

# 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



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# TEACHER'S EDITION

## LESSON PLANS

**BASIC**



# BASIC LESSON 21

## Objectives

- » Intro to Suffixes: Base word; affix; suffix; No Changes Rule; Suffix S
- » Intro Secret Code Box
- » Review: Two sounds of S

## Materials

- » Activity Book pp. 26-27
- » Cheat Sheet: Suffix Rules: No Changes (Suffix S)

## Essential Questions

- » What are the two sounds for Suffix S?
- » Which suffix did we use to make a noun plural?
- » Which suffix did we use to make a form of a present-tense verb?

## Daily Video

### Slide Presentation Guide

*This week, we are practicing words with suffixes. A suffix is a group of letters added to the end of a base word to make a new word. A suffix cannot stand alone as a word. A base word is the simplest form of a word. It can stand alone and has its own meaning.*

*The suffixes we will be reading do not change the meaning of the base word. They make what we are reading or writing easier to understand.*

*We are going to learn rules about suffixes that help us both read and spell the words. We will begin by adding Suffix S to nouns.*

Remind the students that a singular noun names a person, place, or thing. A plural noun names more than one person, place, or thing. Give further explanation as needed.

### Slide 1: Words—(table)

Singular noun	Plural noun
lamp	lamps
seed	seeds
coat	coats

*Which suffix has been added to these nouns to make a word that means more than one? Suffix S Did the spelling of the noun change? no*

*Each of the base words is one syllable. Did adding Suffix S add another syllable? no*

*We have already learned that the letter S has two sounds. What are they? /s/ and /z/ Suffix S can have either of these sounds.*

*The sound we use depends on the sound at the end of the base word. Is the sound at the end of lamp*



*voiced or unvoiced?* unvoiced *So will Suffix S have its voiced or unvoiced sound?* unvoiced

*Is the sound at the end of seed voiced or unvoiced?* voiced *Will Suffix S have its voiced or unvoiced sound?* voiced

*And last of all, is the sound at the end of coat voiced or unvoiced?* unvoiced *What will the sound of S be?* /s/

Read each pair of words together to help the students hear the effect of adding the suffix.

**Slide 2:** Words—forks, fields, hills, knots, streams (blank)

Guide the students in identifying the sound of Suffix S in each word. forks: /s/; fields: /z/; hills: /z/; knots: /s/; streams: /z/

Call on individual students to read the words.

*Which Secret Code will we use for Suffix S?* a Box around S

**Slide 3:** Words—forks, fields, hills, knots, streams (coded with a Box around each S)

*Let's read these words together.*

Invite individual students to use a word in a sentence.

**Slide 4:** Words—(table)

Present tense verbs	
stand	stands
look	looks
roll	rolls

*Now we will add the Suffix S to present-tense verbs.*

Remind the students that the word “tense” means “time.” A present-tense verb tells what someone or something does or is doing now. Both the root word and the verb + S tell that the action is happening now. Give further explanation as needed.

*Which suffix has been added to these verbs to make them tell that the action happens now? S Did the spelling of the verb change?* no

*Did adding Suffix S add another syllable?* no

*Suffix S can have either of its sounds in these words also.*

*The sound we use depends on the sound at the end of the base word. Is the sound at the end of stand voiced or unvoiced?* voiced *So which sound of S will we use?* /z/

*Is the sound at the end of look voiced or unvoiced?* unvoiced *So, which sound of S will we use?* /s/



## BASIC LESSON 43

### Objectives

- Literary and informational texts: finding and using text evidence

### Materials

- Activity Book pp. 57-59
- sticky notes for each student
- a highlighter for each student

### Essential Questions

- How might learning how to find text evidence help you with your schoolwork?
- How does knowing how to find and use text evidence help you answer questions more accurately?

### Daily Video

#### Slide Presentation Guide

*In today's video lesson, you learned about text evidence. We use words or phrases from a story or an informational text to prove a statement or an answer to a question.*

*During group work time, we will use a literary text and an informational text to practice finding text evidence together.*

*Let's begin with a story.*

**Slide 1:** the following excerpt from “Sadie’s Day”:

“And then I got to recess. I was playing first base, and Jaxon kicked the ball right to Amaya. I tried to tell her to throw it to me, but I mixed up ‘quick’ and ‘fast’ and yelled ‘QUACK!’ as loud as I could.”

Nico actually stopped drawing and thought to himself, “Nope, 3rd graders aren’t going to let that one go.” But Sadie wasn’t done.

“It got worse,” she continued. “Amaya had already thrown the ball...and it...well, it hit me in the face!” Nico realized that explained why her face was so red. “And then Amaya yelled, “You forgot to...DUCK!!!” Sadie finished with a dramatic shout.

“Ouch,” Nico said, forcing himself not to smile. It was a pretty good joke.

*This paragraph is from the story “Sadie’s Day.”*

Call on a student to read the paragraph.

*Look for the sentence that answers this question: Why did Sadie yell “Quack!”?*

Invite a student to read the sentence. (I tried to tell her to throw it to me, but I mixed up ‘quick’ and ‘fast’ and yelled “Quack!” as loud as I could.)



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# ACTIVITY SHEETS

**BASIC**



Name: \_\_\_\_\_

Write the correct word from the word bank in each blank to name the text element.

illustration title subtitle

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Dublin, Ireland:

A City of Many Challenges

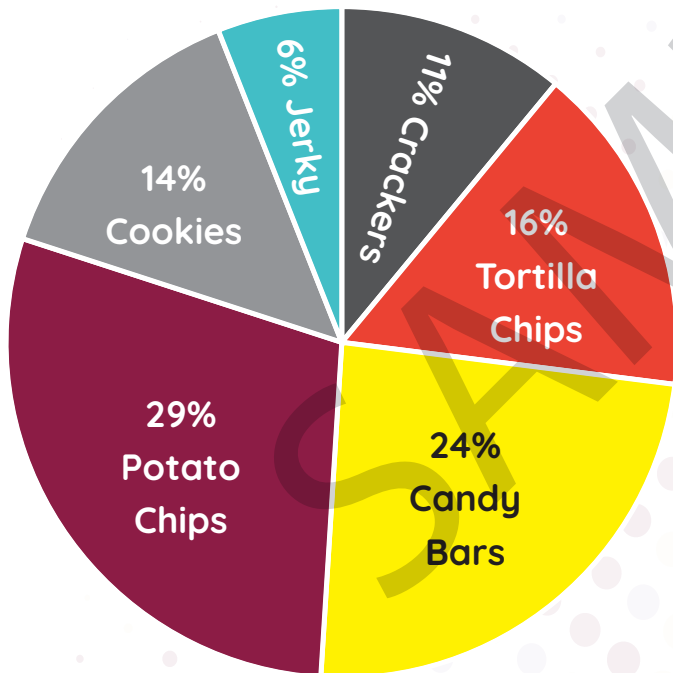
### Vikings

The people of Ireland lived for many years very peacefully. That is until the feared Vikings invaded their land! For over 200 years, the Vikings raided cities along the shore. When they came, they killed people, destroyed buildings, and took treasures that were important to the Irish people.

But, as bad as the Vikings were, they also did some good things. Until that time, the Irish were mainly poor. When the Vikings came in, they taught people more about business or trade. They also taught the people new skills like how to build ships. The Vikings settled in the area and built a city that later became known as Dublin.



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Look at the pie chart and answer the questions below.

Which snack food sold the most? \_\_\_\_\_

Which snack food sold the least? \_\_\_\_\_

Which snack food was purchased 24% of the time? \_\_\_\_\_

What percentage of sales did cookies get? \_\_\_\_\_



Name: \_\_\_\_\_

## REVIEW

Add OU or OW to complete each word.

sh\_\_t

r\_\_nd

cl\_\_d

h\_\_





c\_\_

b\_\_

br\_\_n

sh\_\_

Write or, ir, ar to complete the word that names each picture.

Picture	Fill in the blanks
	c__
	f__k
	g__l
	sh__t

Write the answer to each riddle using one of the words below.

broom    bridge    chair    wrist

- I am something you sit on. \_\_\_\_\_
- I am part of your arm. \_\_\_\_\_
- I am used to sweep a room. \_\_\_\_\_





Name: \_\_\_\_\_

**TABLE OF CONTENTS:**

**Chapter 1:** At the Admiral Benbow ..... p. 1  
**Chapter 2:** Black Dog Appears and Disappears ....p. 4  
**Chapter 3:** The Black Spot.....p. 9  
**Chapter 4:** The Sea-Chest .....p. 15  
**Chapter 5:** The Last of the Blind Men .....p. 21  
**Chapter 6:** The Captain’s Papers ..... p. 27

Look at the table of contents and answer the questions below.

What page would you turn to if you want to read about the black spot? \_\_\_\_\_

What is the name of the chapter that begins on p. 15? \_\_\_\_\_

Where would you find this information in a book? \_\_\_\_\_

Below is an index from a book about American territories. Look at the index and answer the questions.

**INDEX:**

Alaska.....	5
American Samoa.....	8-9
Cuba.....	7, 24
Guam.....	16-18
Hawaii.....	2-4
Mariana Islands.....	6
Marshall Islands.....	10
Panama Canal.....	19
Pearl Harbor.....	24
Philippine Islands.....	20-21
Puerto Rico.....	11, 22-23
Virgin Islands.....	25

On what page(s) would you find information about the Marshall Islands? \_\_\_\_\_

Could you find information about Hawaii on p. 3? \_\_\_\_\_

Could you find information about Puerto Rico on p. 12? \_\_\_\_\_

On what page(s) would you find information about Cuba? \_\_\_\_\_

# CHEAT SHEETS, FLASH CARDS, AND DIGITAL PLATFORM

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## Cheat Sheet Plot Wave

1. **Exposition:** background information—character and setting
2. **Rising Action:** changes, challenges, and problems arise
3. **Climax:** intense/exciting; point of decision or confrontation (challenges faced, battles fought)
4. **Falling Action:** events leading to solution
5. **Resolution:** solution to problem or challenge

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## Secret Codes

˘ Breve	short vowel	bat
— Macron	long vowel	cāke
/ Strike	silent letter	bikē
— Underline	multiple letters making one sound	path
— Cross through	voiced sounds (s, th)	rose
• Dot	unusual consonant sound (c, g, s, y)	cent
•• Two Dots	unusual vowel sound (a, u)	fall
— Swoosh	combination (wh, qu, Bossy R)	whale
[ Bracket	final, stable syllable	bugle
Slash	division of syllables	catfish
◌ Schwa	unstressed/unaccented vowel	ābout
ˊ Accent	stressed/accented syllable	cāncel

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## Voiced and Unvoiced Sounds

### Voiced Sounds (vibrations)

- Voiced Letters – b, d, g, j, l, m, n, r, v, w, z
- All Vowels – a, e, i, o, u, y
- Voiced Letter Groups – dge, ge, zz
- Final Stable Syllables – ble, cle, dle, fle, gle, kle, ple, tle, zle

### Unvoiced Sounds (no vibrations)

- f, k, p, s, t
- ps – ch, ck, ph,

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## Bossy R

The Originals	art, charm, star ernery, port, for herd, bigger	bird, fir	nurse, fur
The Unusuals	fair, chair stare, care cheer, leer ear, gear earn, heard sour, flour pour, four		

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## Vowel y

end of one syllable word  
end of multiple syllable word  
in the middle or at the end of syllable  
in the middle or at the end of syllable

mý, spý  
any, mercý  
bicycle, mýth  
pýthon, týphoon



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STUDENT READER



# THE THREE BILLY GOATS GRUFF

adapted by Brenda Summer



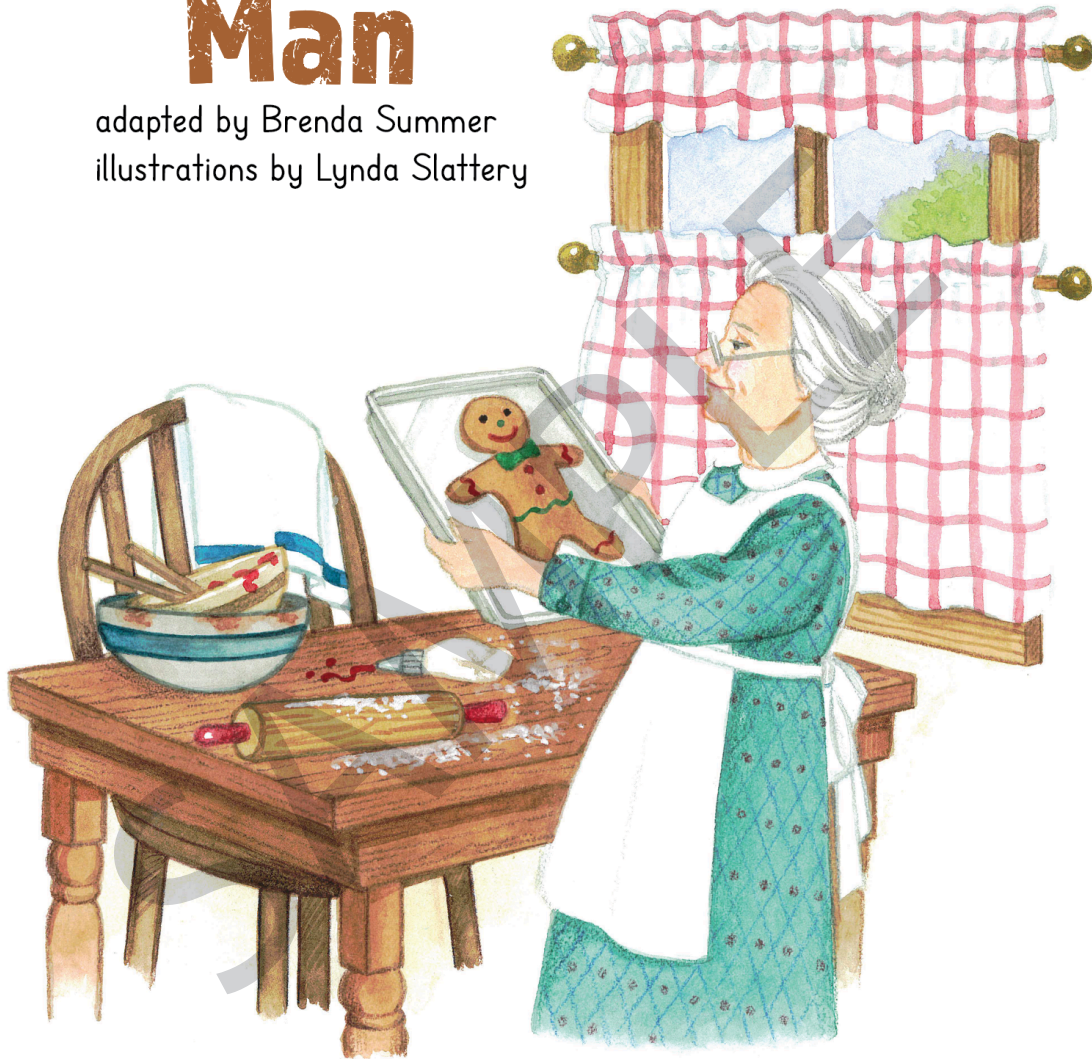
Once there were three billy goats who lived on a small farm. The billy goats were brothers, and their last name was Gruff. They were known as the Three Billy Goats Gruff.

The grass on the farm was short and bitter. So the three brothers set out to cross the river and climb the high hill. The grass was sweet and green up there. They wanted to eat a lot of grass and get fat. They trotted along the path until they came to a wooden bridge over the river.

Under the bridge lived a big troll. He was mean and grumpy and did not want anyone to cross the bridge. The Three Billy Goats Gruff knew the troll lived there, but they didn't care. They were hungry. One at a time, they started across the bridge to get to the sweet green grass.

# The Gingerbread Man

adapted by Brenda Summer  
illustrations by Lynda Slattery



Once there was an old woman and an old man who lived in a snug little cottage at the edge of the woods. They had a dog and a cat. They had a cow and a pig. They had some chickens and even a duck, but they did not have children.



It's right about then that I wake up in a cold sweat. My little heart is pounding. I jump up, yelling, "That thing with a broom is trying to get me!" Very frightening.

Well, that's about all that I have to say. I hope you understand me a little better now. I am really a shy sort of guy, but I just had to speak up. I feel better now. Yeah, I really do. In fact, you know what? That thing that tries to get me with a broom? I think I just may be able to say her name now.

## Review

1. What things scared Butch?
2. Why does Butch build webs?
3. What was the same fear that both Butch and the little girl had?

# LIKE WHAT YOU SEE?



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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.



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