

WELCOME TO THE READING HQ!

We're glad you've partnered with us in our mission of making better readers. Our programs are designed to develop foundational skills, critical thinking, applicable comprehension, and most of all, a love for reading. Through the resources in this book and on our digital platform, we hope to provide you with the tools you need to accomplish your individual goals for your children. Our training module gives a lot of great info to help you get started, but we're here for you every step of the way! Let us know how we can help.

Sincerely,

Lydia Callahan

Our goal is to help children become better readers, so whether you are a parent looking to help your child or a school administrator looking to implement a program, we're here for you!

Download a sample lesson at each grade level to view a daily video, a slide deck, an instructor guide, and a student activity sheet. Once you've done that, shoot us an email for more information and let us answer your questions.

At The Reading HQ, there is daily review of concepts to build automatically in a way that does not center around memorization. Our goal is to provide a child with multiple ways to access the information by giving them opportunities for auditory, visual, and kinesthetic learning on a daily basis.

Core Philosophies

- » Make learning engaging, fun, and relevant; connect it to real life
- » Children learn in different ways and at different rates; provide instruction that meets students where they are
- » Provide opportunities for successful interactions with reading immediately
- » Dual emphasis in instruction: comprehension and decoding strategies

TEACHER'S EDITION





K5 LESSON 5: WORD PRACTICE, READER 1: NO-TEXT

Objectives:

- Reader Skills: Decoding skills with new words, recognize the components of a sentence (capital letters, punctuation, end of thought), Build/Assess instant recognition with Rule Breakers
- Practice to listening for letter position: beginning, middle, and end
- Word Work: Building/Decoding new words with short vowels
- Concept Review: Vowel Recognition, Rule Breakers

Materials:

- Alphabet Review Deck
- Digital Deck: Rule Breakers
- Reader 1: No-Text Reader

Daily Review: Alphabet and Rule Breakers (2–3 mins)

Alphabet Deck—The students are becoming more familiar with the deck, so they should be getting a little quicker. Point out their success and the improvement from the first day.

Digital Deck: Rule Breakers—Point out that, while they won't be reading any today, the rest of the readers in the program will have Rule Breakers. Review these again after the Reader.

Daily Reading HQ Video: K5 L-5 (2–5 mins)

Movement Moment: Chicken Wings (5 mins)

1. Lead the student in completing five repetitions of each Chicken Wings activity. Encourage the student to stand straight and tall.
2. Bring your arms straight in front of you. Make a fist with each hand.
3. Bring your fists to your chest, pointing your elbows out to each side.
4. Move both elbows up and down at the same time.
5. This time, hold your left elbow still and move your right elbow up and down.
6. Now switch. Keep the right elbow still and move the left elbow up and down.
7. For the last movement, move one elbow up and the other elbow down at the same time. Now relax and let's get ready to work.

Preview Material/Questions:

"This is a special reader. Today we are going to 'read' a story, but there are not actually any words in our story today. Any time we're reading, our main goal is to learn information and understand something new, usually through the words that are on a page, but then sometimes through the pictures or images that we see. A lot of times, when reading a story, you can get SOME information from the pictures. This time, we're going to get ALL of our information from the pictures because there are no words. Next week, after we've practiced a lot more letters and sounds, we'll have sentences (or text) to read in the story. For today, let's look carefully at each page and see what we can tell about the story, even without the words."

16



1ST LESSON 3: LETTER INTRO—O, J, B, C, K, S, RULE BREAKERS: WHAT, WHERE, WERE, GRAMMAR HAMMER 1: SUFFIX S

Objectives:

- Letter Intro: Vowel O, Consonant J, B, C, K, S
- Review Material: Secret Code Breve, vowels/consonants, sound position
- Listening for letter position: beginning, middle, and end
- Rule Breakers: what, where, were

Materials:

- Alphabet Review Deck
- Presentation 1st L-3
- Activity Sheet 1st L-3

Review: Alphabet Deck and Digital Deck: Rule Breakers (2–3 mins)

Alphabet Deck: Cards 1-31
Students will not need their review cards today. Hold your flashcard deck picture side out and in alphabetical order. Say each card aloud with the students. Go slowly to make sure that each student is saying the correct response. Refer to the video, if you need a refresher.
Ex. apple, /a/, Short Vowel A, acorn /a/, Long Vowel A...

Digital Deck: Rule Breakers

Review the deck twice, stopping to make any necessary corrections.

Daily Reading HQ Video: Daily RHQ Vid 1st L-3

Lesson Guide and Presentation 1st L-3: Group Work (20–30 mins)

Slide 1: Images: otter, box, ox, hog, ostrich, pot
"Look at this group of pictures. All these images have the short vowel O sound from today, so let's listen for the sound that is the same in each word." Call on different students for each image. As they respond, over-pronounce the vowel sounds.
"You heard the vowel sound in different places in these words—which words had the vowel sound at the beginning, middle, or end?" Box, hog, pot.

"And what letter makes those sounds in the middle of all these words?" /o/. "And what letter makes those sounds at the beginning of all these words?" /b/. "And what letter makes those sounds at the end of all these words?" /t/. "Can you name some other words that have the short vowel O sound?" Prompt with "any words that have the /o/ sound" if they have any trouble.

jet, bottle, jewel, banana, jump
"Look at this group of pictures. All these images start with two of our new consonants for today, so let's listen for the sound that is the same." Call on different students for each image. As they respond, over-pronounce the consonant sounds.
"And what letter makes those sounds in the beginning of all these words?" /j/ /b/. "And what letters make those sounds at the end of all these words?" /t/ /d/. "Can you name some other words that start with the letters J or B?" Prompt with "any words that start with /j/ /b/" if they have any trouble.

15



2ND LESSON 2: BLENDS: BEGINNING AND ENDING; RULE BREAKERS

Objectives:

- Concept Intro: Blends: Beginning and Ending—S Blends, L Blends, R Blends, N Blends
- Rule Breakers Intro: their, they're, everyone
- Develop auditory skills: letter position (beginning, middle, and end); difference between vowels and consonants; unusual sound of NK and NG
- Review Concepts: Short vowels, vowels v consonants; Secret Code: Breve

Materials:

- Alphabet Review Deck
- Presentation 2nd L-2
- Activity Sheet 2nd L-2

Review: Alphabet Deck and Digital Deck: Rule Breakers (2–3 mins)

Alphabet Deck: Cards 1-11, 19-23, 52-53

Review the cards in the order from yesterday to give the students a chance to review. Instruct the students to put their Review Cards on a surface, picture-side up. Students will separate the vowel sounds and the consonant sounds. Go through the vowel sound cards, then the consonant sound cards.

Digital Deck: Rule Breakers

Slowly go through the words one at a time, giving a chance to make sure the students understand each word.

Daily Reading HQ Video: Daily RHQ Vid 2nd L-2

Lesson Guide and Presentation 2nd L-2: Group Work (20–30 mins)

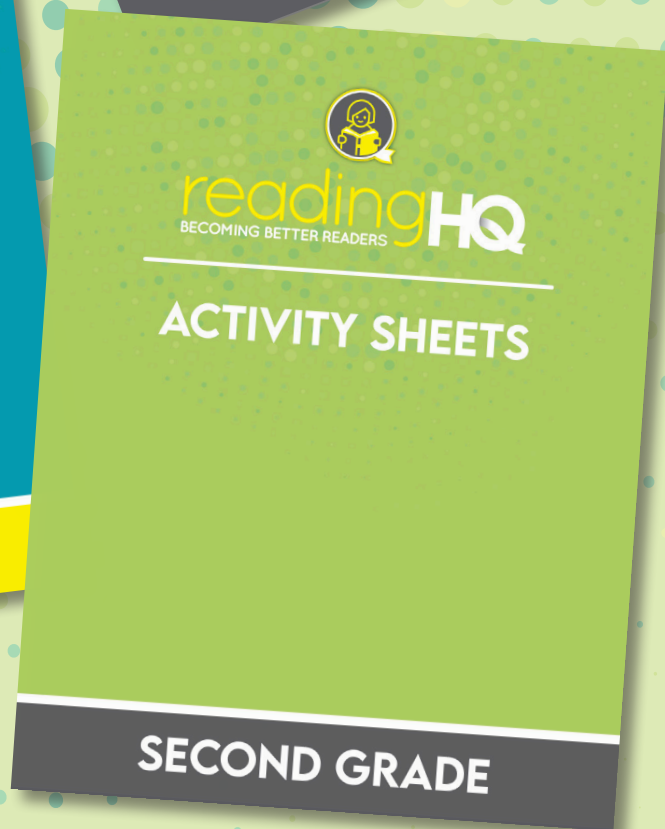
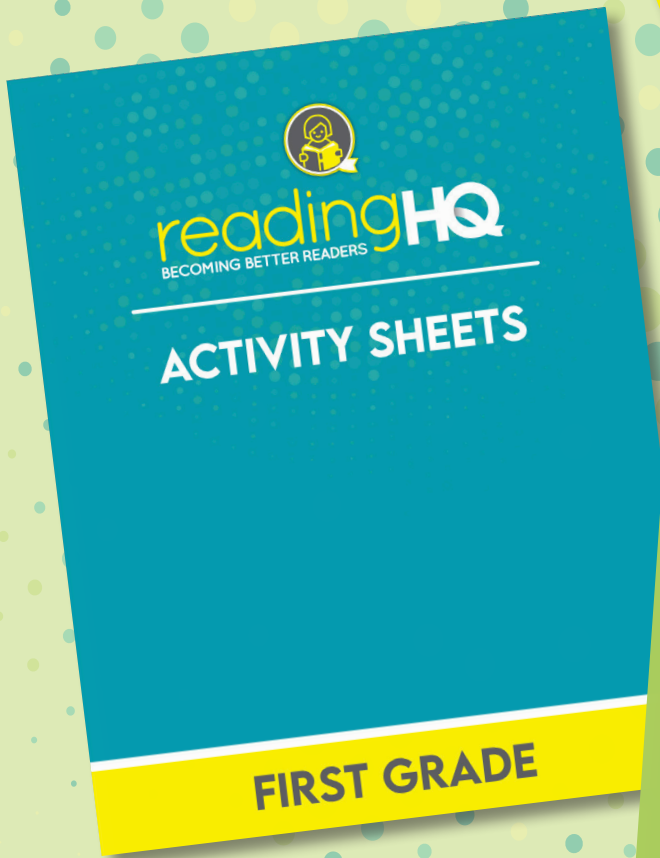
Slide 1: images—smile, star, scale, snap, spoon
"Look at this group of pictures. All these images have consonant blends with the letter S. I'm going to ask you to tell me what each picture is; as each person answers, let's listen for the S blend. Call on different students for each image. As they respond, over-pronounce the blend sounds.

Each of these words starts with an S blend. Let's decide where the S blend is in each word. Say each word aloud and help students isolate the S Blend sound.
Smile—/sm/, Star—/st/, Scale—/sc/, Snap—/sn/, Spoon—/sp/

Slide 2: images—vest, desk, gasp
These words also have the S Blend, but at the end of the word this time. Let's listen for the S blend as we identify these pictures. Call on different students for each image. As they respond, over-pronounce the blend sounds. Say each word aloud and help them isolate the S Blend sound.
Vest—/st/, Desk—/sk/, Gasp—/sp/

11

ACTIVITY SHEETS





Find each vowel. Label it with the Secret Code breve. Read each word.

ran sit rip

Find each vowel. Label it with the Secret Code breve. Read each word.

rug rig rag

rot red

Read the sentence. Circle the Rule Breakers.

The pan is red.



Name: _____



Find and code the vowel and the Sneaky E. Sound out the words. Circle the word that can fly.

fame pale tape plane

Trace the words. Code the vowels. Sound out the words. Circle the word that has a short vowel.

we no he sip

Circle any rule breakers. Read the sentence. Write your name below. Can you code any vowels in your name?

My name is Dan.



Name: _____

Trace the words. Code the vowel Y's with the Secret Code: Dot. Code the middle vowels with the appropriate vowel code. Read the words.

my trendy
spy testy

Code the vowels. Circle the short vowel words. Read the words.

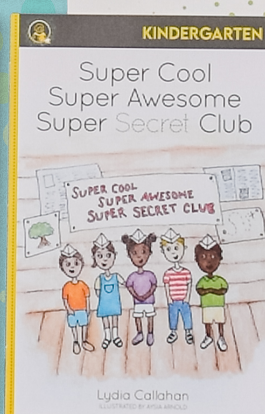
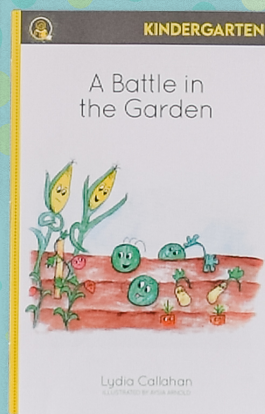
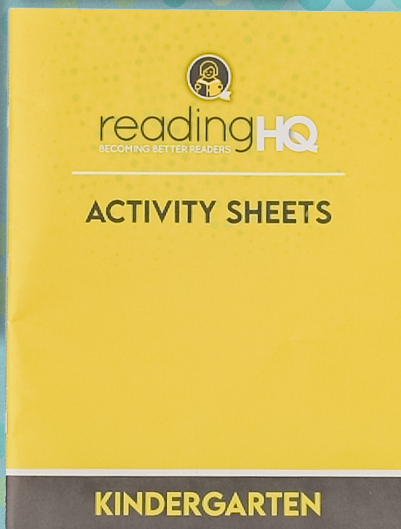
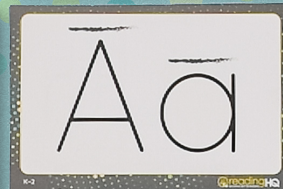
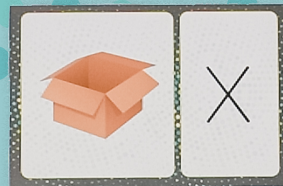
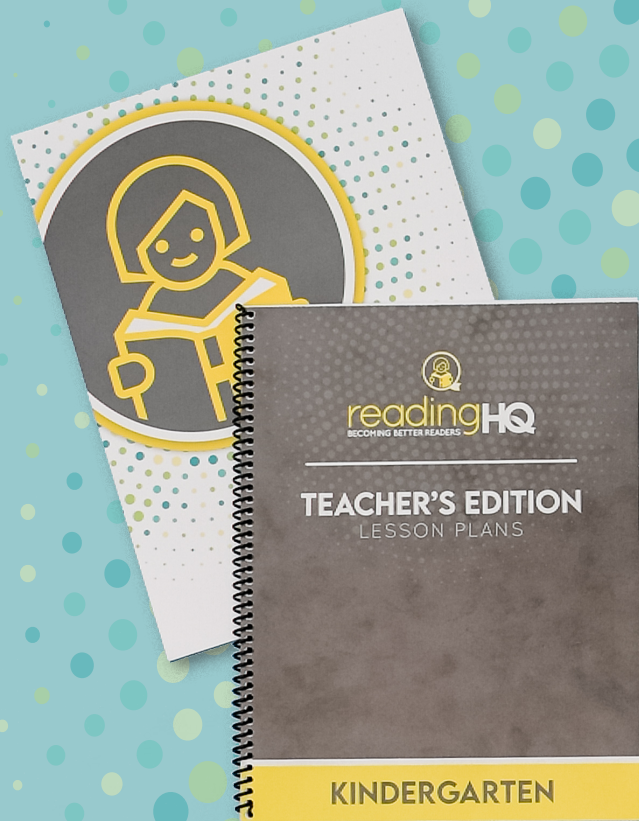
gave bland mine rift tone

Find the Rule Breakers and circle them. Code any words that may need to be sounded out. Read the sentence.

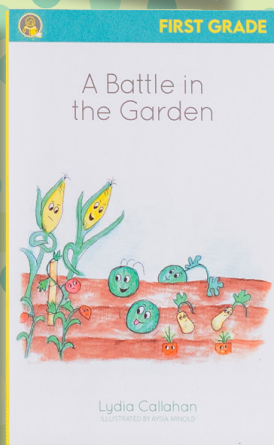
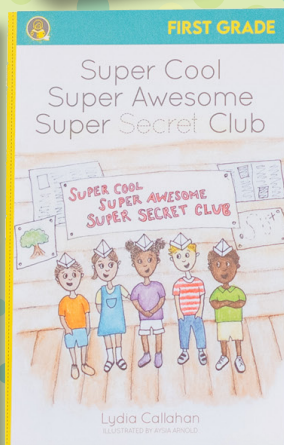
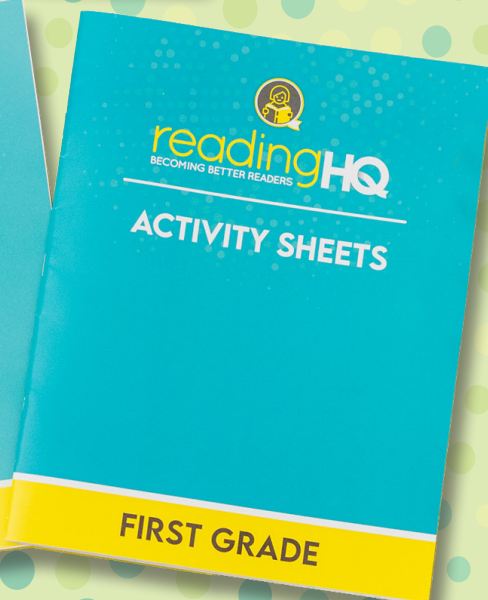
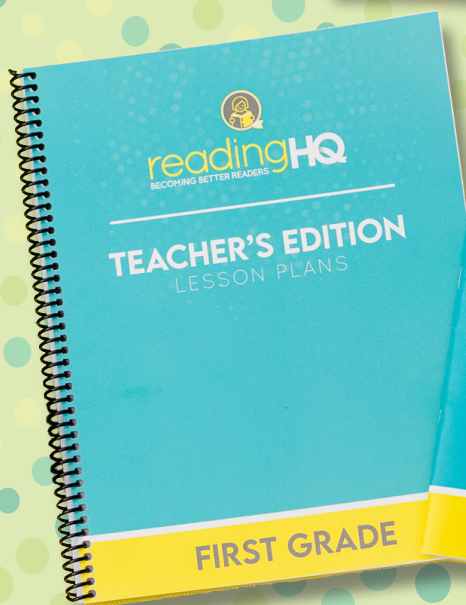
This is my bag of all the best candy.



K5 CURRICULUM



1ST GRADE CURRICULUM



2ND GRADE CURRICULUM



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Success Guarantee

We know that sometimes it can be difficult to determine where a student should begin. Depending on their current skill level, they may require one or the other grade level or a combination of the two. If you find that your child isn't quite a

match for the purchased level, we will give you access to the next closest level, whether that is down or up. We also are constantly adding additional practice activities to the digital platform to provide you and your little readers with the best opportunity for practice and success.



reading**HQ**