

# Classroom Reading Wall – Level VI

Tape sheets on wall in front of class and follow 11 steps below

Insure student mastery of Grade 5 Vocabulary via Lesson 1 Vocab Worksheets before beginning

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

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This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

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Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

## Lesson 2A – short a

axis

An imaginary line through the middle of an object, around which that object spins

lack

To be without something or have a short supply of something you need – to not have enough

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5. Boo-Boo Catcher
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Individual Stopwatch Timing Activity
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11. Student Reading Wall Option

# Alps

A mountain range in south central Europe that is 500 miles (800 km) long

# rank

To assign a position to – to arrange in order for comparison

# staff

A group of people, as employees, who work together at a business or organization

# habitat

The place or environment where a plant or animal normally lives

# Lesson 2B

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## Lesson 2B – short e

swept

Removed from a surface as with a broom or some other force

tend

Something that is likely to happen again and again, based on previous observations

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# sketch

A rough drawing showing the main features of an object or scene

# text

The words in a book, magazine etc.

# wedge

A tool used for splitting something apart that is thin at one end and thick at the other

# westward

Moving toward the west. For example, the United States rapidly expanded westward after the invention of the steam locomotive.

# Lesson 2C

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## Lesson 2C – short i

strict

Firm, following the rules exactly

wisdom

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Having knowledge and applying that knowledge to make good decisions - wise

Page 2 – Place top of Page 3 along red line above and tape corners with scotch tape

# dictator

A person in authority who has complete control of a country, often ruling unjustly

# squid

A sea animal with a long, soft body and ten tentacles

# script

The written text of a play, movie or a television or radio show

# Plymouth

The oldest continually inhabited English settlement and is located in coastal Massachusetts. It is the site of the landing of the ship Mayflower.

# Lesson 2D

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## Lesson 2D – short o

mob

A group of people coming together who are usually upset about something

dock

A place where ships park – often to load and unload cargo

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plot

Also called a storyline, this is basically what the story is about

stock

All of the products that a factory, warehouse or store has to sell

# bronze

A hard, reddish brown metal that is a mixture of copper and tin

# squash

A vegetable of many shapes, sizes and colors that grows on a vine

# Lesson 3A

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## Lesson 3A – short u

thus

A word used after a statement to show the logical reaction to the statement

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7. Teach Word Meaning (Definitions)
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smuggle

To import or export goods secretly in violation of the law

# summit

The top of a mountain – the highest point

# suspense

A condition of mental uncertainty – not knowing what may happen

# humble

Not feeling superior – meek

# London

Capital of the United Kingdom – Large city in southeast England

# Lesson 3B

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 3B – ai long a

traits

Special qualities shown in someone or some thing

straits

A narrow passage of water connecting two large bodies of water

### Teaching Steps

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4. Teacher Stops At Vowel Sound - Students Echo with entire word
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Individual Stopwatch Timing Activity
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8. Definition Clues
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# mainland

The largest land mass of a country, territory or continent, as opposed to its islands or peninsulas

# claimed

To say the something belongs to you that you rightfully owned

# braille

A system of writing for the blind that uses characters made of raised dots

# chaos

A situation of total confusion or disorder

# Lesson 3C

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 3C – ee long e

fee

A sum of money charged for a service

mEEK

Quiet, humble and obedient

### Teaching Steps

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3. Students Stop At Vowel Sound
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steep

Sharply sloping up or down – a steep mountain

freed

To set free after being under control of something

# Greece

A country on the southeastern tip of Europe on the Balkan Peninsula – The area controlled by the Roman Empire

# Greenland

Danish country lying mostly within the Arctic Circle

# Lesson 3D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 3D – ea long e

peak

The highest level or greatest degree

### Teaching Steps

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Students Echo with entire word
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weary

Very tired or exhausted

# preach

To give a religious talk to people, especially during a church service

# realized

To grasp the meaning of something – to understand clearly

eagerly

Very interested in doing something, enthusiastic

meager

Very little or barely enough

# Lesson 4A

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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## Lesson 4A – ea short e

# threat

Something that has the possibility of causing harm

# dealt

To give out a share or part of something

### Teaching Steps

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# threaten

To say or write intentions of causing harm

# peasants

A member of the class of small farmers, sharecroppers and laborers

# treasury

A place where the funds (money) of a government or business are kept

# treacherous

hazardous – dangerous. It can also mean someone who is unfaithful, deceitful and not loyal

# Lesson 4B

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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## Lesson 4B – long vowel sounds

host

A living animal or plant in which a parasite receives nutrition

volts

Units used for measuring the force that pushes an electrical current

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Individual Stopwatch Timing Activity
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# Christ

His life and sermons form the basis of the Christian religion  
Christianity is one of many religions in the world.

# Crusades

The Crusades were a series of wars undertaken by European Christians between the 11<sup>th</sup> and 14<sup>th</sup> cen. to recover Holy Land from the Muslims

---

# violent

Marked by extreme force or sudden intense activity

# diet

The kind and amount of food consumed regularly by a person or animal

# Lesson 4C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 4C – 1 Consonant Rule - long vowel sounds

Egypt

Country located on the northeastern coast of Africa

### Teaching Steps

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3. Students Stop At Vowel Sound
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likely

Having a very good chance of occurring

# unique

Something that is the only one of its kind

# item

One of a number of things

# dinosaur

Large reptiles that lived on land in prehistoric times

# legal

Allowed by the law – lawful – opposite of illegal

# Lesson 4D

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

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Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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## Lesson 4D – 2 Consonant Rule - short vowel sounds

illegal

Against the law – not legal

entry

A way into a place

### Teaching Steps

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# Christian

Those who believe in Jesus Christ and follow or practice the religion called Christianity

# instrument

A device for making music or a tool used for delicate or scientific work

possibly

Something that may happen or could be true – maybe - perhaps

supplied

To provide something that is needed or wanted

# Lesson 5A

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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## Lesson 5A – ar

arc

A smoothly curved line

artifact

An object made by human beings, especially a tool or weapon used in the past

### Teaching Steps

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# harmony

In music, these are notes that sound good together - In life, it refers to living in agreement without conflict

# charge

In electricity and magnetism, there are typically a positive and negative charge

In business, it can have multiple meanings, of which one is the price of something sold

# charcoal

Black porous substance that is a form of carbon made from heating wood or other organic materials in the absence of air

# warfare

The fighting of wars or armed combat

# Lesson 5B

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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## Lesson 5B – er ir ur

# herd

A large group of animals that typically live and roam together

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# permission

Stating verbally or in writing that it is all right for someone to do something, usually given by a person in authority

perspective

A particular way of looking at a situation

firmly

Adverb that means strong and solid

# furnace

An enclosed metal chamber used to burn fuel in order to produce heat

# Puritan

A member of the group of Protestants in 16<sup>th</sup> and 17<sup>th</sup> century England who wanted simple church services and a strict moral code

# Lesson 5C

## 1. REVIEW PREVIOUS DAY'S LIST

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## Lesson 5C - or

ore

A rock in the earth that contains metal

port

A harbor or place where boats and ships can dock or anchor safely

### Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
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boring

Not interesting - dull

coral

A substance found underwater made up of the skeletons of tiny sea animals

# tortoise

A turtle, especially one that lives on land

# metamorphosis

A dramatic change that can occur in an organism during its development – as in a caterpillar developing into a butterfly or a tadpole into a frog

# Lesson 5D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

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# Lesson 5D – When “ar” – “or” ends a word it has the “ur” sound

# lunar

Having to do with the moon

## Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
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# censor

To remove parts of a book, film, play or television show thought to be harmful or offensive to the public

# warrior

A soldier, or someone who is experienced in fighting battles

# juror

A person who is member of a jury in a trial

inventor

Someone who creates something new

Ecuador

Country located in northwest South America, adjacent to the Pacific Ocean

# Lesson 6A

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## 10. VOCABULARY BUILDING WORKSHEET

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# Lesson 6A – C Rule – C has “S” sound followed by “e” “i”

icy

Very cold, or covered with ice

## Teaching Steps

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3. Students Stop At Vowel Sound
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certainly

Adverb meaning to be sure of something

# civilian

Someone who is not a member of the armed forces

# acid

A substance with a sour taste that will react with a base to form salt

# celebration

A joyous ceremony or gathering, usually to mark a major event

# traced

To follow the trail, path, or course of someone or something

# Lesson 6B

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

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Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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# Lesson 6B – G Rule – G has “J” sound followed by “e” “i”

g genius

A highly intelligent or talented person

## Teaching Steps

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g geographic

Of or relating to geography – concerning the topography of a specific region

# image

A picture or statue that stands for something

# originally

Adverb that means the first or earliest

# imagination

The ability to think of new ideas and visualize these in your mind

# agency

An office or business that provides a service to the public

# Lesson 6C

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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## Lesson 6C – tion (shun)

# inflation

A general increase in prices, usually from year to year

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# transportation

A means or system for moving people and goods from one place to another

# distribution

The way a group of people or objects is spread out over an area

# preparation

Work done to get ready for something

# illustration

Drawings or pictures used to help explain or clarify

# congregation

The group of people gathered together to worship

# Lesson 6D

## 1. REVIEW PREVIOUS DAY'S LIST

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## Lesson 6D – ph – “f” sound

phase

A temporary stage in something or someone’s growth or development

### Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
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pamphlet

A small, thin booklet containing information on one particular subject (often about a business or product)

photography

The creation of pictures by exposing film inside a camera to light

Pharaoh

The title of kings of ancient Egypt

# amphibian

A cold-blooded animal with a backbone that lives in water and breathes with gills when it is young.  
When it grows to adulthood, it can live on land, breathing air through lungs or skin

# prophet

A person who speaks or claims to speak for God

# Lesson 7A

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

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## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 7A –1 Consonant Rule - long vowels

# ti**me**line

A graphic listing events in order within a particular time period

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5. Boo-Boo Catcher
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# wi**de**spread

Happening in many places or among many people

# results

Something that happens because of something else

# lifetime

The period of time that a person lives or an object lasts

# rebuild

To build again

# childhood

The time when you are a child

# Lesson 7B

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 7B –1 Consonant Rule – long vowels

alien

A foreigner

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humanity

Acts of helping others in dangerous or difficult circumstances

frequently

Common or happening often

bravery

Unselfish acts of helping others in dangerous situations

# refuse

To say you will not do something or accept something - deny

# medical

Having to do with doctors or medicine

# Lesson 7C

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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# Lesson 7C – short vowel exceptions to 1 Consonant Rule

statue

A model of a person or animal, typically made of metal, wood or stone

## Teaching Steps

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Spanish

Language of the largest part of Spain and countries colonized by Spain

plateau

An area of high, flat land

critics

Persons who find something wrong with people or things

# criticize

To tell someone they should not have said or done something – to tell someone they are wrong

# olive

A small black or green fruit that is eaten whole or crushed for its oil

# Lesson 7D

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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# Lesson 7D – short vowel exceptions to 1 Consonant Rule

limit

A point beyond which someone or something cannot or should not go

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residents

People who live in a particular place

comedy

A funny play or film

colonist

Someone who lives in a newly settled area

# tributary

A stream or river that flows into a larger stream or river

# fabulous

Wonderful or marvelous

# Lesson 8A

## 1. REVIEW PREVIOUS DAY'S LIST

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Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

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## Lesson 8A –2 Consonant Rule - short vowels

actual

Real or true – not fake

### Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
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background

The part of a picture that is behind the main object of interest

# soccer

Game played by 2 teams of 11 players who try to score by kicking a ball into goals

# battlefield

Area where a battle is fought

# distant

Not close in space or time – far away

# Mexican

A person born in the country of Mexico

# Lesson 8B

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

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Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 8B –2 Consonant Rule - short vowels

within

Into the inner part of something - Inside

### Teaching Steps

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4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
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expand

“e” makes short “i” sound  
Expand means to increase in size

# challenge

A call for people to engage in a contest of skill – Also, something difficult that requires extra work or effort to do

# temple

A building used for worship

# clockwise

In the direction that the hands of a clock move

# blockade

A closing off of an area to keep people or supplies from going in or out – often done during wartime to keep the enemy from getting supplies

# Lesson 8C

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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# Lesson 8C – long vowels – 2 Consonant Rule Exceptions

# replied

To give an answer in words or in writing – to respond

## Teaching Steps

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3. Students Stop At Vowel Sound
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# Tigris

A very important river is SW Asia, flowing SE from SE Turkey through Iraq. A number of ancient civilizations were built along this river.

# declared

To announce something formally

# nuclear

Having to do with what is known as atomic energy created by splitting atoms

sacred

Very important and deserving great respect

respond

To reply or to give an answer

# Lesson 8D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

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# Lesson 8D - 2 Consonant Rule Exceptions – long vowels

## Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
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moltten

Melted by heat – usually referring to a rock or metal

reflect

To show an image of something on a shiny surface such as a mirror

# rewrite

To write over again

# voltage

The force of an electrical current, expressed in volts

chamber

An enclosed space in a machine or an animal's body

reflected

Rays that are bounced off a surface

# Lesson 9A

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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# Lesson 9A – Final “e” Rule – Final-e makes vowel long

clue

Something that helps you find an answer to a question or a mystery

site

The place where something is or happens

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wildlife

Wild animals living in their natural environment

throne

An elaborate chair for a king or queen

# lone

Alone or solitary – single - one

# exile

To send someone away from their own country and order them not to return

# Lesson 9B

## 1. REVIEW PREVIOUS DAY'S LIST

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

## 11. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

# Lesson 9B – consonant “y” endings gives “y” long e sound

## Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

Italy

Boot-shaped country located in Southern Europe

fairly

Reasonable and just – to treat properly

severely

Being harsh or extreme at levels far above normal

relatively

Word used in a statement to compare one thing with something else

# theory

An idea that tries to explain how or why something happens (not a fact)

# rely

To need and trust a thing or person for help or assistance

# Lesson 9C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

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## Lesson 9C – oy (called a diphthong - same sound as oi)

# loyalty

Showing faithfulness to one's country, family, friends, or beliefs

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5. Boo-Boo Catcher
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Individual Stopwatch Timing Activity
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# loyalist

One who is or remains loyal to a political cause, party, or government

# convoy

A group of ships, military vehicles, trucks, etc., traveling together for convenience or safety

# founded

Something that has been set up or started

# counterclockwise

In a direction opposite to that of hands of a clock

# Sioux

Group of seven Native North American tribes formed this group. Also called the Dakota, they inhabited the N Great Plains and prairies in Wisconsin, Iowa, Minnesota, North and South Dakota. They numbered at least 30,000.

# Lesson 9D

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

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## Lesson 9D – ar says “air” - unusual “ar” sound

arid

Extremely dry because very little rain has fallen

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caramel

A liquid made by cooking sugar and combining with butter, milk etc.

# varied

Characterized by showing a variety – also, can mean “changed”

# marathon

Any long race or difficult competition that tests a person’s endurance

# chariot

A small vehicle pulled by a horse

# burial

The placing of a dead body in the earth or sea