

Logic of English C 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 C
(Make additions to materials as you see fit)

Box 3 Learning Goals/Performance Objectives

Monthly Pacing

September-Lessons 81-84

October-Lessons 85-88

November-Lessons 89-92

December-Lessons 93-96

January-Lessons 97-100

February-Lessons 101-104

March-Lessons 105-108

April-Lessons 109-112

May-Lessons 113-116

June-Lessons 117-120

*Each month lessons also include assessments and review

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

81 Review compound words. Learn ir . Compound Words girl, bird, slow, long, though Pre-reading, Following directions Compare and contrast trains and cars.

82 Learn ur . Compound Words hurt, rainbow, airplane, near, while Trains: A Blast of Fast

83 Learn ear . Compound Words learn, through, small, bread, outside Re-reading. Explore strategies for under- standing unknown words.

84 Practice “say to spell” words that end with an unaccented /ä/. When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W and before an L. Compound Words birthday, grandma, type, leave, warm Reading riddles Dictation

85 Review the schwa sound. Learn wor . Compound Words speak, world, work, first, grandpa High frequency words Compare trains and airplanes

Review A

86 Learn that suffixes can be added to words. O may say /ŭ/ before V, TH, M, N and after W.. ING Words from, front, turning, years, well Following directions Pre-reading, Make a chart to brainstorm ideas.

87 Practice adding suffixes to words. Learn wr . ING Words Write & right write, into, young, growing, rowing Firefly: Nightlight with Wings

88 Double the consonant. ING Words running, sitting, earth, count, these Re-reading Copy work

89 Distinguish long and short vowel sounds. Double the consonant. EST Words biggest, hottest, home, pointing, hearing Order a sequence of events. Dictation

90 Reading words with the three sounds of oo . Learn oo . soon, book, teeth, tooth, without Identify keywords in a text. High Frequency Words Write keywords about fireflies.

Review B

Phonemic Awareness Phonograms Spelling Rules Vocab. Spelling Words Comprehension & Fluency Writing

91 Forming new words with -OLD. I and O may say /ī/ and /ō/ before two consonants. old, cold, cook, here, need Pre-reading, Following directions Model how to write a chart to brainstorm ideas.

92 Forming new words with -IND. I and O may say /ī/ and /ō/ before two consonants. ER Words find, late kind, teacher, farmer Kids Can Do Great Things!

93 Listen for the /s/ and /z/ in plurals. To make a word plural add the ending -S, unless the word hisses or changes, then add -ES. Plurals move, both, today, gold, now Re-reading, Learn about credits on pictures. Copywork

94 Listen for the /ě/ in some plurals. Learn kn . To make a word plural add the ending -S, unless the word hisses or changes, then add -ES. Plurals No & know myself, dresses, know, floor, door Follow .directions to complete a picture search activity. Dictation

95 Learn gn is used both at the begin- ning and the end of the word. Review syllables. Learn gn . sign, those school, moon, starting, High Frequency Words Write a list. Write a patterned sentence.

Review C

96 Learn about open and closed syllables. A, E, O, U usually say their long sounds at the end of the syllable. over, beside, between, feather, going Learn the importance of keywords. Read a description of a bird and match it to the correct picture.

97 Review open and closed syllables. Learn bu . Practice A, E, O, U usually say their long sounds at the end of the syllable. open, buy, robot, other, paper Ostriches

98 Practice reading words that begin with the schwa sound. Learn gu . Review A, E, O, U usually say their long sounds at the end of the syllable. Comparison about, guide, above, before, afraid Re-reading. Copywork

99 Create new words that end in dge . Learn dge . bridge, pretend, real, more, around Read and follow directions. Dictation

100 Learn ph . again, phone, below, spell, our High Frequency Words Write key words about ostriches.

101-Review syllables. C softens to /s/ before an E, I, or Y. Review ING words center, look, circus, computer, camera Read and follow direction

Review D.

101 Review syllables. C softens to /s/ before an E, I, or Y. Review ING words center, look, circus, computer, camera Read and follow directions.

102 Learn ei . The C says /s/ because of the E. Morphemes water, their, race, eat, bounce Robots

103 Learn ey . Practice reading silent final E words. The prefix RE- face, they, reuse, group, return Re-reading Copywork

104 Learn eigh . G may soften to /j/ before an E, I, or Y. eight, replace, gem, sound, gym Keywords Dictation. Write a list. Use com- mas in a series.

105 Learn how to count the syllables by counting the vowels. Learn cei . The G says /j/ because of the E. even, large, ceiling, page, often High Frequency Words Learn how to write a list and use commas in a series.

Review E

106 Create new words that end in -LE. Every syllable must have a written vowel. apple, orange, little, together, food Learn to identify the main idea in a paragraph.

107 Further explore open and closed syllables. Learn ew . Practice silent E rules. new, table, purple, letter, brown Dolphins

108 Learn ui . Add a silent E to make the word look bigger. The prefix UN- are, were, fruit shape, huge Identify the main idea in a paragraph. Use keywords. Copywork

109 Review the meaning of the -S in plurals. Add an E to keep singular words that end in -S from looking plural. horse, swimsuit, house, change, fisherman Find the main idea. Dictation

110 Learn oe . Unseen reason for a silent E. Review silent final E's. come, some, toes, mouse, uncle High Frequency Words Write a sentence from keywords.

Review F

111 Listen for the sounds of ed in past tense words. Learn ed . Past tense done, planted, pushed, called, tunnels Practice reading three-syllable words. Pre-reading Write descriptive words.

112 Learn aw . Match the past and present tense forms of a word. missed, saw, draw, person, followed Ha Long Bay Copywork

113 Y says /ē/ only at the end of a multi-syllable word. Past tense, antonyms city, invented, happy, area, instead Re-reading Dictation

114 Learn au . Practice Y says /ē/ only at the end of a multi-syllable word. baby, twelve, copy, because, story Read a myth. Write using descriptive words.

115 Learn augh . laugh, many, taught, here, there High Frequency Words Write descriptive words to create a travel brochure.

Review Lesson G

116 Learn about words with a silent L. Learn ie . The prefix UN- fields, walking, talked, early, fullest Pre-reading Keywords

117 Read words with a silent L. The prefix UN- would, could, should, each, hold Rickshaws Draw a picture of a rickshaw based upon the descriptions in the book. Copywork

118 Learn ti . better, action, station, away, across Re-reading Dictation

119 Learn si . most, confusion, party, might, window Read a non-fiction article about the history of bikes and answer questions. Practice describing an object.

120 Learn ci . special, chicken, caution, never, country Read and follow directions. High Frequency Words Writing a description

Box 4 Learning Activities

Explain what the student will do to cover the monthly learning goals (Box 3) and materials (Box 2) above. Two examples are below, one for math and another for phonics/reading. If one of them 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**

By the time they complete Level C, students will:

Know all 74 basic phonograms

Be familiar with 15 spelling rules

Be able to identify six reasons for a silent final E

Read compound words

Read two-syllable words and have a strategy for reading three-syllable words

Know the meanings of common affixes such as UN-, -ED, and -ING

Be able to understand and answer simple comprehension questions about age-appropriate nonfiction texts

Be able to identify keywords

Have experience with writing keywords about a familiar topic

Be familiar with finding the main idea

Be able to read and follow simple directions

Know 344 new high-frequency words

Read words with a silent L such as walk, talk, and could

Be able to identify the schwa sound in a word