

Week 19A

a – 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:

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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 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.
- 7. BOO – BOO CATCHER GAME**
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- 9. VOCABULARY WORKSHEET**
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- 10. STUDENT READING WALL**
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assign

attend

afford

ability

approve

adjust

achieve

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appear

a**l**arm

a**n**noy

assist

accomplish

aboard

appearance

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account

astronomy

abuse

assume

associated

attempt

arrive

Week 19D

Final-a Rule

IMPORTANT NOTE:

Several “drug-abuse” related vocabulary words are introduced in the second semester of Grade 4. This is done because federal research has shown Grade 4 is the grade in which some students encounter their first experimentation with various drug types or inhalants. By providing information on the harmful effects of these substances at an early age, the student will have the knowledge and confidence to not “give-in” to peer pressure when encountering these situations.

We encourage teachers to use additional resources to pursue this topic in greater detail. For more information on the harmful effects of drug use, please see the federal government’s drug education web site at - www.drugabuse.gov/ResearchReports. The 19D Vocabulary Building Worksheet also includes public health information on the harmful effects of drug use.

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9. VOCABULARY WORKSHEET
10. STUDENT READING WALL

comma

Asia

California

Australia

peninsula

encyclopedia

China

Week 20A

1 Consonant Rule

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utensils

recycle

religion

minority

italics

recover

provided

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Final-e Rule

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tone

volume

admire

stroke

demonstrate

create

WD Europe

Week 20C

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share

severe

calculate

silverware

telescope

microwave

WD expense

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Tricky Long Vowels

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poem

height

frightened

freight

grind

quotient

piano

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2 Consonant Rule

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instead

champion

restaurant

customer

opportunity

e mbarrass

WD a cre

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fabric

fractions

mathematics

gutter

issue

*a*lcohol

*a*ttitude

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rapid

project

gravel

panic

senate

talent

vanish

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topic

limits

cavern

benefit

minimum

maximum

recognize

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co – short o

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c o m m e n t

compound

compact

compromise

competition

composition

commerce

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co – short u

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compete

command

combine

complain

compare

community

convention

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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).

comfort

comfortable

communicate

compass

completed

commission

commissioner

Week 22D

Unusual 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**
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 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.
- 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).

canal

patrol

fatigue

dramatic

tongue

committee

WD butcher

Week 23A

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**
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 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.
- 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).

ceramic

recent

adjacent

concentrate

recently

succeed

society

Week 23B

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:

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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 words. Point to each colored sound and say it for the students.
- 3. STUDENTS SAY COLORED SOUND IN EACH WORD**
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- 5. SAY LIST SLOWLY**
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- 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).

cement

advice

Pacific

replace

introduce

cigarettes

citizenship

Week 23C

G- '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 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.
- 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).

geography

geology

manager

frigid

region

budget

rage

Week 23D

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**
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 words. Point to each colored sound and say it for the students.
- 3. STUDENTS SAY COLORED SOUND IN EACH WORD**
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- 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).

carnival

visual

diagonal

gradual

manual

identical

occasional

Week 24A

ar exceptions

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 words. Point to each colored sound and say it for the students.
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- 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).

married

marriage

carriage

parachute

rarely

vary

Caribbean

Week 24B

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 words. Point to each colored sound and say it for the students.
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- 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).

belief

gigantic

deposit

reserve

desire

resist

present (2)

Week 24C

y – 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**
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 words. Point to each colored sound and say it for the students.
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- 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).

system

typical

mystery

symbol

sympathy

sympathetic

symphony

Week 24D

“s” has “z” sound

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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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.”)
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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).

tease

observe

observant

clumsy

despise

advertise

advertisement

Week 25A

ou - ow

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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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 words. Point to each colored sound and say it for the students.
- 3. STUDENTS SAY COLORED SOUND IN EACH WORD**
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- 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).

outstanding

boundary

stout

mountainous

counselor

coward

WD journey

Week 25B

ance – 2 sounds

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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- 3. STUDENTS SAY COLORED SOUND IN EACH WORD**
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- 4. STOP AT THE VOWEL SOUND**
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- 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).

glance

stance

finance

fragrance

ignorance

ambulance

acquaintance

Week 25C

ion ending (yun)

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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- 8. TIMED READING**
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- 9. VOCABULARY WORKSHEET**
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- 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).

million

billion

trillion

onion

union

companion

rebellion

Week 25D

ment

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 words. Point to each colored sound and say it for the students.
- 3. STUDENTS SAY COLORED SOUND IN EACH WORD**
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- 4. STOP AT THE VOWEL SOUND**
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- 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).

department

argument

agreement

settlement

amendment

government

equipment

Week 26A

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**
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 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.")
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Pass out the vocabulary worksheet specifically designed for this Lesson.
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blizzard

diff^{er}

re^{pt}ile

millimeter

ingredient

Missouri

slender

Week 26B

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:

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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.
- 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.
- 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).

intense

drastic

entrance

velvet

actually

dispose

mistaken

Week 26C

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:

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- 2. DISCUSS COLORED SOUNDS OR READING RULE**
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Time several students on saying the list. Write their name and time on the board.
- 9. VOCABULARY WORKSHEET**
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- 10. STUDENT READING WALL**
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practical

abnormal

structure

*a*dvance

*i*llustrate

publisher

WD essential

Week 26D

tion

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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- 9. VOCABULARY WORKSHEET**
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- 10. STUDENT READING WALL**
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stationary

taxation

transaction

attrition

additional

protection

WD detention

Week 27A

er ir ur

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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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 words. Point to each colored sound and say it for the students.
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Time several students on saying the list. Write their name and time on the board.
- 9. VOCABULARY WORKSHEET**
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fertile

Virginia

shiver

stapler

helicopter

duration

purchase

Week 27B

or

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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- 9. VOCABULARY WORKSHEET**
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- 10. STUDENT READING WALL**
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forms

oral

gorgeous

original

former

minorities

WD coarse

Week 27C

ty my hy ry

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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penalty

security

variety

anatomy

squishy

luxury

WD purify

Week 27D

ar er ur or

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cargo

carpenter

perfect

permanent

tolerate

survive

torture