

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

Box 1 Course Description

This year-long 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 B

(Make additions to materials as you see fit)

Box 3 Learning Goals/Performance Objectives

Monthly Pacing

September-Lessons 41-44

October-Lessons 45-48

November-Lessons 49-52

December-Lessons 53-56

January-Lessons 57-60

February-Lessons 61-64

March-Lessons 65-68

April-Lessons 69-72

May-Lessons 73-76

June-Lessons 77-80

*Each month lessons also include assessments and review

48 Lessons (40 instructional lessons and 8 Assessment and Review lessons)

41. Review short and long vowel sounds. Learn sh . Learn uppercase S . fish, ship, flash, spot, drum

42. Counting syllables. Learn th . Learn uppercase T . this, fit, that, drip, quiz

43 Learn about syllables. A E O U usually say their long sounds at the end of the syllable. Learn uppercase F . he, she, go, so, drop

44. Review syllables. Sentences begin with an uppercase letter and end with an end mark. Learn uppercase H . we, is, thin, had, did

45. Learn about schwa as a lazy vowel sound. Learn uppercase M . a, his, the, then, path

Review Lesson A

46. Create new words by changing the first sound. Learn ck . Learn uppercase N . with, duck, quack, math, track

47. Create new words by changing the initial sound. Two-letter CK is used only after a single, short vowel. Learn uppercase A . be, me, shut, rock, shot

48. Practice blending. Learn igh . Learn uppercase D . black, light, night, wish, snack

49. Practice blending. Learn ch . Learn uppercase B . chin, chick, no, bright, bath

50. Review short and long vowel sounds. Learn ee . Learn uppercase P . three, back, see, feel, thick

Review Lesson B

51. Review syllables. Learn er . Learn uppercase R . her, green, thank, deer, check

52. Review syllables. Learn wh . Learn uppercase W . when, which, get, stand, queen

53. To make a word plural, just add -S. English words do not end in I, U, V, or J. Learn oi oy . Learn uppercase U . boy, coin, feed, joy, bunch

54. Review short and long vowels. Learn ai ay . Learn uppercase I . play, tail, day, sleep, cheer

55. Compare the sounds /f/ and /v/. Learn uppercase J . of, as, has, free, click

Review Lesson C

56. Review long and short vowel sounds. The vowel says its long sound because of the E. made, name, stop, time, may

57. Review: the vowel says its long sound because of the E. Learn uppercase K . bike, nine, street, grape, high

58. Learn that U has two long vowel sounds. Review reading questions. Learn uppercase V . fire, cute, pick, flute, sheep

59. Review the ways to make a vowel say its long sound. Silent E words. Learn uppercase Y . like, ride, keep, pink, quick

60. Change the initial sound to form new words. Learn ng . Learn uppercase C . thing, sing, clock, snake, note

Review Lesson D

61. Listen for silent final E's. English words do not end in V. Learn uppercase E . have, give, smile, ask, sick

62. Review the long sounds of U. English words do not end in U. Learn uppercase O . blue, true, must, save, game

63. Review how to spell Silent Final E words. Learn uppercase Q . take, love, song, drive, glue

64. Learn to rhyme words. Learn ar . Learn uppercase G . car, far, same, jar, ring

65. Practice rhyming words. Learn or . or, for, much, gave, sight

Review Lesson E

66. Learn about broad vowel sounds. Learn uppercase L . want, wash, to, snail, cave,

67. Explore the broad /ü/ sound. We often double ff. Learn uppercase X . put, off, stuff, star, chair

68. Practice short, long, and broad vowels. We often double ll. Learn uppercase Z . ball, tall, do, tray, trail

69. Practice short, long, and broad vowels. We often double ss. class, mess, short, pull, shall

70. Practice rhyming words. We occasionally double other letters. egg, buzz, bring, cake, way

Review Lesson F

71. Test multi-letter vowels and consonants. Learn tch . catch, watch, hill, glass, rope

72. Strategies for reading phonograms with multiple sounds Learn ow . cow, snow, tell, corn, hatch

73. Strategies for reading phonograms with multiple sounds Learn ou . out, round, what, less, sting

74. Strategies for reading phonograms with multiple sounds Learn rough. was, thought, that, wall, king

75. Review syllables and plurals. I, you, your, flour, dough

Review Lesson G

76. Practice rhyming words. pay, paid, say, said, white

77. Read say, says, and said. says, down, right, feet, make

78. English words do not end in I, U, V, or J. Y says long I at the end of a one syllable word. by, show, fly, pass, ate

79. Strategies for reading phonograms with multiple sounds Learn ea . great, my, team, cry, grass

80. Change the initial sound to form new words. Learn oa . read, won, boat, coat, head

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**

Foundations B

For children who have learned all the sounds of the a-z phonograms and can read short vowel words.

In Foundations B students learn to read and write uppercase letters, become familiar with the letter names, and begin to read and comprehend sentences. They also learn a number of multi-letter phonograms and spelling rules that open up tens of thousands of additional words. Students

practice a number of high-frequency words such as the, a, I, and you, and learn the logic underlying the spelling of them. By the end of Level B students can read sentences with one-syllable words that include long vowels and schwa sounds.

Level B is for children who can already read and recognize short vowel sounds and read short vowel words, and it is usually used in kindergarten. It may also be used at the beginning of first grade, or for a quick review at the beginning of the year for students starting Foundations in second grade. Most students begin with Foundations A. (Wondering where to start? We can help!)

By the time they complete Level B, students will:

- Read and write the uppercase letters and match them to corresponding lowercase letters
- Write the uppercase letters in cursive or manuscript using the same innovative approach as our Rhythm of Handwriting program
- Read one-syllable words with a long vowel sound
- Have an awareness that words may have more than one syllable
- Blend multi-syllable words auditorily
- Be able to identify the medial vowel sound within a word
- Know that a sentence begins with a capital letter and ends with a period
- Be able to read and write 19 multi-letter phonograms
- Know 8 spelling rules
- Read and comprehend simple sentences with the phonograms and spelling rules they have learned
- Be familiar with the concept of the schwa sound, which is introduced as a lazy vowel
- Be developing fluency in reading 296 new high-frequency words
- Understand the spelling of 120 new words that have been explicitly taught and have the knowledge needed to spell thousands of others