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BLAST FOUNDATIONS

Teacher Guide

Sample Units 4 & 14

Name:

RGR REALLY GREAT READING

A STUDENT'S ABILITY to read affects every academic area. More than 20 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 student never received the high-quality, age-appropriate reading instruction they needed in the early grades. Really Great Reading is proud to announce Blast Foundations G1A™ (Grade 1 Aligned), 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. 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 – G1A (GRADE 1 ALIGNED) 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, and phonics knowledge. These are the sub-skills that lead to strong decoding and fluent, accurate reading. The units can be completed in just 16–24 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 strictly aligned with Common Core State Standards foundational skills for the end of 1st grade.

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 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.

Table of Contents

BLAST FOUNDATIONS

OVERVIEW

Contains 25 units which are comprised of 5 lessons each. Each lesson keeps students actively engaged in the learning process with multisensory teaching. Each daily lesson is designed to be completed in 15-30 minute sessions. In one week, students are immersed in 75-150 minutes of explicit foundational skills instruction.

SYSTEMATIC, EXPLICIT, MULTISENSORY

Research makes clear that reading instruction is most effective when it is systematic, explicit, and multisensory.

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

EXPLICIT – Blast Foundations lessons provide explicit instruction, and all concepts are explained in a way that students easily understand. Because all instruction is based on an "I Do, We Do, You Do" 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, and *SyllaBoards*™ to build words and gain a deep understanding of how sounds are represented by letters.

CCSS GRADE 1 ALIGNMENT

BLAST FOUNDATIONS lessons are aligned with Common Core Foundational Skills Reading Standards for Grade 1.

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

- Letter Sound Fluency
- Sight Word Fluency
- Phonemic Awareness
- Phonics

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 words.
- Know the spelling-sound correspondences for 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 two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read 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.

What will students learn?

STUDENTS LEARN THE ESSENTIALS

The scope and sequence for Blast Foundations provides explicit instruction in the foundational skills needed to help students who struggle with basic skills in Kindergarten through second grade. Students will master words with a CVC pattern, digraphs, two-sound blends, trigraphs, vowel teams, and the vowel-consonant-e spelling. 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.

What are the components of Blast Foundations?

BLAST1LP

TEACHER GUIDES (BLAST1LP, $225)

The Teacher Guides provide teachers with all the information they need to effectively present the Blast Foundations lessons. All 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.
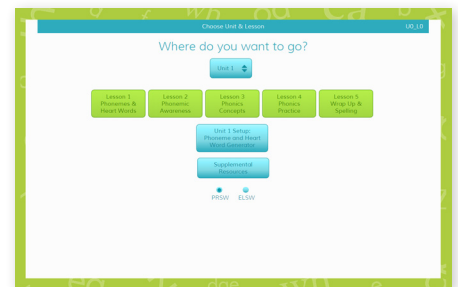
BLAST1SW

STUDENT WORKBOOK SET (BLAST1SW, $19)

This set of 2 books contains the 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 sets for you to choose from: the Primary Student Workbook (PRSW) and the Elementary Student Workbook (ELSW). The PRSW set should be used with Kindergarten and 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.

BLAST1OL

BLAST FOUNDATIONS ONLINE (BLAST1OL, $95)

This interactive teaching tool can be used with Blast Foundations to add a new dimension to instruction. This set of online manipulatives works great on any interactive whiteboard and helps to 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, virtual letter tiles, vowel posters, and virtual *SyllaBoards™*.

BLAST STUDENT KIT (BLASTKIT, $55)

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

Unit Structure of Blast Foundations G1A™

5

Blast Foundations G1A (Grade 1 Aligned) 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 15-30 minute sessions. In one week, students are immersed in 75-150 minutes of explicit foundational skills instruction.

1 **LESSON 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 **LESSON 2 (TUESDAY) – Phonemic Awareness**
The phonemic awareness components of Blast Foundations starts with blending and segmenting single-syllable words and then moves onto blending and segmenting multisyllabic words. These core skills are taught and practiced in a high-impact, engaging, and multi-sensory 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 **LESSON 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 **LESSON 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 items that have been explicitly taught. These activities include Detective Work, Word Sort, and Phrase and Sentence Reading. Each student reads aloud several times during each lesson so the teacher can provide immediate feedback through Positive Error Correction.

5 **LESSON 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.

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

1 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

2 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.

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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."

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

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*.

Row 2

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

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.

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.

6 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 learn five Heart Words and practice a few Heart Words we learned before. We are going to use *Look, Think, Say!* to help us remember 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.

> PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

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.
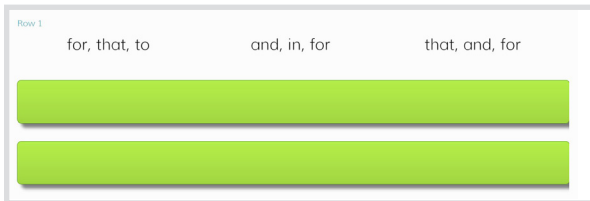
WE DO:

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 |

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.

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.

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

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.

PHONEMIC AWARENESS
Short I and Long I Phonemes

TEACHER MATERIALS	STUDENT MATERIALS
• *Blast Online* or • *Short* and *Long Vowels Posters*	• 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/.

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

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

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

1 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**."

2 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:

"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/

④ 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.

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- Check by saying "I know the phoneme /īīīīī/ is long because /īīīīī/ 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 /īīīīī/. I know the vowel phoneme /īīīīī/ is long because /īīīīī/ 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: /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 *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: /īīīīī/

"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

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 /ῑῑῑῑῑ/ 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: /ῑῑῑῑῑ/ or /ῐῐῐῐῐ/

"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.

❻ 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**)

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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>

① 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.

② 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 |
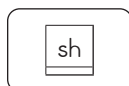
- **Students say** the phoneme /sh/.

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.

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 /.
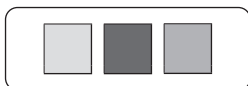
Ask individual students the following questions to lead students in spelling each phoneme by placing letter tiles above the colored tiles, one at a time:
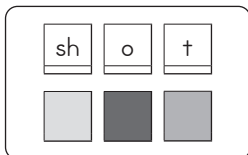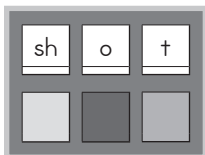
- "What is the first phoneme you hear?"
  Answer: /sh/

- "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
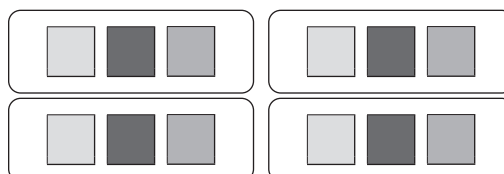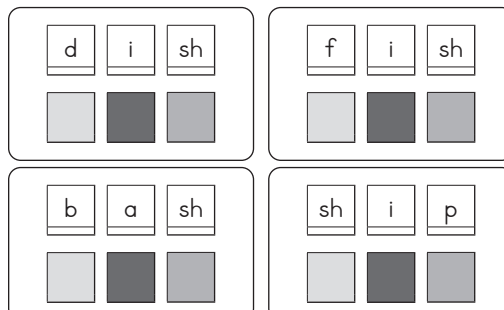
- **Use Touch & Say** to read the word.

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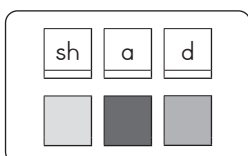
- "What is the first phoneme you hear?"
  Answer: /sh/

- "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.

sh	o	f			g	i	sh

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p	a	sh

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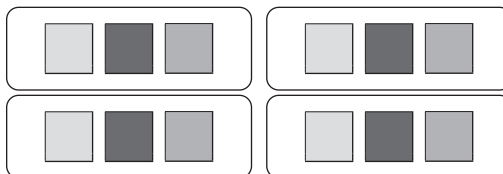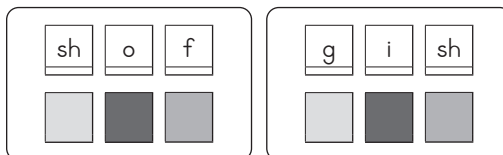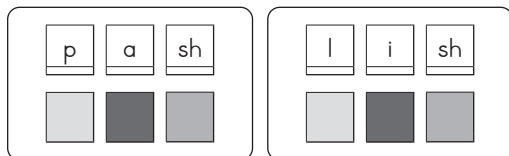
- **Use Touch & Say** to read the word.
- **Hold up** their boards so teacher can check their spelling and provide Positive Error Correction as needed.
- **Clear** boards and wait for the next word to be dictated.

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.

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*

> **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**
Mark It!	
① a s h	⑦ d a s h
② f i g	⑧ f l a t
③ d i s h	⑨ m i s t
④ i f	⑩ r a s h
⑤ f i s h	⑪ f l a s h
⑥ h a t	⑫ s m a s h

PRSW

📝 **Detective Work**	UNIT **4**
Mark It!	
① a s h	⑦ g l a d
② d r a g	⑧ l i s t
③ f l a s h	⑨ r i g
④ g a s	⑩ t r a s h
⑤ f l a g	⑪ h a m
⑥ s m a s h	⑫ d i s h

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.

- 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

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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

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ELSW

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		

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ELSW

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		

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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**

Challenging ☆

PRSW

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

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📝 **Phrases to Read** ──────────── UNIT **4**

Challenging ☆

ELSW

1. in the dish
2. digs in the trash
3. jump to the mast
4. is in her big rush

More Challenging ☆☆

5. glad for that flat hat
6. drag that hat to the trash
7. fig is in the flat dish
8. stash it in a flash

Most Challenging ☆☆☆

9. mash the first fat fig
10. wish for that black sash
11. stash the dish of fish
12. find the hats that sag down

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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.

WRAP UP & SHOW WHAT YOU KNOW

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!*

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** ☆	
❶ in a flash (3)	❺ that last fish (3)	❶ lad that had ham (4)	❺ stash it in a flash (5)
❷ to the stash (3)	❻ for the flag (3)	❷ digs in the dish (4)	❻ flag on the mast (5)
❸ in the dish (3)	❼ with a fast ram (4)	❸ sis with a flat (4)	❼ that fast ram did it (5)
❹ dash so fast (3)	❽ lid of the gas (4)	❹ could not see the mist (5)	❽ get gas for that lad (5)
More Challenging ☆☆		**More Challenging** ☆☆	
❾ Put the gas in the raft. (6)		❾ She did gag on the ash. (6)	
❿ The fish is in the ham dish. (7)		❿ Is it good to trash the tags? (7)	
⓫ Go and get it in a flash. (7)		⓫ Did you smash that dish of ham? (7)	
⓬ He did not dig up the flag. (7)		⓬ Would you drag the flag for me? (7)	
⓭ She hid the rag in the mist. (7)		⓭ Do not smash the fig in the flat raft. (9)	
⓮ Put the fish in the fig dish. (7)		⓮ He was glad to be rid of the ram. (9)	
⓯ Is that a tag for your hat? (7)		⓯ The lad was not glad to get a gash. (9)	
⓰ The raft is in the trash with the rag. (9)		⓰ Ask if the mast sags if you slash it. (9)	

(left box labeled PRSW; right box labeled 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.

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.

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

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.

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**

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.

1 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.

2 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 learn five Heart Words, and practice a few Heart Words we learned before. We are going to use *Look, Think, Say!* to help us remember 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.

PRACTICE LINK FOR BLAST ONLINE:
ExploreBlast.online

3 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.

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.

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.

> PRACTICE LINK FOR BLAST ONLINE:
> ExploreBlast.online

PHONOLOGICAL AWARENESS
Whale Talk & Syllable Stomp Using SyllaBoards™

TEACHER MATERIALS	STUDENT MATERIALS
• *Blast Online* or • *SyllaBoards*™ with magnets	• 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*.**

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

1 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.

2 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.

③ 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.

④ WHALE TALK & SYLLABLE STOMP

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

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

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.

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.

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

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™

> PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

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

Students place materials on desks.

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**.

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

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*™.

> 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.

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**

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.

PHONICS CONCEPT
Reading 2-Syllable Words with Closed Syllables

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.

<div style="text-align: center; border: 1px solid #000; padding: 10px;">
START TEACHING:
Reading 2-Syllable Words
</div>

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.)

<div style="border: 1px solid #000; padding: 10px; display: inline-block;">
sunset
</div>

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**.
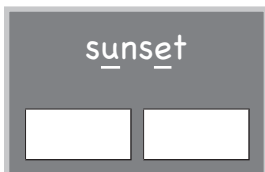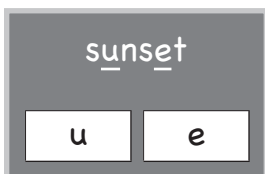
sunset

PRACTICE LINK FOR
BLAST ONLINE:
ExploreBlast.online

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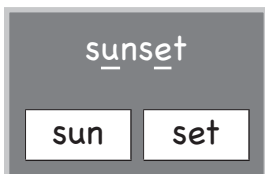
Explain that each syllable has a vowel letter, and that each is a Closed Syllable.

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*™.

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
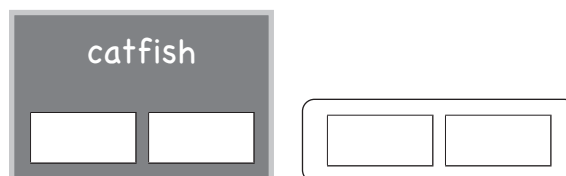
Write one vowel on each board, and ask students to do the same.

catfish
a   i

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

catfish
cat fish

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.

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.

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
i	e

o	e
o	e

u	i

Write consonants on the *SyllaBoards™*.

un	zip
in	sect

cob	web
con	test

pump	kin

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

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.

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.

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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!	
❶ c a t f i s h	❼ p l a s t i c
❷ c o n f l i c t	❽ r o c k f i s h
❸ s u n s e t	❾ z i g z a g
❹ p a n i c	❿ p u m p k i n
❺ l a p t o p	⓫ c h i t c h a t
❻ r a b b i t	⓬ u n p a c k

PRSW

📝 Detective Work	UNIT 14
Mark It!	
❶ c a t f i s h	❼ c o n t a c t
❷ p u b l i s h	❽ i n s e c t
❸ k i d n a p	❾ s o l i d
❹ c r e d i t	❿ s u b j e c t
❺ c o m b a t	⓫ e x a c t
❻ d i s c u s s	⓬ d e n t i s t

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."

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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!

Read It!

PRSW

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

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Read It!

ELSW

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

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Students read a row of words out loud.

❹ 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

PRSW

Word Sort — UNIT |4

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					

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Word Sort — UNIT |4

Challenging ☆

	How many syllables?					
❶ step	1　2					
❷ picnic	1　2					
❸ upon	1　2					
❹ snatch	1　2					

More Challenging ☆☆

	How many syllables?					
❶ comic	1　2					
❷ edit	1　2					
❸ quest	1　2					
❹ hiccup	1　2					

ELSW

Most Challenging ☆☆☆

	How many syllables?					
❶ express	1　2					
❷ slash	1　2					
❸ vanish	1　2					
❹ product	1　2					

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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 |4
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
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PRSW

📝 **Phrases to Read**   UNIT |4
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
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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.

WRAP UP & SHOW WHAT YOU KNOW

TEACHER MATERIALS

- *Blast Online*

STUDENT MATERIALS

- *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	**Sentences to Read** — UNIT 14
Challenging ☆	**Challenging** ☆
❶ She said we can chitchat by the cabin. (8)	❶ Some insects will infest the robin nest. (7)
❷ Did you like the fabric napkin? (6)	❷ We must subtract the cost of these stamps. (8)
❸ If we insult the locksmith, Sam will panic. (8)	❸ The nonstop traffic makes the dentist so upset. (8)
❹ Patrick can upset each one of the milkmen. (8)	❹ If I shoplift, will I then be in handcuffs? (9)
PRSW	**ELSW**
More Challenging ☆☆	**More Challenging** ☆☆
❺ The bathmat was damp with the mist that fell. (9)	❺ He will have a shrimp sandwich at the picnic. (9)
❻ She would miss the upset wombat on the hilltop. (9)	❻ Edwin and Willis had a conflict over some pumpkins. (9)
❼ The sluggish tomcat got a suntan next to the trashcan. (10)	❼ It was a mess when that kid Conrad had a tantrum. (11)
❽ The picnic at the ranch was uphill from the pumpkin patch. (11)	❽ We expect that the class project on these catfish will go well. (12)
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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.

<div style="border:1px solid #000; padding:10px;">

🚀 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		

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</div>

PRACTICE LINK FOR BLAST ONLINE: ExploreBlast.online

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.

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="text-align:center">1ˢᵗ Syllable   2ⁿᵈ Syllable</div>

1

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

<div style="text-align:center">1ˢᵗ Syllable   2ⁿᵈ Syllable</div>

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.

<div style="text-align:center">1ˢᵗ Syllable   2ⁿᵈ Syllable</div>

1   c a b

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

<div style="text-align:center">1ˢᵗ Syllable   2ⁿᵈ Syllable</div>

1   c a b   i n

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

> 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.

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:

❶	c	a	b	i	n		
❷	s	o	l	i	d		
❸	n	a	p	k	i	n	
❹	p	i	c	n	i	c	
❺	h	a	b	i	t		

Optional additional list for PRSW students:

❶	c	o	m	p	l	e	x
❷	d	e	n	t	i	s	t
❸	p	l	a	s	t	i	c
❹	p	u	b	l	i	c	
❺	r	a	d	i	sh		

If you are using the ELSW, use this list:

❶	c	a	b	i	n		
❷	e	x		p	e	c	t
❸	i	n		v	e	n	t
❹	p	a	n	i	c		
❺	c	o	n	t	e	s	t

Optional additional list for ELSW students:

❶	ch	i	p	m	u	n	k
❷	s	u	b	m	i	t	
❸	p	u	b	l	i	sh	
❹	e	x		t	e	n	d
❺	d	i	s	r	u	p	t

Check answers with students.

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

	Digraph	No Digraph
1 gas		
2 rash		
3 fish		
4 hat		

	Digraph	No Digraph
1 dash		
2 sit		
3 ash		
4 tag		

	Digraph	No Digraph
1 shift		
2 mist		
3 trash		
4 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

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?						
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					

Most Challenging ☆☆☆

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

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)

Challenging Words ☆

1st Syllable | 2nd Syllable

1

2

3

4

5

More Challenging Words ☆ ☆

1st Syllable | 2nd Syllable

1

2

3

4

5

Blast Foundations Scope and Sequence

Unit	Lesson 1		Lesson 2	Lesson 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**

Blast Foundations Scope and Sequence

	Lesson 1		Lesson 2	Lesson 3, 4, 5
Unit	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

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