

Week 1A - REVIEW

Week 1 – Monday – 1 Consonant Rule – 2 Consonant Rule

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of the Grade 4 Vocabulary and can be used as an excellent review of major reading rules, sounds and as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students be individually tested using the smaller Grade 4 list (the first file listed in our Grade 4 ReadingKey index). This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

medium

beyond

remain

previous

identical

distance

effort

e**x**planation

a**c**curate

oportunity

Week 1B - REVIEW

Week 1 – Tuesday – Final-e Rule – ai ee ea ie oa

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of our Grade 4 Vocabulary and can be used as an excellent review of major reading rules and sounds and as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students be individually tested using the smaller Grade 4 list (the first file listed in our Grade 4 ReadingKey index). This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

gale

value

rage

volume

complete

brain

proceed

•
increase

brief

coast

Week 1C - REVIEW

Week 1 – Wednesday – Soft C & G Rule – R-Controlled Vowels

For the first week of Grade 5 we have included a review of Grade 4 vocabulary. These words represent a cross section of our Grade 4 Vocabulary and can be used as an excellent review of major reading rules and sounds and as a general test to determine readiness for Grade 5 words. For example, if a student is having difficulty with 20% of the 50 words used in this first week review, we can then assume the student will have difficulty with approximately 20% of the nearly 800 words in the Grade 4 vocabulary.

For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students be individually tested using the smaller Grade 4 list (the first file listed in our Grade 4 ReadingKey index). This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

recently

citizen

generous

sugggest

gigantic

particle

observe

firm

hurricane

horizon

Week 1D - REVIEW

Week 1 – Thursday – tion - ture

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For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students be individually tested using the smaller Grade 4 list (the first file listed in our Grade 4 ReadingKey index). This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

emotion

solution

duration

combination

stationary

nature

future

creature

pasture

adventure

Week 1E - REVIEW

Week 1 – Friday – ou – oo – oi – au – aw - ow

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For teachers wishing to achieve maximum efficiency with their students, it is recommended that all Grade 5 students be individually tested using the smaller Grade 4 list (the first file listed in our Grade 4 ReadingKey index). This will identify the specific priority words that students still need to memorize. Any student who is tested on the 50 words in this first week review and answers 20% or more incorrectly should be considered high priority for further extensive individual testing using the Grade 4 list.

outstanding

proof

understood

moisture

annoy

author

auditorium

awkward

meadow

coward

Week 2A

Week 2 – Tuesday – 1 Consonant Rule

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound 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) only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND**
Ask for a volunteer to say the sound of each word but only up to the colored vowel sound (for example – if the word was "loyal" the child would say "loy.")
- SAY LIST SLOWLY**
Teacher then partially reads the word (up to the colored vowel sound) – students then say entire word when you point to them.
- COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.
- 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 significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

•
union

bonus

social

regions

statement

Week 2B

Week 2 – Tuesday – 1 Consonant Rule

1. REVIEW

Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.

2. DISCUSS VOWEL SOUND OR READING RULE USED

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound 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) only when your finger touches the paper below the sound. Do this with each of the five words.

4. STOP AT THE VOWEL SOUND

Ask for a volunteer to say the sound of each word but only up to the colored vowel sound (for example – if the word was "loyal" the child would say "loy.")

5. SAY LIST SLOWLY

Teacher then partially reads the word (up to the colored vowel sound) – students then say entire word when you point to them.

6. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.

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

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e
event

fumes

bravery

revolt

govern

Week 2c

Week 2 – Wednesday – 2 Consonant Rule

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iinner

insist

intact

ins^ostant

infl^ouence

Week 2D

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conflict

culture

summarize

Appalachian

immigration

Week 3A

Week 3 – Monday – ai

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aid

aide

gait

failure

plaints

Week 3B

Week 3 – Tuesday – ea (long e)

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cease

reveal

defeat

impeach

Seattle

Week 3c

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sh*ie*ld

shriek

relieve

frontier

beliefs

Week 3D

Week 3 – Thursday – oa (long o)

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goal

coal

boast

cocoa

approach

Week 4A

Week 4 – Monday – Final-e Rule

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- DISCUSS VOWEL SOUND OR READING RULE USED**
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fade

dose

slave

prime

independence

Week 4B

Week 4 – Tuesday – Final-e Rule

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- TEACHER DISCUSSES SOUND OR READING RULE USED**
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•
i s s u e

empire

inhale

expose

glare

Week 4c

Week 4 – Wednesday – ty – xy – ly - ty

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misty

waxy

briskly

anxiety

revolutionary

Week 4D

Week 4 – Thursday – ty – by – cy – ry

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hasty

lobby

policy

silvery

ivory

Week 5A

Week 5 – Monday – ou

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Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).
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trout

pouch

announce

encounter

source

Week 5B

Week 5– Tuesday – ow (2 sounds)

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound 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) only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND**
Ask for a volunteer to say the sound of each word but only up to the colored vowel sound (for example – if the word was "loyal" the child would say "loy.")
- SAY LIST SLOWLY**
Teacher then partially reads the word (up to the colored vowel sound) – students then say entire word when you point to them.
- COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.
- 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**
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ownership

burrow

drowsy

towering

Mayflower

Week 5c

Week 5 – Wednesday – oo (2 sounds)

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound and say it for the students.
- STUDENTS SAY VOWEL SOUND IN EACH WORD**
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- TIMED READING**
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b o o m i n g

nook

textbook

misunderstood

cooperate

Week 5D

Week 5 – Thursday – oi - oy

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound and say it for the students.
- STUDENTS SAY VOWEL SOUND IN EACH WORD**
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- TIMED READING**
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- VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
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hoist

avoid

loyal

destroy

boycott

Week 6A

Week 6 – Monday – le ending

Classroom Reading Wall Procedures:

- 1. REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- 2. DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
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- 3. STUDENTS SAY VOWEL SOUND IN EACH WORD**
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Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.
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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).
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role

rubble

jumble

noble

dismantle

Week 6B

Week 6 – Tuesday – le ending

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
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rumb1e

shuffle

miracle

illegible

navigable

Week 6c

Week 6 – Wednesday – al ending

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
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local

royal

approval

continental

Montreal

Week 6D

Week 6 – Thursday – al ending

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
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mural

survival

federal

du**al**

cu**ltural**

Week 7A

Week 7 – Monday – ar

Classroom Reading Wall Procedures:

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
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arch

barter

harsh

charter

parallel

Week 7B

Week 7 – Tuesday – ar

Classroom Reading Wall Procedures:

- 1. REVIEW**
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 - 2. DISCUSS VOWEL SOUND OR READING RULE USED**
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 - 2. BOO – BOO CATCHER GAME**
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 - 3. TIMED READING**
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 - 4. VOCABULARY WORKSHEET**
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ark

startle

remark

architect

artifacts

Week 7c

Week 7 – Wednesday – er – ir - ur

Classroom Reading Wall Procedures:

- 1. REVIEW**
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- 2. DISCUSS VOWEL SOUND OR READING RULE USED**
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Point to each colored vowel sound and say it for the students.
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terms

perk

merchant

ur ge

circumstance

Week 7D

Week 7 – Thursday – or

- 1. REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- 2. DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound and say it for the students.
- 3. STUDENTS SAY VOWEL SOUND IN EACH WORD**
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nor

forced

ordinary

historian

performance

Week 8A

Week 8 – Monday – Prefix un

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
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unrest

uneasy

unexpected

unsuccessful

unfamiliar

Week 8B

Week 8 – Tuesday – Prefix dis

Classroom Reading Wall Procedures:

- 1. REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- 2. DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound and say it for the students.
- 3. STUDENTS SAY VOWEL SOUND IN EACH WORD**
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disatisfied

disadvantage

disability

disregard

discrimination

Week 8c

Week 3 – Wednesday – 1 Consonant Rule

Classroom Reading Wall Procedures:

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound and say it for the students.
- STUDENTS SAY VOWEL SOUND IN EACH WORD**
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- 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.
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defend

demand

depend

democracy

poverty

Week 8D

Week 8 – Thursday – 1 Consonant Rule

Classroom Reading Wall Procedures:

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound and say it for the students.
- STUDENTS SAY VOWEL SOUND IN EACH WORD**
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- 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 significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

crisis

trader

focus

primary

religious

Week 9A

Week 9 – Monday – 2 Consonant Rule

Classroom Reading Wall Procedures:

- 1. REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- 2. DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound 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) only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND**
Ask for a volunteer to say the sound of each word but only up to the colored vowel sound (for example – if the word was "loyal" the child would say "loy.")
- 5. SAY LIST SLOWLY**
Teacher then partially reads the word (up to the colored vowel sound) – students then say entire word when you point to them.
- 6. COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.
- 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 significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

h*i*storic

pilgrim

suffrage

advantage

massacre

Week 9B

Week 9 – Tuesday – 2 Consonant Exceptions

Classroom Reading Wall Procedures:

- 1. REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- 2. DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound 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) only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND**
Ask for a volunteer to say the sound of each word but only up to the colored vowel sound (for example – if the word was "loyal" the child would say "loy.")
- 5. SAY LIST SLOWLY**
Teacher then partially reads the word (up to the colored vowel sound) – students then say entire word when you point to them.
- 6. COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.
- 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 significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

effect

affect

official

assembly

responsibilities

Week 9c

Week 9 – Wednesday – Final-e Rule

Classroom Reading Wall Procedures:

- REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound 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) only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND**
Ask for a volunteer to say the sound of each word but only up to the colored vowel sound (for example – if the word was "loyal" the child would say "loy.")
- SAY LIST SLOWLY**
Teacher then partially reads the word (up to the colored vowel sound) – students then say entire word when you point to them.
- COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.
- 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 significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

sane

pure

hesitate

persuade

prejudice

Week 9D

Week 9 – Thursday – Final-a Rule

Classroom Reading Wall Procedures:

- 1. REVIEW**
Take a minute to review the previous day's words to further enhance "long-term" memorization. It's very helpful to keep all daily lists from this week's words on a wall in the classroom.
- 2. DISCUSS VOWEL SOUND OR READING RULE USED**
Introduce the vowel sound or reading rule used in today's words.
Point to each colored vowel sound 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) only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND**
Ask for a volunteer to say the sound of each word but only up to the colored vowel sound (for example – if the word was "loyal" the child would say "loy.")
- 5. SAY LIST SLOWLY**
Teacher then partially reads the word (up to the colored vowel sound) – students then say entire word when you point to them.
- 6. COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.
- 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 significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

nausea

replica

amnesia

era

utopia