

Week 10A

ay

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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- 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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b ay

payroll

delay

display

relay

halfway

Mayflower

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ai ee ea (2)

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brain

plain

kneecap

teasing

repeal

wealthy

threaten

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Oa ee ie ea

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loan

groan

proceed

volunteer

frontier

keen

retreat

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all - al

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m all

eyeball

hallway

swallow

stall

altogether

although

Week 11A

le al ol endings

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fumble

pebble

horrible

trial

normal

individual

capitol

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Final-e Rule

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gale

rescue

type

describe

excite

device

WD judge

Week 11C

1 Consonant Rule

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defend

fatal

bakery

previous

odor

labor

equator

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kidneys

mattress

understood

contact

import

eXport

WD critical

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C-Rule

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scientist

divorce

cancer

pesticide

rice

spice

circular

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tion - sion

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location

fiction

information

population

conversation

condition

decision

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or

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Organ

organized

ignore

boredom

forecast

orchestra

WD worse

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ar – or ending

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regular

bachelor

senator

horror

elevator

interior

exterior

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chart

partner

tardy

depart

barbecue

hardware

WD parallel

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er ir

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mercy

wonder

wander

jury

firm

internal

external

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or – or ending

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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).

tornado

historic

support

visitor

governor

divisor

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:

- 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.
- 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**
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.
- 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**
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- 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-one" daily practice using the Student Reading Wall (also included in this program).

c o m e t

gravity

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:

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Take a minute to review the previous day's words to further solidify memorization.
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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.
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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).

proper

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:

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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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ounce

outline

discount

outgoing

housing

proud

WD tour

Week 14C

oi oy

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.
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- 10. STUDENT READING WALL**
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moist

moisture

foil

disapp^oointed

av^ooid

royal

employ

Week 14D

oo ew

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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proof

shampoo

toothbrush

toothpaste

crew

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:

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unfair

un**sure**

un**even**

unknown

unbelievable

unless

unnecessary

Week 15B

dis

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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dishonest

disrespect

disagree

discontinue

disbelief

discourage

WD 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:

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excitement

explanation

expensive

exceptional

except

WD exist

WD exact

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:

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connect

confuse

confusing

contribute

convince

confess

contract (2)

Week 16A

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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nation

national

station

instruction

combination

selection

description

Week 16B

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:

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discussion

confusion

erosion

conclusion

explosion

compassion

WD tension

Week 16C

ful

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fearful

skillful

successful

peaceful

meaningful

merciful

plentiful

Week 16D

able

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available

dependable

understandable

pleasur**able**

profit**able**

desirable

reasonable

Week 17A

le ending

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tumble

vehicle

capable

motorcycle

tricycle

flexible

cattle

Week 17B

al ending

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- 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**
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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).

natural

capital

rental

vertical

horizontal

accidental

material

Week 17C

est

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fresh**est**

tiniest

busiest

prettiest

roughest

straightest

wealthiest

Week 17D

less - ness

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restless

endless

worthless

usefulness

wilderness

boldness

witness

Week 18A

gy ly ry ty wy

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f o g g y

curly

injury

priority

shaggy

snowy

simply

Week 18B

ly ty py ry

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usually

activity

grumpy

instantly

memory

diary

poverty

Week 18C

ry ty ly

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delivery

deputy

barely

previously

practically

temporary

WD reply

Week 18D

fy – long i

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satisfy

magnify

amplify

simplify

ratify

modify

WD stuffy