

Logic of English Foundations Level D Cut and Paste Student Learning Plan

Box 1 Course Description

This yearlong course covers the ____ grade Language Arts/Reading content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course

Box 2 Learning Materials

The curriculum, books, supplies, materials, web-sites, and other sources used for this course are Logic of English Book D
(Make additions to materials as you see fit)

Box 3 Learning Goals/Performance Objectives

September-Lessons 121-122

October-Lessons 123-124

November-Lessons 125-126

December-Lessons 127-128

January-Lessons 129-130

February-Lessons 131-132

March-Lessons 133-134

April-Lessons 135-136

May-Lessons 137-138

June-Lessons 139-140

*Each month lessons also include assessments and review

121 Polar Opposites by Erik Brooks A sentence begins with a capital letter. Antonyms The prefix ant- mother, penguin, opposite, where, how, polar, morning, different Identify ways that Alex and Zina are opposites. Create a book of opposites.

122 Reader 1: The Arctic and the Antarctic: Polar Opposites by Denise Eide Learn the advanced phonogram ce . Review the reasons for a silent final E. A sentence ends with an end mark. Fiction and nonfiction. Review antonyms. alone, lone, one, twin, twice, two, twelve, twenty Learn to use a glossary. Sort books into fiction and nonfiction. Copywork

123 Are you My Mother? by P.D. Eastman Learn about suffixes. Questions Practice reading numbers. eleven, three, thirteen, thirty, four, fourteen, forty, hundred Read questions with expression. Elements of a story: conflict and main character Dictation

124 Are you My Mother? by P.D. Eastman Add suffixes to words. Exclamations Review antonyms. five, fifteen, fifty, six, sixteen, sixty, seven, seventy Reread Are You My Mother? with a focus on reading with expression. Create a book of num- bers.

125 Reader 2: Baby Birds by Denise Eide Add suffixes to words. Choose the correct punctuation for the end of sentences. The suffixes -ty and -teen eight, eighteen, eighty, nine, nineteen, ninety,

zero, nothing Read numbers fluently. Review fiction and nonfiction. Learn how to define new words from context. Practice using a glossary. Complete the book of numbers.

Review Lesson A

126 “What Will Little Bear Wear?” Little Bear by Else Holmelund Minarik I and Y may say /ĩ/ or /ī/ at the end of a syllable. Identify nouns that are people. title, friend, something, family, soup, waited, flew, goodness Learn about the table of contents. Identify the key elements of a story. Put events in order. Write a summary with support.

127 “Birthday Soup,” Little Bear by Else Holmelund Minarik Learn the advanced phonogram mb. Form irregular plurals of words ending in O. Identify nouns that are places. space, eye, climb, beautiful, car-rots, potato, tomato, honey Identify the key elements of a story. Retell the story orally. Copywork

128 “Little Bear Goes to the Moon,” Little Bear by Else Holmelund Minarik Drop the silent final E when adding a vowel suffix. Identify nouns that are things. giant, quiet, go, goes, do, does, compare, asleep Read questions with inflection. Make inferences. Connect a story to the student’s own experience. Dictation

129 “Little Bear’s Wish,” Little Bear by Else Holmelund Minarik Drop the silent final E when adding a vowel suffix. Nouns very, along, comb, only, once, hair, princess, castle Answer questions about the story. Discuss how different parts of the story connect with one another. Make a list.

130 Reader 3: Bears, Bears, and More Bears by Denise Eide Review adding a suffix to words ending in a silent final E. Editing share, easy, super, nice, hour, maybe, wrong, any Learn strategies for reading a text with captions. Write captions for images.

Review Lesson B

131 Should I Share My Ice Cream? by Mo Willems Read words with unstressed -OR. Capitalize proper nouns that are specific people. somewhere, ice, cream, flavor, color, live, problem, awesome Read with expression. Discuss how the students identify with the story. Write text in speech bubbles.

132 Go, Dog. Go! by P.D. Eastman Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules. Capitalize proper nouns that are specific places. The suffix -able worry, father, why, who, lake, hurry, however, difference Read with expression. Recognize the use of repetition. Create a poster of antonyms.

133 Reader 4: Carp: Unexpected Consequences by Denise Eide Learn the advanced phonograms eur and ae . Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules. Capitalize proper nouns that are specific things. Learning academic vocabulary from context. radio, dirty, holding, solve, flower, police, amazing, bowl Learn to use a pronunciation key. Make predictions. Practice using a glossary. Copywork

134 A Fish Out of Water by Helen Palmer Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules. Review common and proper nouns. Abbreviations try, pool, yelled, please, bully, will, sponge, fireman Identify the problem in the story. Retell the story orally. Use context to determine the meaning of an unknown word. Dictation

135 A Fish Out of Water by Helen Palmer Optional text in workbook: How to Train a Goldfish by Denise Eide Drop the silent final E when adding a vowel suffix only if it is allowed by other spelling rules. Editing Abbreviations afternoon, forever, everywhere, another, broom, safe, haircut, wave Using background knowledge, identify plays on words or hidden elements of humor within a story. Brainstorming

Review Lesson C

136 The Best Nest by P.D. Eastman Recognize single-vowel Y. Verbs The prefix mis- chimney, straws, gasp, pretty, sweater, build, barrel, mattress Identify the main character. Discover the lesson within the story and discuss its application to the student's life. Copywork

137 Reader 5: My Nest is Best! by Miriam Eide Single-vowel Y changes to I when adding any ending, unless the ending begins with I. Verbs exactly, tight, messy, remember, wear, smooth, weave, search Make predictions. Draw conclusions about why birds build different types of nests. Dictation

138 Chapters 1-2, Ling & Ting: Not Exactly the Same by Grace Lin Single-vowel Y changes to I when adding any ending, unless the ending begins with I. Nouns and verbs Synonyms money, magic, magician, taste, tricky, tie, decide, owl Use a table of contents. Make predictions. Compare and contrast Ling and Ting. Create a Venn diagram.

139 Chapters 3-4, Ling & Ting: Not Exactly the Same by Grace Lin Single-vowel Y changes to I when adding any ending, unless the ending begins with I. Nouns and verbs Synonyms dinner, breakfast, supper, fairy, tale, bought, sneeze, least Conduct additional research to understand the reference to "old Chinese money." Create a Venn diagram. Use a Venn diagram to describe characters.

140 Chapters 5-6, Ling & Ting: Not Exactly the Same by Grace Lin Review how to add a suffix. Editing brother, sister, parents, aunt, children, cousin, marry, heart Answer questions about the book. Discuss how all people have differences. Compare and contrast Ling and Ting using a Venn diagram.

Review Lesson D

Box 4 Learning Activities

Explain what the student will do to cover the monthly learning goals (Box 3) and materials (Box 2) above. An example is below, If the wording is correct as is, and appropriate to what your child will do, simply copy and paste it into Box 4. Feel free to adjust them according to your planned learning activities in this class.

The first four days of the week the student will complete a phonics lesson from the phonics curriculum mentioned above. The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected. The fifth day of each week the student will learn to read by reading and being read to. This will include books from the list of books in the Learning Materials section above.

(Make additions or deletions as you see fit)

Box 5 Progress Criteria/Methods of Evaluation

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS.

It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress.

Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher:

- * observation and/or correction of daily and/or weekly work and progress
 - * daily or weekly discussion of assignments, readings, writings
 - * correction of work done incorrectly
 - * portfolio kept of student work, at least weekly
- *Make additions or deletions as you see fit

Box 6 Weekly Hours

Please estimate the number of hours you student will work on this course each week.

****Additional teacher information not to be used in student learning plan but could be helpful and enhance your understanding about Foundations D Logic of English curriculum**

Foundations D opens up the world of real books, supporting students as they bridge from mastery of foundational skills to independent reading. Strengthening and building on what they have learned in levels A-C, students learn new spelling rules and other linguistic concepts that, with the phonograms and spelling rules they have already mastered, equip them to decode and spell thousands of English words. Each week, they apply and practice their skills while reading great children's literature, including delightful children's books like Henry and Mudge and Little Bear, and informative nonfiction readers.

Since Foundations students have learned all the tools they need to read each new text before they encounter it, they are able to read successfully, comprehend, and practice their skills. Learning how English works does not exclude reading great literature and developing comprehension skills; it paves the way for students to do these things with confidence, joy, and success.

Beginning composition and grammar instruction, continued vocabulary development, and a variety of engaging and multi-sensory learning games complete this level of Foundations, which helps students take the vital step for which they have laid the groundwork in levels A through C: from learning to read to reading to learn.

What is taught in Level D?

By the time they complete Foundations D, students will be able to read any first- or second-grade-level book and will have the tools they need to read and make educated guesses at the meaning of thousands of words. Many students may be able to read books at a third and fourth grade level easily by the time they complete level D.

In Level D students will:

- Review the 74 basic phonograms and develop further mastery
- Learn several advanced phonograms
- Review and practice the Silent Final E rules and other spelling rules they have learned in levels A-C
- Learn new spelling rules that unlock the spelling of thousands of additional words
- Read, comprehend, and respond to real children's books and informative nonfiction readers
- Identify central ideas, lessons taught, character traits, and problems and resolutions in stories they read
- Identify books as nonfiction and fiction
- Use elements of a text such as images, captions, and the glossary to increase comprehension
- Begin to learn parts of speech and basic composition rules
- Increase vocabulary as they learn contractions, commonly confused words, and new roots, prefixes, and suffixes
- Use morphology to distinguish between the meanings of commonly confused words such as too and two and to spell words such as one and does.
- Practice composition
- Express their own ideas in writing as they create posters, lists, summaries, letters, and books
- Review, practice, and gain fluency through a variety of engaging and entertaining games.