

# Lesson 10A

## Week 10 – Monday – C-Rule

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy.") In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

ace

---

pace

cycle

---

central

magnificent

# Lesson 10B

## Week 10 – Tuesday – C-Rule

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

trace

---

scarce

intelligence

---

citizenship

ancient

# Lesson 10c

Week 10 – Wednesday – Sound

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

bulge

---

margin

generally

---

voyage

encourage

# Lesson 10D

## Week 10 – Thursday – G-Rule

- 1. REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

range

---

rigid

legend

---

passage

generation

# Lesson 11A

## Week 11 – Monday – 1 Consonant Rule

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

result

---

frequent

deserve

---

rebellion

revolution

# Lesson 11B

Week 11 – Tuesday – Sound

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

uniform

---

equipped

rival

---

deceit

equality

# Lesson 11c

## Week 11 – Wednesday – 2 Consonant Rule

### 1. REVIEW

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

### 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

### 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

### 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

### 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

### 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.

### 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

dissolve

---

stunted

impress

---

obligated

independent

# Lesson 11D

## Week 11 – Thursday – 2 Consonant Rule

### 1. REVIEW

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

### 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

### 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

### 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

### 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

### 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.

### 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

mutter

---

fungus

inspect

---

*e*xtend

*a*ctually

# Lesson 12A

Week 12 – Monday – ly ending

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

elderly

---

skillfully

effortlessly

---

eventually

directly

# Lesson 12B

Week 12 – Tuesday – ty ending

- 1. REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

society

---

liberty

community

---

diversity

university

# Lesson 12c

Week 12 – Wednesday – ry – sy – ly endings

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

dairy

---

slavery

glossy

---

recently

nearby

# Lesson 12D

Week 12 – Thursday – fy ending – long i

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

satisfy

---

identify

magnify

---

unify

amplify

# Lesson 13A

Week 13 – Monday – tion

- 1. REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

function

---

infection

tradition

---

expectation

constitution

# Lesson 13B

Week 13 – Tuesday – sion

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

tension

---

dimension

expansion

---

comprehension

mission

# Lesson 13c

Week 13 – Wednesday – ture

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

vulture

---

posture

fracture

---

miniature

legislature

# Lesson 13D

Week 13 – Thursday – tive

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

protective

---

primitive

competitive

---

alternative

collaborative

# Lesson 14A

Week 14 – Monday – ar ending

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

molar

---

familiar

peculiar

---

particular

afar

# Lesson 14B

Week 14 – Tuesday – or ending

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

director

---

vigor

conductor

---

superior

splendor

# Lesson 14c

Week 14 – Wednesday – tle ending

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

tremble

---

nestle

stable

---

responsible

lifestyle

# Lesson 14D

Week 14 – Thursday – al ending

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

political

---

journal

colonial

---

impractical

historical

# Lesson 15A

## Week 15 – Monday – 1 Consonant Rule

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

re·sign

---

motorized

professional

---

preserve

profit

# Lesson 15B

## Week 15 – Tuesday – 1 Consonant Rule

### 1. REVIEW

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

### 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

### 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

### 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

### 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

### 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.

### 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

laborer

---

glacier

recover

---

re<sup>e</sup>quire

b<sup>a</sup>asic

# Lesson 15c

## Week 15 – Wednesday – 2 Consonant Rule

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

muster

---

e x p r e s s

f r a n t i c

---

splendid

immigrant

# Lesson 15D

## Week 15 – Thursday – 2 Consonant Rule

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

**i** n f o r m

---

confident

immense

---

**i**nterrupt

**e**thnic

# Lesson 16A

Week 16 – Monday – ai

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

slain

---

despair

restrain

---

attain

Britain

# Lesson 16B

Week 16 – Tuesday – ay

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

1  
layer

---

essay

decay

---

frayed

portray

# Lesson 16c

Week 16 – Wednesday – ea (long & short e)

- 1. REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

features

---

repeal

treaty

---

headline

wealth

# Lesson 16D

Week 16 – Thursday – ea (2 syllables)

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

areas

---

reappear

reaction

---

meander

European

# Lesson 17A

Week 17 – Monday – au

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

pause

---

autopsy

audition

---

exhaust

authority

# Lesson 17B

Week 17 – Tuesday – ou

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

council

---

pounce

boundary

---

compound

outnumbered

# Lesson 17c

Week 17 – Wednesday – oi - oy

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

appoint

---

viewpoint

avoidance

---

convoy

royalty

# Lesson 17D

Week 17 – Thursday – oo – 2 sounds

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

groove

---

bamboo

woodland

---

statehood

livelihood

# Lesson 18A

Week 18 – Monday – tion

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

section

---

petition

destination

---

exploration

communication

# Lesson 18B

Week 18 – Tuesday – sion

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

version

---

admission

collision

---

concu**ssion**

confes**sion**

# Lesson 18c

Week 18 – Wednesday – **ance** – short a

- REVIEW**  
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**  
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**  
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**  
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 time on the board.
- 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

France

---

romance

advance

---

prance

finance

# Lesson 18D

Week 18 – Thursday – **ence – ance (short e)**

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

residence

---

coincidence

tolerance

---

endurance

arrogance