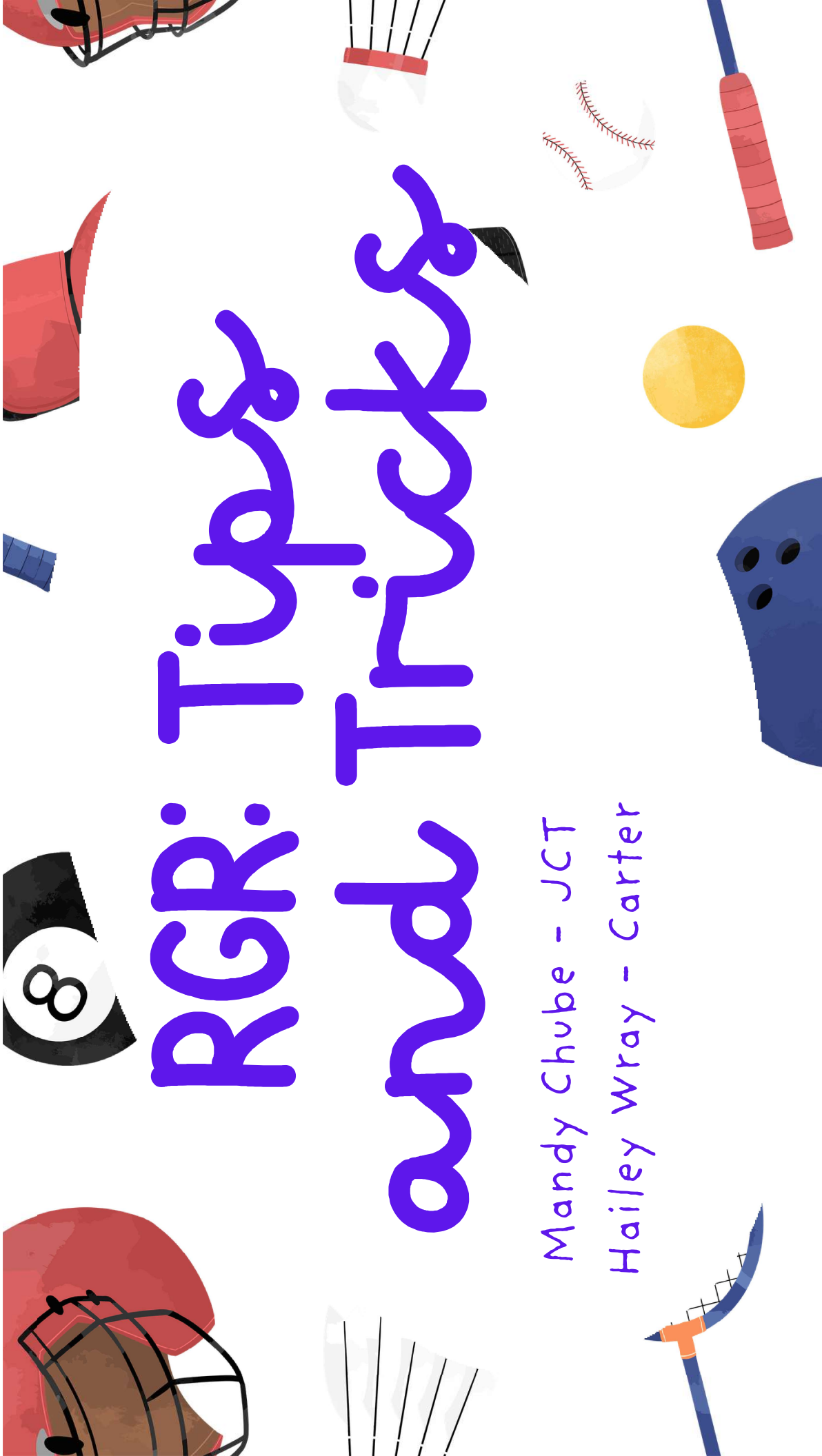




# RGR: Tips and Tricks

Mandy Chube - JCT  
Hailey Wray - Carter

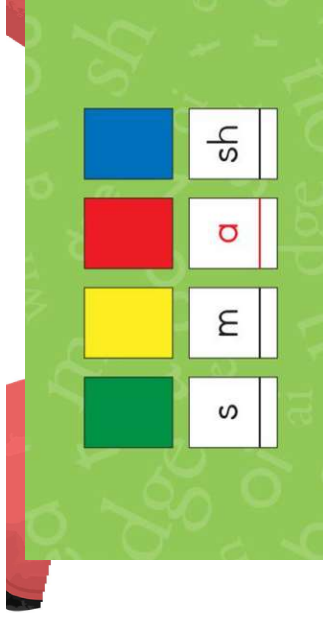
Mandy Chube - JCT  
Hailey Wray - Carter

**TO RECEIVE CREDIT FOR THIS SESSION,  
MAKE SURE YOU COMPLETE THE  
SURVEY AT THE END**

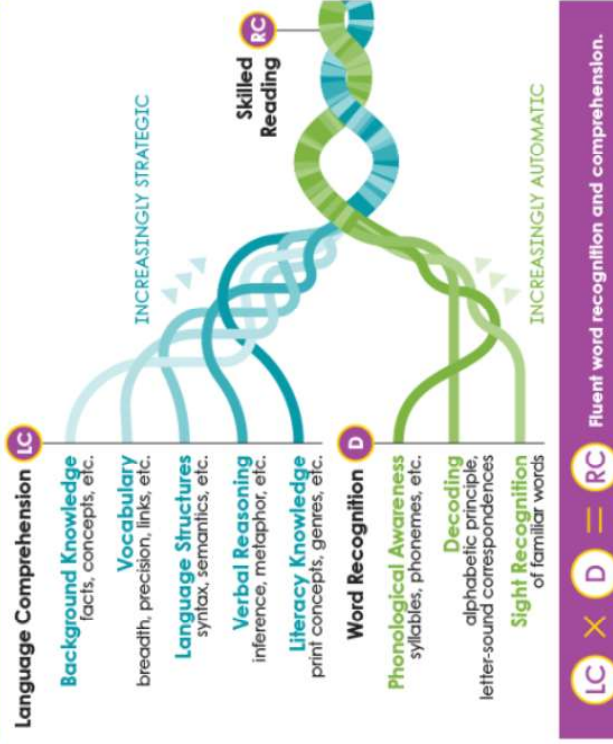




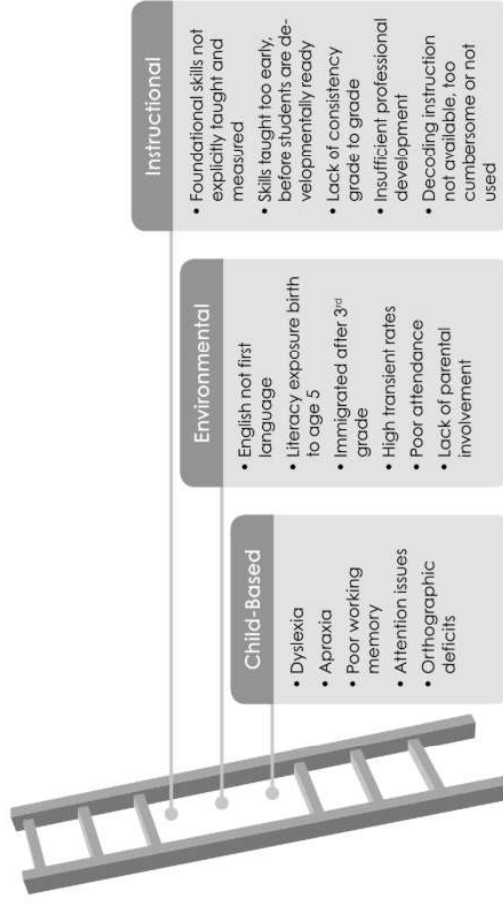
# RGR/SOTR



## Scarborough's Reading Rope



## CAUSES OF POOR DECODING



# Understanding the Lessons



Visit  
[ExploreBlastonline](#)  
to explore Blast  
Units 4 and 14.



Visit  
[ExploreHDWordonline](#)  
to explore HD Word  
Units 2 and 4.

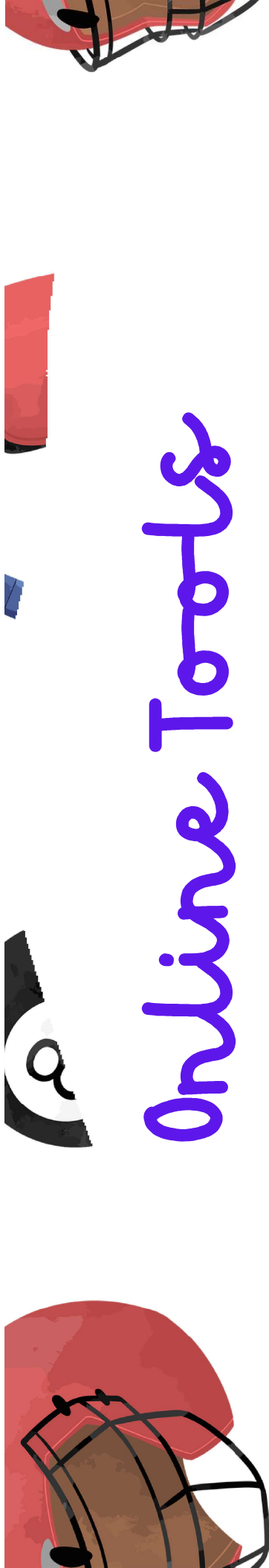


# Tangible Resources





# Online Tools



MC Mandy Chube

Supply Room HQ

are you're all set.

Supply Room HQ

Recent Activity

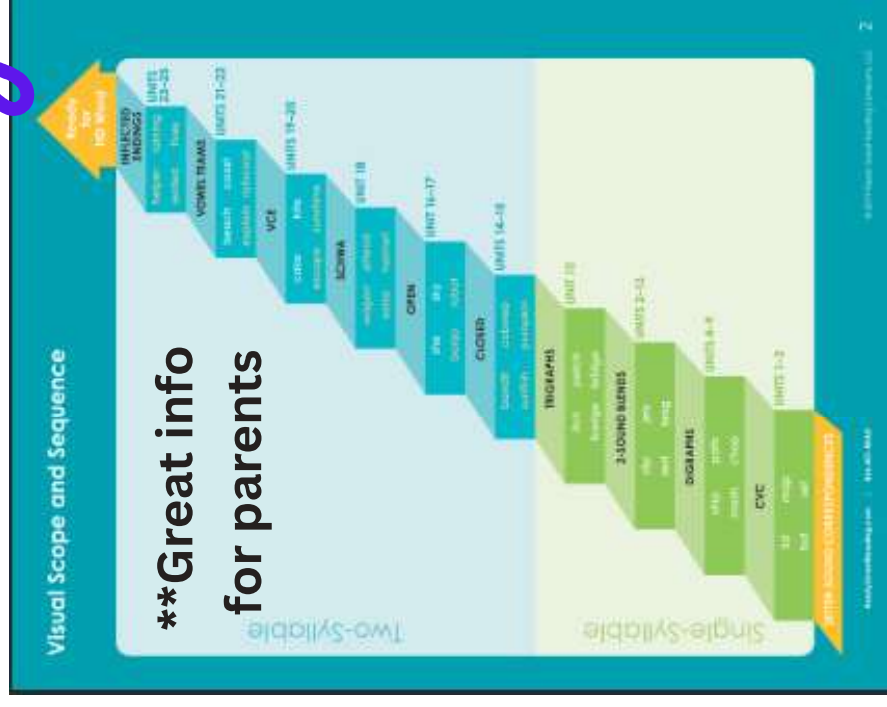
There are no notifications yet!

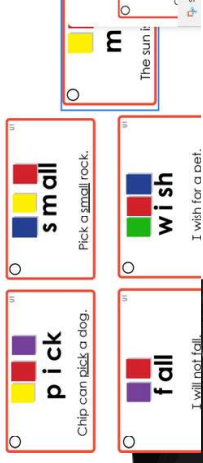
# Tips & Tricks - Lesson Planning

## HD Word Scope and Sequence

| Unit Book | Lesson 2                                                                                                            |                                                                                                                                      | Lesson 3 & 4                                                                                                                                                         |  | Lesson 5                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------|
|           | Oral Reading                                                                                                        | Phonemic Awareness                                                                                                                   | Phonics Concepts Days 1 & 2                                                                                                                                          |  | Student Practice                                                                                         |
| 1         | <ul style="list-style-type: none"> <li>Introduction to HD Word</li> <li>Importance of reading accurately</li> </ul> | <ul style="list-style-type: none"> <li>Definition of a Phoneme</li> <li>Short Vowel Phonemes</li> <li>Segmenting Phonemes</li> </ul> | <ul style="list-style-type: none"> <li>Reading Single-Syllable Closed Syllable Words</li> <li>Reading Single-Syllable Closed Syllable Words with Digraphs</li> </ul> |  | Each unit ends with student practice where students complete four practice activities designed to format |

| Unit 1                                                                                                                                                                             |                                                                                             |                                                                                             |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--|
| <b>Blast Lesson 1 and Lesson 2</b>                                                                                                                                                 | <b>Blast Lesson 3 and Lesson 4</b>                                                          | <b>Blast Lesson 5</b>                                                                       |  |
| 1. Intro to sound tiles and rules<br>2. Grapheme-Phoneme & Heart Word Fluency<br>3. Phonemic Awareness<br>4. Diff between vowels and consonants (workbook)<br>5. Letter sound work | 1. Intro to short vowel sounds and movements<br>2. Intro to long vowel sounds and movements | 1. Review of foundations of RGR Blast                                                       |  |
| <b>Unit 2</b>                                                                                                                                                                      |                                                                                             |                                                                                             |  |
| <b>Blast Unit 2/ Lesson 1 and Lesson 2</b>                                                                                                                                         | <b>Blast Unit 2/ Lesson 3</b>                                                               | <b>Blast Unit 2/ Lesson 4</b>                                                               |  |
| 1. Review Finger Stretching Routines<br>2. Grapheme-Phoneme & Heart Word Fluency<br>3. Phonemic Awareness - Review what is a                                                       | 1. Intro Build a Word and boards<br>2. Closed Syllables                                     | 1. Review and read closed syllables<br>2. Spelling closed syllables<br>3. Workbook practice |  |





# Game



(Make a copy first\*\*look into forced copies)

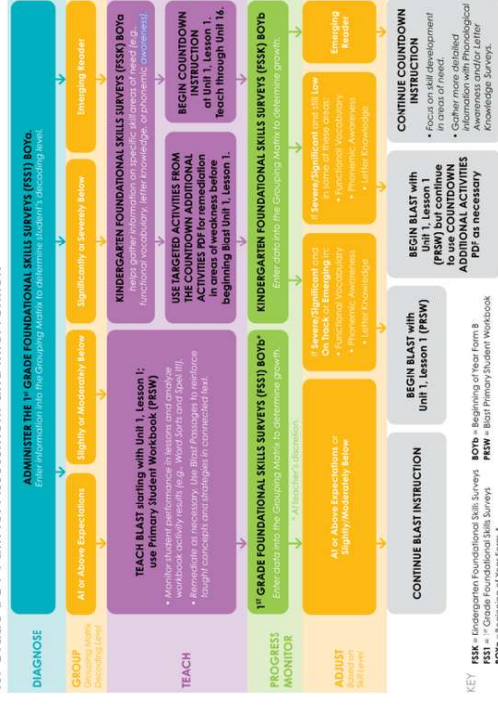
into forced copies)

[illegible]

Diagram illustrating the relationship between Diagnostic Assessments for Early Elementary Students and Complimentary.

Diagram illustrating the relationship between Diagnostic Assessments for Early Elementary Students and Complimentary.

# Sight Words

[illegible][illegible]

**KEY**

|             |                                            |             |                                  |
|-------------|--------------------------------------------|-------------|----------------------------------|
| <b>FSSK</b> | = Kindergarten Foundational Skills Surveys | <b>BOYb</b> | = Beginning of Year Form B       |
| <b>FSS1</b> | = 1st Grade Foundational Skills Surveys    | <b>PSWS</b> | = Blast Primary Student Workbook |
| <b>BOYA</b> | = Beginning of Year Form A                 |             |                                  |

## Supply Room: Assessments Quick Checks

## All Skills Assessments (BOY/MOY/EOY)

# Engagement

## Sharing Syllaboards

Partner Reading

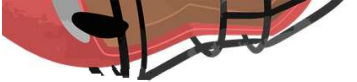
using flair pens, finger readers, motions for sounds  
(look in back of book)

## Decodables



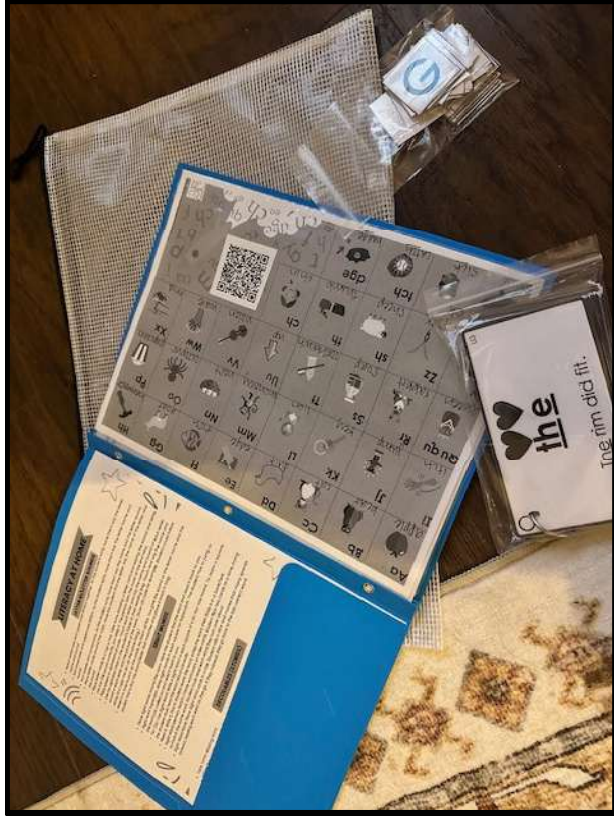
# Organization tips

- Drying racks can be used as tile board holders
- Lost and found space/container for tile pieces that are found
- Determine best way to store/keep student work books.



# Optional Take-Home Activities

- What goes in each kit:
  - [Literacy Activities](#) (Sent home to parents & Teachers)
  - [Letter Tiles](#)
  - [Alphabet Chart](#)
  - [Alphabet Chart QR Codes](#)
  - [Decodables for Units](#)
  - [Phrases to Read & Read It Copies from WB](#)
  - [Heart Words \(U11-11 or U11-24 depending where they were at in blast\)](#)
- [Teacher Email about Reading Bags](#)
- [Parent Email about Reading Bags](#)
- [Newsletter Example](#)



# Anchort Charts

**phoneme**

- smallest sound
- NOT a letter

/h/ /t/ /i/

**grapheme**

- a letter or letter combination that spells a phoneme

th ck m

**Closed Syllables**

1. only 1 vowel
  - bet • got
2. followed by 1 or more consonants
  - mist • duck
  - get • kit
3. most of the time the vowel phoneme is short
  - cab • at

**Open Syllables**

1. ends in 1 vowel
2. most of the time the vowel is long
  - go • hi • virus
  - me • open

**Long Vowels**

| Long Vowels | open    |
|-------------|---------|
| /a:/        | ex: age |
| /e:/        |         |
| /i:/        |         |
| /o:/        |         |
| /u:/        |         |

**Short Vowels**

| Short Vowels | Closed      |
|--------------|-------------|
| /A/          | ex: apple   |
| /e/          | ex: egg     |
| /i/          | ex: inch    |
| /o/          | ex: octopus |
| /u/          | ex: up      |

**Digraphs**

2 letters that make 1 sound

|    |      |    |       |
|----|------|----|-------|
| ch | chat | wh | whale |
| ck | duck | ph | phone |
| sh | shop | gh | tough |
| th | thin | ng | song  |

**2 sound blend**

- 2 consonants next to each other
- 2 sounds
- ex: blend

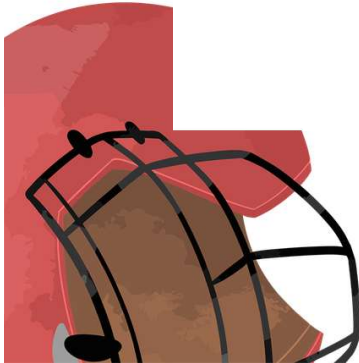
**3 sound blend**

- 3 consonants next to each other
- 3 sounds
- ex: strap

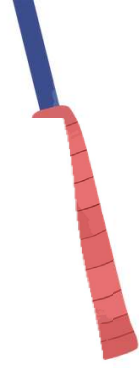
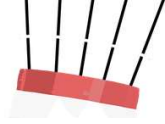
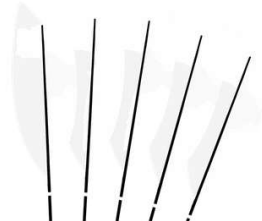
**digraph blend**

- digraph and consonant letter next to each other
- consonant + blend
- ex: shrimp
- digraph + 1 sound

|                         |                 |
|-------------------------|-----------------|
| V - vowel teams         | beach<br>couch  |
| E - vowel consonant - e | kit<br>escape   |
| I - consonant - i - e   | buckle<br>noble |
| C - closed              | cup<br>wish     |
| R - R-controlled        | March<br>forget |
| O - open                | so<br>even      |



# Discussion Time





# WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. Save this for your records!

**<https://tinyurl.com/ENGAGE26FB>**

