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.
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.

Spelling Analysis

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.
<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say to Spell</th>
<th>Markings</th>
<th>Spelling Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mother</td>
<td>My mother is reading a book.</td>
<td>mŏTH er</td>
<td>moth er</td>
<td>See below. 31.2 O may say /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/.</td>
</tr>
<tr>
<td>2. penguin</td>
<td>The penguin held the egg on its feet.</td>
<td>pën gwĭn</td>
<td>pen guin</td>
<td>See below. Underline the /gw/ and put a 2 over it. /g-gw/ said its second sound.</td>
</tr>
<tr>
<td>3. opposite</td>
<td>The opposite of dark is light.</td>
<td>òp pŏ sĭt</td>
<td>op pŏ site</td>
<td></td>
</tr>
<tr>
<td>4. where</td>
<td>Where is my coat?</td>
<td>whĕr</td>
<td>where</td>
<td>Underline the /wh/. Double underline the silent final E.</td>
</tr>
<tr>
<td>5. how</td>
<td>How long do I need to practice?</td>
<td>how</td>
<td>how</td>
<td>Underline the /ow/.</td>
</tr>
<tr>
<td>6. polar</td>
<td>The polar bear sat on the ice.</td>
<td>pŏ lăr</td>
<td>pŏ lar</td>
<td>See below. Put a line over the /ə/. 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.</td>
</tr>
<tr>
<td>7. morning</td>
<td>Good morning, everyone.</td>
<td>mor ning</td>
<td>mor ning</td>
<td>Underline the /or/. Underline the /ng/.</td>
</tr>
<tr>
<td>8. different</td>
<td>Rubis and his son are very different from each other.</td>
<td>dif fer ēnt</td>
<td>dif fer ent</td>
<td>Underline the /er/.</td>
</tr>
</tbody>
</table>

**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.*
To help us remember the sound of the lazy vowel, we will say to spell /môTH̄er/.
Let's sound out the first syllable /môTH̄:/ /m-ô-TH̄/
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-ô-TH̄-er/
How do we mark it? Underline the /TH̄/ and put a 2 over it. /th-TH̄/ said its second sound.
Underline the /er/.
Let's read it together. /m-ô-TH̄-er/ mother
How do we usually say this word? mother
Where will we add it to the Lazy Vowel Chart? In the O column. O spelled the sound /û/ 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 /pên/. /p-ê-n/
Sound out the second syllable /gwîn/. /gw-i-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-ê-n-gw-i-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-ê-n-gw-i-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 /ôp-pô-sit/.
Which vowel said a lazy sound? The second O. It is in an unstressed syllable.
What will we say to spell? /ôp-pô-sit/
Let’s sound out the first syllable /ôp/. /ô-p/
Sound out the second syllable /pô/. /p-ô/
Sound out the third syllable /sît/. /s-î-t/
Add a silent final E.
What will we say to spell? /ôp-pô-sît/ 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.
/ô-p-p-ô-s-î-t/ silent final E
How do we mark it? Put a line over the /ô/. 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. /ô-p-p-ô-s-î-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 /pôlar/.
What will we say to spell? /pôlar/
Which phonogram said a lazy sound? AR
AR is saying its lazy sound /er/.
Let’s sound out the first syllable /pô/. /p-ô/
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.
\(/p\-\ddot{o}\-l\-ar/\)

How do we mark it? Put a line over the /\ddot{o}/. A E O U usually say their long sounds at the end of the syllable. Underline the /\text{-ar}/.

Let’s read it together. /p\-\ddot{o}\-l\-ar/ polar

**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?

**Teacher Tip**

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

**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:
Olivia’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.
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.
## 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** …

## 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

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.

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

1. **ph** /f/ two-letter /f/
2. **ea** /ē-ē-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

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>
<thead>
<tr>
<th>Grade</th>
<th>Fall wpm</th>
<th>Spring wpm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>100</td>
<td>124</td>
</tr>
<tr>
<td>4</td>
<td>124</td>
<td>140</td>
</tr>
<tr>
<td>5</td>
<td>140</td>
<td>150</td>
</tr>
<tr>
<td>6</td>
<td>150</td>
<td>170</td>
</tr>
</tbody>
</table>

Table 1: Fluency Goals

As recommended by NAEP (National Assessment of Educational Progress)

Table 2: Oral Reading Fluency Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Reads in two- and three-word phrases with some word-by-word reading. Slows down to sound out difficult words. Reads with little expression.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Reads sound by sound, individually sounding out all words.</td>
</tr>
</tbody>
</table>

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-ē/. What does it say? /ē-ē/

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, /ZHHZHZHZH/.

Advanced Phonogram Flash Cards eo and ge

Teacher Tip

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.

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.

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.

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.

Spelling

Spelling Analysis

Spelling List 145 – page 160
Teach the words using the steps for Spelling Analysis.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say to Spell</th>
<th>Markings</th>
<th>Spelling Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>everything</td>
<td>I brought everything I need.</td>
<td>ĕv ĕr ĕ thĭng</td>
<td>Underline the /er/. Put a 4 over the /ĕ/. Jy-i-i-ĕ/ said its fourth sound. Y says /ĕ/ only at the end of a multi-syllable word. *Underline the /th/. Underline the /ng/. *Note: everything is a compound word: every + thing. Y says /ĕ/ at the end of the multi-syllable word every.</td>
</tr>
<tr>
<td>2.</td>
<td>began</td>
<td>We began school in September.</td>
<td>bĕ găn</td>
<td>Put a line over the /ĕ/. 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/.</td>
</tr>
<tr>
<td>3.</td>
<td>begin</td>
<td>How are we going to begin?</td>
<td>bĕ gĭn</td>
<td>Put a line over the /ĕ/. 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/.</td>
</tr>
<tr>
<td>4.</td>
<td>summer</td>
<td>I can’t wait for summer!</td>
<td>sŭm mer</td>
<td>Underline the /er/.</td>
</tr>
</tbody>
</table>

Teacher Tip

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

How many people are coming to the party?

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.

Underline the last /ē/ and put a 5 over it. /-ō-ow-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/.

12.3 The C says /s/ because of the E.

7. **rough**

The sandpaper has a rough surface.

Underline the /ūf/ and put a 5 over it. /-ō-ow-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.

Underline the last /s/. Double underline the silent final E.

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 you do 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?

**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.
Frog and Toad Poster

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.
True Frogs

- long legs
- jump long distances
- live near water
- smooth, moist skin
- breathe through skin
- must not dry out

All Frogs

Including Toads

- 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

Toads

- 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.
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.
Editing

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.

Adjective & Noun Puzzle

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

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.
## Spelling Analysis

Teach the words using the steps for Spelling Analysis.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say to Spell</th>
<th>Markings</th>
<th>Spelling Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. guess</td>
<td>Guess how old I am.</td>
<td>gêss</td>
<td>guess</td>
<td>Say to spell /g-ê-s-s/ Underline the /g/ 30 We often double F, L, and S after a single vowel at the end of a base word.</td>
</tr>
<tr>
<td>2. scratched</td>
<td>My glasses are scratched.</td>
<td>skrâcht</td>
<td>scratched³</td>
<td>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 /s/ and put a 3 over it. /êd-d-t/ said its third sound.</td>
</tr>
<tr>
<td>3. paddle</td>
<td>Do you have a canoe paddle?</td>
<td>pâd dl</td>
<td>pad dle</td>
<td>Double underline the silent final E 12.4 Every syllable must have a written vowel.</td>
</tr>
<tr>
<td>4. disappear</td>
<td>Watch me make the pen disappear.</td>
<td>dis ap pear</td>
<td>dis ap pear</td>
<td>31.1 Schwa in an unstressed syllable. Underline the /ê/.</td>
</tr>
<tr>
<td>5. decorate</td>
<td>Mary will decorate your birthday cake.</td>
<td>dêk ô rât</td>
<td>dec ô râte³</td>
<td>1 C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ô/. 4 A E O U usually say their long sounds at the end of the syllable. Put a line over the /â/. Double underline the silent final E 12.1 The vowel says its long sound because of the E.</td>
</tr>
<tr>
<td>6. behind</td>
<td>What is behind that tree?</td>
<td>bê hind</td>
<td>bê hind</td>
<td>Put a line over the /ê/. 4 A E O U usually say their long sounds at the end of the syllable. Put a line over the /i/. 8 I and O may say /i/ and /ô/ when followed by two consonants.</td>
</tr>
</tbody>
</table>
### Reading

**The Boat**

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

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?

---

<table>
<thead>
<tr>
<th>7. surprise</th>
<th>It is a surprise.</th>
<th>ser prīz</th>
<th>surprise</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. definitely</td>
<td>I will definitely be at practice today.</td>
<td>déf in ētē</td>
<td>definitely</td>
</tr>
</tbody>
</table>

Underline the /er/. Put a line over the /ī/. 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.

De finite ly. **5** I and Y may say /ī/ or /ē/ at the end of the syllable. Double underline the silent final E. **12.9** Unseen reason. Put a 4 over the /ē/. /y-I-ē/ said its fourth sound. **7** Y says /ē/ only at the end of a multi-syllable word.
**Book Review**

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

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