

D Teacher's
LEVEL Manual

Foundations

Denise Eide

Logic of English®

SCOPE & SEQUENCE

	Reading	Spelling Rules	Grammar	Vocabulary		Spelling	Fluency	Comprehension	Writing
121	<i>Polar Opposites</i> 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: <i>The Arctic and the Antarctic: Polar Opposites</i> 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	<i>Are you My Mother?</i> 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	<i>Are you My Mother?</i> by P.D. Eastman	Add suffixes to words.	Exclamations	Review antonyms.		five, fifteen, fifty, six, sixteen, sixty, seven, seventy	Reread <i>Are You My Mother?</i> with a focus on reading with expression.		Create a book of numbers.
125	Reader 2: <i>Baby Birds</i> 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?" <i>Little Bear</i> by Else Holmelund Minarik	I and Y may say /i/ or /i/ 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," <i>Little Bear</i> 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, carrots, potato, tomato, honey		Identify the key elements of a story. Retell the story orally.	Copywork
128	"Little Bear Goes to the Moon," <i>Little Bear</i> 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," <i>Little Bear</i> 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: <i>Bears, Bears, and More Bears</i> 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									

	Reading	Spelling Rules	Grammar	Vocabulary		Spelling	Fluency	Comprehension	Writing
131	<i>Should I Share My Ice Cream?</i> 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	<i>Go, Dog. Go!</i> 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: <i>Carp: Unexpected Consequences</i> 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	<i>A Fish Out of Water</i> 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	<i>A Fish Out of Water</i> by Helen Palmer Optional text in workbook: <i>How to Train a Goldfish</i> 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	<i>The Best Nest</i> 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: <i>My Nest is Best!</i> 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, <i>Ling & Ting: Not Exactly the Same</i> 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, <i>Ling & Ting: Not Exactly the Same</i> 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, <i>Ling & Ting: Not Exactly the Same</i> 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									

	Reading	Spelling Rules	Grammar	Vocabulary		Spelling	Fluency	Comprehension	Writing
141	<i>Henry and Mudge: The First Book</i> by Cynthia Rylant, pages 5-17	The advanced phonograms gh and igh Review plurals.	A sentences needs a subject and a verb.			floppy, ghost, sorry, straight, told, curly, lemon, chocolate		Identify the reasons Henry wanted a dog. Discuss whether Mudge solved the problem. Discuss connections to the student's life.	Create a mind map to describe Mudge.
142	<i>Henry and Mudge: The First Book</i> by Cynthia Rylant, pages 18-40	Change the Y to I and add -ES.	Identify the subject and the verb.	Compound words with <i>any</i>		almost, evening, lose, tears, body, smell, vanilla, tornado		Discover the problem and solution in the story. Answer questions about the text.	Copywork
143	"Mr. Putter" and "Tabby," <i>Mr. Putter & Tabby Pour the Tea</i> by Cynthia Rylant & Arthur Howard	Change the Y to I and add -ES.	Simple sentences			pour, muffin, company, second, delight, store, deaf, tea		Make predictions.	Dictation
144	"Mr. Putter and Tabby," <i>Mr. Putter & Tabby Pour the Tea</i> by Cynthia Rylant & Arthur Howard	Assimilation: SU sometimes says /shu/ or /zhu/. Practice plurals.	Simple sentences			sugar, perfect, sure, among, swallowed, worm, cheese, poisonous		Make a prediction. Compare and contrast <i>Henry and Mudge</i> and <i>Mr. Putter & Tabby Pour the Tea</i> .	Summarize <i>Mr. Putter & Tabby Pour the Tea</i> .
145	Reader 6: <i>Frog or Toad?</i> by Miriam Eide	The advanced phonogram ge Review plurals.	Editing			everything, began, begin, summer, people, tongue, rough, distance		Learn academic vocabulary from a text. Closely reread a text while taking notes.	Make a graphic organizer, sorting what is true about all frogs and what is unique about toads.
Review Lesson E									
146	"A List," <i>Frog and Toad Together</i> by Arnold Lobel	Stressed and unstressed syllables	Identify fragments.	Homophones: too and two		piece, cloth, clothes, pocket, knock, ready, blew, connected		Identify the main character, problem, and solution.	Write a to-do list.
147	"The Garden," <i>Frog and Toad Together</i> by Arnold Lobel	Stressed and unstressed syllables	Fragments	Homophones: too and two		sharp, garden, quite, few, loudly, noise, frightened, candle		Make predictions. Put events in chronological order.	Copywork
148	"Cookies," <i>Frog and Toad Together</i> by Arnold Lobel	Stressed and unstressed syllables	Fragments	Homophones: meat and meet		cookie, baked, power, ladder, sadly, wonder, mountain, tremble		Use the text to determine the meaning of a new word. Identify the main character, problem, and solution. Draw connections with the student's life.	Dictation
149	"Dragons and Giants," <i>Frog and Toad Together</i> by Arnold Lobel	Double the last consonant when adding a vowel suffix.	Fragments	Homophones: whole and hole		brave, mirror, shout, shadow, spinning, screamed, bottom, closet		Discuss how the characters feel. Decide whether you agree or disagree with the characters' definition of bravery.	Use a graphic organizer to collect phrases that demonstrate that Frog and Toad felt afraid and were brave.
150	"The Dream," <i>Frog and Toad Together</i> by Arnold Lobel	Assimilation: TU sometimes says /chu/	Editing	Review homophones.		stage, costume, answer, presenting, piano, strange, dance, adventure		Identify how the characters are feeling. Discuss bragging. Discover the lesson within the story.	Use emotion words to trace the emotional arc of the story.
Review Lesson F									

	Reading	Spelling Rules	Grammar	Vocabulary		Spelling	Fluency	Comprehension	Writing
151	Reader 7: <i>Many Kinds of Feet</i> by Denise Eide	Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.	Subject-verb agreement			slipping, elephant, swoop, danger, balance, enemy, threaten, animal		Learn academic vocabulary from context. Make inferences using the text and images.	Create a pattern book.
152	Chapter 1, <i>Dodsworth in New York</i> by Tim Egan	The advanced phonogram E says /ā/. Practice the suffixing rules.	Subject-verb agreement			favorite, pedal, pancake, crazy, calm, grabbed, everybody, nobody		Recognize and discuss how characters feel and what they want.	Copywork
153	Chapter 2, <i>Dodsworth in New York</i> by Tim Egan	Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.	Subject-verb agreement	Contractions		arrive, stare, breathe, believe, excitement, angry, worth, ocean		Identify how a character feels about a situation. Identify emotion words. Make a prediction.	Dictation
154	Chapter 3, <i>Dodsworth in New York</i> by Tim Egan	Double the last consonant when adding a vowel suffix to words ending in one vowel followed by one consonant.	Commas in a series	Contractions		grumble, amazed, square, island, view, fancy, stadium, statue		Discuss ways a character tries to solve a problem in a story. Discuss changes in a character's feelings at different points in the story.	Write simple sentences with picture prompts.
155	Chapter 4, <i>Dodsworth in New York</i> by Tim Egan		Editing	Contractions		ticket, ruined, snore, farther, throw, wheel, half, appearance		Discuss how the main character changes. Discuss the meaning of the word <i>adventure</i> .	Write about an adventure.

Review Lesson G

156	Reader 8: <i>Mouse and Mole</i> by Miriam Eide	Add a suffix to any word.	Adjectives	Review contractions.		ground, shook, hole, fetch, backyard, temperature, whiskers, continuously		Use context to determine the meaning of unknown words. Use facts from the text to identify mice and moles.	Write facts about mice and moles.
157	"Clean and Tidy," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee	Add a suffix to any word.	Adjectives	The suffix -y		claws, neighbor, idea, tidy, twirl, dropped, paw, exclaimed		Discuss the lessons in the text. Discuss what might have happened if the characters had handled the conflict differently.	Copywork
158	"The Invitations," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee	Spellings of /sh/	Nouns and adjectives			invite, invitation, celebrate, celebration, continue, occasion, stomach, squeak	Practice reading words with TI, CI, and SI.	Identify the problem in the story. Discuss possible solutions.	Dictation Optional: write an invitation.
159	"Kind, Good Neighbors," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee	Spellings of /sh/	Adjectives and nouns			picture, jacket, cover, zipped, dessert, button, nibble, wrapping	Practice reading words with TI, CI, and SI.	Discuss the solution to Mouse and Mole's problem. Discuss applications to the student's life.	Write a description of Mouse or Mole.
160	"The Boat," <i>Upstairs Mouse, Downstairs Mole</i> by Wong Herbert Yee		Editing Adjectives and nouns			guess, scratched, paddle, disappear, decorate, behind, surprise, definitely		Discover a problem in the story and identify its solution. Locate the solution within the text.	Write a book review.

Review Lesson H