BLAST
FOUNDATIONS

Teacher Guide

Sample Units 4 & 14

Name:

RGR
REALLY GREAT READING

Blast Foundations

A student's ability to read affects every academic area. More than 25 years of scientific, evidence-based reading research makes clear that all good readers must master certain basic skills. Unfortunately, millions of students fail to master these basic skills. Many of these students never received the high-quality, age-appropriate reading instruction they needed in the early grades. Really Great Reading's Blast Foundations™ is a product designed to prevent reading difficulties by providing strong foundational skills for young and emerging readers.

This packet provides information about Really Great Reading's *Blast Foundations* program. *Blast Foundations* is a set of units that help students achieve proficiency with foundational skills; skills that are essential to becoming fluent and accurate readers.

Blast Foundations is a series of units focused on the essential foundational skills that students should master by the end of first grade. It includes explicit instruction and progress monitoring of letter sounds, phonemic and phonological awareness, sight word fluency, phonics knowledge, vocabulary, and handwriting. These are the sub-skills that lead to strong decoding and fluent, accurate reading. The units can be completed in just 16–25 weeks.

Blast Foundations is appropriate for students of various grades and skill levels. Most emerging readers (particularly students from the middle of kindergarten through the end of 1st grade) qualify for Blast Foundations. If students are unable to read simple words like *lid*, *rag*, *dust*, *shop*, or *tack*, and they haven't yet mastered their letter sounds and beginning sight words, they are probably good candidates for *Blast Foundations*. The curricular goals are aligned with 1st grade state standards for foundational literacy skills.

Blast Foundations has been successfully used in a variety of settings:

In 1st Grade

- As a whole group supplemental program for schools without a strong phonemic awareness and phonics component in their core reading program.
- As a small group intervention for students at risk for falling behind.

In 2nd Grade and Beyond

- As a small group intervention for students who are still emerging readers. Typically, this means students who are very low cognitively or new to English reading.

HD Word

HD Word is the continuation of *Blast Foundations*. It is commonly used in 2nd and 3rd grade after students have completed *Blast Foundations* instruction in 1st grade. *HD Word* leverages the skills and knowledge from the Blast lessons to teach more advanced concepts and word structures. *HD Word* is a logical next step for students who complete the *Blast Foundations* lessons.

866.401.READ | **ReallyGreatReading.com**

Table of Contents

Overview

Blast Foundations contains 25 units comprised of 5 lessons each. Each lesson keeps students actively engaged in the learning process with multisensory, explicit teaching and practice. Each daily teacher-led phonemic awareness and phonics instruction is designed to be completed in 15-20 minutes. If taught five days a week, one lesson per day, students are immersed in 75 - 100 weekly minutes of explicit foundational skills instruction, plus additional time for small group and independent practice.

Science of reading research makes clear that reading instruction is most effective when it is systematic, explicit, and multisensory. *Blast* includes explicit instruction and progress monitoring of letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, spelling, and handwriting. The lessons are designed to teach these essential skills, which promote strong decoding and fluent, accurate reading.

Systematic

Blast Foundations follows a detailed scope and sequence that systematically progresses from simple to more difficult concepts. The lessons are cumulative and carefully designed so that students are taught all the skills necessary to decode the words they encounter when reading controlled text.

Explicit

Blast Foundations lessons provide explicit instruction, and all concepts are explained in a way that students can easily understand. Because all instruction is based on an "I Do, We Do, You Do" scaffolded teaching methodology, students are able to observe the teacher modeling the concepts correctly for every task, and the teacher is able to scaffold the level of support required by the students until the students can complete the tasks independently.

Multisensory

Blast Foundations lessons are multisensory. Students use manipulatives such as color tiles, letter tiles, *SyllaBoards™*, and the *Blast Reading Playground* to build words and gain a deep understanding of how sounds are represented by letters.

Blast Foundations lessons are aligned with state foundational skills reading standards for Grade 1.

Blast Foundations has four main areas of focus, each of which helps students master these standards:

1 Letter-Sound Fluency

2 High-Frequency Word Fluency

3 Phonemic Awareness

4 Phonics

Concepts of Print, Handwriting, and Basic Vocabulary instruction round out Blast's offerings for first grade foundational literacy skills.

When the lessons are taught with fidelity, most students are able to:

- Demonstrate a clear understanding of letter sounds (phonemes) in syllables and spoken words.

- Distinguish long from short vowel sounds in spoken single-syllable words.

- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- Know the spelling-sound correspondences for short vowels, consonants, and common consonant digraphs and trigraphs.

- Decode and encode regularly spelled one-syllable words.

- Know final -e and common vowel team conventions for representing long vowel sounds.

- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- Decode and encode two-syllable words following basic patterns by breaking the words into syllables.

- Decode and encode words with inflectional endings.

- Recognize, read, and spell grade-appropriate irregularly spelled words.

- Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Print capital and lowercase letters with correct formation

- Develop an understanding of basic print concepts

What will students learn?

The scope and sequence for Blast Foundations provides explicit instruction in the foundational literacy skills for students in kindergarten through second grade. Students will master words with a CVC pattern, digraphs, two-sound blends, trigraphs, vowel teams, the vowel-consonant-e spelling, and more. Students also learn how to apply functional strategies to successfully read multisyllabic words with ease. Blast Foundations will increase students' confidence and improve their decoding skills so they can become accurate and fluent readers.

Components of Blast Foundations

BLAST1LP

BLASTOL

Teacher Guides BLAST1LP, $255

The Teacher Guides provide teachers with all the information they need to effectively present the *Blast Foundations* lessons. The lessons are built for the teacher and include a thorough explanation of the concepts, routines, and procedures. The lessons are easy to follow so they can be taught by a wide range of educators, not just seasoned literacy professionals and phonics specialists. For those unfamiliar with teaching phonemic awareness and phonics, the guide includes incremental professional development for each lesson.

Blast Online BLASTOL, $99

This interactive teaching tool can be used with *Blast* to add a new dimension to instruction. This set of online manipulatives works great on any interactive whiteboard and helps engage emerging and struggling readers in grades K-3. These virtual manipulatives help make important phonics concepts come alive for students. Students learn concepts faster and retain them better when the teacher uses these online tools. *Blast Online* includes teachers' instruction visuals for Units 1-25, optional guest teacher videos, engaging animations, virtual letter tiles, vowel posters, and virtual *SyllaBoards*™. A treasure trove of resources and tools is also included in the Supply Room.

PG_BLASTPRSW

PG_BLAST1ELSW

DPG_BLAST1YR

Student Practice Bundle

PG_BLASTPRSW/PG_BLAST1ELSW, $28

This bundle includes a set of two student workbooks and a student subscription to the *Blast Reading Playground* that contain phonics practice activities that help students develop mastery and automaticity with key skills. The activities are engaging and age-appropriate for students in grades K-2 and for older emerging readers. There are two different workbook levels for you to choose from: the Primary Student Workbook (PRSW) and the Elementary Student Workbook (ELSW). The PRSW set should be used with most 1st grade students and the ELSW set is for more advanced students, including those in 2nd grade and beyond. The Teacher Guides provide the information necessary to use either student workbook.

Blast Reading Playground

DPG_BLAST1YR $21 ANNUALLY

The *Blast Reading Playground* is our research-aligned online tool for fun and engaging game-based assessment and independent student practice. Each unit of instruction has eight corresponding games within the *Reading Playground*. The first three games in each unit are utilized as formative assessment. Progress monitoring and benchmark assessments are also available in the *Playground*. Teachers can monitor student progress through their dashboard, which includes student data reports. The *Blast Vocabulary Playground*, included within the *Reading Playground*, allows students to experience words in a way that helps them understand all aspects of the word: the phonology, the orthography, the morphology, and the meaning. This explicit exposure drives orthographic mapping and rich word-level literacy.

Blast Student Kit BLASTKIT, $60

The *Blast Student Kit* provides the vehicle for effective multisensory phonics instruction. Students learn concepts faster and retain them better when they use our magnetic letter tiles and *SyllaBoards*™. These kits are specially designed for smaller hands and the red vowels help students gain key knowledge about word structure. The *Blast Student Kit* is durable and can be used year after year without replacement.

BLASTKIT

© 2024 Really Great Reading Company, LLC

Unit Structure of Blast Foundations

Blast Foundations has 25 units, each with 5 daily lessons. Each lesson keeps students actively engaged in the learning process with multisensory teaching. Each daily lesson is designed to be completed in 15- to 20-minutes of teacher-led phonemic awareness and phonics instruction, followed by additional whole and small group practice. In one week, students are immersed in a minimum of 75 to 100 minutes of explicit, teacher-led foundational skills instruction.

25 UNITS ONLY **25 weeks** of instruction

5 LESSONS JUST **15–20 min.*** a day

1. MONDAY
Letter Sounds / Sight Words

In the first lesson of the week, students focus on building their fluency with letter sounds and high-frequency words. The target is automaticity. Concepts are taught and practiced in a manner that helps students quickly recall what they have learned. Teachers have the flexibility to teach the words and letter sounds that their students still need to learn rather than those that they have already mastered.

2. TUESDAY
Phonemic Awareness

The phonemic awareness component of Blast Foundations starts with blending and segmenting single-syllable words and then moves on to blending and segmenting multisyllabic words. These core skills are taught and practiced in a high-impact, engaging, and multisensory manner. The phonemic awareness instruction is pure; students concentrate on speech sounds without linking them to letters or spellings. There is high concentration on vowel phonemes, which helps promote reading and spelling success.

3. WEDNESDAY
Phonics Instruction

The phonics lessons of Blast Foundations build from simple concepts (letter-sound correspondence, CVC words, digraphs, blends) to progressively more complex concepts of word structure (advanced vowel spellings, multisyllabic words, inflectional endings). By Unit 14 of Blast Foundations, students are reading multisyllabic words like cactus, nutshell, and index. By Unit 21, students are reading words like nickname, escape, and seamless. By the last unit, students are reading words like rented, reaches, and coastline.

4. THURSDAY
Student Practice

Each unit has a series of high-impact practice activities that focus on the phonics concepts taught. The practice is cumulative and controlled. Students only practice with the concepts that have been explicitly taught. These activities include Detective Work, Word Sort, and Phrases and Sentences to Read. Each student reads aloud several times during each lesson so the teacher can provide immediate feedback through Positive Error Correction.

5. FRIDAY
Wrap-up

Each unit wraps up with a Show What You Know lesson. Students practice their letter sounds and sight words and then read a series of phrases and sentences aloud. These activities allow teachers to see who has mastered the concepts and who needs more help. Lastly, students are asked to spell phonetically predictable words.

The RGR Instructional Block includes 15-20 minutes of explicit, whole group teacher-directed phonemic awareness and phonics instruction, plus additional time for whole group and individual practice, as well as small group instruction. Each unit's Unit Planner provides specific guidance on timing (see next page for more information).

Unit Planners Overview & Design

Really Great Reading strives to make our materials as user-friendly and effective as possible. To that end, we have added Unit Planner charts corresponding to each Blast unit. Each Unit Planner demonstrates how all components of Blast instruction fit together. The Planners provide information on the essential whole-group, small group, and independent practice required in each unit, along with resources for Spanish-speaking students and the wider EL population. Notes throughout Blast Online direct the teacher to the corresponding resources as they teach each lesson. The Unit Planners are available as downloads on the first screen of each unit in Blast Online, as well as in the Supply Room in Teacher Resources.

Each component referenced in the Unit Planners is available in the Teacher Guides, Blast Online, and/or in the Reading/Vocabulary Playgrounds. Printable versions of the Instructional Resources that are noted in the Unit Planners (including Heart Words, Handwriting printables, Concepts of Print lessons, Spelling Lists, Challenge Words, Dictation Sentences, Decodable Passages/eBooks and accompanying Comprehension Questions, list of Spanish Videos and EL Resources, and spelling templates) are accessible from the first screen of each Lesson 1 in Blast Online. Additionally, individual versions of each resource are also given at the end of each lesson in Blast Online on the Practice to Mastery (P>M) & Small Group Instruction screen.

The Unit Planners have the following components:

1. **Direct Instruction:** Direct instruction delivered whole group from the Teacher Guides with the use of Blast Online; includes information on how and when the Concepts of Print lessons and Blast Off to Really Great Handwriting lessons should be integrated into the teacher-led instruction.

2. **Handwriting:** Whole-group handwriting instruction is provided with the Blast Off to Really Great Handwriting lessons. The printable Teacher Guide and Student Workbook should be downloaded from the Supply Room > Handwriting > Teacher Resources. Handwriting instruction is built into Blast Online at the end of each lesson.

3. **Resources for ELs:** Accompanying resources to support EL students, specific to each lesson. These include cards, videos, visual supports in the lessons, and visual supports in the Reading Playground. Many of these resources are built into the program and are accessible for all students, but others have been specifically designed for EL students.

4. **Practice to Mastery:** Whole-group additional practice of taught concepts using Heart Word activities, dictation, spelling words, and decodable passages. These activities should also be utilized as formative assessment to gauge student progress and next steps. At the end of the Practice to Mastery portion of the instructional block, a Quick Check for understanding gives teachers a quick and easy touch point for student mastery.

5. **Small Group Instruction:** Small group instruction for more targeted groups of students, including decodable passage, Heart Words, phonemic awareness, spelling, challenge words, and dictation practice.

BLAST FOUNDATIONS

	Day 1	Day 2	Day 3	Day 4	Day 5
Direct Instruction 20–30 minutes daily (15–20 + 5–10 min)	*Teacher-led Lesson*				
	Grapheme-Phoneme & Heart Word Fluency **TG** pp. 113-119	Phonemic Awareness **TG** pp. 121-128 *Guest Teacher videos*	Phonics Concept **TG** pp. 129-135	Student Practice **TG** pp. 137-143	Wrap Up & Show What You Know **TG** pp. 145-150
	Concepts of Print Lessons				
	COP Lesson 9 - Concepts of Book Reading 1				COP Lesson 10 - Concepts of Book Reading 2
	Handwriting				
	Teach formation: **g, l, h, o**	Review: **g, l, h, o**	Capital **G, L, H, O** (names, proper nouns)	Handwriting application & practice	Write: digraph **sh**
	Resources for ELs				
	English consonant phoneme articulation videos	English short vowel phoneme articulation videos	Embedded icons facilitate comprehension for ELs.		Reading Playground Unit 5 Visual Supports
Practice to Mastery 5–10 minutes daily		Heart Word practice with Heart Word Magic templates	Unit 4 Spelling Words introduction	Scaffolded Unit 4 Decodable Passage⁺ "On the Ship" reading	Unit 4 Spelling Words practice
	Use the Quick Check at the end of each lesson.				
Small Group Instruction* 20–30 minutes daily	Additional high-frequency word practice as necessary using Heart Word Magic activities **5–10 minutes**	Use additional examples from the Teacher Guide with your small group	Unit 4 Decodable Passage⁺ "On the Ship" cold read **5–10 minutes** Unit 4 Spelling Words using the Spell It! template **5–10 minutes**	Unit 4 Decodable Passage "On the Ship" practice read **5–10 minutes** Unit 4 Spelling Words practice **5–10 minutes** Unit 4 Challenge Words practice using color and letter tiles **5 minutes**	Unit 4 Decodable Passage "On the Ship" warm read **5–10 minutes** Unit 4 Spelling Words practice and (optional) test **5–10 minutes** Unit 4 Dictation Sentences **5 minutes**
Independent Practice* 30–40 minutes weekly	**RP** Review/practice with Unit 3 games*** **10 minutes**	**RP** Review/practice with Unit 3 games*** **10 minutes**			**RP** Begin Unit 4 games after teaching the full unit*** **10 minutes**
		VP Learn/practice new words with Unit 4 games **10 minutes**	**VP** Learn/practice with Unit 4 games **10 minutes**	**VP** Learn/practice with Unit 4 games **10 minutes**	**VP** Learn/practice with Unit 4 games **10 minutes**
Spanish Resources *See Blast con Español S&S for more details*	• *Read Heart Word animations in Español:* **in, is, for, that, it** • */g/, /l/, /h/ Articulation videos in Español* • *Read a Row Animation in Español*	*/ĭ/ & /ī/ Articulation videos in Español*	• *Digraph sh Animation in Español* • */sh/ Articulation video in Español*		

*Choose small group activities based on data and student needs. Additional games and reteaching options are indicated in the **Reading Playground Formative Assessment guide**.

** Students should spend 20-30 minutes a week (10 minutes a day, two or three days) playing RP games and another 20-30 minutes a week (10 minutes a day, two or three days) playing VP games as your schedule permits.

***Choose two or three days after the full unit has been taught for review, practice, and assessment in the Reading Playground. Students often complete RP games from the previous unit on Monday and Tuesday of the following week.

⁺The decodable eBooks (available in the Reading Playground) can be used instead of the passages.

DIRECT INSTRUCTION	PRACTICE TO MASTERY	SMALL GROUP INSTRUCTION	HEART WORDS	DECODABLE PASSAGES	SPELLING WORDS	SPANISH RESOURCES
DICTATION SENTENCES	CHALLENGE WORDS	UNLOCK CURRENT UNIT	READING PLAYGROUND	VOCABULARY PLAYGROUND	EL RESOURCES	HANDWRITING

GRAPHEME-PHONEME & HEART WORD FLUENCY

The Unit 4 Planner explains how to tie the Concepts of Print and Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online*

STUDENT MATERIALS

- None

OBJECTIVES

- To build automatic recognition of some grapheme-phoneme combinations.
- To build automatic recognition of some Heart Words.

To access the accompanying Blast Online activities for Units 4 and 14, visit ExploreBlast.online.

WHAT YOU NEED TO KNOW

- When a consonant letter makes multiple sounds, we teach the most common sound first. For instance, the consonant letter **c** can make both a hard and a soft sound, /k/ and /s/. In the early lessons of *Blast Foundations*, only the hard sound, /k/, is taught and practiced.

- There are four standard routines in a typical *Blast* Lesson 1:
    - *Look, Think, Say!*
    - *Pop-Up*
    - *3-Up*
    - *Read a Row*

Read a Row Overview

- In this lesson, students are introduced a new activity called *Read a Row*. *Read a Row* is used to measure how well students are acquiring grapheme-phoneme knowledge and Heart Word fluency.

- During this activity, *Blast Online* displays rows of graphemes or rows of Heart Words.

- Students are either Readers or Checkers. If a student is a Reader, he or she will read a row out loud to the group as the rest of the group acts as Checkers.

- The graphemes or Heart Words that are displayed in *Read a Row* are dictated by the *Blast Online* Generator. If you prefer to teach something other than the defaults, you should use the Generator to customize the lessons.

- You can print a *Read a Row* Teacher Recording Form from *Blast Online*. This form can be used to record a student's accuracy and reading rate as they read from the screen. This information can be used to help students build automaticity with these key sub-skills.

- To access this form, go to the Letter-Sound Generator in *Blast Online*, choose the letter-sounds you want to teach and practice, and then hit "Print." A new window will pop up with the *Read a Row* Teacher Recording Form. You can print this document like any other web-based PDF.

> BEFORE TEACHING:
> **Letter-Sound & Heart Word Fluency Set-Up**

Open *Blast Online* to *Unit 4, Letter-Sound Generator.*

Choose three letter sounds to teach and three letter sounds to review and practice.

Open *Blast Online* to *Heart Word Generator.*

Choose five Heart Words to teach and five Heart Words to review and practice.

Optional: **Print** *Read a Row* Teacher Recording Forms.

> START TEACHING:
> **Letter-Sound & Heart Word Fluency**

❶ STATE OBJECTIVES

Explain that in this lesson, we will learn the sounds for three new consonant letters, and we will also learn five new Heart Words. We will play *Look, Think, Say!, Pop-Up, 3-Up,* and *Read a Row* to help us remember them.

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

❷ TEACH LETTERS & SOUNDS WITH LOOK, THINK, SAY!

Open *Blast Online* to *Unit 4, Lesson 1, Letter-Sound Look, Think, Say!*

Say "We are going to learn three new letters and their sounds today. We will start with the game *Look, Think, Say!*"

Point to the **g** letter tile.

Say "This is the letter **g** and it makes the sound /g/."

Students chorally repeat the letter name and its sound.

The Blast Online Supply Room provides video explanations for the letter-sound and Heart Word games for English learners.

Click and the red light will appear, reminding students to "Look" at the letter tile carefully and make the "Look" motion.

Click again and the yellow light will appear, reminding students to "Think" about the sound that this letter makes, and make the "Think" motion.

Click again and the green light will appear, reminding students to "Say" the sound out loud.

Click again and the letter tile will disappear, revealing the letter **g** in a sound box, /g/.

Remind:

• If a letter is written in a sound box, we say the sound, not the name of the letter.

• The letter **g** is between two slashes. It is in a sound box, so we will say the sound.

• The letter **g** makes the /g/ sound.

Students chorally repeat the /g/ sound.

Explain that it is important to remember that we are very quiet when we are "Looking" and "Thinking," and then we are LOUD when we are "Saying." Look quietly. Think quietly. Say loudly.

Repeat the process for each remaining letter sound: **l** & **h**.

> For letters that are continuants, elongate the sound for 1-2, seconds as you teach it to the students. For a list of continuant consonants, see Appendix B.

❸ POP-UP LETTER-SOUND PRACTICE WITH LOOK AND SAY!

Open *Blast Online* to *Unit 4, Lesson 1, Letter-Sound Pop-Up.*

Say:

• "Now that we have learned the new letter names and sounds, we are going to see if we can just "Look" quickly and "Say" the sound that we remember.

• This is a fluency activity, so it is important for you to Look and Say! as quickly as possible. Remember, it is still more important to "Say" the correct sound than to be fast.

• I will model it, and then we will do some together."

> PRACTICE LINK FOR BLAST ONLINE: *ExploreBlast.online*

I DO: **Demonstrate with example letter**

Click and a letter tile will appear. "Look" through a telescope at the letter tile.

Say the phoneme.

Click again and the letter tile will disappear, revealing the corresponding sound in a sound box. This serves to reinforce or correct the response.

WE DO:

Explain that we will all be working to "Say" the rest of the sounds together.

Use Look and Say! to review the individual sounds as the sound boxes appear.

4 3-UP LETTER-SOUND REVIEW WITH LOOK, THINK, SAY!

Open *Blast Online* to *Unit 4, Lesson 1, Letter-Sound 3-Up.*

Say "Now, we are going to *Look, Think, Say!* with groups of letter tiles and their sounds."

I DO: **Demonstrate with example letters**

Click and three letter tiles will appear above a stoplight.

Click again and the red light will appear, indicating that students should "Look" at the letter tiles.

Click again and the yellow light will appear, indicating that students should "Think" about the sounds that the letter tiles make.

Click again and the green light will appear, indicating that students should "Say" the sounds out loud.

Click a fourth time and the letter tiles will disappear, revealing the corresponding sound boxes.

WE DO:

Explain that we will all be working to say the rest of the sounds together. Remember, it is more important to read accurately than to read fast.

Use *Look, Think, Say!* to review the grouped letter tiles and their sounds.

5 READ A ROW GAME TO PRACTICE LETTER SOUNDS

Open *Blast Online* to *Unit 4, Lesson 1, Letter-Sound Read a Row.*

For *Read a Row*, you need a copy of the student tracking chart if you choose to record the students' performance. The tracking chart can be printed from the Generator on *Blast Online*, and a sample can be found in Appendix B.

Row 2

| h | g | r | h | g | f | g | l | d |

Say "Now we are going to use *Look, Think, Say!* with a whole group of letter tiles. When we see a bunch of letter tiles in a line, we call that a "Row." This activity is called *Read a Row.*

Explain how the *Read a Row* activity works:

• In this activity, I will be calling on one student at a time to read a row of letter sounds out loud to the group.

• When it is your turn to read, read loud enough so everyone can hear you.

• If you are not a Reader, you are called a Checker. When you are a Checker, your job is to *Look, Think, Say!* silently in your head as you listen to and track the Reader. Checkers will be listening for accuracy.

• If the Reader reads all of the letter sounds correctly, then we are going to give them a thumbs-up. If the Reader makes a mistake, then we are going to give them a thumbs-to-the-side motion.

• If you are the Reader, your job is to read the entire row of letter sounds as accurately and quickly as possible.

• For this activity, you won't be showing any motions for *Look, Think, Say!*

• Remember, you will be saying the sounds, not the letter names.

• Keep in mind that it's more important to be right than fast. The letter tiles are organized in groups of three to make it easier to read.

• I will call on a few Readers a day to practice reading the letter sounds in a given row.

Click and one green box will disappear, revealing three groups of three letter tiles.

Call on one student to read a row of letter sounds out loud to the class. When the student is done reading, ask the Checkers to show the thumbs-up or thumbs-to-the-side gesture.

Click again and the first row will be covered once again. The second green box will disappear with the next click, and so on.

> If you would like to have more than three readers read a row, *Blast Online* will allow you to run through *Read a Row* twice before moving on.

> PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

❻ TEACH HEART WORDS WITH LOOK, THINK, SAY!

Open *Blast Online* to *Unit 4, Lesson 1, Heart Words Look, Think, Say!*

Say "We are going to practice the five new Heart Words from our Heart Word Magic video and a few Heart Words we learned before. We are going to use *Look, Think, Say!* to help us practice them."

Point to the word **in**.

Say "This is the word **in**."

Students chorally repeat the word **in**.

Click and the red light will appear, indicating that students should "Look" at the word.

Click again and the yellow light will appear, indicating that students should "Think" about the word and the "tricky parts" from the Heart Word Magic video.

> Be sure to watch the Heart Word Magic video for this lesson in ExploreBlast.online that teaches students how to read these high-frequency words, focusing on the parts they can read using their phonics knowledge and the tricky parts they need to remember by heart.

Click again and the green light will appear, indicating that students should "Say" the word out loud.

Remind students that it is important to remember that we are very quiet when we are "Looking" and "Thinking," and then we are LOUD when we are "Saying." Look quietly. Think quietly. Say loudly.

Repeat the process for each remaining Heart Word: **is**, **for**, **that**, & **it**.

7 POP-UP HEART WORD PRACTICE WITH LOOK AND SAY!

Open *Blast Online* to *Unit 4, Lesson 1, Heart Word Pop-Up.*

Say:

- "Now that we have learned the new Heart Words, we are going to see if we can just "Look" quickly and "Say" the words that we remember.

- This is a fluency activity, so it is important for you to Look and Say! as quickly as possible. Remember, it is still more important to "Say" the correct word than to be fast.

- I will model it, and then we will do some together."

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

I DO: Demonstrate with example word

Click and a word will appear. "Look" through a telescope at the word.

Say the word.

WE DO:

Explain that we will all be working to "Say" the rest of the words together.

Use Look and Say! to review the rest of the Heart Words.

8 3-UP HEART WORD REVIEW WITH LOOK, THINK, SAY!

Open *Blast Online* to *Unit 4, Lesson 1, Heart Word 3-Up.*

Say "Now, we are going to *Look, Think, Say!* with groups of heart words."

I DO: Demonstrate with example words

Click and three Heart Words will appear above a stoplight.

Click again and the red light will appear, indicating that students should "Look" at the words.

Click again and the yellow light will appear, indicating that students should "Think" about the words.

**Click again** and the green light will appear, indicating that students should "Say" the words out loud.

WE DO:

Explain that we will all be working to say the rest of the words together. Remember, it is more important to read accurately than to read fast.

Use *Look, Think, Say!* to review the grouped Heart Words.

9 READ A ROW GAME TO PRACTICE HEART WORDS

Open *Blast Online* to *Unit 4, Lesson 1, Heart Word Read a Row*.

Row 1		
for, that, to	and, in, for	that, and, for
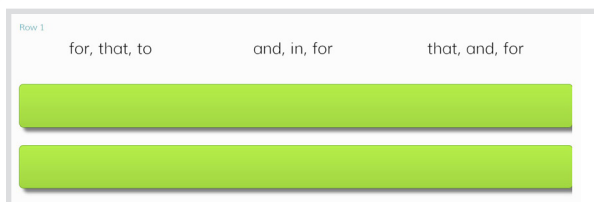
Say "Now, we are going to use *Look, Think, Say!* with a whole group of Heart Words. When we see a bunch of Heart Words in a line, we call that a "Row." This activity is called *Read a Row*.

If necessary, remind students how the *Read a Row* activity works.

- In this activity, I will be calling on one student at a time to read a row of words out loud to the group.

- When it is your turn to read, read loud enough so everyone can hear.

- If you are not a Reader, you are called a Checker. When you are a Checker, your job is to *Look, Think, Say!* silently in your head as you listen to and track the Reader. Checkers will be listening for accuracy.

- If you are the Reader, your job is to read the entire row of words as accurately and quickly as possible.

- For this activity, you won't be showing any motions for *Look, Think, Say!*

- Keep in mind that it's more important to be right than fast. The Heart Words are organized in groups of three to make it easier to read.

- I will call on a few Readers a day to practice reading the words in a given row.

Call on one student to read a row of Heart Words out loud to the class. When the student is done reading, ask the students to show the thumbs-up or thumbs-to-the-side gesture.

Explain that you will get a turn being a Reader as we work through each weekly lesson.

For *Read a Row*, you need a copy of the student tracking chart if you choose to record the students' performance. The tracking chart can be printed from the Generator on *Blast Online*, and a sample can be found in Appendix B.

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

The Unit 4 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground.

PHONEMIC AWARENESS
Short I and Long I Phonemes

The Unit 4 Planner explains how to tie Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online* or
- *Short* and *Long Vowels Posters*

STUDENT MATERIALS

- None

OBJECTIVES

- To accurately segment phonemes in single-syllable words with *short i* and *long i*.
- To accurately identify the *short i* and *long i* phonemes in spoken words.
- To accurately blend phonemes together to produce single-syllable words with *short i* and *long i*.

WHAT YOU NEED TO KNOW

- *Short i* is the first phoneme in the word "itch."
- The symbol for the *short i* phoneme is /ĭ/.
- *Long i* is the first phoneme in the word "island."
- The symbol for the *long i* phoneme is /ī/.

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*. Be sure to check out our Guest Teacher Phonemic Awareness demonstration videos in the online tool.

Phoneme Blending Activity:

- Understanding that words are made up of sequences of individual sounds, or phonemes, is a fundamental skill that students must have soundly in place to efficiently decode written text. Blending is one of many important skills that students must develop in order to become proficient readers.

- Blending involves listening to and pulling together isolated phonemes to create words. This process requires a student to hold the individual elements in his/her mind as the word is created, thus challenging a student's active working memory.

- This blending activity is designed to enhance students' abilities to process individual phonemes and unify them into a word. The teacher will articulate phonemes from a real word and pause between each phoneme, like this: /g/ PAUSE /ō/ PAUSE /t/. The teacher will then ask the students to blend the phonemes together to make a real word, in this example, **goat**.

- One easy way to make this activity more or less difficult is by adjusting the length of the pause placed between the phonemes. To make it more difficult, use a longer pause between the phonemes. To make it less difficult, shorten the pause.

- During both the phoneme blending and phoneme stretching routines, you may want to create sentences for

some of the words that students will blend. This extension exercise will promote vocabulary growth. You can select which words (if any) you wish to define and to come up with simple example sentences. For example, before you ask your students to stretch a word like **flip**, you might say: "**Flip**: a **flip** is when something turns over in the air. Bob did a **flip** off the diving board," or "If we don't **flip** the pancakes, they will burn."

BEFORE TEACHING:
Letter-Sound & Heart Word Practice *(optional but suggested)*

Open *Blast Online*, and run the *Letter-Sound Pop-Up* and *3-Up* activities to practice the letter sounds taught in Lesson 1.

Open *Blast Online*, and run the *Heart Word Pop-Up* and *3-Up* activities to practice the Heart Words taught in Lesson 1.

PRACTICE LINK FOR BLAST ONLINE:
ExploreBlast.online

START TEACHING:
Short I and Long I Phonemes

❶ STATE OBJECTIVES

Say:

- "In this lesson, we are going to *finger-stretch* words with the *short i* and *long i* vowel phonemes.

- When we listen carefully, we should be able to name whether each word has a *short i* phoneme or a *long i* phoneme.

- We know that the *short i* phoneme is the first sound in "itch." The *long i* phoneme is the same as the name of the letter **i**."

❷ REMINDER

Remember, you should encourage students to use the vowel posters (found in *Blast Online*) for reference.

Say:

- "Remember, in this part of *Blast Foundations*, we will be listening to phonemes in words without looking at or naming letters.

- We will be talking about the speech sounds in words, which are called phonemes. We will not be talking about letter names.

- I will not write words or letters on the board, and I will not be talking about letter names."

❸ REVIEW SHORT I PHONEME - /ĭ/

Open *Blast Online* to *Unit 4, Lesson 2, Short and Long Vowels Posters.*

Say "Let's get started by stretching phonemes in words with the *short i* phoneme."

Review the *short i* phoneme and movement:

- **Say** "The *short i* phoneme is /ĭĭĭĭĭ/."

- **Make** the *short i* "itch" movement while saying the phoneme /ĭĭĭĭĭ/. (Pretend to scratch your arm. Say /ĭĭĭĭĭ/ while scratching.)

- **Direct students** to make the *short i* "itch" movement as they say /ĭĭĭĭĭ/.

I DO: Finger-Stretch *pit*

Say "I will stretch out a word for you. The word is **pit**." (Optional – "I ate every part of the peach except the **pit**.")

Repeat **pit** with closed fist at chest.

Stretch - /p/ /ĭ/ /t/, **pit**, beginning with the thumb.

Say "**Pit** has three phonemes. The vowel phoneme is /ĭĭĭĭĭ/. I know the vowel phoneme /ĭĭĭĭĭ/ is short because /ĭĭĭĭĭ/ is the first phoneme in iiiitch (while making the *short i* "itch" movement)."

WE DO: Finger-Stretch *limb*

Say "Let's stretch out a word together. Our word is **limb**." (Optional – "The tree **limb** broke off during the storm.")

Students repeat **limb** with closed fists at chests.

Teacher and Students stretch - /l/ /ĭ/ /m/, **limb**, beginning with the thumb.

Ask students:

"How many phonemes did you hear?"
Answer: three

"What is the vowel phoneme?"
Answer: /ĭĭĭĭĭ/

"Is that long or short?"
Answer: short

"How do you know the vowel phoneme is short?"
Answer: because it says /ĭĭĭĭĭ/ as in "itch" (while making *short i* "itch" movement)

YOU DO: Finger-Stretch words with *short i* phoneme

Ask individual students to stretch phonemes in the words below. After students stretch the phonemes, ask:

> Remember to elongate vowel articulation by holding the vowel phoneme for 1-2 seconds.

> **Positive Error Correction**
>
> If a student incorrectly stretches the phonemes:
>
> 1. Tell student which phonemes were correct.
> 2. Repeat the word.
> 3. Student says the word, listening for the missed phoneme(s) and stretches the phonemes again.
> 4. If necessary, teacher or other students stretch the phonemes for the student correctly.
> 5. Student correctly stretches the phonemes independently. Always finish with student independently stretching the phonemes correctly.

"How many phonemes did you hear?"
  Answer: varies, depending on the word

"What is the vowel phoneme?"
  Answer: /ĭĭĭĭĭ/

"Is that long or short?"
  Answer: short

"How do you know the vowel phoneme is short?"
  Answer: because it says /ĭĭĭĭĭ/ as in "itch" (while making *short i* "itch"
      movement)

kid /k/ /ĭ/ /d/	**pin** /p/ /ĭ/ /n/
wig /w/ /ĭ/ /g/	**sick** /s/ /ĭ/ /k/
dip /d/ /ĭ/ /p/	**if** /ĭ/ /f/

More challenging words for older or advanced students:

flip /f/ /l/ /ĭ/ /p/	**stick** /s/ /t/ /ĭ/ /k/
trip /t/ /r/ /ĭ/ /p/	**milk** /m/ /ĭ/ /l/ /k/
wrist /r/ /ĭ/ /s/ /t/	

❹ REVIEW LONG I PHONEME - /ī/

Say "Next, we are going to review the *long i* phoneme. A long vowel
phoneme is just like saying the name of the letter, so the *long i*
phoneme is /īīīīī/."

Prompt students to repeat the phoneme, /īīīīī/.

Say "To help us remember this phoneme, we make the *long i* movement
while saying the phoneme, /īīīīī/. (Write the lowercase **i** in the air with
index finger.)

Remind students they can use the posters and movements to check
whether a vowel phoneme is short or long:

- **Point to** the *short i* section of the *Short Vowels Poster*, and show
students they can check the vowel phoneme by reading the
sentence: "I know /ĭ/ is short because /ĭ/ is the first phoneme in
itch."

- **Point to** the *long i* section of the *Long Vowels Poster*, and show
students they can check the vowel phoneme by reading the
sentence: "I know /ī/ is long because /ī/ is the name of the
letter **i**."

Demonstrate how to use the chart to check whether a vowel sound is short
or long:

- Stretch phonemes in **mine** - /m/ /ī/ /n/, **mine**.

- Tell students you think the vowel is *long i*.

- Point to the *long i* part of the poster.

Students may use
their own words to
answer the question,
"How do you know
the vowel phoneme is
short or long?" They
do not need to use
the exact words on
the poster. The words
on the poster are
designed as scaffolding
to help students
internalize whether a
vowel phoneme in a
word is short or long.

• Check by saying "I know the phoneme /ī̄ī̄ī̄ī̄/ is long because /ī̄ī̄ī̄ī̄/ is the name of the letter **i**, while writing the lowercase letter **i** in the air with index finger.

I DO: Finger-Stretch *hike*

Say "I will stretch out a word for you. The word is **hike**."
(Optional – "My family went on a **hike** in the woods last weekend.")

Repeat **hike** with closed fist at chest.

Stretch **hike** - /h/ /ī/ /k/, **hike**, beginning with the thumb.

Say "**Hike** has three phonemes. The vowel phoneme is /ī̄ī̄ī̄ī̄/. I know the vowel phoneme /ī̄ī̄ī̄ī̄/ is long because /ī̄ī̄ī̄ī̄/ is just like saying the name of the letter **i** (while making the *long i* movement)."

WE DO: Finger-Stretch *dime*

Say "Let's stretch out a word together. Our word is **dime**."
(Optional – "I found a **dime**, a quarter, and a penny on the sidewalk.")

Students repeat **dime** with closed fists at chests.

Teacher and Students stretch **dime** - /d/ /ī/ /m/, **dime**, beginning with the thumb.

Ask students:

"How many phonemes did you hear?"
Answer: three (or four)

"What is the vowel phoneme?"
Answer: /ī̄ī̄ī̄ī̄/

"Is that long or short?"
Answer: long

"How do you know the vowel phoneme is long?"
Answer: because /ī̄ī̄ī̄ī̄/ says the name of the letter **i** (while making the *long i* movement)"

YOU DO: Finger-Stretch words with *long i* phoneme

Ask individual students to stretch phonemes in the words below. After students stretch the phonemes, ask:

"How many phonemes did you hear?"
Answer: three

"What is the vowel phoneme?"
Answer: /ī̄ī̄ī̄ī̄/

"Is that long or short?"
Answer: long

If you see a student extend the wrong number of fingers/ phonemes, you may want to ask your students, "How many phonemes do you hear?" Offer assistance through Positive Error Correction to make sure they are hearing the right number of phonemes. Consider saying something like, "I hear four phonemes in that word, and I saw that you extended three fingers. Can you try the word again?"

night /n/ /ī/ /t/	**time** /t/ /ī/ /m/
rise /r/ /ī/ /z/	**lime** /l/ /ī/ /m/
hide /h/ /ī/ /d/	

More challenging words for older or advanced students:

bright /b/ /r/ /ī/ /t/	**flight** /f/ /l/ /ī/ /t/
find /f/ /ī/ /n/ /d/	**prize** /p/ /r/ /ī/ /z/

❺ SEGMENT WORDS - IDENTIFY SHORT I AND LONG I PHONEMES

> The Blast Online Supply Room provides video explanations for the finger-stretching routine for English learners.
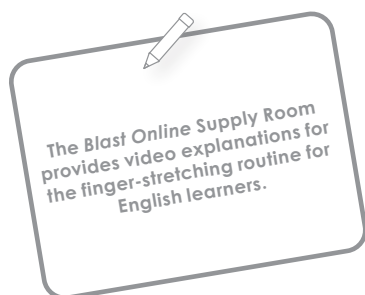
Explain that in the next part of the lesson, we will be hearing words that have either the *short i* or *long i* phoneme. It will be our job to decide if the vowel phoneme is long or short.

WE DO: Finger-Stretch *chip and line*

Say "Let's stretch out a few words together. The first word is **chip**."
(Optional – "My mom wasn't upset about the **chip** in her mug.")

Students repeat chip with closed fists at chests.

Teacher and students stretch phonemes /ch/ /ĭ/ /p/, **chip**, beginning with the thumb.

Ask students:

"How many phonemes did you hear?"
Answer: three

"What is the vowel phoneme?"
Answer: /ĭĭĭĭĭ/

"Is that long or short?"
Answer: short

"How do you know the vowel phoneme is short?"
Answer: because it says /ĭĭĭĭĭ/ as in "itch" (while making *short i* "itch" movement)

Say "Let's stretch another word together. The word is **line**."
(Optional – "The **line** at the grocery store was very long.")

Students repeat line with closed fists at chests.

All stretch phonemes /l/ /ī/ /n/, **line**, beginning with the thumb.

Ask students:

"How many phonemes did you hear?"
Answer: three

"What is the vowel phoneme?"
Answer: /īīīīī/

"Is that long or short?"
Answer: long

"How do you know the vowel phoneme is long?"
    Answer: because /īīīīī/ says the name of the letter **i** (while making the
            long i movement)

YOU DO: **Finger-Stretch words with *short i* and *long i***
phonemes

Ask individual students to stretch phonemes in the words below. After
students stretch the phonemes, ask:

"How many phonemes did you hear?"
Answer: varies, depending on the word

"What is the vowel phoneme?"
Answer: /īīīīī/ or /ĭĭĭĭĭ/

"Is that long or short?"
Answer: long or short

"How do you know the vowel phoneme is (long or short)?"
Answer: (Student can answer with own words or by reading the
        sentence on the poster.)

nice /n/ /ī/ /s/	**kite** /k/ /ī/ /t/
side /s/ /ī/ /d/	**time** /t/ /ī/ /m/
bid /b/ /ĭ/ /d/	**bike** /b/ /ī/ /k/
hip /h/ /ĭ/ /p/	**tight** /t/ /ī/ /t/
sip /s/ /ĭ/ /p/	**rid** /r/ /ĭ/ /d/
dine /d/ /ī/ /n	**Tim** /t/ /ĭ/ /m/
my /m/ /ī/	**white** /w/ /ī/ /t/
tie /t/ /ī/	**dice** /d/ /ī/ /s/
sit /s/ /ĭ/ /t/	**whine** /w/ /ī/ /n/
in /ĭ/ /n/	**type** /t/ /ī/ /p/
night /n/ /ī/ /t/	**hi** /h/ /ī/
hid /h/ /ĭ/ /d/	**ditch** /d/ /ĭ/ /ch/

Consider cold calling on your students during this section of the lesson. Ask one student to stretch a word. Then, ask another student, "What is the vowel phoneme?" Then, ask another student, "Is that long or short?" This helps keep students engaged as they are never sure when they will be called on to answer a question.

6 PHONEME BLENDING ACTIVITY

This blending activity is designed to build a student's understanding of phonemes. The teacher will be producing individual phonemes (with a distinct pause in between) and asking students to blend the phonemes together to produce a real word.

One easy way to make this activity more or less difficult is to adjust the length of the pause placed between the phonemes. To make it more difficult, use a longer pause between the phonemes. To make it less difficult, shorten the pause.

I DO

Say:

- "Now, we are going to do a phoneme blending activity. For this activity, I am going to give you three phonemes, and I want you to blend them together to make a real word. I will say the phonemes for the word twice. You will need to be really great listeners. Listen closely as I show you how to blend phonemes into words.
- *(pausing between each phoneme)* **/p/ /ă/ /t/   /p/ /ă/ /t/**
- **Pat!** The word is **pat**."

WE DO

Say:

- "Now, let's try some together. Remember to listen closely to the phonemes as I say them. Are you ready?"
- **/k/ /ĭ/ /d/   /k/ /ĭ/ /d/**

Ask "What is the word?"

  Answer: kid

Say:

- "You're right. The real word is **kid**!
- Let's blend some more phonemes into words."

/b/ /ī/ /k/ (**bike**)   /m/ /ī/ /s/ (**mice**)

/p/ /ă/ /s/ (**pass**)   /r/ /ā/ /k/ (**rake**)

/h/ /ĭ/ /t/ (**hit**)   /p/ /ī/ (**pie**)

/d/ /ī/ /m/ (**dime**)   /d/ /ĭ/ /m/ (**dim**)

/c/ /ă/ /sh/ (**cash**)   /c/ /ā/ /p/ (**cape**)

/l/ /ī/ /t/ (**light**)   /p/ /ĭ/ /ch/ (**pitch**)

More challenging words for older or advanced students:

/m/ /ĭ/ /l/ /k/ (**milk**)   /b/ /r/ /ī/ /t/ (**bright**)

/t/ /r/ /ā/ /s/ (**trace**)   /b/ /r/ /ĭ/ /j/ (**bridge**)

/t/ /r/ /ă/ /sh/ (**trash**)   /s/ /n/ /ā/ /k/ (**snake**)

> The Unit 4 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground and learning new words in the Vocabulary Playground.

Experience the Reading Playgrounds!

Visit *my.rgr.fun* and enter password *blast.blast.blast* to experience a Reading Playground game that *Blast* students might play after participating in this lesson. Unit 4, Game 2 in the *Blast* Reading Playground Demo Site allows students to practice identifying the short vowel sound in words. Unit 4 Games 7 and 8 allow students to practice segmenting phonemes by counting the number of sounds they hear in spoken words. Have fun exploring the playgrounds with these sample games.

PHONICS CONCEPT
Digraph sh

The Unit 4 Planner explains how to tie the Concepts of Print and Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online* or
- Large Letter & Color Tiles
- Write on the board (only if you are not using *Blast Online*):

> A digraph is two letters that spell one sound.

STUDENT MATERIALS

- Holding whiteboard with tiles
- Working whiteboard

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online.*

OBJECTIVES

- To understand that a digraph is two letters that spells one sound.
- To understand that the letters **sh** are a digraph that spells the phoneme /sh/.
- To accurately read and spell words with the phoneme /sh/ spelled with *digraph **sh***.

WHAT YOU NEED TO KNOW

- A consonant digraph is two letters that make one sound: **ch** in **chat**, **sh** in **shop**, **th** in **thin**, **wh** in **whale**, **ck** in **duck**, **ph** in **phone**, **ng** in **sang**, **gh** in **tough**. (We teach only the digraphs **ch**, **sh**, **th**, **wh**, and **ck** in *Blast Foundations* lessons.) The *digraph **ng*** is taught as part of the "chunks" **ang**, **ing**, **ong**, and **ung**, which will be taught in *HD Word*.

<div style="text-align:center">

START TEACHING:
Digraph sh

</div>

❶ STATE OBJECTIVES

Explain:

- In this lesson, we are going to read words with the /sh/ phoneme.
- A digraph is two letters that spell one phoneme.
- The letters **sh** are a digraph that spells the /sh/ phoneme.

> PRACTICE LINK FOR
> BLAST ONLINE:
> ExploreBlast.online

❷ TEACH DIGRAPH SH

Open *Blast Online* to *Unit 4, Lesson 3, Digraph **sh***.

Students place materials on desks.

Explain digraphs:

- Some phonemes are spelled with two letters.
- These are called digraphs.

Read the definition on the board:

> A digraph is 2 letters
> that spell one sound.

Teach the phoneme /sh/ with a movement:

sh

- **Say** the phoneme /sh/.
- **Say** the phoneme /sh/ with forefinger to mouth as if asking someone to be quiet - /sh/.
- **Students repeat** the phoneme while making the movement.

Teach the digraph spelling **sh**:

- **Place** the <u>**sh**</u> letter tile on the board.

sh

- **Explain** that the two letters **sh** together spell the phoneme /sh/.
- **Explain** that the two letters are on one tile because they spell one phoneme, /sh/.
- **Students point** to the <u>**sh**</u> letter tile on their holding boards.

sh
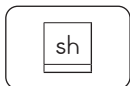
- **Students say** the phoneme /sh/.

❸ BUILD REAL WORDS WITH DIGRAPH SH

I DO: Build *rash*

Explain that students will build real words with *digraph sh*.

Say the word **rash**.

Stretch the phonemes - /r/ /ă/ /sh/, **rash**.

Place one colored tile on the board for each sound in **rash** while saying the phonemes - /r/ /ă/ /sh/.

Spell each sound by placing a letter tile above each colored tile while saying the phoneme.

r	a	sh

Use Touch & Say to read **rash** - /r/ /ă/ /sh/, **rash**.

Clear board.

WE DO: Build *shot*

Say "Now, let's build the real word **shot** together, as in, "I had to get a flu **shot** at the doctor's office today." Repeat **shot**."

Stretch the phonemes - /sh/ /ŏ/ t/, **shot**.

Place one colored tile on the board for each phoneme in **shot** while saying the phonemes - /sh/ /ŏ/ t /.
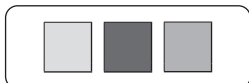
Ask individual students the following questions to lead students in spelling each phoneme by placing letter tiles above the colored tiles, one at a time:

sh	o	t

sh	o	t
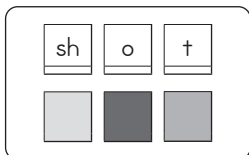
- "What is the first phoneme you hear?"
  Answer: /sh/

- "What letters spell /sh/?"
  Answer: sh

- "What is the next phoneme you hear?"
  Answer: /ŏ/

- "What letter spells /ŏ/?"
  Answer: o

- "What is the last phoneme you hear?"
  Answer: /t/

- "What letter spells /t/?"
  Answer: t

Teacher & students use Touch & Say to read **shot** - /sh/ /ŏ/ /t/, **shot**.

Teacher & students clear boards.

YOU DO: Build a Word *dish, fish, bash, ship*

Explain that we are going to use colored tiles and letter tiles to build four real words. Each word will have the *digraph sh* phoneme.

Dictate each of the following words one at a time, following the *Build a Word* steps with each word and helping students as needed.

dish – (Optional: Please put the **dish** in the sink.)

fish – (Optional: Last week, my friend caught a big **fish**.)

bash – (Optional: Fred had to **bash** down the door.)

ship – (Optional: We watched the **ship** sail out to sea.)

After dictating each word, all students build the words one at a time. Students should:

- **Say** the word.

- **Stretch** the phonemes in the word.

- **Put** one colored tile on boards for each phoneme while saying the phoneme.

- **Spell** the word by placing one letter tile above each colored tile.

d	i	sh

f	i	sh

b	a	sh

sh	i	p
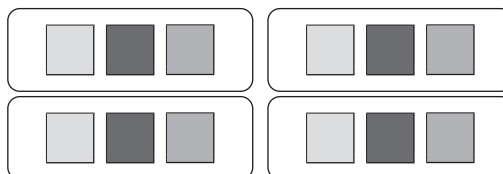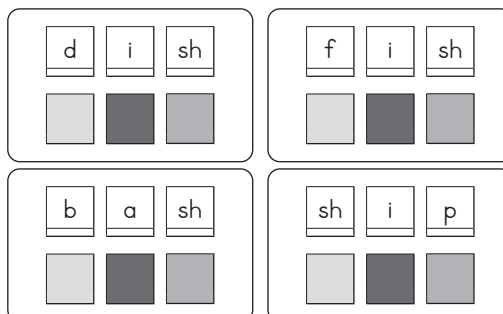
- **Use Touch & Say** to read the word.

- **Hold up** their boards so teacher can check their spelling and provide Positive Error Correction as needed.
- **Clear** boards and wait for the next word to be dictated.

④ BUILD NONSENSE WORDS WITH DIGRAPH SH

I DO: Build *tosh*

Explain that students will build nonsense words with *digraph sh*.

Say the word **tosh**.

Stretch the phonemes - /t/ /ŏ/ /sh/, **tosh**.

Place one colored tile on the board for each phoneme in **tosh** while saying the phonemes - /t/ /ŏ/ /sh/.

Spell each phoneme by placing a letter tile above each colored tile while saying the phoneme.
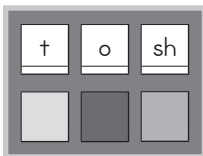
t	o	sh

Use Touch & Say to read **tosh** - /t/ /ŏ/ /sh/, **tosh**.

Clear board.

WE DO: Build *shad*

Say "Now, let's build the nonsense word **shad** together. Repeat **shad**."

Stretch the phonemes - /sh/ /ă/ d/, **shad**.

Place one colored tile on the board for each phoneme in **shad** while saying the phonemes - /sh/ /ă/ d/.
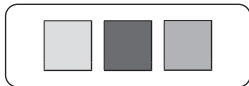
Ask individual students the following questions to lead students in spelling each phoneme by placing letter tiles above the colored tiles, one at a time:

sh	a	d
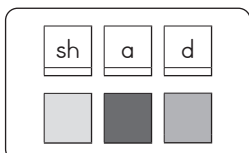
- "What is the first phoneme you hear?"
  Answer: /sh/

PRACTICE LINK FOR
BLAST ONLINE:
ExploreBlast.online

- "What letters spell /sh/?"
  Answer: sh

- "What is the next phoneme you hear?"
  Answer: /ă/

- "What letter spells /ă/?"
  Answer: a

- "What is the last phoneme you hear?"
  Answer: /d/

- "What letter spells /d/?"
  Answer: d

Teacher & students use Touch & Say to read **shad** - /sh/ /ă/ /d/,
shad.

Teacher & students clear boards.

YOU DO: Build a Word *shof, gish, pash, lish*

Explain that we are going to use colored tiles and letter tiles to build four nonsense words. Each word will have the *digraph sh* phoneme.

Dictate each of the following words one at a time, following the *Build a Word* steps with each word and helping students as needed.

shof

gish

pash

lish

After dictating each word, all students build the words one at a time. Students should:

- **Say** the word.

- **Stretch** the phonemes in the word.

- **Put** one colored tile on boards for each phoneme while saying the phoneme.

- **Spell** the word by placing one letter tile above each colored tile.

| p | a | sh |

| l | i | sh |
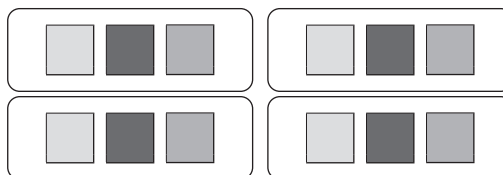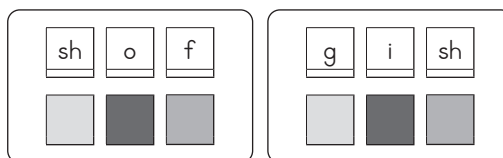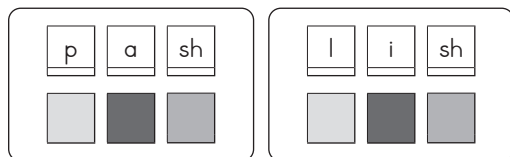
- **Use Touch & Say** to read the word.
- **Hold up** their boards so teacher can check their spelling and provide Positive Error Correction as needed.
- **Clear** boards and wait for the next word to be dictated.

Positive Error Correction for Build a Word

If a Reader misspells a word during *Build a Word*, provide Positive Error Correction:

- **Identify** the sounds the student spelled correctly.
- **Repeat** the word.
- **Prompt student** to repeat the word and listen for the misspelled sound. Then have the student correct the spelling by changing one or more letter tiles.
  - If necessary, you or another student may identify the misspelled sound and spelling for the student.
- **Prompt Reader** to independently use Touch & Say to read the word correctly.
- **Prompt student** to independently use Touch & Say to read the word correctly. Always finish with the student independently using Touch & Say to verify that the word is spelled correctly.

The Unit 4 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground and learning new words in the Vocabulary Playground.

Experience the Reading Playgrounds!

Visit *my.rgr.fun* and enter password *blast.blast.blast* to experience a Reading Playground game that *Blast* students might play after participating in this lesson. Unit 4, Games 1, 3, and 4 in the *Blast* Reading Playground Demo Site allow students to practice with the digraph **sh**. Have fun exploring the playgrounds with these sample games.

The Unit 4 Planner explains how to tie Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online* or
- *Student Workbook* and a document camera

STUDENT MATERIALS

- *Student Workbook*

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*.

OBJECTIVES

- **Detective Work**—To identify the graphemes in printed words and produce the proper phoneme for each grapheme; to blend the graphemes together to produce real words.
- **Word Sort**—To read real words and identify them as either containing a Digraph or having No Digraph.
- **Phrases to Read**—To read phrases with a controlled set of Heart Words and grapheme-phoneme combinations.

WHAT YOU NEED TO KNOW

- Lesson 4 is dedicated to systematically practicing with the phonics concept that the students learned in the previous lesson.
- Lesson 4 contains three practice activities:
  - *Detective Work*
  - *Word Sort*
  - *Phrases to Read*

The Blast Online Supply Room provides video explanations for the student practice routines included in this lesson for English learners.

BEFORE TEACHING:
Letter-Sound & Heart Word Practice *(optional but suggested)*

Open *Blast Online*, and run the *Letter-Sound Pop-Up* and *3-Up* activities to practice the letter sounds taught in Lesson 1.

Open *Blast Online*, and run the *Heart Word Pop-Up* and *3-Up* activities to practice the Heart Words taught in Lesson 1.

> PRACTICE LINK FOR
> BLAST ONLINE:
> ExploreBlast.online

START TEACHING:
Introduce Student Practice

---

① STATE OBJECTIVES

Explain:

- In this lesson, we will practice our detective skills by looking for clues that tell us how to sound out real words.
- In *Word Sort*, we will sort words out according to whether or not they have digraphs.
- We will also be reading words in short phrases with 100% accuracy.

② DETECTIVE WORK – MARK IT!

Open *Blast Online* to *Unit 4, Lesson 4, Mark It!*

Students open workbooks to page 10.

To view *Detective Work* in action, visit Really Great Reading's YouTube channel for videos.

📝 **Detective Work** UNIT **4**		📝 **Detective Work** UNIT **4**	
Mark It!		**Mark It!**	
❶ a s h	❼ d a s h	❶ a s h	❼ g l a d
❷ f i g	❽ f l a t	❷ d r a g	❽ l i s t
❸ d i s h	❾ m i s t	❸ f l a s h	❾ r i g
❹ i f	❿ r a s h	❹ g a s	❿ t r a s h
❺ f i s h	⓫ f l a s h	❺ f l a g	⓫ h a m
❻ h a t	⓬ s m a s h	❻ s m a s h	⓬ d i s h

PRSW   **ELSW**

Remind students that in *Mark It!*, we will underline letters and say the phonemes that those letters make. Then, we will blend the phonemes together to make a word.

Say:

- "In today's *Detective Work*, we will be reading words with the *digraph **sh***. When we see the letters **sh**, we are going to underline them with just one line since they make just one phoneme.

                                    866.401.READ | **ReallyGreatReading.com**

- Watch as I underline letters while saying their phonemes and then read the whole word."

Say:

- "/ăăăăă/" while underlining the **a**

- "/sh/" while underlining the **sh**

- "**ash**"

Students repeat the process for the word **ash**.

Model the process above for the rest of the words, one at a time. After each word, have students repeat you orally and on paper. Make sure students are underlining each grapheme as they are saying the proper phoneme.

❸ DETECTIVE WORK – READ IT!

PRSW

Read It!		
❶ ash	hat	mist
❷ fig	dash	rash
❸ dish	flat	fig
❹ if	mist	dish
❺ fish	rash	if
❻ hat	flash	fish
❼ dash	smash	hat

10 © 2014 Really Great Reading Company, LLC

ELSW

Read It!		
❶ ash	drag	dish
❷ list	gas	trash
❸ ham	flash	rig
❹ glad	gas	smash
❺ dish	list	drag
❻ trash	ham	rig
❼ flag	glad	flash

10 © 2014 Really Great Reading Company, LLC

Remind students:

- The next section is called *Read It!*

- In this section, I will be calling on one student at a time to read a row of words out loud to the group.

- In *Read It!*, we do not underline the letters, we just read the words.

- When it is your turn to read, read loud enough so everyone can hear.

- When it is not your turn to read, you will be a Checker, listening for accuracy. We will give the Reader a thumbs-up if they read all of the words correctly, and we will give them a thumbs-to-the-side if there is a word they need to try again.

Students each read a row of words out loud.

Positive Error Correction for Read It!

The following steps outline how you should provide Positive Error Correction when students are reading single-syllable words in *Read It!*

1. If the Reader misreads any of the single-syllable words in the row, provide Positive Error Correction:

   • Tell the Reader how many words were read correctly. ("You read 2 words correctly." or "You read the first and last word correctly.")

   • Prompt the student to re-read a word. ("In the word you misread, you read the first and last sound correctly. Can you retry that middle sound?" "Now, can you re-try the middle word?")

   • The Reader reads the word again.

   • If the Reader reads the word accurately, the Reader then reads all three words again.

   • If the Reader reads all three words accurately this time, you and all Checkers congratulate the Reader.

2. If the Reader misses any single-syllable word again:

   • Guide the Reader to use Touch & Say to read the misread word.

   • If necessary, Checkers assist by using Touch & Say to chorally read the word.

   • The Reader independently uses Touch & Say to read the word correctly.

   • The Reader reads all three words again.

   • Always finish with the Reader independently reading all three words correctly.

   • The Reader then aims to read another row of words accurately on the first attempt.

3. Responding to self-corrections:

   • It is important not to praise the Reader for self-correcting.

   • The goal is for the Reader to read all three words accurately the first time. Self-correcting is better than an error, but it is short of the goal.

   • If the Reader reads all words accurately with a self-correction on any word, say, "You read all three words accurately after you self-corrected. Please read the words again without self-correcting."

   • After the Reader reads all three words with no errors or self-corrections, praise the Reader by saying, "Excellent accurate reading!"

4 WORD SORT – DIGRAPH OR NO DIGRAPH

Open *Blast Online* to *Unit 4, Lesson 4, Word Sort*.

Students open workbooks to page 11.

PRSW

Word Sort — UNIT 4

Challenging ☆

	Digraph	No Digraph
❶ gas		
❷ rash		
❸ fish		
❹ hat		

More Challenging ☆☆

	Digraph	No Digraph
❶ dash		
❷ sit		
❸ ash		
❹ tag		

Most Challenging ☆☆☆

	Digraph	No Digraph
❶ shift		
❷ mist		
❸ trash		
❹ drag		

© 2014 Really Great Reading Company, LLC   11

Word Sort — UNIT 4

Challenging ☆

	Digraph	No Digraph
❶ gas		
❷ rash		
❸ fish		
❹ lids		

More Challenging ☆☆

	Digraph	No Digraph
❶ gash		
❷ flat		
❸ stash		
❹ slit		

Most Challenging ☆☆☆

	Digraph	No Digraph
❶ flags		
❷ shift		
❸ mast		
❹ slash		

© 2014 Really Great Reading Company, LLC   11

ELSW

Remind students:

- In the *Word Sort* activity, we will look at words and analyze their features. We will put checkmarks in our workbooks to sort them into categories.

- Today, we will sort words according to whether they have a Digraph or No Digraph. A digraph is two letters that spell one phoneme. So far, we have learned about the *digraph sh*. The *digraph sh* makes the phoneme /sh/.

All say the phoneme /sh/ while making the movement.

WE DO:

Read the word: **gas**.

All stretch **gas** - /g/ /ă/ /s/, **gas**.

Ask:

- "How many letters are in the word **gas**?"
  Answer: three

- "How many phonemes are in the word **gas**?"
  Answer: three

- "Is there a digraph?"
  Answer: no

Place a checkmark in the No Digraph column while directing students to place a checkmark in the No Digraph column on their page.

Read the next word: **rash**.

Ask:

- "How many letters are in the word **rash**?"
  Answer: four

- "How many phonemes are in the word **rash**?"
  Answer: three

- "Is there a digraph?"
  Answer: yes

- "What letters spell the digraph?"
  Answer: sh

Place a checkmark in the Digraph column while directing students to place a checkmark in the Digraph column on their page.

YOU DO:

Students sort remaining words independently.

Call on individual students to read a word and identify whether it has a Digraph or No Digraph.

Students check answers and correct any errors.

❺ PHRASES TO READ

- If time permits, provide each student with the opportunity to read at least one phrase. In small groups, you might consider letting each student read two phrases.

- Students who struggle should be given additional phrases for more practice.

Students open workbooks to page 12.

☑ **Phrases to Read** ──────── UNIT **4**	☑ **Phrases to Read** ──────── UNIT **4**
Challenging ☆	Challenging ☆
❶ if the rash	❶ in the dish
❷ in that mist	❷ digs in the trash
❸ fig in the hat	❸ jump to the mast
❹ had a flag **PRSW**	❹ is in her big rush **ELSW**
More Challenging ☆☆	More Challenging ☆☆
❺ sit on that hat	❺ glad for that flat hat
❻ that hat and some trash	❻ drag that hat to the trash
❼ if it is for the flat fish	❼ fig is in the flat dish
❽ dash in a flash	❽ stash it in a flash
Most Challenging ☆☆☆	Most Challenging ☆☆☆
❾ made the tag first	❾ mash the first fat fig
❿ if my fish dash	❿ wish for that black sash
⓫ if you smash the dish	⓫ stash the dish of fish
⓬ come drag the fish	⓬ find the hats that sag down
12 © 2014 Really Great Reading Company, LLC	12 © 2014 Really Great Reading Company, LLC

Remind students:

- In *Phrases to Read*, our goal is to read each phrase accurately the first time.

- Some words have hearts above them. These are our Heart Words. If you have a hard time remembering how to say one of them, I will help you by giving you the word.

- Some of the phrases are silly, and some of the words will be unfamiliar. Even though some words may be unfamiliar, you will be able to read them because you have learned all of the phonemes in them. Make sure you read loud enough for everyone to hear.

- When you are not a Reader, you will be a Checker.

Individual students read phrases. Since there are only 12 phrases, it is okay to have a student re-read a phrase that has been previously read.

Direct Checkers to give a thumbs-up if the Reader reads all of the words correctly or a thumbs-to-the-side if the Reader misreads a word(s). If the Reader misreads any words, teacher follows Positive Error Correction instructions.

Positive Error Correction for Phrases to Read

1. If a Reader misreads any of the words in a phrase, provide Positive Error Correction:

   - **Tell** students how many words were read correctly.

   - **Prompt a Checker** to identify which word was misread by giving the position of the word in the phrase without saying the word itself.

   - **Prompt Reader** to use Touch & Say to read the word again. If the Reader reads the word accurately, the Reader then reads the entire phrase again. If the Reader reads the entire phrase accurately this time, you and all Checkers congratulate the Reader.

2. If the Reader misses the word again:

   - **Prompt Checkers** to assist by using Touch & Say to chorally read the word.

   - **Prompt Reader** to independently use Touch & Say to read the word correctly.

   - **Prompt student** to read the entire phrase again. Always finish with the Reader independently reading the entire phrase accurately.

The Unit 4 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for learning new words in the Vocabulary Playground.

The Unit 4 Planner explains how to tie the Concepts of Print and Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online*

STUDENT MATERIALS

- *Student Workbook*
- Pencil

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*.

OBJECTIVES

- To accurately articulate the phonemes and sight words taught in this unit and in previous units.
- To accurately read phrases and sentences that contain the concepts, words, and phonemes taught in this unit and previous units.
- To accurately spell words with a controlled set of previously taught concepts and phonemes.

WHAT YOU NEED TO KNOW

- Lesson 5 is a wrap-up lesson. The wrap-up reviews and cumulatively practices the concepts taught in this unit (and in previously taught units).
- Lesson 5 contains wrap-up activities and the explanation on how to run these activities:
    - Review of Letter Sounds
    - Review of Sight Words
    - *Phrases & Sentences to Read*
    - *Spell It!*

The Blast Online Supply Room provides video explanations for the student practice routines included in this lesson for English learners.

43

> BEFORE TEACHING:
> **Letter-Sound & Heart Word Practice** (optional but suggested)

Open *Blast Online*, and run the *Letter-Sound* and *Pop-Up* activities to practice the letter sounds taught in Lesson 1.

Open *Blast Online*, and use *Letter-Sound Read a Row* to assess the letter sounds taught in Lesson 1.

Open *Blast Online*, and run the *Heart Word Pop-Up* and *3-Up* to practice the Heart Words taught in Lesson 1.

Open *Blast Online*, and use *Heart Word Read a Row* to assess the Heart Words taught in Lesson 1.

PRACTICE LINK FOR
BLAST ONLINE:
ExploreBlast.online

> START TEACHING:
> **Show What You Know**

① STATE OBJECTIVES

Explain:

- In this lesson, we will review the phonemes and sight words we have learned this week.
- We will read phrases and sentences that contain those phonemes and sight words.
- We will also spell words that contain the phonemes we have been practicing.

❷ INTRODUCE PHRASES & SENTENCES TO READ

Tell students to turn to page 13 in their workbooks.

📑 **Phrases & Sentences to Read** ——— UNIT 4	📑 **Phrases & Sentences to Read** ——— UNIT 4
Challenging ☆	*Challenging* ☆
① in a flash (3) ⑤ that last fish (3)	① lad that had ham (4) ⑤ stash it in a flash (5)
② to the stash (3) ⑥ for the flag (3)	② digs in the dish (4) ⑥ flag on the mast (5)
③ in the dish (3) ⑦ with a fast ram (4)	③ sis with a flat (4) ⑦ that fast ram did it (5)
④ dash so fast (3) ⑧ lid of the gas (4)	④ could not see the mist (5) ⑧ get gas for that lad (5)
More Challenging ☆☆	*More Challenging* ☆☆
⑨ Put the gas in the raft. (6)	⑨ She did gag on the ash. (6)
⑩ The fish is in the ham dish. (7)	⑩ Is it good to trash the tags? (7)
⑪ Go and get it in a flash. (7)	⑪ Did you smash that dish of ham? (7)
⑫ He did not dig up the flag. (7)	⑫ Would you drag the flag for me? (7)
⑬ She hid the rag in the mist. (7)	⑬ Do not smash the fig in the flat raft. (9)
⑭ Put the fish in the fig dish. (7)	⑭ He was glad to be rid of the ram. (9)
⑮ Is that a tag for your hat? (7)	⑮ The lad was not glad to get a gash. (9)
⑯ The raft is in the trash with the rag. (9)	⑯ Ask if the mast sags if you slash it. (9)
© 2014 Really Great Reading Company, LLC 13	© 2014 Really Great Reading Company, LLC 13

PRSW   **ELSW**

Explain:

- I will be calling on individual students to read phrases and sentences out loud to the whole group.

- As one student reads a phrase or sentence, the rest of us will be Checkers, listening and tracking to make sure they read the phrase or sentence accurately. Reading accurately means you have read the whole phrase or sentence correctly, without mistakes.

- When a student reads accurately, the Checkers will give the Reader a thumbs-up (model thumbs-up) so they know they read each word correctly (model thumbs-up).

- If a student does not read accurately, the Checkers will hold our thumbs sideways (model sideways thumb) so the reader will know they need to go back and reread the words more accurately.

Call on individual students to read the phrases, one at a time.

Call on individual students to read the sentences, one at a time.

❸ SPELL IT!

Open *Blast Online* to *Unit 4, Lesson 5, Spell It!*

Students open workbooks to *Spell It!* on page 14.

Spell It! ——————————————— UNIT **4**

Challenging Words ☆

① ☐☐☐☐☐ _____

② ☐☐☐☐☐ _____

③ ☐☐☐☐☐ _____

④ ☐☐☐☐☐ _____

⑤ ☐☐☐☐☐ _____

More Challenging Words ☆☆

① ☐☐☐☐☐ _____

② ☐☐☐☐☐ _____

③ ☐☐☐☐☐ _____

④ ☐☐☐☐☐ _____

⑤ ☐☐☐☐☐ _____

14   © 2014 Really Great Reading Company, LLC

Remember, you may wish to run *Spell It!* as a game where students can earn points for correctly identifying phonemes and spelling them with graphemes. Students earn one point for each phoneme they correctly identify by placing a dot in one of the boxes. They then earn one point for each phoneme they correctly spell with a grapheme by writing the correct letters in the corresponding box. See p. 75 or Appendix A on p. 492 for complete scoring rules and examples.

PRACTICE LINK FOR BLAST ONLINE:
ExploreBlast.online

Explain:

- You will hear a series of five words read aloud. First, you will listen for the number of phonemes in the word and will place a dot in one square for each phoneme you hear.
- Then, you will spell each sound by writing the letter or letters (grapheme) that spells each sound in the box.

Lead students in completing the first example:

Say the word **rash**.

Students repeat the word.

Explain that since **rash** has three phonemes, /r/ /ă/ /sh/, students will place one dot in each of the first three squares.

Students say the three sounds in **rash** while putting dots in the first three boxes.

① ☐☐☐☐☐

Remind students that because **rash** has three phonemes, it will also have three graphemes.

Repeat the word **rash**.

Students say each sound again and write the three corresponding graphemes in the boxes: **r a sh**.

① | r | a | sh | | |

Check that all students spelled the word correctly with one grapheme in each box. Provide assistance as necessary.

Repeat with the following words, dictating the words one at a time.

If you are using the PRSW, use this list:

①	r	a	sh			
②	f	i	g			
③	h	a	t			
④	i	f				
⑤	f	i	sh			

Optional additional list for PRSW students:

①	d	i	sh			
②	d	a	sh			
③	f	l	a	t		
④	m	i	s	t		
⑤	a	sh				

If you are using the ELSW, use this list:

①	r	a	sh			
②	g	r	i	d		
③	l	i	s	t		
④	r	a	g	s		
⑤	a	sh				

Optional additional list for ELSW students:

Ways to Differentiate:
If you want to have students *Build a Word* with letter tiles and color tiles prior to putting pencil to paper, it may increase their understanding of the spelling concept.

The Unit 4 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground and learning new words in the Vocabulary Playground.

1	s	t	a	sh		
2	l	a	d			
3	f	l	a	sh		
4	s	a	g			
5	s	a	sh			

Check answers with students.

	Day 1	Day 2	Day 3	Day 4	Day 5
Direct Instruction 20–30 minutes daily (15–20 + 5–10 min)			**Teacher-led Lesson**		
	Grapheme-Phoneme & Heart Word Fluency **TG1** pp. 439-441	Phonemic Awareness **TG1** pp. 443-449 *Guest Teacher videos*	Phonics Concept **TG1** pp. 451-457	Student Practice **TG1** pp. 459-464	Wrap Up & Show What You Know **TG1** pp. 465-470
			Handwriting		
	Handwriting Application: Parts of a Sentence (Subject: What is it?)	Handwriting Application: Parts of a Sentence (Subject: Identify It)	Handwriting Application: Parts of a Sentence (Subject: Use it)		
			Resources for ELs		
		Difference Between Short & Long Vowels animation	Embedded icons facilitate comprehension for ELs.		
Practice to Mastery 5–10 minutes daily	Whole-group dictation with Unit 13's concepts (review)	• Heart Word practice with Heart Word Magic templates • COP Lesson 16: Cumulative Review of Print Concepts	Unit 14 Spelling Words introduction	Scaffolded Unit 14 Decodable Passage+ "The Potluck" reading	• Unit 14 Spelling Words practice • Unit 14 Decodable Passage Fluency Routine
			Use the Quick Check at the end of each lesson.		
Small Group Instruction* 20–30 minutes daily	Additional high-frequency word practice as necessary using Heart Word Magic activities **5-10 minutes**	Use additional examples from the Teacher Guide with your small group	• Unit 14 Decodable Passage+ "The Potluck" cold read **5–10 minutes** • Unit 14 Spelling Words using the Spell It! template **5–10 minutes**	• Unit 14 Decodable Passage "The Potluck" practice read **5–10 minutes** • Unit 14 Spelling Words practice **5–10 minutes** • Unit 14 Challenge Words practice using color and letter tiles **5 minutes**	• Unit 14 Decodable Passage "The Potluck" warm read **5–10 minutes** • Unit 14 Spelling Words practice and (optional) test **5–10 minutes** • Unit 14 Dictation Sentences **5 minutes**
Independent Practice** 30–40 minutes weekly	**RP** Review/practice with Unit 13 games*** **10 minutes**	**RP** Review/practice with Unit 13 games*** **10 minutes**			**RP** Begin Unit 14 games after teaching the full unit*** **10 minutes**
		VP Learn/practice new words with Unit 14 games **10 minutes**	**VP** Learn/practice with Unit 14 games **10 minutes**	**VP** Learn/practice with Unit 14 games **10 minutes**	**VP** Learn/practice with Unit 14 games **10 minutes**
Spanish Resources *See Blast con Español S&S for more details*	*Heart Words in Espanol animations:* **many, these, then, so, some**	• *Whale Talk in Español animation* • *Syllable Stomp in Español animation* • *Teach Segmenting Syllables in Español animation*	*Reading 2-Syllable Words in Español Animation*		Reading Playground Spanish Supports

*Choose small group activities based on data and student needs. Additional games and reteaching options are indicated in the **Reading Playground Formative Assessment guide**.

** Students should spend 20-30 minutes a week (10 minutes a day, two or three days) playing RP games and another 20-30 minutes a week (10 minutes a day, two or three days) playing VP games as your schedule permits.

***Choose two or three days after the full unit has been taught for review, practice, and assessment in the Reading Playground. Students often complete RP games from the previous unit on Monday and Tuesday of the following week.

+The decodable eBooks (available in the Reading Playground) can be used instead of the passages.

DIRECT INSTRUCTION	PRACTICE TO MASTERY	SMALL GROUP INSTRUCTION	HEART WORDS	DECODABLE PASSAGES	SPELLING WORDS	SPANISH RESOURCES
DICTATION SENTENCES	CHALLENGE WORDS	UNLOCK CURRENT UNIT	READING PLAYGROUND	VOCABULARY PLAYGROUND	EL RESOURCES	HANDWRITING

GRAPHEME-PHONEME & HEART WORD FLUENCY

The Unit 14 Planner explains how to tie Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online*

STUDENT MATERIALS

- None

OBJECTIVES

- To build automatic recognition of some grapheme-phoneme combinations (optional).
- To build automatic recognition of some Heart Words.

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*.

WHAT YOU NEED TO KNOW

- There are four standard routines in a typical *Blast* Lesson 1:
  - *Look, Think, Say!*
  - *Pop-Up*
  - *3-Up*
  - *Read a Row*
- Remember, you may choose to use the cumulative letter sound review activity found in the supplemental resources area of *Blast Online* during this lesson (or at any time). This will enable you to review all of the consonant, digraph, and trigraph letter sounds students have learned.

BEFORE TEACHING:
Letter-Sound & Heart Word Fluency Set-Up

Open *Blast Online* to *Letter-Sound Generator*.

Choose six letter sounds to review and practice (optional).

Open *Blast Online* to *Heart Word Generator*.

Choose five Heart Words to teach and five Heart Words to review and practice.

Optional: **Print** *Read a Row* Teacher Recording Form.

START TEACHING:
Letter-Sound *(optional)* & Heart Word Fluency

❶ STATE OBJECTIVES

Explain that in this lesson, we will review the sounds for six graphemes (optional), and we will also learn five new Heart Words. We will play *Look, Think, Say!* to help us remember them.

❷ TEACH HEART WORDS WITH LOOK, THINK, SAY!

Open *Blast Online* to *Unit 14, Lesson 1, Heart Word Look, Think, Say!*

Say "We are going to practice the five new Heart Words from our Heart Word Magic video and a few Heart Words we learned before. We are going to use *Look, Think, Say!* to help us practice them."

Teach the words **many**, **these**, **then**, **so**, & **some** using *Look, Think Say!*

Remind students that it is important to remember that we are very quiet when we are "Looking" and "Thinking," and then we are LOUD when we are "Saying." Look quietly. Think quietly. Say loudly.

❸ POP-UP HEART WORD PRACTICE WITH LOOK AND SAY!

Open *Blast Online* to *Unit 14, Lesson 1, Heart Word Pop-Up*.

Say "Now that we have learned the new Heart Words, we are going to see if we can just "Look" quickly and "Say" the words that we remember."

Use Look and Say! to review the rest of the Heart Words.

Remember, there are no new letter sounds to teach in this unit. You may choose to review graphemes that your students may still need to practice.

Remember, you will not see the steps to follow for running the *Pop-Up*, *3-Up*, and *Read a Row* activities for letter sounds in this unit. You should run these activities in *Blast Online* if you have decided to review letter sounds in this unit.

Be sure to watch the Heart Word Magic video for this lesson in ExploreBlast.online that teaches students how to read these high-frequency words, focusing on the parts they can read using their phonics knowledge and the tricky parts they need to remember by heart.

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

④ 3-UP HEART WORD REVIEW WITH LOOK, THINK, SAY!

Open *Blast Online* to *Unit 14, Lesson 1, Heart Word 3-Up.*

Say "Now, we are going to *Look, Think, Say!* with groups of Heart Words."

Use *Look, Think, Say!* to review the *3-Up* Heart Words.

The Unit 14 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground.

⑤ READ A ROW GAME TO PRACTICE HEART WORDS

Open *Blast Online* to *Unit 14, Lesson 1, Heart Word Read a Row.*

Say "Now, we are going to read a row of Heart Words."

Call on one student to read a row of Heart Words out loud to the class. When the student is done reading, ask the students to show the thumbs-up or thumbs-to-the-side gesture.

Repeat with additional students reading the remaining rows.

PHONOLOGICAL AWARENESS

Whale Talk & Syllable Stomp Using SyllaBoards™

The Unit 14 Planner explains how to tie Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online* or
- *SyllaBoards™* with magnets

STUDENT MATERIALS

- 3 *SyllaBoards™*

OBJECTIVES

- To accurately segment spoken words into syllables.

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*. Be sure to check out our Guest Teacher Phonemic Awareness demonstration videos in the online tool.

WHAT YOU NEED TO KNOW

- In this lesson, the topic is syllables, which is a different subset of phonological awareness than phonemic awareness. Syllables are larger word parts than individual sounds, and they tend to be taught before phonemes in phonological awareness instruction. However, *Blast Foundations* focuses on phonemes first because it is more common for first graders to struggle with phonemes than with syllables. Syllables are taught in Units 14 and 15 to prepare students for reading and spelling multisyllabic words.

- In this lesson, students will learn to break spoken words into syllables using *Whale Talk* and *Syllable Stomp* using *SyllaBoards™*.

- A syllable is a unit of spoken language that is organized around a vowel phoneme. Every syllable has a vowel sound. Most syllables have one or more consonant phonemes, but this is not necessary.

- *Blast Foundations* lessons do not focus on rules when teaching students to hear syllables and to orally break words into syllables. The most important aspect of orally hearing syllables is that all of the syllables and phonemes are represented.

  - For example: some students will break the word **dentist** as **den-tist** while others will break it apart as **dent-ist**. Both are correct.

Multisensory Teaching of Phonological Skills

- *Whale Talk* is a routine used to break spoken words into syllables. To *Whale Talk* a word, hold your lips tightly together and try to shout a word. Each syllable feels like a push of breath, and each push represents one syllable.

- *Syllable Stomp* is another routine used to identify syllables in spoken words. To *Syllable Stomp* a word, pound or "stomp" your fist on your desk for each syllable while saying the syllable. Then, sweep your fist from left to right while saying the whole word.

- *Syllable Stomp* with *SyllaBoards*™ is a third routine used to identify syllables in spoken words. To *Syllable Stomp* with *SyllaBoards*™, first use *Whale Talk* to feel and count the syllables in a word, and then place one *SyllaBoard*™ on your desk for each syllable, forming a row from left to right. Tap each board and say the syllable while moving from left to right. Then, say the whole word while sweeping your fist from left to right under the *SyllaBoards*™.

BEFORE TEACHING:
Letter-Sound & Heart Word Practice *(optional but suggested)*

Open *Blast Online*, and run the *Letter-Sound Pop-Up* and *3-Up* activities to practice the letter sounds reviewed in Lesson 1 (optional).

Open *Blast Online*, and run the *Heart Word Pop-Up* and *3-Up* activities to practice the Heart Words taught in Lesson 1.

START TEACHING:
Segmenting Multisyllabic Words

---

❶ STATE OBJECTIVES

Say:

- "In this lesson, we will be learning about syllables. We will learn some activities called *Whale Talk*, *Syllable Stomp*, and *Syllable Stomp with SyllaBoards*™ to break words into syllables.

- Just like in Phonemic Awareness, we will be paying attention to sounds, not letters."

Explain that all of the words we have been working with in Phonemic Awareness so far only have one vowel sound (**bit**, **catch**, **drain**, **cute**). When a word only has one vowel sound, it means that the word has one syllable. If a word has more than one vowel sound, it will have more than one syllable. We are going to learn three ways to break a word into syllables. This is different than breaking apart all of the sounds in a word, like we do when we stretch words. Now, we are going to break a word into bigger chunks called syllables.

❷ INTRODUCE WHALE TALK

Explain that in order to read and spell words with more than one syllable, it is necessary to be able to hear and identify the syllables in spoken words.

Explain how to *Whale Talk*:

- Hold your lips tightly together and try to shout a word.
- You will feel pushes of breath as you try to shout the word.
- Each push of breath is one syllable.

I DO: Whale Talk *table*

Say **table**.

Hold lips tightly together and *Whale Talk* **table** (two pushes).

Say "There are two syllables in **table, ta-ble**. I know there are two syllables because there were two pushes of breath when I said the word using *Whale Talk*."

WE DO: Whale Talk *fourteen*

Say the word **fourteen**, and have all students repeat.

Hold lips tightly together and *Whale Talk* **fourteen** with students (two pushes).

Explain that you know there are two syllables in **fourteen** because there were two pushes of breath when saying the word using *Whale Talk*.

Repeat the syllables in **fourteen, four-teen** with students.

Whale Talk multisyllabic words

Remind students to try to shout the word while holding lips tightly together.

Say the words below, one at a time.

Explain the process that each individual student will follow:

- Repeat the word.
- *Whale Talk* the word.
- Say each syllable.

follow	**foll-ow**
nature	**na-ture**
hum	**hum**
returning	**re-turn-ing**
location	**lo-ca-tion**
multiply	**mul-ti-ply**
computer	**com-pu-ter**
questions	**ques-tions**
skateboarding	**skate-board-ing**

> When teaching students to orally break words into syllables, there are no rules. For example, some students will break the word *basket* as *bas-ket* and other students will break it as *bask-et*. Both are correct. The important aspect of orally hearing syllables is that all syllables (and sounds) are represented.

❸ INTRODUCE SYLLABLE STOMP

Explain that there is a second way we can identify syllables in spoken words, *Syllable Stomp*.

Explain how to *Syllable Stomp*:

- First, use your fist to touch or "stomp" the desk once for each syllable, moving your fist from left to right while saying the syllable.
- Next, sweep your fist from left to right while saying the whole word.

❹ WHALE TALK & SYLLABLE STOMP

I DO: **Whale Talk & Syllable Stomp** *vitamin*

Say the word **vitamin**.

Whale Talk **vitamin** (three pushes).

Syllable Stomp **vitamin** by touching a fist on the desk while enunciating each syllable, **vi-ta-min**. Then, sweep fist from left to right while saying the whole word, **vitamin**.

Say "There are three syllables in **vitamin - vi-ta-min**."

WE DO: **Whale Talk & Syllable Stomp** *skin*

Say the word **skin**.

Whale Talk **skin** with students (one push).

Syllable Stomp **skin** with students.

Say "There is one syllable in **skin - skin**," with students.

YOU DO: **Whale Talk & Syllable Stomp**

Remind students to try to shout the word while holding lips tightly together.

Say the words below, one at a time.

Explain the process that each individual student will follow:

- Repeat the word.
- *Whale Talk* the word.
- *Syllable Stomp* the syllables.

crunchy	crun-chy		structure	struc-ture
phoneme	pho-neme		calendar	cal-en-dar
gentle	gen-tul		pie	pie

You may need to remind students to sweep their fists from left to right when blending words during *Syllable Stomp*.

If students incorrectly *Syllable Stomp* any syllables, use the Positive Error Correction procedure found on page 481.

Some of these words may be unfamiliar to your students. The goal in this activity is to blend the syllables. However, it may be appropriate to take a moment to introduce a new vocabulary word by using it in a sentence if you feel that would benefit your students.

weather	weath-er	gymnastics	gym-nas-tics
natural	na-tur-uhl	paperback	pa-per-back
story	stor-y	celebrate	cel-uh-brate
rhyme	rhyme	tremendous	truh-men-dous
expect	ex-pect	syllable	syll-uh-ble
shout	shout	miracle	mir-uh-cul
fantastic	fan-tas-tic	hundred	hun-dred

More challenging words for older or advanced students:

alligator	al-li-ga-tor	alphabetic	al-phuh-bet-ic
advertisement	ad-ver-tise-ment	recommending	rec-om-mend-ing
automatic	au-to-mat- ic	television	tel-uh-vi-sion

> When the words in this activity have a *schwa* sound, the *schwa* has been written out phonetically when the word is divided into syllables to show the correct pronunciation. For example, the word **miracle** is written as **mir-uh-cul**. The same is true in the activity at the very end of this lesson.

❺ INTRODUCE SYLLABOARDS™

Say "Using *SyllaBoards*™ is a third way to identify syllables in spoken words."

Explain how to use *SyllaBoards*™:

- Use *Whale Talk* to feel and count the syllables in a word.
- Place one *SyllaBoard*™ on your desk for each syllable, forming a row from left to right.
- Tap each board with your fist and say each syllable while moving from left to right.
- Say the whole word while sweeping your fist from left to right under the *SyllaBoards*™.

❻ WHALE TALK & SYLLABLE STOMP USING SYLLABOARDS™

Open *Blast Online* to *Unit 14, Lesson 2, Syllable Stomp*.

Students place materials on desks.

> PRACTICE LINK FOR BLAST ONLINE:
> ExploreBlast.online

I DO: Whale Talk & Syllable Stomp using SyllaBoards™: *sunshine*

Say **sunshine**.

Whale Talk **sunshine** (two pushes).

Place two *SyllaBoards*™ on the board.

Syllable Stomp **sunshine** by touching a fist to a *SyllaBoard*™ while saying each syllable, **sun-shine**. Then, sweep fist from left to right while saying the whole word, **sunshine**.

WE DO: Whale Talk & Syllable Stomp using SyllaBoards™: *remember*

Say **remember**.

Whale Talk **remember** (three pushes) with students.

Place three *SyllaBoards*™ on the board. Have students lay out three *SyllaBoards*™.

Syllable Stomp **remember** with students by stomping a *SyllaBoard*™ while saying each syllable, **re-mem-ber**. Then, sweep fist from left to right while saying the whole word, **remember**.

YOU DO: Whale Talk & Syllable Stomp using SyllaBoards™

Remind students to sweep their fists from left to right when re-blending syllables.

Say the words below, one at a time.

Explain the process that each individual student will follow:

- Repeat the word.
- *Whale Talk* the word.
- Place one *SyllaBoard*™ on the desk for each syllable.
- *Syllable Stomp* by tapping each board as each syllable is enunciated and re-blend the syllables with *SyllaBoards*™.

doorbell	**door-bell**	**center**	**cen-ter**
butterfly	**bu-tter-fly**	**forget**	**for-get-ful**
money	**muh-ney**	**baseball**	**base-ball**
instrument	**in-stru-ment**	**together**	**to-ge-ther**
listen	**lis-ten**	**April**	**A-prul**
airplane	**air-plane**	**insist**	**in-sist**
hapiness	**happ-i-ness**	**Canada**	**Can-uh-duh**
later	**la-ter**	**jumping**	**jump-ing**
gentleman	**gen-tul-man**	**Atlantic**	**At-lan-tic**
thing	**thing**	**Alaska**	**uh-lask-uh**
important	**im-por-tunt**	**like**	**like**
basket	**bask-it**	**demonstrate**	**de-mun-strate**
Pacific	**Puh-cif-ic**	**forgetful**	**for-get-ful**

If students incorrectly *Syllable Stomp* any syllables, use the Positive Error Correction procedure found on page 481.

Consider cold calling your students during this section of the lesson. Ask one student to *Whale Talk* a word. Then, ask another student, "How many pushes of breath did you feel?" Then, ask another student, "How many syllables does this word have?" This helps keep students engaged as they are never sure when they will be called on to answer a question.

Positive Error Correction for Segmenting Syllables with Syllable Stomp

If a student incorrectly segments the syllables, provide Positive Error Correction:

1. **Tell** the student which syllables were said correctly.

2. **Repeat** the word and ask the student to listen closely for the missed syllable.

3. **Prompt student** to repeat the word and *Syllable Stomp* the syllables again.

4. If necessary, you or other students say and stomp the syllables to assist the student in stomping correctly.

5. **Prompt student** to independently *Syllable Stomp* and then re-blend the syllables correctly.

6. Always finish with the student segmenting and re-blending the syllables independently and correctly.

Experience the Reading Playgrounds!

Visit *my.rgr.fun* and enter password *blast.blast.blast* to experience a Reading Playground game similar to what *Blast* students might play after participating in this lesson. Unit 14, Game 2 in the *Blast* Reading Playground Demo Site allows students to practice identifying the number of syllables in spoken words. Have fun exploring the playgrounds with this sample game.

The Unit 14 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground and learning new words in the Vocabulary Playground.

PHONICS CONCEPT
Reading 2-Syllable Words with Closed Syllables

The Unit 14 Planner explains how to tie Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online* or
- Magnetic *SyllaBoards*™

STUDENT MATERIALS

- 2 *SyllaBoards*™
- Dry erase marker and eraser

OBJECTIVES

- To accurately read 2-syllable words in which the both syllables are closed.

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*.

WHAT YOU NEED TO KNOW

Reminders About Closed Syllables

- A Closed Syllable consists of one vowel letter followed by, or closed in by, one or more consonant letters (**at**, **pat**, **splat**, **patch**).
- A Closed Syllable does not need to have a consonant letter before the vowel.
- A vowel in a Closed Syllable is usually a short vowel.

Reading Multisyllabic Words

- Even good readers break unfamiliar long words into syllables to decode them.
- The most effective way to read an unfamiliar multisyllabic word is by looking for the vowels and breaking the word into syllables around the vowels letters.
- Every syllable has a vowel sound and almost every syllable has a vowel letter.
- When one vowel letter is by itself, not next to another vowel or part of a vowel team, it is typically the only vowel in the syllable. It is a Closed Syllable the majority of the time. Most other times, it is an Open Syllable.
- In a Vowel-Consonant-e syllable, the letter **e** is included in the same syllable as another vowel letter. Students will learn about these other syllable types in upcoming units.

> ## START TEACHING:
> ### Reading 2-Syllable Words

❶ STATE OBJECTIVES

Explain:

- In this lesson, we are going to read words that have two syllables.
- All of our words will have Closed Syllables, and all the vowels will make their short vowel sound.

❷ TEACH READING TWO-SYLLABLE WORDS

Open Blast Online to *Unit 14, Lesson 3, Reading 2-Syllable Words.*

Students place materials on desks.

Prompt students to place two *SyllaBoards™*, a mini-eraser, and a dry-erase marker on their desk.

Explain:

- Up until now, we have been reading and spelling words that have just one syllable. We were using our letter tiles to build single-syllable words.
- In this lesson, we will be reading bigger words. All of our words will have two Closed Syllables. They are longer words, but we will be able to read them.
- We are going to learn a motion we can use to help us remember that Closed Syllables have a short vowel sound. We will hold up a closed fist to help remind us of our rules for Closed Syllables.
- There is a special way to look at unfamiliar long words to help us read them accurately. It involves looking for the vowels.
- We need to know that every syllable has a vowel. Every syllable that we look at today will have one vowel by itself, not next to another vowel.
- We will learn to read two-syllable words using our *SyllaBoards™*.
- I will demonstrate a word first, and then we will do some together.

I DO:

Write **sunset** on the board. (Do not say the word.)

> sunset

Explain:

- This is a real word. If you know how to read it, please don't say it yet.
- I see two vowels. The **u** and the **e** (underline them).

sunset

- I think that this word has two syllables because there are two vowel letters and they are not next to each other.

Place two *SyllaBoards*™ under **sunset**.

sunset

Write one vowel on each board.

sunset

| u | e |

Write the consonants on the boards so that there is one Closed Syllable on each board.

sunset

| sun | set |

Explain that each syllable has a vowel letter, and that each is a Closed Syllable.

Prompt students to hold up their closed fists to remind themselves that these Closed Syllables will have short vowel sounds.

Point to and read each *SyllaBoard*™ with a pause in between – **sun set**.

Sweep your hand (left to right) under syllables and read the word – **sunset**.

Explain:

- There are two questions to ask when dividing words into syllables for reading:
  - How many vowel letters are in the word?
  - Are the vowel letters together or apart?
- If the vowels are apart, then each vowel letter will be in a different syllable and on a different *SyllaBoard*™.

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

WE DO:

Explain:

- I am going to write a new word on the board. Do not say the word if you know it.

If a student misreads a multisyllabic word, use Positive Error Correction. See page 485 for directions.

- We will use our questions to help us read the word.

Write **catfish** on the board. (Do not say the word.)

> catfish

Ask:

- "How many vowel letters are there in the word?"
  Answer: two

- "Are the vowel letters together or apart?"
  Answer: apart

Explain:

- Because we see two vowel letters and they are apart, it helps us understand that this word will have two syllables.

- I will put down two *SyllaBoards*™ to help us build the word.

Place two *SyllaBoards*™ under **catfish**, and ask students to put two boards on their desks.

> catfish
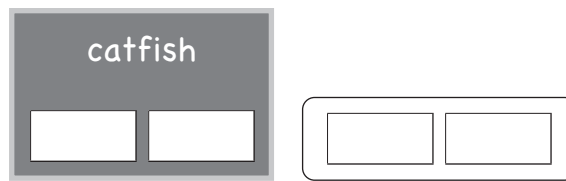
Write one vowel on each board, and ask students to do the same.
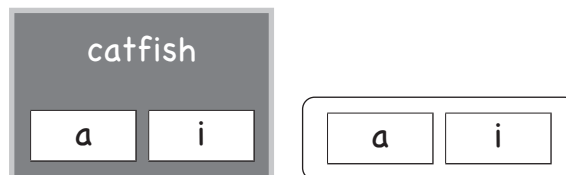
> catfish
> a   i   a   i

Write the consonants on the boards so that there is one Closed Syllable on each board.

> catfish
> cat fish   cat fish

If your students need more practice to understand the process or concept, choose some words from the "You Do" section and work with your students to complete them together. In *Blast Foundations*, teachers should monitor student understanding and mastery and adjust the gradual release of responsibility to match the pace with which students are learning.
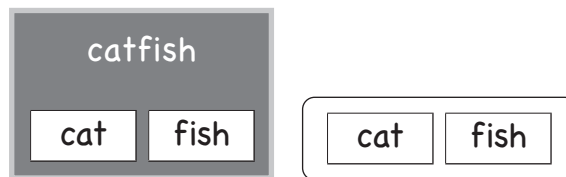
Explain that each syllable has a vowel letter.

Add a step above Point to:

Prompt students to hold up their closed fists to remind themselves that these Closed Syllables will have short vowel sounds.

Point to and read each *SyllaBoard*™ with a pause in between – **cat fish**.

Sweep your hand (left to right) under syllables and read the word – **catfish**.

Help students notice that these are two Closed Syllables.

YOU DO:

Say:

- "Now, it's your turn to do it on your own.
- You are going to use *SyllaBoards™* to read five real, two-syllable words.
- We need to remember that every syllable has a vowel. Every syllable that we look at today will have one vowel by itself, not next to another vowel.
- We will learn to read two-syllable words using our *SyllaBoards™*.
- I will write words on the board. Do not read them aloud until we have looked for our vowels, broken them into syllables, and have written them on our *SyllaBoards™*."

Write each of the following words on the board, one at a time:

unzip	**insect**
cobweb	**contest**
pumpkin	

Ask for each word:

- "How many vowel letters are in the word?"
- "Are the vowel letters together or apart?"
- "How many syllables are there?"

All students:

Use *SyllaBoards™* to read the words one at a time.

Show how many syllables are in the word by putting out the correct number of *SyllaBoards™*.

Write vowels on the *SyllaBoards™*.

u	i		o	e		u	i
i	e		o	e			

Write consonants on the *SyllaBoards™*.

un	zip		cob	web		pump	kin
in	sect		con	test			

> Remind students to hold up their closed fists to remind themselves that the Closed Syllables in these multisyllabic words will have short vowel sounds.

The Unit 14 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground and learning new words in the Vocabulary Playground.

Individual students touch each *SyllaBoard*™, read the syllables, then sweep hand under the *SyllaBoards*™ to blend and read the word.

Correct at the board and provide Positive Error Correction as needed.

Help students notice that these are two Closed Syllables.

All students repeat the steps to read the word together.

Clear boards.

Experience the Reading Playgrounds!

Visit *my.rgr.fun* and enter password *blast.blast.blast* to experience a Reading Playground game that *Blast* students might play after participating in this lesson. Unit 14 Games 4 and 5 in the *Blast* Reading Playground Demo Site allow students to practice identifying the number of syllables in words by looking for the vowel letters. Have fun exploring the playgrounds with these sample games.

Suggestions for helping students adjust their boards:

Help students move consonants so that their syllables are closed.

Help students notice that there are two Closed Syllables in the words.

Suggestions to expand the lesson:

Teach how to read nonsense words with the same 2-syllable pattern.

Write each of the following words on the board one at a time:

cadput	**finbap**
fimsent	**flupvon**
sinmup	

Ask:

- "How many vowel letters are in the word?"
- "Are the vowel letters together or apart?"
- "How many syllables are there?"

After teacher writes each word, all students use *SyllaBoards*™ to read the words one at a time.

Positive Error Correction for Reading Multisyllabic Words

If a student misreads a multisyllabic word, provide Positive Error Correction:

1. **Identify** which syllables the student read correctly.

2. **Prompt student** to use Touch & Say to reread the incorrect syllable. Then, have the student read the whole word.

3. If necessary, guide student to ask the vowel questions for multisyllabic words. (How many vowel letters are in the word? Are they together or apart? How many syllables are there?)

4. **Prompt student** to read each syllable separately and blend the syllables to read the whole word.

5. Have student independently reread the word correctly.

6. If a student decodes all the sounds in a word correctly but pronounces the word incorrectly:

   - **Identify** which syllables the student pronounced correctly.

   - **Prompt student** to read the incorrectly pronounced syllable again.

   - Always finish with the student reading the whole word independently and correctly.

STUDENT PRACTICE
Reading 2-Syllable Words

> The Unit 14 Planner explains how to tie Handwriting into this lesson.

TEACHER MATERIALS

- *Blast Online* or
- a *Student Workbook* and a document camera

STUDENT MATERIALS

- *Student Workbook*

> To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*.

OBJECTIVES

- **Detective Work**—To identify the graphemes in printed words and produce the proper phoneme for each grapheme; to blend the graphemes together to produce real words with two syllables.
- **Word Sort**—To read real words, identify the number of syllables, and categorize the vowel phoneme.
- **Phrases to Read**—To read phrases with a controlled set of Heart Words and grapheme-phoneme combinations.

WHAT YOU NEED TO KNOW

- Lesson 4 is dedicated to systematically practicing with the phonics concept that the students learned in the previous lesson.
- Lesson 4 contains three practice activities:
    - *Detective Work*
    - *Word Sort*
    - *Phrases to Read*

> **BEFORE TEACHING:**
> **Letter-Sound & Heart Word Practice** *(optional but suggested)*

Open *Blast Online*, and run the *Letter-Sound Pop-Up* and *3-Up* activities to practice the letter sounds reviewed in Lesson 1 (optional).

Open *Blast Online*, and run the *Heart Word Pop-Up* and *3-Up* activities to practice the Heart Words taught in Lesson 1.

> **PRACTICE LINK FOR BLAST ONLINE:**
> **ExploreBlast.online**

> **START TEACHING:**
> **Student Practice**

❶ STATE OBJECTIVES

Explain:

- In this lesson, we will practice our detective skills by looking for clues that tell us how to sound out real words.

- In *Word Sort*, we will count syllables in words and sort them out according to their vowel phonemes.

- We will also be reading words in short phrases with 100% accuracy.

❷ DETECTIVE WORK – MARK IT!

Open *Blast Online* to *Unit 14, Lesson 4, Mark It!*

Students open workbooks to page 66.

✏️ **Detective Work**	UNIT 14
Mark It!	
① catfish	⑦ plastic
② conflict	⑧ rockfish
③ sunset	⑨ zigzag
④ panic	⑩ pumpkin
⑤ laptop	⑪ chitchat
⑥ rabbit	⑫ unpack

PRSW

✏️ **Detective Work**	UNIT 14
Mark It!	
① catfish	⑦ contact
② publish	⑧ insect
③ kidnap	⑨ solid
④ credit	⑩ subject
⑤ combat	⑪ exact
⑥ discuss	⑫ dentist

ELSW

Say "In today's *Detective Work*, we will be reading big words with two syllables. It's my turn. I will model how to do this one word at a time. Instead of drawing lines under the sounds in the word, we will draw a rectangle, like a *SyllaBoard*™, around each syllable. Watch me as I demonstrate this new concept."

Ask:

- "How many vowels do you see in this word?"
  Answer: two

- "Are they together or apart?"
  Answer: apart

Circle the vowel letters **a** and **i** while saying their names.

Ask "How many syllables are in this word?"
Answer: two

Draw a rectangle around each syllable, **cat** and **fish**.

Say each syllable as you point to them, **cat**-**fish**.

Say the complete word, **catfish**.

Students repeat the process for the word **catfish**.

Model the process above for the rest of the words, one at a time. After each
word, have students repeat you orally and on paper.

❸ DETECTIVE WORK – READ IT!

PRSW

Read It!

❶	catfish	sunset	laptop
❷	conflict	panic	rabbit
❸	sunset	rabbit	plastic
❹	plastic	zigzag	pumpkin
❺	chitchat	rockfish	panic
❻	unpack	plastic	laptop
❼	sunset	unpack	pumpkin

66 © 2014 Really Great Reading Company, LLC

ELSW

Read It!

❶	catfish	kidnap	combat
❷	publish	credit	discuss
❸	kidnap	insect	catfish
❹	contact	solid	subject
❺	dentist	insect	credit
❻	exact	discuss	combat
❼	contact	subject	dentist

66 © 2014 Really Great Reading Company, LLC

Students read a row of words out loud.

4 WORD SORT – HOW MANY SYLLABLES? WHAT'S THE VOWEL PHONEME?

Open *Blast Online* to *Unit 14, Lesson 4, Word Sort*.

Students open workbooks to page 67.

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

Word Sort — UNIT 14

Challenging ☆

		How many syllables?					
①	step	1 2					
②	picnic	1 2					
③	bathtub	1 2					
④	radish	1 2					

More Challenging ☆☆

		How many syllables?					
①	rash	1 2					
②	swift	1 2					
③	bandit	1 2					
④	insect	1 2					

PRSW

Most Challenging ☆☆☆

		How many syllables?					
①	tropic	1 2					
②	brisk	1 2					
③	unlock	1 2					
④	contest	1 2					

© 2014 Really Great Reading Company, LLC   67

Word Sort — UNIT 14

Challenging ☆

		How many syllables?					
①	step	1 2					
②	picnic	1 2					
③	upon	1 2					
④	snatch	1 2					

More Challenging ☆☆

		How many syllables?					
①	comic	1 2					
②	edit	1 2					
③	quest	1 2					
④	hiccup	1 2					

ELSW

Most Challenging ☆☆☆

		How many syllables?					
①	express	1 2					
②	slash	1 2					
③	vanish	1 2					
④	product	1 2					

© 2014 Really Great Reading Company, LLC   67

Explain:

- Today, we will sort words in two ways. First, we will determine how many syllables a word has, and then we will figure out what vowel phoneme(s) it has.

- Some of the words have two vowel phonemes, so in some words we will put two checkmarks in our vowel categories.

- You may use the *Short Vowels Poster* to help you.

WE DO:

Say "Look at the first word." (Point to the word **step** but do not read it aloud yet.)

Ask:

- "How many vowels do you see?"
  Answer: one

- "Is this a one- or two-syllable word?"
  Answer: one syllable

Draw a circle around the **1**.

Read the word: **step**. (If necessary, model how to use Touch & Say to read the word.)

Ask:

- "What is the vowel phoneme?"
  Answer: /ĕĕĕĕĕ/

- "Where should we place the vowel phoneme checkmark?"
  Answer: edge, /ĕ/

Place a checkmark in the "edge" column while directing students to place a checkmark in the "edge" column on their page.

Say:

- "Let's try another example together.

- Look at the next word." (Point to the word **picnic** but do not read it aloud yet.)

Ask:

- "How many vowels do you see?"
  Answer: two

- "Is this a one or two syllable word?"
  Answer: two syllable

Draw a circle around the **2**.

Read the word: **picnic**. (If necessary, model how to use Touch & Say to read each syllable, and then blend the syllables to read the word.)

Ask:

- "What are the vowel phonemes?"
  Answer: /ĭĭĭĭĭ/ and /ĭĭĭĭĭ/

- "How many checkmarks should we add?"
  Answer: two

- "Where should we place the vowel phoneme checkmarks?"
  Answer: itch, /ĭ/

Place two checkmarks in the "itch" column while directing students to place two checkmarks in the "itch" column on their page.

YOU DO:

Students sort remaining words independently.

Call on individual students to read a word, identify the number of syllables, and identify the vowel phoneme(s).

Students check answers and correct any errors.

❺ PHRASES TO READ

Students open workbooks to page 68.

📝 **Phrases to Read** ─────────── UNIT 14
Challenging ☆
❶ will all want relish
❷ can finish the catfish
❸ limit to one laptop
❹ check from the locksmith
More Challenging ☆☆
❺ pumpkin has a crack
❻ in the uphill pigpen
❼ then twist the plastic caps
❽ will set up the epic contest
Most Challenging ☆☆☆
❾ into these complex cobwebs
❿ could not kidnap the class mascot
⓫ when the chipmunk was in the bathtub
⓬ on the bench where I saw the sunset
68   © 2014 Really Great Reading Company, LLC

PRSW

📝 **Phrases to Read** ─────────── UNIT 14
Challenging ☆
❶ dentist will inspect these
❷ will win the pumpkin contest
❸ then unzip the thick fabric
❹ invest in the best product
More Challenging ☆☆
❺ a bandit with a big suntan
❻ itch the dandruff on his scalp
❼ these gremlins and goblins will vanish
❽ so much nonstop fun in the pickup truck
Most Challenging ☆☆☆
❾ the only kid had a tantrum in public
❿ some insects on the rubbish in the trashcan
⓫ expect the best from the rich locksmith
⓬ punish the bunch because of the conflict
68   © 2014 Really Great Reading Company, LLC

ELSW

Remind students that in *Phrases to Read*, our goal is to read each phrase accurately the first time.

Individual students read at least two phrases.

Direct Checkers to give a thumbs-up if the Reader reads all of the words correctly or a thumbs-to-the-side if the Reader misreads a word(s). If the Reader misreads any words, teacher follows Positive Error Correction instructions.

> ✏️ The Unit 14 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for learning new words in the Vocabulary Playground.

WRAP UP & SHOW WHAT YOU KNOW

The Unit 14 Planner explains how to tie Handwriting into this lesson.

TEACHER MATERIALS	STUDENT MATERIALS
• *Blast Online*	• *Student Workbook*

To access the accompanying *Blast Online* activities for Units 4 and 14, visit *ExploreBlast.online*.

OBJECTIVES

- To accurately articulate the sight words taught in this unit and in previous units.
- To accurately read sentences that contain the concepts, words, and phonemes taught in this unit and previous units.
- To accurately spell words with a controlled set of previously taught concepts and phonemes.

WHAT YOU NEED TO KNOW

- Lesson 5 is a wrap-up lesson. The wrap-up reviews and cumulatively practices the concepts taught in this unit (and in previously taught units).
- Lesson 5 contains wrap-up activities and the explanation on how to run these activities:
  - Review of Heart Words
  - *Sentences to Read*
  - *Spell It!*

BEFORE TEACHING:
Letter-Sound & Heart Word Practice *(optional but suggested)*

Open *Blast Online*, and run the *Letter-Sound Pop-Up* and *3-Up* activities to practice the letter sounds reviewed in Lesson 1 (optional).

Open *Blast Online*, and use *Letter-Sound Read a Row* to assess the letter sounds reviewed in Lesson 1 (optional).

Open *Blast Online*, and run the *Heart Word Pop-Up* and *3-Up* to practice the Heart Words taught in Lesson 1.

Open *Blast Online*, and use *Heart Word Read a Row* to assess the Heart Words taught in Lesson 1.

Optional: **Print** *Read a Row* Teacher Recording Form.

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

START TEACHING:
Show What You Know

❶ STATE OBJECTIVES

Explain:

- We will read sentences that contain the phonemes and Heart Words we have been practicing.
- We will also spell words that contain the spelling patterns we have been practicing.

② SENTENCES TO READ

Students open workbooks to page 69.

☑ **Sentences to Read** ——————— UNIT 14

Challenging ☆

➊ She said we can chitchat by the cabin. (8)

➋ Did you like the fabric napkin? (6)

➌ If we insult the locksmith, Sam will panic. (8)

➍ Patrick can upset each one of the milkmen. (8)

PRSW

More Challenging ☆☆

➎ The bathmat was damp with the mist that fell. (9)

➏ She would miss the upset wombat on the hilltop. (9)

➐ The sluggish tomcat got a suntan next to the trashcan. (10)

➑ The picnic at the ranch was uphill from the pumpkin patch. (11)

© 2014 Really Great Reading Company, LLC   **69**

☑ **Sentences to Read** ——————— UNIT 14

Challenging ☆

➊ Some insects will infest the robin nest. (7)

➋ We must subtract the cost of these stamps. (8)

➌ The nonstop traffic makes the dentist so upset. (8)

➍ If I shoplift, will I then be in handcuffs? (9)

ELSW

More Challenging ☆☆

➎ He will have a shrimp sandwich at the picnic. (9)

➏ Edwin and Willis had a conflict over some pumpkins. (9)

➐ It was a mess when that kid Conrad had a tantrum. (11)

➑ We expect that the class project on these catfish will go well. (12)

© 2014 Really Great Reading Company, LLC   **69**

Remind students that in *Sentences to Read*, our goal is to read each sentence accurately the first time.

Call on individual students to read the sentences, one at a time.

④ SPELL IT!

Open *Blast Online* to *Unit 14, Lesson 5, Spell It!*

Students open workbooks to page 71.

The *Spell-It!* page in the *Student Workbook* looks different when students spell multisyllabic words. Rather than having one row of five boxes for each word, there are two sections of four boxes, one set for the 1st syllable and one set for the 2nd syllable.

📝 **Spell It!** ——————————————— UNIT **14**

Challenging Words ☆

1ˢᵗ Syllable   2ⁿᵈ Syllable

① ② ③ ④ ⑤

More Challenging Words ☆☆

1ˢᵗ Syllable   2ⁿᵈ Syllable

① ② ③ ④ ⑤

© 2014 Really Great Reading Company, LLC   **71**

Explain:

- You will hear a series of five words read aloud. First, you will listen for the number of syllables in the word.
- If the word has more than one syllable, we will say the first syllable and then stretch out the phonemes on our fingers. For each phoneme we hear in the first syllable, we will place a dot in one square.
- Then, we will spell each phoneme by writing the letter or letters (grapheme) that spells each sound in the box.
- When we are done with the first syllable, then we will do the same thing for the second.

Lead students in completing the first example:

- Say the word **cabin**.
- Have students repeat the word.

Whale talk the word **cabin**.

Explain:

- **Cabin** has two syllables.
- Since **cabin** has two syllables, we are going to spell one syllable at a time.
- Notice that our *Spell It!* sheet looks different. We now have two separate areas to spell each word, one for each syllable.

Lead students in spelling the first example:

- The first syllable is **cab**.
- **Cab** has 3 phonemes, /c/ /ă/ /b/.
- Students will place one dot in each of the first three squares. Have students say the three phonemes in **cab** while putting dots in the first three boxes

<div style="float:right; width:30%; font-size:small;">

Students can earn points for two-syllable words in the *Spell It!* game in the same way as one-syllable words. They earn 1 point for each phoneme identified and correctly marked with a dot, and 1 point for each grapheme correctly spelled in correspondence with the appropriate phoneme. In the example word **cabin** on this page, a student would earn a maximum of 10 points: 5 for correctly marking each of the five phonemes with a dot, and 5 for correctly spelling each grapheme in the corresponding box. See p. 75 or Appendix A on p. 492 for complete scoring rules and examples.

</div>

1st Syllable   2nd Syllable

① [•][•][•][ ]   [ ][ ][ ][ ]

- Have students say each phoneme again and write the three corresponding graphemes in the boxes: **c a b**.

1st Syllable   2nd Syllable

① [c][a][b][ ]   [ ][ ][ ][ ]

- Remind students that **cabin** has two syllables and they have just completed spelling the first syllable.

Lead students in spelling the second syllable:

- The second syllable is **in**.
- **In** has 2 phonemes, /ĭ/ /n/.
- Students will place one dot in each of the first two squares. Have students say the two phonemes in **in** while putting dots in the first two boxes.

1st Syllable   2nd Syllable

① [c][a][b][ ]   [•][•][ ][ ]

- Have students say each phoneme again, and write the two corresponding graphemes in the boxes: **i n**.

1st Syllable   2nd Syllable

① [c][a][b][ ]   [i][n][ ][ ]

Check that all students spelled the word correctly with one grapheme in each box. Provide assistance as necessary.

Ways to Differentiate:

If you want to have students *Build a Word* with letter tiles and color tiles prior to putting pencil to paper, it may increase their understanding of the spelling concept.

Repeat with the following words, dictating the words one at a time.

If you are using the PRSW, use this list:

#							
1	c	a	b		i	n	
2	s	o	l		i	d	
3	n	a	p		k	i	n
4	p	i	c		n	i	c
5	h	a	b		i	t	

Optional additional list for PRSW students:

#							
1	c	o	m		p	l	e	x
2	d	e	n		t	i	s	t
3	p	l	a	s	t	i	c
4	p	u	b		l	i	c
5	r	a	d		i	sh	

If you are using the ELSW, use this list:

#							
1	c	a	b		i	n	
2	e	x			p	e	c	t
3	i	n			v	e	n	t
4	p	a	n		i	c	
5	c	o	n		t	e	s	t

The Unit 14 Planner provides guidance for the Practice to Mastery and Small Group Instruction portions of the instructional block, as well as for Independent Practice in the Reading Playground and learning new words in the Vocabulary Playground.

Optional additional list for ELSW students:

#							
1	ch	i	p		m	u	n	k
2	s	u	b		m	i	t	
3	p	u	b		l	i	sh	
4	e	x			t	e	n	d
5	d	i	s		r	u	p	t

Check answers with students.

Detective Work

Mark It!

1. a s h
2. f i g
3. d i s h
4. i f
5. f i s h
6. h a t
7. d a s h
8. f l a t
9. m i s t
10. r a s h
11. f l a s h
12. s m a s h

Read It!

1. ash	hat	mist
2. fig	dash	rash
3. dish	flat	fig
4. if	mist	dish
5. fish	rash	if
6. hat	flash	fish
7. dash	smash	hat

⊿ Word Sort

Challenging ☆

	Digraph	No Digraph
❶ gas		
❷ rash		
❸ fish		
❹ hat		

More Challenging ☆☆

	Digraph	No Digraph
❶ dash		
❷ sit		
❸ ash		
❹ tag		

Most Challenging ☆☆☆

	Digraph	No Digraph
❶ shift		
❷ mist		
❸ trash		
❹ drag		

Phrases to Read

Challenging ☆

1. if the rash
2. in that mist
3. fig in the hat
4. had a flag

More Challenging ☆☆

5. sit on that hat
6. that hat and some trash
7. if it is for the flat fish
8. dash in a flash

Most Challenging ☆☆☆

9. made the tag first
10. if my fish dash
11. if you smash the dish
12. come drag the fish

Challenging ☆

① in a flash (3)

② to the stash (3)

③ in the dish (3)

④ dash so fast (3)

⑤ that last fish (3)

⑥ for the flag (3)

⑦ with a fast ram (4)

⑧ lid of the gas (4)

More Challenging ☆☆

⑨ Put the gas in the raft. (6)

⑩ The fish is in the ham dish. (7)

⑪ Go and get it in a flash. (7)

⑫ He did not dig up the flag. (7)

⑬ She hid the rag in the mist. (7)

⑭ Put the fish in the fig dish. (7)

⑮ Is that a tag for your hat? (7)

⑯ The raft is in the trash with the rag. (9)

Spell It!

Challenging Words ☆

1

2

3

4

5

More Challenging Words ☆☆

1

2

3

4

5

Detective Work

Mark It!

1. c a t f i s h
2. c o n f l i c t
3. s u n s e t
4. p a n i c
5. l a p t o p
6. r a b b i t
7. p l a s t i c
8. r o c k f i s h
9. z i g z a g
10. p u m p k i n
11. c h i t c h a t
12. u n p a c k

Read It!

1. catfish   sunset   laptop
2. conflict   panic   rabbit
3. sunset   rabbit   plastic
4. plastic   zigzag   pumpkin
5. chitchat   rockfish   panic
6. unpack   plastic   laptop
7. sunset   unpack   pumpkin

Word Sort

Challenging ☆

		How many syllables?						
❶	step	1 2						
❷	picnic	1 2						
❸	bathtub	1 2						
❹	radish	1 2						

More Challenging ☆☆

		How many syllables?						
❶	rash	1 2						
❷	swift	1 2						
❸	bandit	1 2						
❹	insect	1 2						

Most Challenging ☆☆☆

		How many syllables?						
❶	tropic	1 2						
❷	brisk	1 2						
❸	unlock	1 2						
❹	contest	1 2						

 87

Phrases to Read

Challenging ☆

1. will all want relish
2. can finish the catfish
3. limit to one laptop
4. check from the locksmith

More Challenging ☆☆

5. pumpkin has a crack
6. in the uphill pigpen
7. then twist the plastic caps
8. will set up the epic contest

Most Challenging ☆☆☆

9. into these complex cobwebs
10. could not kidnap the class mascot
11. when the chipmunk was in the bathtub
12. on the bench, where the sunset

Challenging ☆

1. She said we can chitchat by the cabin. (8)

2. Did you like the fabric napkin? (6)

3. If we insult the locksmith, Sam will panic. (8)

4. Patrick can upset each one of the milkmen. (8)

More Challenging ☆☆

5. The bathmat was damp with the mist that fell. (9)

6. She would miss the upset wombat on the hilltop. (9)

7. The sluggish tomcat got a suntan next to the trashcan. (10)

8. The picnic at the ranch was uphill from the pumpkin patch. (11)

Most Challenging ☆☆☆

9 Elvis had eggnog and rockfish with a dentist. (8)

10 The British bobsled slid in a frantic rush down the slick trench. (12)

11 Did you find it over the sunlit hilltop? (8)

12 The judge did want to punish the missing pumpkin suspect. (10)

 866.401.READ | **ReallyGreatReading.com**

Spell It!

Challenging Words ☆

1st Syllable	2nd Syllable
1	
2	
3	
4	
5	

More Challenging Words ☆☆

1st Syllable	2nd Syllable
1	
2	
3	
4	
5	

Blast Reading Playground

The Blast Reading Playground is a research-aligned online tool for fun and engaging game-based assessment and student practice. Each unit of instruction has eight corresponding games within the Reading Playground. Three of the games in each unit can be utilized as formative assessment. Teachers can monitor student progress through their dashboard, which includes student data reports.

The Blast Reading Playground augments and solidifies the guided practice found in the student workbook. The workbook activities are designed to facilitate guided practice, a crucial component for most students. The Reading Playground provides independent practice, which offers distinct advantages (adaptivity, home accessibility, etc.), even though it does not replace the "magical" touch that a teacher provides. There is no replacement for a teacher hearing a child read out loud and offering real-time corrective (adjusting) feedback.

The Blast Reading Playground helps students independently practice the foundational literacy skills they are learning in Blast. The Reading Playground includes:

• A play-based digital platform that merges learning, assessment, and practice.

• Research-aligned activities designed to accelerate the acquisition of skills and knowledge necessary to transform unfamiliar words into familiar and instantly recognizable words.

• An adaptive platform that honors the diversity of students' abilities to master phonics skills at different rates and with different amounts of practice.

• Responsive capabilities, so it can be used across multiple devices and platforms.

• An easy-to-read teacher dashboard, so you can monitor individual student performance and deliver targeted next steps.

Experience the Reading Playgrounds!

Visit *my.rgr.fun* and enter password *blast.blast.blast* to experience some of the Reading Playground games *Blast* students might play after participating in Units 4 and 14. Have fun exploring the playgrounds with these sample games.

866.401.READ | ReallyGreatReading.com

Additional Blast Foundations Resources

Blast Online's Supply Room houses many of the resources noted in the Unit Planners and can help you enhance, support, and extend your instruction. Resources housed in the Supply Room include EL Resources, Vocabulary tools, Handwriting materials, Heart Word Magic, and much more. New resources are added frequently, so check back often.

1. Teacher Resources: A variety of teacher tools and resources are available in the Supply Room, including Getting Started Guides, Assessments, Grouping Tools, Classroom Demonstration videos, resources to differentiate instruction for students who need additional help or more of a challenge, home connection resources, research information, the full set of Unit Planners, and more.

2. Instructional Resources: Many essential instructional resources are housed in the Supply Room. These are referenced in the unit planners and guidance for their use is provided throughout the teacher guides. These resources include decodable passages, mini-lessons and alternative start lessons, spelling words, dictation sentences, challenge words, concepts of print lessons, extension units, interactive resources (including a sound-spelling wall), articulation and vowel videos, and a variety of posters, linking charts, and additional activities for reinforcement.

3. Reading Playground: The resources housed here include Getting Started Guides, Assessments, Student Reports, Whole Class Activities, and many more. These resources will help guide instruction by providing the necessary benchmark tools to track student progress. When the resources here are paired with the Reading Playgrounds they will provide a clearer understanding of student comprehension with new concepts. Plan student learning with game mapping guides, whole group activities, and leveraging the Reading Playgrounds for ELs.

4. Handwriting: The RGH Teacher Guide (within the Teacher Resources tab) guides students through the printable RGH Handwriting Student Workbook (within the Student Resources tab). There are also a variety of other printables to support instruction like an editing checklist to help students monitor their progress throughout the curriculum. Along with the printable lessons, the Supply Room also includes animations for building gross and fine motor skills, Pencil Grip, Capital and Lowercase letters, Numbers, and Sentence Writing to support instruction.

5. EL Resources: A robust variety of resources and supports are included in the EL Resources. All of the EL and Spanish Support animations and videos are housed here. Each video and animation will be referenced throughout the teacher guide to aid in student skill building and comprehension. There is also a collection of Student, Teacher, and Home resources to use in and out of the classroom.

6. Vocabulary: The Vocabulary tab includes resources for the Vocabulary Playgrounds, instruction and morphology. Here you will find a lesson to support student learning in the Vocabulary Playgrounds. Our online program will help students with vocabulary learning through diverse images, multiple contexts, and interactive learning.

7. Heart Word Magic: All of the PDF resources needed to explain and teach Heart Words are housed here, including the full library of Blast Heart Words by unit and Spelling Templates. Heart Words in Español will include a full library or videos to help EL students comprehend. Use the activities included in Heart Word Spelling during small group instruction to solidify student understanding.

Really Great Handwriting

Embark on an educational, space-themed handwriting journey with Really Great Handwriting, a research-aligned supplement designed to elevate your literacy instruction. Seamlessly integrated into *Countdown* for kindergarten, *Blast* for 1st grade, and *HD Word* for 2nd grade, this tool empowers students to excel in printed and cursive handwriting, spelling, and written expression.

This comprehensive approach ensures that students learn to form letters correctly as they are mastering their letter-sound knowledge, setting the stage for a well-rounded literacy education.

For Countdown, Blast, & HD Word Users:

- ✓ Letter Formation Animations for All Lowercase and Uppercase Print Letters *(with scripted teacher lessons)*

- ✓ Letter Formation Animations for All Lowercase and Uppercase Cursive Letters *(HD Word only; with scripted teacher lessons)*

- ✓ Formation Animations for Numbers 0-10

- ✓ Lessons Embedded into Online Tools and the Reading Playgrounds

- ✓ Direct, Explicit Instruction in Posture, Pencil Grip, and Spacing

- ✓ Fun, Engaging Verbal Pathways that Break Letter Formation into a Series of Space-Themed Rocket Movements

- ✓ Multisensory Tips and Tricks

- ✓ Pre-Writing Activities like Dot-to-Dots and Coloring Direction Sheets

- ✓ Printable Handwriting Paper

- ✓ Handwriting Teacher Guides, Complete with an Appendix of Resources

- ✓ Options to Adapt to Different Classroom Needs

Fun, Space-Themed Adventure	Research-Backed Impact on Spelling & Reading	Complementary Literacy Tool
Really Great Handwriting turns the process into a grand space adventure, making handwriting exceptionally fun and engaging. It turns pencils into rockets and paper into a vast, exciting universe!	Grounded in studies that show links between mastering handwriting and improved literacy skills.	Tailored for grades K–3, Really Great Handwriting is a versatile addition to the *Countdown, Blast,* and *HD Word* programs.

Not yet available for Launchpad

866.401.READ | RellyGreatReading.com

**Spanish
Parent Crash
Course**

Open Syllable

h   i

**Phoneme
Articulation
Videos**

**Spanish
Instructional
Videos**

Elevate English Literacy with

Spanish Supports for Countdown, Blast, and HD Word

Help your English Learners (ELs) unlock their full potential with our cutting-edge EL Resources and Spanish Supports. Designed by EL educators, these materials offer a rich, research-based toolkit for teachers to provide daily focused English instruction.

✓ Unlock Bilingual Success

Combines the power of *Countdown*, *Blast,* and *HD Word* with essential Spanish language supports. For non-Spanish speaking ELs, explicit, visual supports, facilitate comprehension in lessons and activities.

✓ Crosslinguistic Benefits

Leverage the natural synergies between English and Spanish to accelerate learning. Teach once and reinforce in both languages, saving precious instructional time.

✓ Equitable and Culturally Responsive

From classroom to home, we offer a holistic learning experience that respects and utilizes the child's native language as a learning asset.

Capítulo 1

Really Great
Reading

Para
familias que
hablan
Español

Let's learn in

English

Español

Reading Playground   Assignmen

Be A Word   Could Not Be a Word

cat

Confidence through Practice!

Expertly, Intricately Aligned!
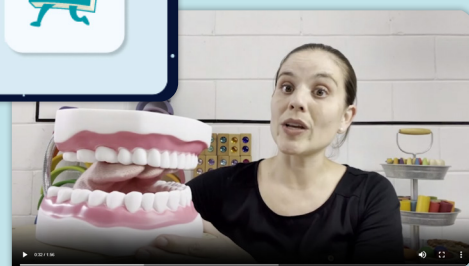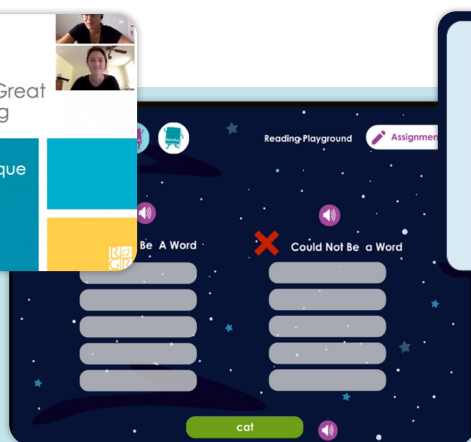
Decodable Books:

Essential Tools for Early Readers

Decodable books are an essential tool as students are learning to read. They build confidence, reinforce phonics skills, develop high-frequency word fluency, and support reading comprehension. Our decodable texts are perfectly aligned with *Countdown*, *Blast*, and *HD Word*, creating a supportive environment for practicing word decoding and building fluency.

✓ ## Decodable eBooks

The new eBooks are accessible through the Reading Playgrounds included with the Classroom Setups, offering engaging and interactive reading practice.

✓ ## Printable Decodables

Teachers can print and send home perfectly aligned decodables for practice outside the classroom, ensuring continuous learning. These are accessible through the Online Tool's Supply Room.

✓ ## Decodable Book Sets
(available for purchase)

Beautifully illustrated, these science-of-reading decodable books align with *Countdown*, *Blast*, and *HD Word*. Check out samples of these books at Really Great Reading Decodable Readers.

Unlock, Play, Learn —It's That Simple!

Vocabulary Playgrounds:

Where Vocabulary Meets Foundational Skill-Building

Really Great Reading's Vocabulary Playgrounds tool is more than a simple vocabulary builder. It's a dynamic practice platform that simulates the natural process of vocabulary acquisition through rich, contextual encounters with words. This digital platform not only enriches vocabulary but also enhances oral language skills, builds background knowledge, and sharpens inferencing and critical thinking abilities.

No more rote memorization!
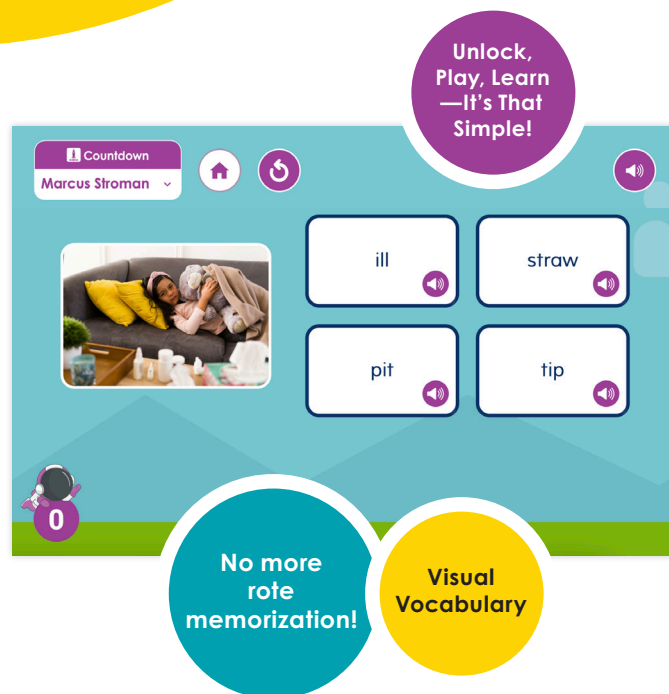
Visual Vocabulary

Mimics Real-World Encounters

The Vocabulary Playgrounds platform is designed to help students internalize vocabulary through visuals and contextual clues, making each word both memorable and relatable.

Linking Vocabulary and Phonics

Vocabulary words are meticulously chosen from our *Countdown*, *Blast*, and *HD Word* programs. This ensures age-appropriate and phonologically aligned instruction, enhancing orthographic mapping through phoneme-grapheme associations.

Easy to Implement, Seamless Integration

Vocabulary Playgrounds units are designed to pre-teach vocabulary that will be decoded in upcoming *Countdown*, *Blast*, and *HD Word* units. All teachers need to do is unlock the units and let their students play.
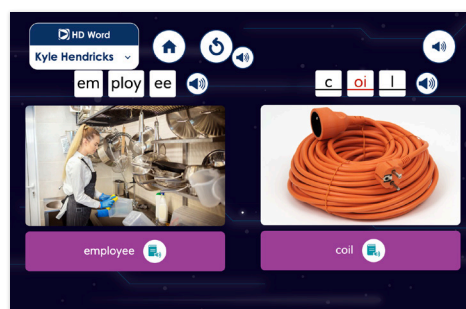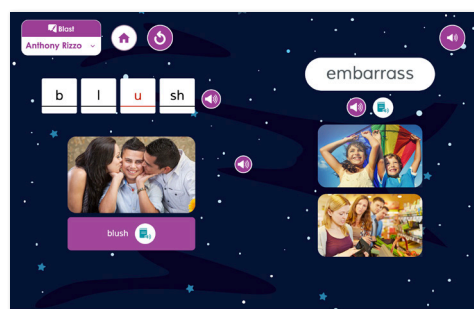
More Than Vocabulary—It's Complete Language Enrichment

Blast Foundations Scope and Sequence

Unit	Lesson 1		Lesson 2	Lessons 3, 4, 5
	Letter-Sound Fluency	Heart Word Fluency	Phonemic Awareness	Phonics Concept, Reading, and Spelling
1	• Introduction to *Blast Foundations* • Demonstrate the importance of reading accurately • Introduce *Blast Student Kits* and *Workbooks*		• Introduction to *Blast Foundations* • Structure of the alphabet • Letters can have names or sounds • Introduce *Word Sort*	• Introduction to *Blast Foundations* • Short and long vowel sounds and motions • Identification of short and long vowel sounds
2	• Consonant Letter Sounds **m**, **t**, & **s** • Teach *Look, Think, Say!* routine • Teach *Pop-Up* and *3-Up* games		• Define phoneme • Introduce sound boxes • Teach *Finger-stretching*	• Introduce *Build a Word* • Closed Syllables • Reading & Spelling Closed Syllable words with Short A & Short I • Introduce *Spell It!*
3	• Consonant Letter Sounds **f**, **d**, & **r**	**the**, **of**, **you**, **and**, **to**	• Short A & Long A	• Reading & Spelling Nonsense Words with Short A and Short I • Introduce *Detective Work* • Introduce *Phrases & Sentences to Read*
4	• Consonant Letter Sounds **g**, **l**, & **h** • Teach *Read a Row* game	**in**, **is**, **for**, **that**, **it**	• Short I & Long I	• Digraph **sh** • Reading & Spelling with Short A and Short I
5	• Consonant Letter Sounds **b**, **n**, & **c**	**he**, **was**, **his**, **on**, **are**	• Short U & Long U	• Reading & Spelling with Short U
6	• Consonant Letter Sounds **k**, **w**, & **v**	**as**, **with**, **this**, **they**, **if**	• Short O & Long O	• Digraph **th**
7	• Consonant Letter Sounds **j**, **p**, & **y**	**at**, **be**, **or**, **have**, **from**	• Short E & Long E	• Reading & Spelling with Short E
8	• Consonant Letter Sounds **b**, **x**, & **z**	**one**, **had**, **by**, **but**, **not**	• Review Short & Long A, Short & Long I	• Digraphs **ch** & **wh**
9	• Consonant Letter Sounds **qu**, **y**, & **x**	**what**, **all**, **were**, **we**, **when**	• Review Short & Long O, Short & Long U	• Digraph **ck**
10	• Trigraphs **tch** & **dge**	**your**, **can**, **said**, **there**, **down**	• Review Short & Long E	• Trigraphs **tch** & **dge**
11	• Letter chunks **al** & **all**	**an**, **come**, **which**, **she**, **do**	• Cumulative review of Short and Long Vowels with segmenting	• Double Trouble Rule • Chunk **all**
12	• Graphemes **ff**, **ll**, & **ss**	**how**, **their**, **want**, **will**, **up**	• Cumulative review of Short and Long Vowels with blending	• Short vowel spelling rules: Double Trouble, Digraph **ck**, & Trigraphs **tch** & **dge**

866.401.READ | ReallyGreatReading.com

Blast Foundations Scope and Sequence

Unit	Lesson 1		Lesson 2	Lessons 3, 4, 5
	Letter-Sound Fluency	Heart Word Fluency	Phonemic Awareness	Phonics Concept, Reading, and Spelling
13	No new letter sounds	**may**, **no**, **now**, **came**, **out**	• 2-sound blends	• 2-sound blends
14	No new letter sounds	**many**, **these**, **then**, **so**, **some**	• Teach *Whale Talk* • Teach *Syllable Stomp* • Teach segmenting syllables	• Reading two-syllable words with Closed Syllables
15	No new letter sounds	**them**, **her**, **would**, **make**, **like**	• Review *Whale Talk* • Review *Syllable Stomp* • Teach blending syllables	• Spelling two-syllable words with Closed Syllables
16	No new letter sounds	**him**, **into**, **put**, **has**, **look**	• Review *Whale Talk* • Review *Syllable Stomp* • Review blending syllables	• Open Syllables in one-syllable words
17	• Letter chunk **ing**	**take**, **go**, **see**, **could**, **where**	• R-Controlled Vowel /or/	• Reading two-syllable words with Open and Closed Syllables • Chunk **ing**
18	• Flexibility in sounds (schwa)	**any**, **about**, **old**, **here**, **saw**	• R-Controlled Vowel /ar/	• Reading two-syllable words with schwa
19	• Vowel-Consonant-e spellings	**little**, **ask**, **over**, **long**, **very**	• R-Controlled Vowel /er/	• Reading one-syllable words with Vowel-Consonant-e
20	• Review of Vowel-Consonant-e spellings	**good**, **around**, **know**, **too**, **every**	• Cumulative review of R-Controlled Vowels	• Reading two-syllable words with Vowel-Consonant-e
21	• Long E Vowel Teams **ee** & **ea** • Long A Vowel Teams **ai** & **ay** • **y** spells Long E	**pretty**, **away**, **after**, **think**, **going**	• Other Vowel /o͞o/	• Reading one- and two-syllable words with Long E and Long A Vowel Teams **ee**, **ea**, **ai**, & **ay** • **y** spells Long E
22	• Long I Vowel Spelling **igh** • Long O Vowel Team **oa**	**walk**, **before**, **again**, **who**, **been**	• Other Vowel /oi/	• Reading one- and two-syllable words with Long I Spelling **igh** & Long O Vowel Team **oa**
23	• 3 Sounds of Suffix -**ed**	**goes**, **always**, **because**, **own**, **only**	• Other Vowel /ou/	• 3 Sounds of Suffix -**ed**
24	• Inflectional endings -**er**, -**ed**, -**s**, -**es**, & -**ing**	**give**, **our**, **both**, **does**, **write**	• Other Vowel /o͝o/	• Reading words with inflectional endings
25	• Cumulative review & celebration		• Cumulative review of Other Vowels	• Cumulative review & celebration