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.
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.

Spelling

Spelling List

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
<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>mōTH er</td>
<td>moth er</td>
<td>See below. 31 O may say /ʊ/ 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>pĕn 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 pō sit</td>
<td>op pō site</td>
<td>Underline the /ō/.</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. 12.9 Unseen reason.</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>pō lăr</td>
<td>pō lar</td>
<td>See below. Put a line over the /a/. 4 A E O U usually say their long sounds at the end of the syllable. Underline the /är/.</td>
</tr>
<tr>
<td>7. morning</td>
<td>Good morning, everyone.</td>
<td>mor nĭng</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 ĭnt</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 /mŏTH _er/.

Let’s sound out the first syllable /mŏTH/. /m-ŏ-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-ŏ-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-ŏ-TH-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 /ŭ/ 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 /pën/. /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 /ŏp- pō-sĭt/.

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

What will we say to spell? /ŏp-pō-sĭt/
Let’s sound out the first syllable /ŏp/. /ŏ-p/
Sound out the second syllable /pō/. /p-ō/
Sound out the third syllable /sĭt/. /s-ĭ-t/
Add a silent final E.
What will we say to spell? /ŏp-pō-sĭt/ 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.
/ŏ-p-p-ŏ-s-ĭ-t/ silent final E
How do we mark it? Put a line over the /ŏ/. 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. /ŏ-p-p-ŏ-s-ĭ-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 /pŏ  lar/.
What will we say to spell? /pŏ  lar/
Which phonogram said a lazy sound? AR
AR is saying its lazy sound /er/.
Let’s sound out the first syllable /pŏ/. /p-ŏ/
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.
The teacher writes polar on the board.  
/p-ô-l-år/  
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. Underline the /ar/.  
Let’s read it together. /p-ô-l-år/ 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?

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**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.
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 anoth-
er 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.
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 …

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
ey 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

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.

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in, out

inside, outside
messy, neat
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sink, float
stop, go
right, wrong
thin, thick
happy, sad
tall, short
win, lose
sit, stand
big, little
good, bad
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.
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.

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.

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.

<table>
<thead>
<tr>
<th>little</th>
<th>tame</th>
</tr>
</thead>
<tbody>
<tr>
<td>race</td>
<td>clue</td>
</tr>
<tr>
<td>puddle</td>
<td>waffle</td>
</tr>
<tr>
<td>are</td>
<td>axe</td>
</tr>
<tr>
<td>age</td>
<td>middle</td>
</tr>
<tr>
<td>moose</td>
<td>same</td>
</tr>
<tr>
<td>plane</td>
<td>rice</td>
</tr>
<tr>
<td>choice</td>
<td>alive</td>
</tr>
<tr>
<td>dive</td>
<td>twice</td>
</tr>
<tr>
<td>true</td>
<td>house</td>
</tr>
<tr>
<td>were</td>
<td>mice</td>
</tr>
<tr>
<td>cage</td>
<td>blue</td>
</tr>
<tr>
<td>trace</td>
<td>crave</td>
</tr>
</tbody>
</table>

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.

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.

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

Teach the words using the steps for Spelling Analysis.

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<th>Markings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. alone</strong></td>
<td>I sat alone in my room.</td>
<td>ā lōn</td>
<td>ā lõne</td>
</tr>
<tr>
<td><strong>2. lone</strong></td>
<td>A lone goose swam in the pond.</td>
<td>lōn</td>
<td>lõne</td>
</tr>
<tr>
<td><strong>3. one</strong></td>
<td>She ate one sandwich.</td>
<td>wūn</td>
<td>ōne</td>
</tr>
<tr>
<td><strong>4. twin</strong></td>
<td>They are twins.</td>
<td>twīn</td>
<td>twin</td>
</tr>
<tr>
<td><strong>5. twice</strong></td>
<td>We looked for it twice.</td>
<td>twīs</td>
<td>twice</td>
</tr>
<tr>
<td><strong>6. two</strong></td>
<td>She is two years old.</td>
<td>twō</td>
<td>twö</td>
</tr>
</tbody>
</table>

**Teacher Tip**

Choose ten words from lists 121-125 that will be assigned for a spelling test at the end of the unit.

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*See below.* Put a line over the /ā/ /ă-ā-ä/ 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.

*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.

*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.

--

*See below.* To create a memory link from morphology, say to spell /twō/. Double underline the silent W. Put two dots over the /ō/. /ŏ-ō-ö/ said its broad sound.
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. /á lón/
Which vowel is saying a lazy sound? /á/
What will we say to spell? /á lón/
Sound out the first syllable /á/. /á/
Sound out the second syllable /lón/. /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. /á-l-ō-n/ silent final E

The teacher writes alone on the board.
How do we mark it? Put a line over the /á/. 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. /á-l-ō-n/ alone
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
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? ən
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/ one
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
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 /twô/.
She ate two crackers. two
What will I say to spell? /twô/
Let’s sound it out. t-w-ö
Write two in your workbook.

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/. /ŏ-ŏ-ö/ said its broad sound.

Maybe long ago people pronounced this word /twô/. We do not say it that way today, but the spelling has remained to show us that it means the number 2.

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?

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*...
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*

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.
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**

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.

Repeat with additional words from Lessons 121 and 122.
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

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**
- quickly **quick ly**
- lovely **love ly**
- braided **braid ed**
- sadness **sad ness**

- sunny **sun y**
- truthful **truth ful**
- batter **bat er**
- coats **coat s**
- singer **sing er**

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.
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? She has two pet fish.
I ate eggs and toast. Did they go on vacation?
Did you have breakfast? Are you her brother?
Do you have a pet dog? 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. 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.

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.

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.
**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 List

**Spelling List 123 – page 10**

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. eleven</td>
<td>There are eleven girls in my group.</td>
<td>ē ́lēv ́ěn</td>
<td>ē lev en</td>
<td>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.</td>
</tr>
<tr>
<td>2. three</td>
<td>Three dogs slept.</td>
<td>thrē</td>
<td>three</td>
<td>Underline the /th/. Underline the /ē/.</td>
</tr>
<tr>
<td>3. thirteen</td>
<td>He is turning thirteen in June.</td>
<td>ther ěn</td>
<td>thir teen</td>
<td>Underline the /th/. Underline the /er/. Underline the /ē/.</td>
</tr>
<tr>
<td>4. thirty</td>
<td>There are thirty signatures on the document.</td>
<td>ther tē</td>
<td>thir ty</td>
<td>Underline the /th/. Underline the /er/. 7 Y says /ē/ only at the end of a multi-syllable word.</td>
</tr>
<tr>
<td>5. four</td>
<td>They have four kids.</td>
<td>fōr</td>
<td>2 four</td>
<td>Underline the /ō/ and put a 2 over it. /ow-ō-ö-ŭ/ said its second sound.</td>
</tr>
<tr>
<td>6. fourteen</td>
<td>The girl is fourteen years old.</td>
<td>fōr tēn</td>
<td>2 four teen</td>
<td>Underline the /ō/ and put a 2 over it. /ow-ō-ö-ŭ/ said its second sound. Underline /ē/.</td>
</tr>
</tbody>
</table>
7. forty
In forty days we will travel to Egypt.

8. hundred
The tickets cost one hundred dollars.

Underline the /or/. Y says /ər/ only at the end of a multi-syllable word.

All first sounds.

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.

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-ĭ-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.
**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.

<table>
<thead>
<tr>
<th>one</th>
<th>twelve</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>thirteen</td>
</tr>
<tr>
<td>three</td>
<td>fourteen</td>
</tr>
<tr>
<td>four</td>
<td>twenty</td>
</tr>
<tr>
<td>eleven</td>
<td>thirty</td>
</tr>
</tbody>
</table>

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.

---

**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.