

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, Grammar Card 9, 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: 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.

Show Grammar Card 9. Hold up one finger as you say each of the five parts.

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.

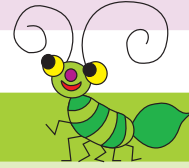
Now let's say the definition together. Let's pretend it is a secret. What will we do with our voices to show it is a secret? *speak quietly*

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 List

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.	mŏTH er	moth ² er	See below. 31 O may say /ŭ/ 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.	pĕn gwĭn	pen ² guin	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.	ŏp pŏ sĭt	op pŏ site _u	See below. Put a line over the /ŏ/. 4 A E O U usually say their long sounds at the end of the syllable. 31 Schwa in an unstressed syllable. Double underline the silent final E. 12.9 Unseen reason.
4. where	Where is my coat?	whĕr	<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.	pŏ lăr	pŏ lar	See below. Put a line over the /ŏ/. 4 A E O U usually say their long sounds at the end of the syllable. Underline the /ăr/.
7. morning	Good morning, everyone.	mor nĭng	mor _u ning	Underline the /or/. Underline the /ng/.
8. different	Rubis and his son are very different from each other.	dĭf fer ĕnt	dif _u fer ent	Underline the /er/.

mother

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

Hum *mother*. /hm-hm/

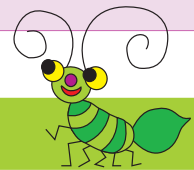
How many syllables? *two*

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 */gwĭn/*. */gw-ĭ-n/*

Use */g-gw/*.

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

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/*

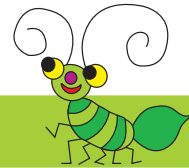
How many syllables? *three*

Do you hear a lazy vowel sound? *yes*

We will say to spell */ǒp-pō-sĭt/*.

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

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



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.

Let's sound out the first syllable /*öp*/. /*ö-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? /*öp-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.

/*öp-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. /*öp-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*

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.

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

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



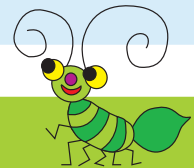
Teacher Tip

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.



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 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.

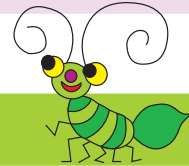
Show me the south pole.

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

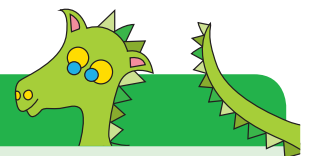
Polar Opposites is a rich text with a wide variety of themes that can be explored. Some teachers may opt to reread the text a second day and split the discussion into two lessons.

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...*

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

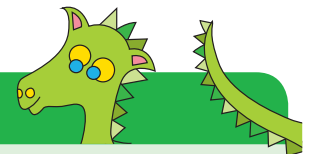
Equator is from the root *equ-* meaning equal. The equator is equidistant between the North and South Poles. Also, at the equator day and night are equal lengths.

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 reread them to their parents.



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

Vocabulary

Antonyms

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

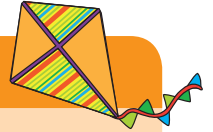
Write **opposite** and **antonym** on the board.

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

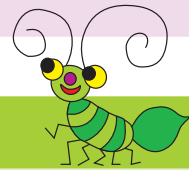
Ask the student to close his eyes. Call out a spelling word for the student to write on the whiteboard without looking. When he is finished, have him evaluate the spelling and handwriting. This game is excellent for developing the automatic muscle memory needed for writing and spelling with ease.

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 places a new emphasis on spelling mastery. Each lesson includes a spelling game. Foundations D 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.

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: Advanced Phonogram Flash Card **ce**, Basic Phonogram Flash Cards, stopwatch, Grammar Card 9, children's books, orange and yellow highlighters, Lazy Vowel Chart, colored pencils or markers, colored dry-erase markers, 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

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.

Advanced Phonogram Flash Card **ce**

Show the Advanced Phonogram Flash Card **ce**.

This phonogram says /sh/.

What does this say? /sh/

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

Phonogram Practice

Timed Phonograms

Ask the student to read the phonograms using the phonogram flash cards. If she misses a phonogram, put it in the back of the stack to be reread. Time how quickly she reads all 74 basic phonograms.

Basic Phonogram Flash Cards
Stopwatch

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
purse

tame
clue
waffle
axe
middle
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

Show Grammar Card 9 while reviewing the rule.

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.

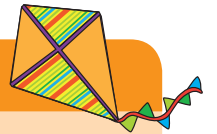
Choose a page. Count how many sentences are on the page.

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.

Grammar Card 9
Children's books

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 List

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>	See below. Put a line over the /ā/. /ā-ā-ā/ said its long sound. 4 A E O U usually say their long sounds at the end of the syllable. 31 Schwa in an unstressed syllable. Put a line over the /ō/. Double underline the silent final E. 12.1 The vowel says its long sound because of the E.
2. lone	A lone goose swam in the pond.	lōn	lōn <u>e</u>	See below. Put a line over the /ō/. Double underline the silent final E. 12.1 The vowel says its long sound because of the E.
3. one	She ate one sandwich.	wŭn	ōn <u>e</u>	See below. To create a memory link from morphology, say to spell /ōn/. Put a line over the /ō/. Double underline the silent final E. 12.1 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. 12.1 The vowel says its long sound because of the E. 12.3 The C says /s/ because of the E.
6. two	She is two years old.	twō	tw <u>o</u>	See below. 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	twelve	Underline the /v/. Double underline the silent final E. 12.2 English words do not end in V or U.
8. twenty	Twenty copies will be plenty.	twěŋ tē	twen ty	7 Y says /ē/ only at the end of a multi-syllable base 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? *alone*

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*

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

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

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



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*.

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.

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 additional words from Lessons 121 and 122.

LESSON 123

Objectives

READING: *Are You My Mother?* by P.D. Eastman from *The Big Blue Book of Beginner Books*

SPELLING RULE: Learn about suffixes.

GRAMMAR: Questions

VOCABULARY: Practice reading numbers.

SPELLING: eleven, three, thirteen, thirty, four, fourteen, forty, hundred

FLUENCY: Read questions with expression.

COMPREHENSION: Elements of a story: conflict and main character

WRITING: Dictation

Materials

NEEDED: Game board piece, die, Grammar Cards 9 and 9.9, LOE Whiteboard for each student, 3 colors of markers or pencils, Lazy Vowel Chart, *Are You My Mother?* by P.D. Eastman, 12 index cards of one color and 12 index cards of a second color for each student

OPTIONAL: Scissors, materials for a bird's nest, paper and pencil

Phonogram Practice

Phonogram Board Game

123.1 Phonogram Board Game – page 7

Game board piece

Die

Ask the student to roll the die. He may then advance the number of spaces shown, reading each of the phonograms along the way. If he reads them all correctly, he may remain on his place. If he misses one, he returns to start.

In a classroom, students can play in groups of two to four, checking each other's pronunciation for accuracy.

Spelling Rule

Suffixes

Words are made up of phonemes, or chunks of sound. Words are also made up of morphemes, or chunks of meaning.

One way to make a new word is to add a suffix. Suffixes are sounds added to the end of a base word that give the word a new meaning. Since each suffix has its own meaning, a suffix is a morpheme.

I will write a word on the board.

Write **sing** on the board.

What does this say? *sing*

I can make a new word from *sing*. I will change it into *singer*. What did I add to *sing* to make *singer*? */er/*

What other words could I make by adding a suffix to *sing*? *singing, sings*

Write **quick** on the board.

What new words could I make by adding a suffix to *quick*? *quicker, quickest, quickly*

I will say a word. Tell me the base word and the suffix that I added.

running *run and ing*

sadly *sad and ly*

Good! Now when you tell me the base word, punch the air with one hand. When you tell me the suffix, punch the air with your other hand.

rested *rest ed*

sunny *sun y*

quickly *quick ly*

truthful *truth ful*

lovely *love ly*

batter *bat er*

braided *braid ed*

coats *coat s*

sadness *sad ness*

singer *sing er*



Vocabulary

Suffix is composed of two morphemes, *suf*, which means below, and *fix*, which means attach, as in 'I fixed the stamp to the envelope.'

Grammar & Fluency

Questions

Show Grammar Card 9 while reviewing the rule.

What are the five parts of a sentence? *A sentence must have a capital letter, subject, verb, complete thought, and end mark.*

Let's sing it.

Grammar Card 9

Grammar Card 9.9

LOE Whiteboard

Let's say it together in a sad voice.

Write a ? mark on the board.

What is this? *It is a question mark.*

I write a question mark at the end of a sentence to show that the sentence is a question.

On one side of your whiteboard, write a question mark.

Write a . on the board.

What is this? *It is a period.*

I use a period when I am making a statement.

Flip your whiteboard over and write a period on the other side.

Today I will say a sentence. If I ask a question, stand up and show me the question mark. If I do not ask a question, sit down and show me the period.

What time is it?

I ate eggs and toast.

Did you have breakfast?

Do you have a pet dog?

She has two pet fish.

Did they go on vacation?

Are you her brother?

I read a great book.

How did you know if I was asking a question? *Your voice goes up.*

Now I will hum a sentence. Tell me if it is a question.

Hum the sentence, "I have a red car."

hm-hm-hm-hm-hm. *statement*

Hum the sentence, "Did she laugh?"

hm-hm-hm? *question*

How did you know if it was a question? *Your voice went up at the end.*

Now it is your turn to hum a question. Let's hum the question, "What is your name?" *hm-hm-hm-hm?*

When we are reading aloud, our voice needs to go up if we read a question. We will know it is a question if the sentence ends in a question mark.

Write a ? on the board.

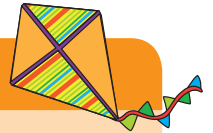
Show Grammar Card 9.9.

A question ends with a question mark.

123.2 Where Was It? – pages 8-9

Recently, I went on a vacation and took a picture. You will ask me questions to figure out where I went. Read the questions. When you read the question with your voice going up at the end, I will tell you the answer.

Multi-Sensory Fun



Classroom Activity: Write a question on one index card and an answer on a second. Create a set so that each student in the classroom receives one question or answer. Give each student a card. Ask the students who have a question to go around asking their question, until they find the correct answer. Remind the students to use the correct inflection for a question or an answer.



Teacher Tip

This activity is designed to isolate the skill of reading with inflection. Hold students to a high standard during this activity. Reading research has shown that reading with correct inflection closely correlates to comprehension.

Challenge



Cut out the questions and let the students ask them in any order.

Was it inside? No, it was not inside.

Was it outside? Yes, it was outside.

Was it hot? No, it was not hot.

Was it cold? Yes, it was cold.

Was it snowing? No, it was not snowing.

Was there snow on the ground? Yes, there was snow on the ground.

Was it cloudy? No, it was not cloudy.

Was it near the ocean? No, it was not near the ocean.

Was there a reindeer? No, there was not a reindeer.



Spelling



Spelling List

Spelling List 123 – page 10

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. eleven	There are eleven girls in my group.	ē lēv ēn	ē lev en	Put a line over the /ē/. 4 A E O U usually say their long sounds at the end of the syllable. 31 Schwa in an unstressed syllable.
2. three	Three dogs slept.	thrē	<u>th</u> ree	Underline the /th/. Underline the /ē/.
3. thirteen	He is turning thirteen in June.	ther tēn	<u>thir</u> <u>teen</u>	Underline the /th/. Underline the /er/. Underline the /ē/.
4. thirty	There are thirty signatures on the document.	ther tē	<u>thir</u> ty	Underline the /th/. Underline the /er/. 7 Y says /ē/ only at the end of a multi-syllable word.
5. four	They have four kids.	fōr	² <u>four</u>	Underline the /ō/ and put a 2 over it. /ow-ō-ō-ū/ said its second sound.
6. fourteen	The girl is fourteen years old.	fōr tēn	² <u>four</u> <u>teen</u>	Underline the /ō/ and put a 2 over it. /ow-ō-ō-ū/ said its second sound. Underline /ē/.

7. forty	In forty days we will travel to Egypt.	for tē	<u>for</u> ty	Underline the /or/. 7 Y says /ē/ only at the end of a multi-syllable word.
8. hundred	The tickets cost one hundred dollars.	hūn drēd	hun dred	All first sounds.

Reading

Are You My Mother?

What is the title of today's book? *Are You My Mother?*
 Is the title a question or a statement? *question*
 How do you know? *It ends in a question mark.*
 Open the book. Do you see any other pages with questions?

Read *Are You My Mother?* aloud.

Is *Are You My Mother?* fiction or nonfiction? *fiction*
 How do you know? *Birds cannot talk. Birds do not wear scarves on their head...*

Fiction books tell stories. All good stories have a problem to solve. What is the problem in this story? *The baby bird cannot find his mother.*
 The problem is also called the conflict.

Is the conflict or problem solved during the story? *yes*
 How is it solved? *The baby bird finds his mother.*

Read page 144 aloud. *"Where is my mother?" he said.*

What would happen if on page 145 his mother just flew back to the nest? Would it be a very interesting story? *no*
 To make the story interesting, the baby has to go look for his mother.
 Who does the baby bird meet along the way? *a cat, a hen, a dog, a cow...*

These are the characters in this story.
 If you had to pick one character that was the most important, who would you pick and why? *Answers will vary.*
 If you left out the dog, would you still have the same sto-

Are You My Mother? by P.D. Eastman
 from *The Big Blue Book of Beginner Books*
Materials for a bird's nest

Teacher Tip

Are you My Mother? is a longer book. However, because the pages include so much repetition, the book has a very low Lexile® score. Books with a lot of repetition are excellent for developing fluency. If the students struggle to finish the book in a reasonable amount of time, or if they feel tired, divide the reading between two lessons.



Challenge

Teach students the word *anthropomorphize*. Explain that the root *anthro-* means human. Therefore, to anthropomorphize means to make something that is not human like a human. Find examples in *Are You My Mother?* of animals (and the steam shovel) that have been anthropomorphized with human characteristics.

For Teachers Only:

Other words that use the root *anthro* are *anthropology* - the study of humans; *philanthropy* - literally the love of humanity; *anthropocentric* - humans at the center.

ry? *yes*

Could you leave out the baby bird? *no*

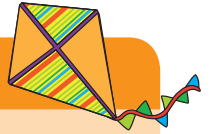
Why? *The story is about the baby bird.*

Which character has the problem? *the baby bird*

The baby bird is the main character in this story.

Every fiction story has at least one main character, a problem, and a solution to the problem.

Multi-Sensory Fun



For an art project, make a bird's nest using the directions found at the following website: http://www.firstpalette.com/Craft_themes/Animals/babybirdsnest/babybirdsnest.html

Writing

Dictation

We have been learning about sentences. Today, you will write a sentence. How does every sentence begin? *A sentence begins with a capital letter.*

What do you need at the end of every sentence? *An end mark*

Our sentence will end with a period.

Write . on the board.

I will read the sentence aloud two times. Listen carefully, then say the sentence back to me.

The penguins have black feet. *The penguins have black feet.*

Now write the sentence.

The students write the sentence on a whiteboard or paper.

Read the sentence back as I write it on the board. Give me hints about how to write the sentence correctly. (*Start the sentence with a capital letter*) *TH-ē p-ē-n-gw-ī-n-z (use /g-gw/) h-ă-v (English words do not end in V. Add an E.) b-l-ă-k (two-letter /k/ is used after a single, short vowel) f-ē-t (E double E always says E) period.*

Supplement the students' suggestions by modeling correctly anything that the student leaves out as you write the sentence on the board. Ask students to correct their own sentence.

LOE Whiteboard or paper and pencil



Teacher Tip

Sentence dictation is an excellent stepping stone to independent writing. When students recall a sentence, repeat it to themselves, then write it, they are using the same skills as writing their own sentences minus the burden of composing an original idea.

Spelling Activity

Number Matching

Today you will make a matching game. I will read a number. On one colored set of cards you will write the number in words. On the second color you will write the numeral.

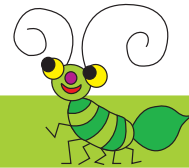
one
two
three
four
eleven

twelve
thirteen
fourteen
twenty
thirty

Now we will use the cards to play a matching game. Mix the cards. Place the cards face down in rows. Turn over one card of each color. If they match, you may keep them. If they do not match, flip them face down. Then it is the next player's turn.

12 index cards of one color
12 index cards of a second color

forty
hundred



Teacher Tip

Classroom Variation: Divide students into groups of two to four players. Give 12 index cards of one color and 12 index cards of a second color to each group.

Teacher Tip

Save the number cards for use with Lesson 124.