable in a different color.

The student writes **opposite** in his workbook.

It is now my turn to write *opposite*. Drive my marker by sounding it out.

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

/**ō**-p-p-**ō**-s-**ī**-t/ *silent final E*

How do we mark it? *Put a line over the /ō/. A E O U usually say their long sounds at the end of the syllable. Double underline the silent final E.*

Why do we need the E? Does it make the vowel say its name? *no*

Do we need it for a V or U? *no*

Do we need it to soften a C or G? *no*

Is it to make a small word bigger? *no*

Do we need the E to keep a singular word ending in S from looking plural? *no*

This is an unseen reason.

Let's read it together. /**ō**-p-p-**ō**-s-**ī**-t/ *opposite*

Which vowel said a lazy sound? *The second O*

Where will we add it to the Lazy Vowel Chart? *in the Lazy Schwa column*



Teacher Tip

All the steps for spelling analysis are listed on our Spelling Analysis Card for quick reference. More information about spelling analysis can be found in the video "Spelling Dictation: A Multi-Sensory Approach to Reading and Spelling," available on the Logic of English website.

polar

The next word is *polar*. The polar bear sat on the ice. *polar*

Hum *polar*. /hm-hm/

How many syllables? *two*

Polar also has a lazy sound.

We will say to spell /pō **lar**/.

What will we say to spell? /pō **lar**/

Which phonogram said a lazy sound? *AR*

AR is saying its lazy sound /er/.

Let's sound out the first syllable /pō/. /p-**ō**/

Sound out the second syllable /lar/. /l-**ar**/

Write *polar* with each syllable in a different color.



Vocabulary

Polar is from the root *pole* with the suffix *-ar* added.



Teacher Tip

AR may say /er/ in an unstressed syllable. This is the "lazy sound" of *AR*. Students may add this word to the Lazy Vowel Chart in the Lazy Schwa column.

The student writes **polar** in his workbook.

It is now my turn to write *polar*. Drive my marker by sounding it out.



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

/p-ō-l-ar/

How do we mark it? *Put a line over the /ō/. A E O U usually say their long sounds at the end of the syllable. Underline the /ar/.*

Let's read it together. */p-ō-l-ar/ polar*

Teacher Tip

Have students place the spelling lists in the front section of a three-ring binder to create a spelling reference notebook.

Reading

Polar Opposites

What is the title of today's book? *Polar Opposites*

What is an opposite?

What does *polar* mean?

What other words go with *polar*? *polar bear*

Notice there is a polar bear on the cover.

Listen to the words *pole - polar*. Now say them. *pole - polar*

Do they sound similar? *yes*

Polar refers to the North or South Pole.

Show the students a globe.

Where is the north pole?

Point to the north pole.

Where is the south pole?

Point to the south pole.

The earth is shaped like a sphere. Another name for a sphere is a ball. The earth rotates or spins around an imaginary line called an axis. On this globe, the rod that the globe spins around is the axis. The north pole is the place where the axis touches the top of the earth, and the south pole is where it touches the bottom of the earth. In reality the earth does not have a pole going through it like this globe does. But the earth does spin around these points.

Show me where the north pole is.

Show me the south pole.

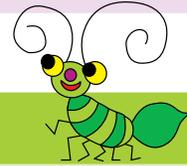
Let's look at the cover again. What do you see on the cover?

a polar bear writing a letter, a globe, a penguin

What do you think this book will be about?

Polar Opposites by Erik Brooks

Globe



Teacher Tip

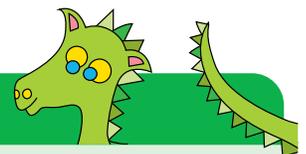
Polar Opposites is a rich text with a wide variety of themes that can be explored. Some teachers may opt to re-read the text a second day and split the discussion into two lessons.

Teacher Tip

Fluency is developed by children reading aloud daily. In a classroom it can be challenging to be sure that every student gets adequate practice. Whenever possible, break into small groups so that each student can read pages aloud. Arrange for volunteers to listen to students read.

Book List

Read other books about opposites:
Oliva's Opposites by Ian Falconer
The Foot Book by Dr. Seuss



Point to the author's name.

This says the book is by Erik Brooks. Erik Brooks is the author and the illustrator. He wrote the story and he drew all the pictures.

Today you will read the book aloud. When you open a page, first look at the picture. When you are finished looking at the picture, read the words on the page. Do not look from the words back to the picture until you have read all the words on the page. If the pictures are distracting, take a piece of paper and cover up the picture. Focus on reading the words. Do not use the pictures to guess. Put your finger under each word as you read.

When the students have finished reading the book, continue:

Every story needs a main character that the book is about. How many characters are in *Polar Opposites*? *two*

What are their names? *Alex and Zina*

Is the story primarily about one of the characters? *No, the story is about both of them.*

This means there are two main characters in *Polar Opposites*.

Who are the two main characters? *Zina and Alex*

What kind of animal is Alex? *a polar bear*

What kind of animal is Zina? *a penguin*

Direct students to turn to the page with Alex pointing to the map.

Where does Alex live? *in the Arctic*

Where is Alex pointing on the map in his picture? *at the top*

Point to the Arctic on the globe.

The Arctic is near the North Pole.

Let's say North Pole - Arctic. *North Pole - Arctic*

Direct students to turn to the page with Zina pointing to the map.

Where does Zina live? *in the Antarctic*

Where is Zina pointing on the globe in her picture? *at the bottom*

Point to the Antarctic on the globe.

The Antarctic is near the South Pole. Let's say South Pole - Antarctic. *South Pole - Antarctic*

Now say *Arctic* and *Antarctic*. *Arctic and Antarctic*

Do these words sound similar? *yes*

What is the same about them? *"Arctic" is in both of them.*

What is different? *Antarctic has an ant- at the beginning of the word.*

Ant- means opposite. Let's look at the globe. Look, the Antarctic is on the opposite side of the world from the Arctic. In the next lesson we will learn more about the Arctic and the Antarctic.

**Teacher Tip**

Some students may pronounce Zina as /Z'ina/, while others may say /Zēna/. Discuss how I has four sounds and both pronunciations are possible.

**Vocabulary**

Ant-, Anti- *Ant-* is a form of the prefix *anti-*. *Ant-* is used before a vowel in words such as *Antarctic*, *antonym*, and *antacid*. *Anti-* is used before a consonant as in *antibiotic*, *anticompetitive*, and *antisocial*.

Alex and Zina live in opposite parts of the world. How else are they opposite from each other? *Alex is big. Zina is small...*

The text tells us some ways that Alex and Zina are opposites. However, if we look closely at the pictures, we will find even more ways that Alex and Zina are opposites. Look at each picture. When you see another way that Alex and Zina are opposite from each other, raise your hand. *Alex uses the computer to learn more about where they are going; Zina reads books. Alex has a cell phone; Zina has a corded phone.*

This story is about two characters who are very different, but on the last page we find that they meet.

Where do they meet? *in the middle*

Look at the sign on the last page. What does the sign say? *The Galapagos Islands*

Point to the Galapagos Islands on the globe.

The Galapagos Islands are between the Arctic and the Antarctic.

The Galapagos Islands are near the Equator. The equator is an equal distance from the North Pole and the South Pole.

Look at the pictures again. The pictures are telling a story. What are Alex and Zina doing throughout the story? *On pages 1 and 2, they are reading letters from each other. On pages 9 and 10 they are calling each other and reading more about the Galapagos Islands. Throughout the story, they are getting ready to go on vacation to meet each other.*

This story is about two friends who are opposites. Who do you know who is different from you? How are you different? Can you be friends with someone who is different? Sometimes people are mean to someone who is different. Sometimes people tease others who are different. Is this the right way to treat others? *no*

When we learn to respect each others' differences, we can learn and grow. We also have more fun. And we can help each other.

Where did Alex and Zina meet? *in the middle*

What does it mean to meet in the middle?

Look at the last page of the book. What are some things that Alex and Zina found they have in common? *swimming, lying in the sun, eating ice cream...*

Continue to discuss the value of having friends who are different.

Vocabulary



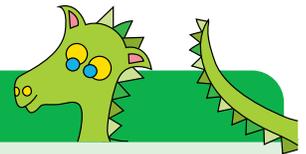
Island has an unusual silent S. In Middle English *island* was spelled *iland*. However, in the 15th century, the S was added to draw a connection to the unrelated word *isle* and its Latin root *insula*. Though these words are not from the same root, someone mistakenly connected them.

Vocabulary



Equator is from the root *equ-* meaning equal. The equator is equidistant between the North and South Poles. Also, at the equator day and night are equal lengths.

Book List



Read books about the Arctic, Antarctic, equator, penguins, polar bears, and Galapagos Islands from the library.

Teacher Tip

Create a classroom lending library with books that have already been taught in Foundations. Encourage students to check out the books and re-read them to their parents.

Vocabulary

Antonyms

Our book today was filled with opposites.
Another name for *opposites* is *antonyms*.

Write **opposite** and **antonym** on the board.

Antonym may sound like a big word. But big words are often made up of smaller morphemes. What does *ant* mean? **opposite**

Nym means name or word. Therefore an antonym is a word that means the opposite of another word.

Open *Polar Opposites* and find a page where you see antonyms. When you find a set of antonyms, shout “antonyms,” then read the words. **black, white; shaggy, smooth ...**

Multi-Sensory Fun



Set objects that represent opposites on a table. For example: big hat, small hat; long string, short string; happy face, sad face... Ask the students to find two that represent antonyms.

Writing

A Book of Opposites

Fold two pieces of paper in half to form a book with a cover, back, and six pages.

You will create a book of antonyms. What is an antonym? **an opposite, a word that means the opposite**

Think of some antonyms. I will write them on the board.

backward, forward

before, after

open, closed

bright, dark

on, off

dark, light

day, night

early, late

easy, hard

fast, slow

give, take

good, evil

high, low

in, out

inside, outside

messy, neat

rich, poor

shrink, grow

sink, float

stop, go

right, wrong

thin, thick

happy, sad

tall, short

win, lose

sit, stand

big, little

good, bad

2 sheets of blank 8 1/2 x 11" paper
Markers or colored pencils

Challenge



More advanced students can use three or four pieces of paper to form a book with more pages.

Teacher Tip

Allow the students to use the list on the board to create their own book.

shout, whisper

wet, dry

hot, cold

full, empty

Now it is your turn. Open your book to the first two pages. Choose two words that are antonyms and illustrate them. Write the words below the pictures. Continue until you have completed the book.

Read your book to yourself.

Now you will need to think of a title.

Write a title on the cover.

Spelling Activity

Blind Spelling

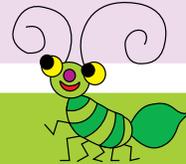
Ask the student to close his eyes. Call out a spelling word for the student to write on the whiteboard without looking. When he is finished, have him evaluate the spelling and handwriting. This game is excellent for developing the automatic muscle memory needed for writing and spelling with ease.

mother
penguin
opposite
where
how
polar
morning
different

Individual Student Variation: Award one point for words that are spelled correctly. Award one point for words that are written neatly.

Classroom Variation: Award one point to the student with the neatest correctly spelled word.

LOE Whiteboard



Teacher Tip

Foundations D begins to place more emphasis on spelling. Each lesson includes a spelling game, and students begin to analyze the spelling of more words. These activities help students continue to build spelling skills, even though the primary focus is still on reading and on learning how English words work. Foundations D spelling analysis words are a combination of high-frequency words and words that will be in future texts. Pre-teaching words through spelling helps students develop greater fluency when reading.

ASSESSMENT C

Area	Skill	Mastery
Phonograms	Write the phonograms from an oral prompt.	1
Spelling Rules	Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules.	1
Grammar Rules	Capitalize the first word of the sentence. Capitalize proper nouns.	2
	Identify nouns as people, places, and things.	1
Vocabulary	Match an abbreviation to the word that it shortens.	2
Spelling	Demonstrate developing mastery of spelling by writing ten words from lists 131-135 that have been practiced.	2
Reading	Read at a rate of 40-75 words per minute with a fluency level of 2 or 3.	2
	Answer comprehension question about the text.	2
	Identify a text as fiction or nonfiction.	1

Assessment

Assessment C – pages 87-91

Phonograms

1. **ph** /f/ two-letter /f/
2. **ea** /ē-ě-ā/
3. **ai** /ā/ two-letter /ā/ that may NOT be used at the end of English words.
4. **tch** /ch/ three-letter /ch/ used only after a single vowel which says its short or broad sound.
5. **wor** /wer/
6. **ear** /er/ the /er/ of search



Teacher Tip

Assess the students on six phonograms. Say the sound and spelling tip while the student writes the phonogram. You may substitute other phonograms for those suggested. Writing phonograms without a visual prompt demonstrates the deepest level of mastery.

Suffixes

Add the suffix to the word.

1. hide + ing = hiding
2. love + ly = lovely
3. give + ing = giving

Capitalization

Cross out the mistakes and write an uppercase letter where one is needed.

1. Logan and Lily are brother and sister.
2. Carter lives on Jackson Street.

Nouns

1. Circle the word that is a noun. *ball*
2. Circle the word that is a noun. *teacher*

Abbreviations

Match the abbreviation to the word that it shortens.

Spelling

Choose ten words from Spelling Lists 131-135. Assess proper spelling of the words. Do not assess the markings. This is a level 2 skill because complete mastery is not required before moving on. Words with sounds that can be spelled more than one way often need to be practiced dozens of times before students master them fully, and knowing which spelling to use when there isn't a rule to make it clear (example: ea or ee) is not a top priority at this stage.

Predicting

Ask the student to read the title and to look at the picture associated with the text. Then ask:

What do you think this text will be about?

Do you think this will be a fiction or a nonfiction text?

Fluency

Listen to the students read aloud the fluency passage from Assessment C, “The Camel’s Nose in the Tent” (177 words). Evaluate students’ rate, accuracy, and fluency using the following guidelines:

Rate and Accuracy

Time how long it takes the student to read the passage aloud. Note the number of words that the student misreads. If a student self-corrects, count the word as correct. Subtract the number of words read incorrectly from the total number of words in the passage. Divide the number of words by the time in minutes. Compare to Table 1: Fluency Goals. Keep in mind that this is a short assessment designed to provide a snapshot. Students develop fluency at varying rates, and the same student may score differently depending on the day, the text, background knowledge of the topic, and the vocabulary used in the text.

Fluency

When evaluating students for fluency, in addition to the rate of reading, it is beneficial to rate the student’s fluency with expression and the grouping of words. Rate fluency of expression using Table 2: Oral Reading Fluency Scale.

Table 1: Fluency Goals

Grade	Fall wpm	Spring wpm
1	40	75
2	75	100
3	100	124
4	124	140
5	140	150
6	150	170

As recommended by NAEP
(National Assessment of Educational Progress)

Table 2: Oral Reading Fluency Scale

1	Reads primarily in three- or four-word phrases. Slows down to sound out academic vocabulary and three- and four-syllable words. Reads with some expression.
2	Reads in two- and three-word phrases with some word-by-word reading. Slows down to sound out difficult words. Reads with little expression.
3	Reads primarily word by word without grouping words into phrases. Reads some familiar words without needing to individually sound out each phonogram. Reads with little or no expression.
4	Reads sound by sound, individually sounding out all words.

Comprehension

Ask the student to answer the questions in the workbook about the text. The student may look back in the text.

Practice Ideas

Phonograms

- “The Phonogram Circuit” on page 87
- “Phonogram Fishing” on page 104
- “Blind Writing” on page 116

Spelling Rules

- “Drop the E” on page 61
- “Drop the E” on page 69
- “Drop the E” on page 77
- “Silent Final Es” on page 97
- “Es Dropping” on page 105
- “Silent Final E Practice” on page 111
- “Silent Final E Board Game” on page 117

Grammar Rules

- “Proper Nouns – People” on page 88
- “Proper Nouns - Places” on page 96
- “Noun Race” on page 113

Vocabulary

- “Abbreviations” on page 112

Spelling

- “Spelling Stamps” on page 94
- “Texture Spelling” on page 102
- “Spelling I-Spy” on page 109
- “Spelling Challenge” on page 115
- “Type the Words” on page 121

Reading

- Read additional books from the “I Can Read It All By Myself” Beginner Books series
- Read books by Mo Willems.

LESSON 145

Objectives

READING: Reader 6: *Frog or Toad?* by Miriam Eide

SPELLING RULE: Advanced phonograms **eo** and **ge**. Review plurals.

GRAMMAR: Editing

SPELLING: everything, began, begin, summer, people, tongue, rough, distance

COMPREHENSION: Learn academic vocabulary from a text. Closely re-read a text while taking notes.

WRITING: Make a graphic organizer, sorting what is true about all frogs and what is unique about toads.

Materials

NEEDED: Basic Phonogram Flash Cards, slips of paper, wastepaper basket, Phonogram Game Cards, scissors, stapler, 4 colors of markers or pencils, Lazy Vowel Chart, Reader 6: *Frog or Toad?* by Miriam Eide, tape, Phonogram Game Tiles

OPTIONAL: Advanced Phonogram Flash Cards **eo** and **ge**

Advanced Phonogram

The Phonograms **eo** and **ge**

Today we have new advanced phonograms.

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

This says /ē-ě/. What does it say? /ē-ě/

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

This says /j-ZH/. What do you notice about this phonogram and its first sound /j/? *G may soften to /j/ before an E.*

Now say /j/ and /ZH/ and feel the position of your mouth. *They are in the same part of the mouth. For /j/ my tongue moves down. I can't keep saying the sound. /ZH/ is a sound I can hold, /ZHZHZZH/.*

Advanced Phonogram Flash Cards **eo**
and **ge**



Teacher Tip

See <https://assets.logicofenglish.com/downloads/foundations-d-advanced-excerpts.pdf> for PDF flash cards.

Phonogram Practice

Phonogram Basketball - Individual

Set up a wastepaper basket at a suitable distance for shooting baskets. Say the sound(s) of a phonogram. The student writes the phonogram on a slip of paper. If he writes it correctly, he receives one point. He then crumples the paper into a ball and tries to shoot a basket. Award one point for each basket. Play to 30 points.

Basic Phonogram Flash Cards
Wastepaper basket
Slips of paper

Phonogram Basketball - Classroom

Divide the class into teams of two. Provide each team with a set of Phonogram Game Cards, a basket, and slips of paper. Player 1 chooses a phonogram and reads it aloud without showing Player 2. Player 2 writes it. If it is written correctly, Player 2 receives one point. Player 2 then crumples up the paper and tries to shoot a basket. If he makes the basket, his team receives one point. Play then passes to the next team. On the next round the players switch roles. The first team to reach 20 points wins.

Wastepaper baskets
Phonogram Game Cards
Slips of paper

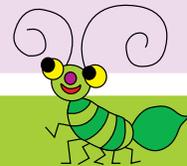
Spelling Rule

My Plurals Book

145.1 Plurals – pages 155-158

Cut out each of the strips. Place the strips with the questions in a stack in order to make a booklet. Staple them on the left side. Then stack the strips with the words and staple them on the left side to make a booklet. Ask each of the questions in order to decide how to make each word plural.

Scissors
Stapler



Teacher Tip

Suffixing is a complex skill. Provide support as needed.

Grammar

Editing

145.2 Editing – page 159

Read the sentences. Draw a slash through the mistakes. Write the correction above. Rewrite the sentence.

Eden visited the Eiffel Tower in France.

Why did we capitalize *Eiffel Tower*? *It is a proper noun.*

Why did we capitalize *France*? *It is a proper noun.*

Why did we add a period? *It is a statement.*

The children play at Thompson Park every day.

Why did we capitalize *the*? *It is at the beginning of the sentence.*

Why did we capitalize *Thompson Park*? *It is a proper noun.*

Why did we add a period? *It is a statement.*

Teacher Tip

If you want to incorporate more spelling practice, choose a favorite spelling game (listed in the Index under “Spelling Activities and Games”) and select 10 to 20 spelling words from recent lessons. This should be a practice activity, not a test.

Spelling



Spelling Analysis

Spelling List 145 – page 160

Teach the words using the steps for Spelling Analysis.

Teacher Tip

Choose ten words from lists 141-145 that will be assigned for a spelling test at the end of the unit.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. everything	I brought everything I need.	ěv er ē thĭng	ev <u>er</u> ⁴ y <u>thĭng</u>	Underline the /er/. Put a 4 over the /ē/. /y-ĭ-ĭ-ē/ said its fourth sound. 7 Y says /ē/ only at the end of a multi-syllable word.* Underline the /th/. Underline the /ng/. * Note: <i>everything</i> is a compound word: <i>every</i> + <i>thing</i> . Y says /ē/ at the end of the multi-syllable word <i>every</i> .
2. began	We began school in September.	bē gǎn	bē gan	Put a line over the /ē/. 4 A E O U usually say their long sounds at the end of the syllable. 2 G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.
3. begin	How are we going to begin?	bē gĭn	bē gin	Put a line over the /ē/. 4 A E O U usually say their long sounds at the end of the syllable. 2 G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.
4. summer	I can't wait for summer!	sŭm mer	sum <u>mer</u>	Underline the /er/.

5. people	How many people are coming to the party?	pē pl	peo ple	Underline the advanced phonogram /ē/. Double underline the silent final E. 12.4 Every syllable must have a written vowel.
6. tongue	Your tongue is red.	tōng	tongue	31.2 O may say /ŭ/ in a stressed syllable next to W, TH, M, N, or V. /n/ is assimilating with /g/ to say /ng/. Underline the two-letter /g/. Double underline the silent final E. 12.2 English words do not end in V or U.
7. rough	The sandpaper has a rough surface.	rŭf	⁵ rough	Underline the /ŭf/ and put a 5 over it. /ō-ō-ō-ow-ŭf-ōf/ said its fifth sound. 28 Phonograms ending in GH are used only at the end of a base word or before the letter T. The GH is either silent or pronounced /f/.
8. distance	There is a cat in the distance.	dīs tāns	dis tance	Underline the last /s/. Double underline the silent final E. 12.3 The C says /s/ because of the E.

Reading

Frog or Toad?

What is the title of today's book? *Frog or Toad?*

Look through the book. Do you think this book is fiction or nonfiction? *nonfiction*

Why?

What do you think you will learn in this book? *How to tell the difference between a frog and a toad.*

Read the book.

What did you learn about frogs and toads?

Reader 6: *Frog or Toad?* by Miriam Eide

Teacher Tip

With the first reading, see how much the student understands without support. In the Writing section the students will re-read the book and fill out a chart to compare frogs, true frogs, and toads.

Vocabulary



Amphibian The Greek prefix *amphi-* and the related Latin *ambi-* mean *both*; we see them in *amphitheater*, *ambidextrous*, and *ambivalence*. *Bi-*, a form of the Greek root *bio-*, is found in words like *biology*, *biography*, and *antibiotic*. The suffix *-an/-ian* forms adjectives and nouns like *crustacean*, *guardian*, *vegetarian*, and *musician*.

Writing

Frog and Toad Poster

145.3 Frogs and Toads – pages 161-166

Now we will re-read *Frog or Toad?* and create a display about frogs and toads. Read page 1. *Many people do not know that all toads are frogs. But be careful! Not all frogs are toads.*

Tell me in your own words what this means. *All toads and frogs belong to the frog family. But some frogs belong to the true frog group, and some belong to the toad group.*

Look at the charts in your workbook. Read each of the titles. *All Frogs Including Toads; True Frogs; Toads*

When something is true about all frogs, we will write it on the chart that says “All Frogs.”

When it is true only about true frogs, we will write it on the chart that says “True Frogs.”

When it is true only about toads, we will write it on the chart that says “Toads.”

Read through the book page by page, adding information about All Frogs, True Frogs, and Toads to the charts.

Read page 3.

What did we learn about all frogs on this page? *All frogs are amphibians. All frogs spend part of their life in water and part of their life on land.*

Read pages 4 and 5.

What did we learn about all frogs on these pages? *All frogs start as eggs, hatch into tadpoles, breath through gills, then grow legs, lose their tails and gills, and then live on land.*

What are gills? If I didn't know what gills were, what could I do? *Look up gills in the glossary.*

Read page 6.

What did we learn about all frogs on this page? *All frogs' ears are behind their eyes. A frog ear is called a tympanum.*

Continue in this manner, creating the charts while re-reading and discussing each page.

Reader 6: *Frog or Toad?* by Miriam Eide

Scissors

Tape



Teacher Tip

Write the words on the chart for struggling writers as they dictate the ideas. The most important part at this stage is that they are able to communicate their thoughts. Many young students struggle with stamina in writing.

Vocabulary

amphibious Two of the morphemes in *amphibian* are also found in *amphibious* - operating on both land and water.

Teacher Tip

Research has shown that re-reading is an excellent way to build fluency.

Vocabulary

Tympanum is Latin for drum. The word *tympani* is derived from the same word. Watch a video of someone playing the *tympani*.

Vocabulary

Camouflage Many students will recognize the meaning of camouflage. It is interesting to note that the OU phonogram is saying its 2nd sound /ō/. The GE is saying its advanced sound /ZH/.



True Frogs	All Frogs Including Toads	Toads
long legs jump long distances live near water smooth, moist skin breathe through skin must not dry out	amphibians part of life in water part of life on land begin as eggs become tadpoles breathe through gills tympanum (ears) tongue attached at front of mouth swallow by pulling down their eyes no neck bulging eyes eat insects, worms, etc. puff up camouflage	short legs hop short distances live away from water rough, bumpy skin breathe through lungs can dry out poisonous camouflage

145.4 Frog or Toad? – pages 167-168

Cut out the frogs and toads. Place them all face up. Looking at the pictures, which ones are frogs? Which ones are toads? Check your answers on the back. Tape each one onto the chart so that you can lift the flap and read the species.

Spelling Activity

Spelling Scramble

Provide the student with the Phonogram Game Tiles which are needed to spell one of the words in Spelling List 145. Ask the student to figure out which word it is and to arrange the tiles into the correct order. Continue while practicing all the words in List 145.

Phonogram Game Tiles

LESSON 160

Objectives

READING: “The Boat,” *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee

GRAMMAR: Editing, adjectives and nouns

SPELLING: guess, scratched, paddle, disappear, decorate, behind, surprise, definitely

COMPREHENSION: Discover a problem in the story and identify its solution. Locate the solution within the text.

WRITING: Write a book review.

Materials

NEEDED: Basic Phonogram Flash Cards, 10-20 index cards per student, red pen, blue pen, 4 colors of markers or pencils, Lazy Vowel Chart, *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee, copies of all the books used in Foundations D and some reviews of them from various sources, paper, colored pencil

OPTIONAL: Grammar Cards 1 and 2

Phonogram Practice

Phonogram Quiz

160.1 Phonogram Quiz – pages 275-276

Quiz all 75 Basic Phonograms. Say the number, then read the phonogram sound(s) aloud, while the student writes them. Read at a brisk pace, providing adequate time to write but reading quickly enough that the student is demonstrating automatic recall. When all the phonograms are written, ask the student to read back the phonogram sounds, and correct any errors. Award one point for each phonogram the student writes correctly.

Basic Phonogram Flash Cards



Challenge

Ask the student to add one or two Advanced Phonograms at the bottom and either write or tell you the sounds.

Grammar

Editing

160.2 Editing – page 277

Read the sentences. Draw a slash through each mistake. Write the correction above. Then rewrite the sentence.

Lucas, Cora, and Emmet were happy when Mom bought pepperoni pizza for dinner.

Why did we capitalize *Lucas*? *It is a proper noun.*

Why did we capitalize *Cora*? *It is a proper noun.*

Why did we capitalize *Emmet*? *It is a proper noun.*

Why did we capitalize *Mom*? *It is a proper noun. It is the name they call their mom.*

Why did we put a comma after *Lucas*? *It is a list of three or more.*

Why did we add a period? *It is a statement.*

Are Charlie and Goldie friends?

Why did we capitalize *Are*? *It is at the beginning of the sentence.*

Why did we capitalize *Charlie*? *It is a proper noun.*

Why did we capitalize *Goldie*? *It is a proper noun.*

Why did we add a question mark? *It is a question.*



Teacher Tip

Some students may mistakenly capitalize 'pepperoni pizza.' This is an understandable mistake. Proper and common nouns are abstract and take some time to master. Simply explain that pepperoni is a type of a food and a common noun, and so pepperoni pizza, one kind of pizza, is also a common noun.

Adjective & Noun Puzzle

What is a noun? *A noun is the name of a person, place, thing, or idea.*

What is an adjective? *An adjective modifies a noun or a pronoun. An adjective answers: What kind? How many? Which one? Whose?*

Today we will make a game. First I want you to think of a noun and write it on an index card with a blue pen. (For example: book)

Then I want you to think of an adjective that describes the noun and write it with a red pen on a new index card. (For example: heavy)

Continue until you have 10-20 nouns and adjectives.

Now find a noun card and place it in the center of the table. Find an adjective that describes that noun and place it so it is touching the noun card at one corner. Find another noun that is described by the adjective and place it touching one of the corners of that adjective. You may play off any corner. Try to use all the cards.

10-20 index cards per student

Red pen

Blue pen

Grammar Cards 1 and 2

Spelling



Spelling Analysis

Spelling List 160 – page 278

Teach the words using the steps for Spelling Analysis.

Teacher Tip

Choose ten words from lists 156-160 that will be assigned for a spelling test at the end of the unit.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. guess	Guess how old I am.	gĕss	g <u>u</u> ess	Say to spell /g-ĕ-s-s/. Underline the /g/. 30 We often double F, L, and S after a single vowel at the end of a base word.
2. scratched	My glasses are scratched.	skrăcht	scr <u>a</u> ched ³	1 C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /ch/. 27 TCH is used only after a single vowel which says its short or broad sound. Underline the /t/ and put a 3 over it. /ĕd-d-t/ said its third sound.
3. paddle	Do you have a canoe paddle?	păd dl	pad d <u>l</u> e	Double underline the silent final E. 12.4 Every syllable must have a written vowel.
4. disappear	Watch me make the pen disappear.	dĭs ăp pĕr	dis ap <u>pear</u>	31.1 Schwa in an unstressed syllable. Underline the /ĕ/.
5. decorate	Mary will decorate your birthday cake.	dĕk ō răt	dec ō r <u>ate</u>	1 C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ō/. 4 A E O U usually say their long sounds at the end of the syllable. Put a line over the /ă/. Double underline the silent final E. 12.1 The vowel says its long sound because of the E.
6. behind	What is behind that tree?	bĕ hĭnd	bĕ hĭnd	Put a line over the /ĕ/. 4 A E O U usually say their long sounds at the end of the syllable. Put a line over the /ĭ/. 8 I and O may say /ī/ and /ō/ when followed by two consonants.

7. surprise	It is a surprise.	ser prīz	sur ² prīse ₂	Underline the /er/. Put a line over the /i/. Put a 2 over the /z/. /s-z/ said its second sound. Double underline the silent final E. 12.1 The vowel says its long sound because of the E.
8. definitely	I will definitely be at practice today.	dēf ĩn ĩt lē	def in ite ₂ ly ⁴	<i>De+finite+ly.</i> 5 I and Y may say /i/ or /i/ at the end of the syllable. Double underline the silent final E. 12.9 Unseen reason. Put a 4 over the /ē/. /y-ĭ-i-ē/ said its fourth sound. 7 Y says /ē/ only at the end of a multi-syllable word.

Reading

The Boat

Turn to the fourth story, “The Boat.” Read the story.

“The Boat,” *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee

What did Mole give Mouse as a surprise? *a boat and a paddle*

After they went out on the lake, what was the problem? *They kept paddling in circles because they only had one paddle.*

Have you ever paddled in a canoe or in a boat?

Have you ever tried paddling on only one side?

If you paddle on only one side of the boat, it will push the boat around in circles.

How did Mouse and Mole solve the problem of going in circles?

Many children will miss the solution: taking turns paddling on opposite sides. Show them the page where Mouse and Mole switch paddling more often, and re-read it to discover the solution together. This is an excellent way to practice locating information in order to deepen comprehension and find answers to questions about a passage.

What did Mouse give Mole as a surprise? *A new paddle.*

How does this solve the problem of going in circles? *They can paddle together.*

Do you think Mouse and Mole are good examples of how to be good friends?

Why?

Writing

Book Review

160.3 Book Review – page 279

Show students all the books they have read during Foundations D.

Copies of all the books used in Foundations D
Reviews of several of the books

Wow! You have read all these books!

Sometimes when people finish reading a book or trying something new, they give it a number of stars to show how much they liked it. Five stars means they loved it. One star means it is terrible. Three stars means it is just ok.

Are there any books that you would give five stars?

Why?

Which book is your favorite book?

Why?

What did you like about it?

Are there any books that you would give only one star?

Why?

Which book is your least favorite book?

Why?

What didn't you like?

Sometimes people write a review of a book to tell others how much they liked it and why. The stars are like a summary that says "Overall, I liked it this much!" Reviews tell people more about specific things the readers did or didn't like and what they thought about the book. Why do you think we might need both?

Read the customer reviews for a few of the books in Foundations D on a website such as www.Amazon.com. Focus on the short, two-to-five-sentence reviews. Point out the ranking of books by stars.

Choose one of the books that you would like to review.

At the top of your workbook page, write the title of the book and the author's name. Remember that the title and the author's name are proper nouns, so you should capitalize the first letter in each word.

Then color in the number of stars that you give the book.

Finally write a review. Why did you like the book? Or why didn't you like it?

Spelling Activity

Spelling Story

Write a story that uses every spelling word in Spelling List 160.
Write the spelling words in a different color than the rest of
the story.

Paper

Colored pencil