

Lesson 1A

REVIEW GRADE 1 VOCABULARY – short a Week 1 - Monday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.
For detailed explanation of all each procedure see the Classroom Reading Wall Introduction.

a m

and

ran

has

that

flag

can't

Lesson 1B

REVIEW GRADE 1 – short e

Week 1 - Tuesday

Suggested Classroom Reading Wall Teaching Procedure

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For detailed explanation of all each procedure see the Classroom Reading Wall Introduction.

red

get

yes

wet

went

best

never

Lesson 1c

REVIEW GRADE 1 – short i

Week 1 - Wednesday

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For detailed explanation of all each procedure see the Classroom Reading Wall Introduction.

if

it

his

will

w**i**th

th**i**s

w**i**sh

Lesson 1D

REVIEW GRADE 1 – short o
Week 1 - Thursday

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For detailed explanation of all each procedure see the Classroom Reading Wall Introduction.

got

top

off

long

rock

drop

wrong

Lesson 1E

REVIEW GRADE 1 – short u
Week 1 - Friday

Suggested Classroom Reading Wall Teaching Procedure

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For detailed explanation of all each procedure see the Classroom Reading Wall Introduction.

up

us

run

jump

just

such

thumb

Lesson 2A

ai – ee – ea – oa – ay (long vowel sounds)

Week 2 - Monday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
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11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

rain

three

read

road

say

day

play

Lesson 2B

Final-e Rule (Makes the vowel long)

Week 2 - Tuesday

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11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

name

home

here

make

time

while

write

Lesson 2c

oo (2 sounds)

Week 2 - Wednesday

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1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
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too

food

soon

foot

good

look

took

Lesson 2D

ou – ow – oi - oy
Week 2 - Thursday

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out

our

house

now

know

boy

coin

Lesson 2E

R-CONTROLLED VOWELS

Week 2 - Thursday

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her

girl

turn

were

are

or

more

Lesson 3A

SHORT A

Week 3 - Monday

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a d d d

class

grab

shall

have

Word of the Day

wash

Lesson 3B

SHORT E

Week 3 - Tuesday

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bell

fell

sell

spell

when

Word of the Day

twelve

Lesson 3c

SHORT i

Week 3 - Wednesday

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fill

hid

kid

swim

drink

Word of the Day

busy

Lesson 3D

SHORT O – SHORT U

Week 3 - Thursday

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doll

cross

hug

drum

much

Word of the Day

other

Lesson 4A

FINAL-E RULE

Week 4 - Monday

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late

bite

kite

close

made

Word of the Day

eye

Lesson 4B

ai – ee – oa - ie
Week 4 - Tuesday

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tail

b ee

b oa t

tr i e d

three

Word of the Day

been

Lesson 4c

AY (LONG A)
Week 4 - Wednesday

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stay

away

always

say

says

Word of the Day

yesterday

Lesson 4D

R-CONTROLLED – ar - or

Week 4 - Thursday

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hard

large

horse

short

before

Word of the Day

door

Lesson 5A

ai – long a sound
Week 5 - Monday

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fair

hair

train

stairs

again

Word of the Day

great

Lesson 5B

ee ea – long e sound

Week 5 - Tuesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
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seed

each

teach

mean

year

Word of the Day

knee

Lesson 5c

ie – long i

Week 5 - Wednesday

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pie

tie

tied

cried

lie

Word of the Day

quiet

Week 5D

oa

Week 5 - Thursday

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2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

coat

goat

toad

throat

road

Word of the Day

toe

Lesson 6A

ow – long o
Week 6 - Monday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

own

show

grow

window

know

Word of the Day

two

Lesson 6B

OW OU

Week 6 - Tuesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

owl

cow

cloud

about

our

Word of the Day

yours

Lesson 6c

oo (2)

Week 6 - Wednesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

room

school

book

cook

foot

Word of the Day

who

Lesson 6D

Consonant-y ending – by ny ry ty
Week 6 - Thursday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

baby

bunny

story

every

pretty

Word of the Day

fly

Lesson 7A

FINAL-E RULE

Week 7 - Monday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

wave

dime

bone

rope

wide

Word of the Day

sure

Lesson 7B

ing

Week 7 - Tuesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

•
sing

king

bring

swing

thing

Word of the Day

giving

Lesson 7c

ight

Week 7 - Wednesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

right

light

night

tight

height

Word of the Day

high

Lesson 7D

Consonant-y - dy py ry ny
Week 7 - Thursday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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body

happy

carry

penny

ready

Word of the Day

cry

Lesson 8A

ew

Week 8 - Monday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
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11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

new

blew

knew

drew

you

Word of the Day

few

Lesson 8B

C-Rule

Week 8 - Tuesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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ice

face

nice

twice

once

Word of the Day

city

Lesson 8c

ful

Week 8 - Wednesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
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full

helpful

thankful

hopeful

beautiful

Word of the Day

pull

Lesson 8D

“le” ending

Week 8 - Thursday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
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10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

table

purple

bottle

people

little

Word of the Day

nickel

Lesson 9A

short a

Week 9 - Monday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

band

land

glad

glass

has

Word of the Day

half

Lesson 9B

short e

Week 9 - Tuesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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10. VOCABULARY WORKSHEET – Pass out the vocabulary worksheet for the daily words.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

send

sent

self

step

head

Word of the Day

again

Lesson 9c

short i

Week 9 - Wednesday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
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11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

miss

print

thin

thick

which

Word of the Day

find

Lesson 9D

short o

Week 9 - Thursday

Suggested Classroom Reading Wall Teaching Procedure

1. SET UP –Tape the 3 “Daily Word Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
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11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of practice on the Student Reading Wall.

soft

shop

socks

block

wrong

Word of the Day

knock