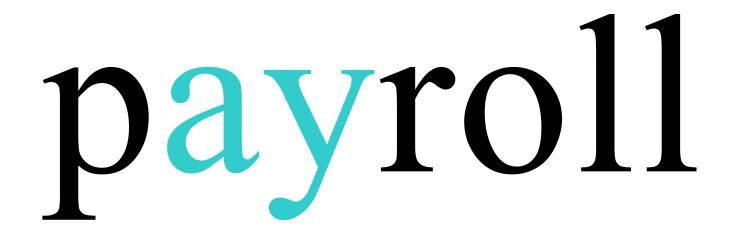
Week 10A		ay
Classroom Reading Wall Procedures for Teacher	rs –	Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists sid	de by	y side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the lis words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	t 7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."	e	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 		will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).

bay





display





Mayflower

	Week 10B		ai ee ea (2)
C	lassroom Reading Wall Procedures for Teachers	; –	Tape sheets together and post in front of the
С	lassroom. Advance one list per day. Place lists side	by	/ side if space permits. Follow special steps below:
2.	REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.	6. 7. 8.	Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.
	STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy." SAY LIST SLOWLY	9. 10.	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-
	Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.		one" daily practice using the Student Reading Wall (also included in this program).



plain

kneecap

teasing

repeal

wealthy

threaten

Week 10C

Oa ee ie ea

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1.	REVIEW PREVIOUS DAY'S LIST	6.	COPY CAT EXERCISE
	Take a minute to review the previous day's words to further solidify		Teacher begins by saying "COPY CAT." When students hear this phrase they
	memorization.		repeat every word – sound – etc. said by the teacher. This technique greatly
2.	DISCUSS COLORED SOUNDS OR READING RULE		enhances memorization of all words and is extremely motivational for students.
	The first step is to introduce the colored sound or reading rule used in the list	7.	BOO – BOO CATCHER GAME
	words. Point to each colored sound and say it for the students.		Students put both hands on desk. Teacher says words in order but makes a
3.	STUDENTS SAY COLORED SOUND IN EACH WORD		mistake on several words. Students raise hand when a mistake is heard.
	Tell students it's now their turn and you want them (in unison) to say the sound	8.	TIMED READING
	of the colored letter(s) only when your finger touches the paper below the		Time several students on saying the list. Write their name and time on the
	sound.		board.
4.	STOP AT THE VOWEL SOUND	9.	VOCABULARY WORKSHEET
	Next, discuss the first vowel sound in each word. Ask for a volunteer to say the		Pass out the vocabulary worksheet specifically designed for this Lesson.
	sound of each word but only up to the vowel sound (for example – if the word	10.	STUDENT READING WALL
	was "loyal" the child would say "loy."		Students who demonstrate mild to moderate difficulty in learning the daily words
5.	SAY LIST SLOWLY		will be able to maintain progress if given 10 – 15 minutes of additional "one-on-
	Teacher then partially reads each word saying only up to the first vowel sound		one" daily practice using the Student Reading Wall (also included in this
	 Students then say entire word when you point to them. 		program).



groan

proceed

volunteer

frontier



retreat

	Week 10D		all - al
	Classroom Reading Wall Procedures for Teachers		
	lassroom. Advance one list per day. Place lists side	e by	/ side if space permits. Follow special steps below:
2.	REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound	7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING
4.	of the colored letter(s) only when your finger touches the paper below the sound. STOP AT THE VOWEL SOUND	9.	Time several students on saying the list. Write their name and time on the board. VOCABULARY WORKSHEET
5	Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy." SAY LIST SLOWLY	10.	Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-
5.	Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.		one" daily practice using the Student Reading Wall (also included in this program).



eyeball

hallway

SWalloW

Stall

altogether

although

Week 11A

le al ol endings

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization.
- DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.
- STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.
- 4. STOP AT THE VOWEL SOUND

Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."

- 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

6. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.

7. BOO – BOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.

8. TIMED READING

Time several students on saying the list. Write their name and time on the board.

9. VOCABULARY WORKSHEET

Pass out the vocabulary worksheet specifically designed for this Lesson.

10. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).



pebble

horrible



normal

individual

capitol

	Week 11B		Final-e Rule
	Classroom Reading Wall Procedures for Teachers	_	Tape sheets together and post in front of the
	classroom. Advance one list per day. Place lists side	by	v side if space permits. Follow special steps below:
	 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
	was "loyal" the child would say "loy."	9. 10.	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
1	 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound		will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).



rescue



describe

excite

device

WD JUDGE

Week 11C

1 Consonant Rule

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. 2. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list 7 words. Point to each colored sound and say it for the students. 3. STUDENTS SAY COLORED SOUND IN EACH WORD
 - Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.
- 4. STOP AT THE VOWEL SOUND

Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example - if the word was "loyal" the child would say "loy."

- 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

6. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word - sound - etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.

BOO – BOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.

8. TIMED READING

Time several students on saying the list. Write their name and time on the board.

9. VOCABULARY WORKSHEET

Pass out the vocabulary worksheet specifically designed for this Lesson.

10. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-onone" daily practice using the Student Reading Wall (also included in this program).



fatal

balkery

previous

odor

labor

equator

Week 11D

2 Consonant Rule

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify memorization. 2. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the sound.
- 4. STOP AT THE VOWEL SOUND

Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example - if the word was "loyal" the child would say "loy."

- 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word - sound - etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.

Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.

Time several students on saying the list. Write their name and time on the board.

9. VOCABULARY WORKSHEET

Pass out the vocabulary worksheet specifically designed for this Lesson.

10. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-onone" daily practice using the Student Reading Wall (also included in this program).



mattress

understood

contact

Import



wb Critical

Week 12A

- Students then say entire word when you point to them.

C-Rule

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

scientist

divorce

cancer

pesticide



SpiCC

circular

Week 12B

tion - sion

Classroom Reading Wall Procedures for Teachers - Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this program).
 - Students then say entire word when you point to them.

fiction

information

population

conversation

condition

decision

Week 12C		or
Classroom Reading Wall Procedures for Teachers	s –	Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists side	e by	/ side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
 4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy." 5. SAY LIST SLOWLY 	•	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.		one" daily practice using the Student Reading Wall (also included in this program).



organized



boredom

forecast

orchestra

WD WOOTSE

Week 12D

ar – or ending

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.

regular

bachelor

senator

horror

elevator

interior

exterior

Week 13A		ar
Classroom Reading Wall Procedures for Teacher	's –	Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists sic	le by	y side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."	e	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 		will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).



partner

tardy

depart

barbecue

hardware

wd parallel

Week 13B	er ir
Classroom Reading Wall Procedures for Teacher	rs – Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists sid	de by side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list 	 COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.
 words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the 	Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.
 sound. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "low". 	10. STUDENT READING WALL
 was "loyal" the child would say "loy." 5. SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 	Students who demonstrate mild to moderate difficulty in learning the daily word will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

mercy

W010101

Wander

JUIY



internal

external

Week 13C

or – or ending

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

Time several students on saying the list. Write their name and time on the

Pass out the vocabulary worksheet specifically designed for this Lesson.

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-onone" daily practice using the Student Reading Wall (also included in this program).



historic

support

visitor

govenor

divisor of the second s

janitor

Week 13D Short Vowels Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below: 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).





guilty

mass

discovery

conflict

friendship

	Week 14A		short o – au - aw
	Classroom Reading Wall Procedures for Teachers	_	Tape sheets together and post in front of the
	classroom. Advance one list per day. Place lists side	by	/ side if space permits. Follow special steps below:
	 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
2	I. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."	9. 10.	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson.
5			will be able to maintain progress if given $10 - 15$ minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).

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Cause

automatic

automobile

awkward

withdraw

wd lawyer

Week 14B		ou
Classroom Reading Wall Procedures for Teachers	; —	Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists side	by	/ side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
was "loyal" the child would say "loy." 5. SAY LIST SLOWLY		VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.		one" daily practice using the Student Reading Wall (also included in this program).

<u>utline</u>

discount

outgoing

housing

proud

wd tout

Week 14C	oi oy
Classroom Reading Wall Procedures for Teachers	s – Tape sheets together and post in front of the
•	e by side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 	 COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.
of the colored letter(s) only when your finger touches the paper below the sound.	Time several students on saying the list. Write their name and time on the board.
4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."	 VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 	will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).



moisture



disappointed

avoid



employ

Week 14D	oo ew
Classroom Reading Wall Procedures for Teachers	a – Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists side	by side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	 COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."	 VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 	will be able to maintain progress if given $10 - 15$ minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).

proof

shampoo

tothbrush

tothpaste

ctew

chewy

wd Cruel

Week 15A

un prefix

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



unsure

uneven

long the second second

unbelievable

lless

unnecessary

Week 15B		dis
Classroom Reading Wall Procedures for Teachers	s –	Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists side	e by	side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. 		COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly
2. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.	7.	enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a
3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the	8.	mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the
 sound. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the 		board. VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson.
 sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy." 5. SAY LIST SLOWLY 	10.	STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.		one" daily practice using the Student Reading Wall (also included in this program).



disrespect

disagree

discontinue

disbelief

discourage

w disaster

Week 15C

ex – short e - short i

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy."
- 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

excitement

explanation

expensive

exceptional

except

wd Class

wd Clark

Week 15D

co – short u

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them.

program).

confuse

confusing

contribute

convince

confess

contract (2)

Week 16A		tion
Classroom Reading Wall Procedures for Teacher	Tape sh	eets together and post in front of the
classroom. Advance one list per day. Place lists sid		
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	COPY CA Teacher be repeat ever enhances n BOO – BC Students pu mistake on TIMED RE	T EXERCISE gins by saying "COPY CAT." When students hear this phrase they y word – sound – etc. said by the teacher. This technique greatly nemorization of all words and is extremely motivational for students. O CATCHER GAME ut both hands on desk. Teacher says words in order but makes a several words. Students raise hand when a mistake is heard.
 STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy." 	VOCABUL Pass out the STUDENT	ARY WORKSHEET e vocabulary worksheet specifically designed for this Lesson. • READING WALL ho demonstrate mild to moderate difficulty in learning the daily words
 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 	will be able	to maintain progress if given 10 – 15 minutes of additional "one-on- bractice using the Student Reading Wall (also included in this



national

Station

instruction

combination

selection

description

	Week 16B		sion
C	Classroom Reading Wall Procedures for Teachers	; —	Tape sheets together and post in front of the
С	lassroom. Advance one list per day. Place lists side	by	/ side if space permits. Follow special steps below:
	REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list		COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME
3.	words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.		Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
4.	STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."		VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
5.	SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.		will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).

discussion

confusion

erosion 1011

conclusion

explosion

compassion

wd tension

Week 16C		ful
Classroom Reading Wall Procedures for Teacher	s –	Tape sheets together and post in front of the
classroom. Advance one list per day. Place lists sid	e by	side if space permits. Follow special steps below:
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy.")	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 		will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).



Skillful

successful

peaceful

meaningful

merciful

plentiful

Week 16D able Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below: 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



dependable

understandable

pleasurable

profitable

desirable

reasonable

Week 17A

le ending

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify memorization. 2. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list 7 words. Point to each colored sound and say it for the students.
- 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.
- 4. STOP AT THE VOWEL SOUND

Next, discuss the first vowel sound in each word. Ask for a volunteer to sav the sound of each word but only up to the vowel sound (for example - if the word was "loyal" the child would say "loy."

- 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word - sound - etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.

BOO – BOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.

8. TIMED READING

Time several students on saying the list. Write their name and time on the board.

9. VOCABULARY WORKSHEET

Pass out the vocabulary worksheet specifically designed for this Lesson.

10. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-onone" daily practice using the Student Reading Wall (also included in this program).



vehicle

capable

motorcycle

tricycle

flexible

cattle

Week 17B

al ending

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.



capital

rental

vertical

horizontal

accidental

material

Week 17C		est
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the		
classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:		
 REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. 	6. 7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.
4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."	;	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL Students who demonstrate mild to moderate difficulty in learning the daily words
 SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. 		will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).



tiniest

busiest

prettiest

roughest

straightest

wealthiest

Week 17D less - ness Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below: 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



endless

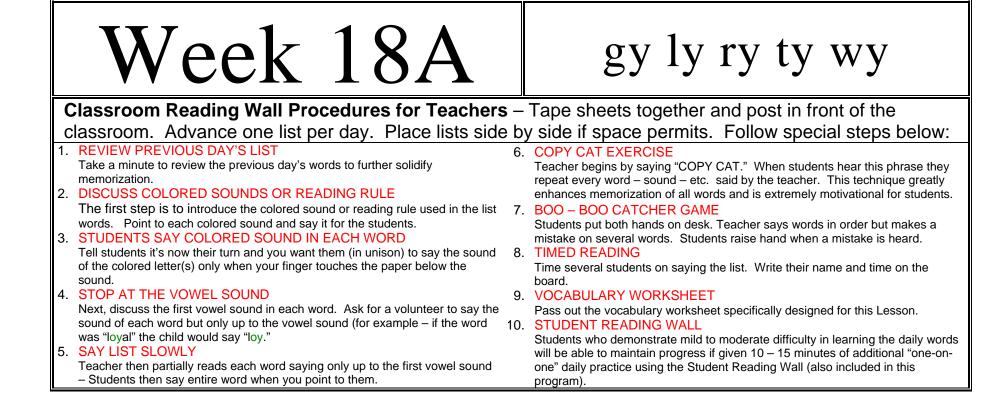
worthless

usefulness

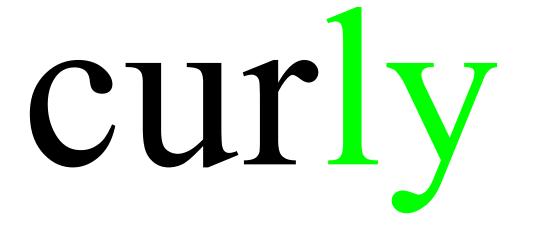
wilderness

boldness

witness







in the second se

priority

shagey

Snowy

simply

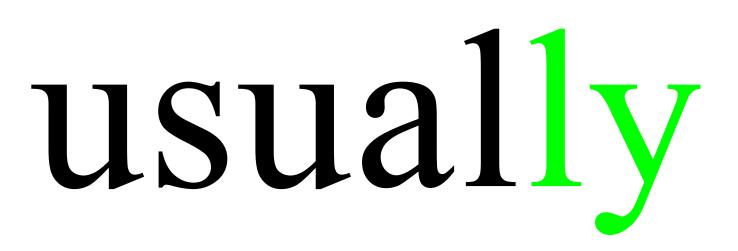
Week 18B

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Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to sav the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-onone" daily practice using the Student Reading Wall (also included in this program).



activity

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memory



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Week 18C



Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the sound. board. 4. STOP AT THE VOWEL SOUND

Next, discuss the first vowel sound in each word. Ask for a volunteer to sav the sound of each word but only up to the vowel sound (for example - if the word was "loyal" the child would say "loy."

- 5. SAY LIST SLOWLY
 - Teacher then partially reads each word saying only up to the first vowel sound
 - Students then say entire word when you point to them.

Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.

Time several students on saying the list. Write their name and time on the

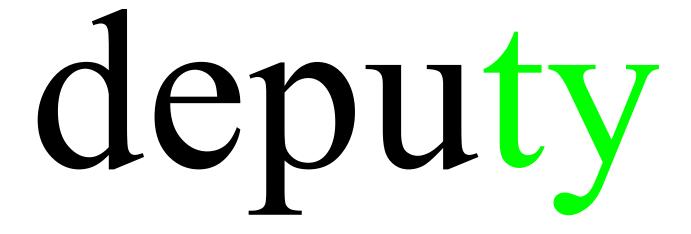
9. VOCABULARY WORKSHEET

Pass out the vocabulary worksheet specifically designed for this Lesson.

10. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-onone" daily practice using the Student Reading Wall (also included in this program).







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Week 18D

Next, discuss the first vowel sound in each word. Ask for a volunteer to sav the

sound of each word but only up to the vowel sound (for example - if the word

Teacher then partially reads each word saying only up to the first vowel sound

- Students then say entire word when you point to them.

sound.

5. SAY LIST SLOWLY

4. STOP AT THE VOWEL SOUND

was "loyal" the child would say "loy."

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Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

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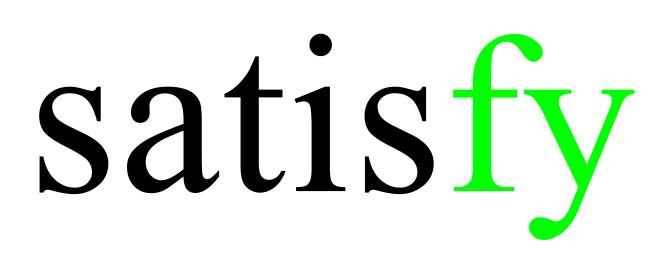
Time several students on saying the list. Write their name and time on the board.

9. VOCABULARY WORKSHEET

Pass out the vocabulary worksheet specifically designed for this Lesson.

10. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).



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