

GRADE 1

Classroom “Reading Wall” Vocabulary Program

The ReadingKey Classroom Vocabulary Program is an extremely powerful tool that will insure steady grade level reading progress for your students throughout the school year. Students who can correctly read the words for their grade level typically score in the top 5% on standardized national reading tests. The program is designed to be taught in a classroom setting of 10-50 students. As vocabulary (reading words correctly) and fluency (reading words smoothly and easily) are stated as important reading instruction skills in the new - “No Child Left Behind” policy, our Classroom Vocabulary Program will allow your school to state it is meeting this criteria and is implementing effective “research based” strategies for student instruction. Because the program is organized into precise daily vocabulary units, and requires only 30 minutes of instruction per day, it is the ideal program to run alongside your school’s current reading program resulting in much higher student success and greatly improved test scores. If the program is used beginning in Grade 1, it will enable identifying problem readers much earlier than other reading programs and contribute greatly to truly insuring “no child is left behind.”

The individual steps to be used when implementing the program are always listed at the top of each day’s vocabulary words (see below). The only skills required of students before beginning the Classroom Vocabulary Program is complete mastery of consonant sounds (b says buh – etc), along with the difficult consonant digraphs – ch – sh – th – wh). If this is accomplished, students will then progress rapidly because of the inherent design of the program. Vowel sounds (which are the hardest for students to learn) do not need to be memorized before beginning the program since these are taught throughout the year in each daily word list. If teachers ever need to receive practice themselves in vowel sound pronunciation (some colleges do not teach vowel sounds to students), we have audio and video instruction for the vowel sounds at - <http://www.tampareads.com/realaudio/tests/index-rm.htm>

If you are a teacher or principal and would like to view the “Classroom Reading Wall Vocabulary Program” in operation, we have set up internet video of the program on our web site. You can see this at – www.tampareads.com/video/index.htm

DAILY STEPS FOR USING THE CLASSROOM “Reading Wall” VOCABULARY PROGRAM

- 1. SET UP THE VOCABULARY COLUMN LIST**
Print out the day’s Classroom Reading Wall “Lesson” – tape together – and place in a location where it can be easily seen by all students (i.e. front board).
- 2. VOWEL SOUND PRACTICE**
Discuss the colored vowel sound seen in each word. Have the class say the sound as you point to the colored letter(s) in each word.
- 3. STOP AT THE VOWEL SOUND**
In this powerful and unique step the class says the sound made by all letters **up to** the vowel sound. For example, if the word was “fast” – the students would say the sound made only by blending the “f” and short “a” together – “fa.” Start with the first word and have the students call out all of the “STOP AT THE VOWEL SOUNDS.” To make it easier, use your hand to cover over the letters to the right of the colored vowel sound.
- 4. COPY CAT EXERCISE**
Students absolutely love this entertaining procedure for beginning the memorization process of any important sound – word – or concept. Whenever the teacher says the words - “COPY CAT” - the students stop whatever they are doing and are to repeat everything said or done by the teacher. The teacher can then say important sounds – words – or phrases and the entire class repeats in unison. For maintaining interest, try adding a few unrelated “yawns” – “coughs” – “noises” etc. The teacher signals the end of the activity by sliding her finger/hand across her throat.
- 5. BOO-BOO CATCHER GAME**
Another fun activity! Students begin by placing both hands on the top of their desk. The teacher says the words in order (pausing 5 seconds before saying the word) but intentionally makes a mistake on one or two of the words. When students think the teacher has made a mistake, they raise their hand and say the correct word - *(This technique increases student concentration, thereby enhancing memorization).*
- 6. TIMED READING**
The teacher calls on a student to say the words in order but uses a stopwatch – timer – (or classroom clock) to time how many seconds it takes to say the list. Write the student’s name and time on the board. Repeat this process with several students to see who has the fastest time. This mild competition makes for a fun and exciting activity.
- 7. WORD OF THE DAY**
The last word on this list is called the “Word of the Day.” It is typically harder than the other phonics based list words and therefore, requires much more time to commit to memory.
- 8. VOCABULARY WORKSHEET PRACTICE**
The next step is to further solidify memorization of the words by using a powerful memorizing technique known as “Recognition Memory.” Pass out the appropriate LESSON worksheet available from the Vocabulary Building section on our web site (or CD). Following SKILL 1 Directions -The teacher then calls out each word (or definition clue) in random order. Students are to then look over the Reading Wall words and choose the correct answer and write it on the worksheet. Students then complete Skill 2 and 3 on their own.
- 9. STUDENT READING WALL**
What about students who still show difficulty learning the week’s vocabulary words? Simply give these students one-on-one instruction for 5-10 minutes daily using our special “Student Reading Wall” techniques and you’ll prevent these students from falling behind.

Lesson 1A

HARD CONSONANT SOUNDS - WEEK 1 – MONDAY Heard at the Beginning of Letter Names

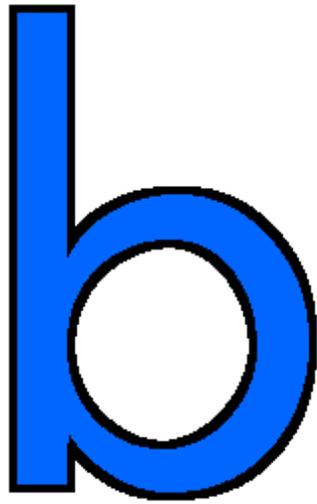
SPECIAL STRATEGY TO CONSONANT ORGANIZATION

Students who have completed Kindergarten and are entering 1st Grade should have all consonant sounds memorized. However, to refresh the customary “memory lapses” over the summer, it is important to review the consonant sounds for the first two weeks of 1st Grade. Consonant sound mastery is imperative when learning to read since the majority of reading words begin with a consonant sound and give the primary clue to the actual word name. Approximately half of all alphabet letter names begin with the sound made by and letter (b-buh, d-duh, p-puh, t-tuh etc)

and approximately half of the letter names end with the sound made by the letter (f-fff.. l-lll.. n-nnn.. s-sss..). Therefore, if children already know the names of the letters, you can see how this knowledge would help considerably with consonant sound memorization. Taking this into consideration, the first week of our Classroom Reading Wall has been organized with sounds heard at the beginning of the letter name (hard and soft sounds) and second week with sounds heard at the end of the letter names. The second week also includes the “more difficult” sounds not heard in the letter name at all (h - w - y - etc.).

DAILY PROCEDURE FOR USING THE CLASSROOM READING WALL

- 1. SET UP THE VOCABULARY COLUMN LIST**
Print out the day’s Classroom Reading Wall “Lesson” – tape together – and place in a location where it can be easily seen by all students (i.e. front board).
- 2. INTRODUCE THE LETTER SOUND**
Teacher discusses the sound made by each letter and gives an example of a word that begins with the sound. The teacher then says the complete phrase for all sounds going down from the top of the list – “b says buh” – “c says cuh” – “d says duh” – etc.
- 3. COPY CAT EXERCISE**
This is an excellent and entertaining procedure for beginning the memorization process of any important sound – word – or concept. Whenever the teacher says “COPY CAT” - the students stop whatever they are doing and are to repeat everything said or done by the teacher. The teacher can then say important sounds – words – or phrases and the entire class repeats in unison. For maintaining interest, try adding a few unrelated “yawns” – “coughs” – “noises” etc. The teacher signals the end of the activity by sliding her finger/hand across her throat.
- 4. BOO-BOO CATCHER GAME**
Another fun activity! Students begin by placing both hands on the top of their desk. The teacher says the sounds in order from the list (B says buh – C says cuh - etc), but intentionally makes a mistake on one of the sounds. When the students think the teacher makes a mistake they raise their hand and say the correct sound - *(This generates phenomenal concentration from students which further enhances sound and word memorization).*
- 5. TIMED READING**
The teacher calls on a student to say the sounds in order but uses a stopwatch – timer – (or classroom clock) to time how many seconds it takes to say the list. Students must say the complete phrase as written below (“B” says “buh”). Write student’s name and time on the board. Repeat this process with several students to see who has the fastest time. This mild competition makes for a fun and exciting activity.
- 6. SOUND OF THE DAY**
The last sound on this list is a consonant digraph. This sound (and others – sh – th – wh) are unusually difficult for 1st grade students to learn, but are very common with many important vocabulary words. The picture helps greatly with sound memorization.
- 7. ACTIVITY - WORKSHEET PRACTICE**
The next step is to further solidify memorization of the sounds by using a powerful memorizing technique known as “Recognition Memory.” Pass out the LESSON 1 worksheet available from the Vocabulary Building section on our web site (or CD). Following SKILL 1 Directions -The teacher then calls out each sound in random order. Students are to then look over the Reading Wall sounds and choose the correct answer and write it on the worksheet. When finished students should then do Skill 2 and 3 on their own.
- 8. STUDENT READING WALL**
Another file included with this Grade Level reading material is called the “STUDENT READING WALL.” The Student Reading Wall can result in dramatic improvements in reading ability and is designed to be used in a “one-on-one” situation.

A large, blue, lowercase letter 'b' with a black outline.

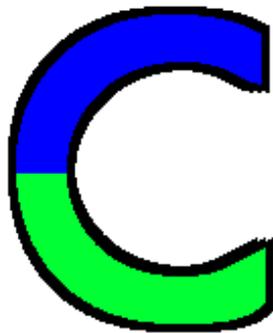
says...

C has 2 sounds - Say the hard C "cuh" sound here.

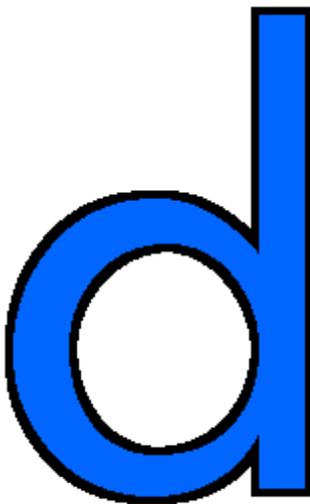
This occurs when C is followed by letters - a - o - u.

Examples include cat - cot - cup.

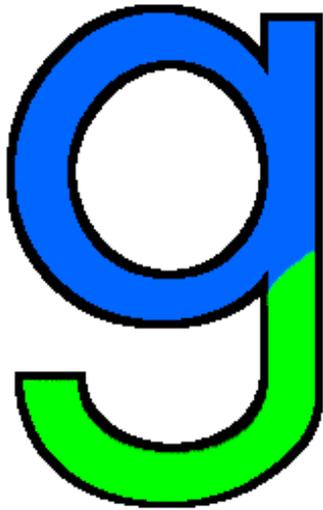
NOTE - This hard C "cuh" sound is much more common in beginning reading and so should be taught as the primary C sound. Therefore, when asking children what sound c makes - they should say - *"cuh" and sometimes "ssss"*

A large, uppercase letter 'C' with a black outline. The top half is blue and the bottom half is green.

says...

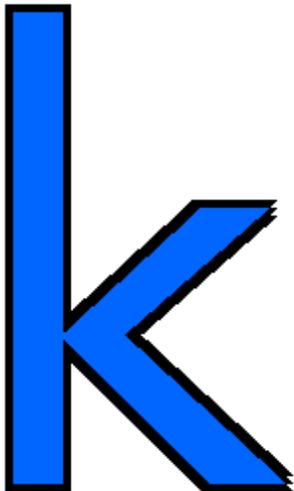
A large, blue, lowercase letter 'd' with a black outline.

says...

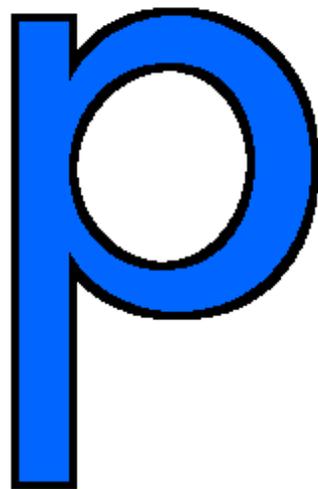


G has 2 sounds - Say the hard G "guh" sound here.
This occurs when G is followed by letters - a - o - u.
Examples include gave - got - gum
NOTE - The hard G "guh" sound is much more common in
beginning reading and so should be taught
as the primary G sound. Therefore, when asking children what
sound G makes - they should say - *"guh" and sometimes "juh"*

says...



says...



says...

T

says...

Sound of the Day

ch



Chocolate Chicken

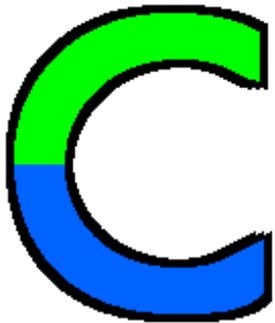
Lesson 1B

Week 1 - Wednesday & Thursday

SOFT CONSONANT SOUNDS

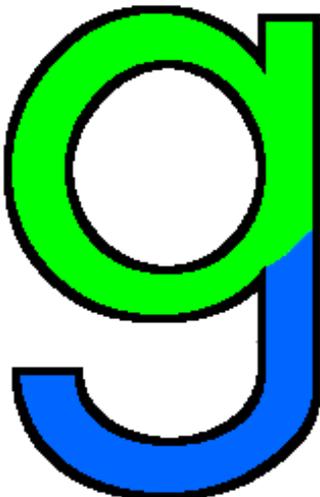
Heard at Beginning of Letter Names

Follow procedures listed in Lesson 1A



C has 2 sounds - Say the soft C - "sss" sound here.
This occurs when C is followed by the letters "e" or "i"
Examples include - city - cent - nice
However, the hard C "guh" sound is more common in
beginning reading and so should be taught as the primary C sound
It is listed here since it can be heard at the beginning
when saying the "C" letter name.

says...



G has 2 sounds - Say the soft G - "juh" sound here.
This occurs often when G is followed by the letters "e" or "i"
Examples include - giant - gem - cage
However, the hard G "guh" sound is more common
and so should be taught as the primary G sound.
It is listed here since it can be heard at the beginning
when saying the "G" letter name

says...

j

says...

q

says...

v

says...

Z says...

Sound of the Day

sh



Sharing Sherry

Lesson 2A

Week 2 - Monday & Tuesday
SOFT CONSONANT SOUNDS
Heard at the end of Letter Names

f

says...

m

says...

n

says...

r

says...

S says...

Sound of the Day



Thunder Thumb

Lesson 2B

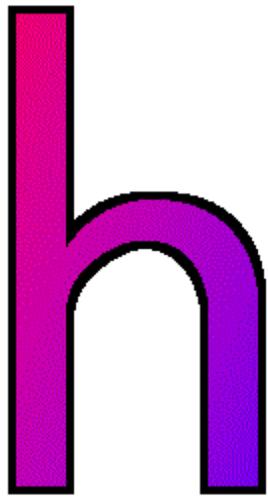
Week 2 - Wednesday & Thursday

DIFFICULT CONSONANT SOUNDS

Follow procedures listed in Lesson 1A

I

says...



says...



says...

X has 2 sounds

When it begins a word (very rare) - it has a "Z" sound
and when it ends a word (more common) - it has the "ks" sound



says...

Y says...

Sound of the Day



White Whale

The “Classroom” Reading Wall Procedures

Begin Grade 1 Vocabulary Words - 340 total to be mastered by the end of Grade 1

PRINT AND KEEP THIS PAGE AS A REFERENCE

DAILY PROCEDURE FOR USING THE CLASSROOM READING WALL

- 1. SET UP THE CLASSROOM READING WALL**
Print out the day’s “Lesson” Classroom Reading Wall – tape together – and place in a location where it can be easily seen by all students (i.e. front board).
- 2. TEACH THE LIST VOCABULARY WORDS**
Begin by discussing the phonics or reading rule category for the words. Next, teach each word using the following sequential steps:
A) SAY THE COLORED VOWEL SOUND
Point to the colored vowel sound in each word and teach the sound made by the colored letters.
B) STOP AT THE VOWEL SOUND STRATEGY
Next, blend the sounds made by the letters up to the colored vowel sound (i.e. **ba** – **ca** – **ha** – etc). It helps considerably if you use your hand to cover over the remaining letters to the right of the colored vowel sound. This provides visual help with exactly what should be “blended” together. For example, if the word is “jump” – you would cover over “mp” with your hand leaving the “ju” visible and say “juh.”
C) TEACHER READS THE WORDS
Starting from the top of the list – the next step is to show the students how to use what they’ve learned in the previous steps to read the new word. For example, if the first word is “jump” – you would point to “jump” and say – “juh” – “jump.” If the next word was “just” – you would say “juh” – “just”. See what we’re doing? We are putting the STOP AT THE VOWEL SOUND” technique into real practice for decoding each word.
D) TEACHER/STUDENT PARTICIPATION
Now lets get the kids involved. Do the same thing you did in the above step, but this time let the students answer with the correct word. For example, pointing at the word “jump” - you say “juh” and the entire class says the whole word - “jump.” If the next word was “just” – you would say “juh” and again the class reads the word in unison and says - “just.” Repeat this for the entire list. Do this a couple times until you think they have it figured out. (For a little excitement - try saying the list faster each time).
- 3. COPY CAT EXERCISE**
This is an excellent and entertaining procedure for enhancing the memorization process of any important sound – word – or concept. Whenever the teacher says “COPY CAT” - the students stop whatever they are doing and repeat everything said or done by the teacher. The teacher can then say important sounds – words – or phrases and the entire class repeats in unison. For maintaining interest, try adding a few unrelated “yawns” – “coughs” – “noises” etc. The teacher signals the end of the activity by sliding her finger/hand across her throat.
- 4. BOO-BOO CATCHER GAME**
Another fun activity! Students begin by placing both hands on the top of their desk. The teacher says the words in order from the list (jump – just – run – etc.), but intentionally makes a mistake when saying one of the words. When the students hear the mistake, they raise their hand and say the correct word.
- 5. TIMED READING**
Teacher says – “Who thinks they can now say all the words on the list without any help?” The teacher then calls on a student to say the words in order but uses a stopwatch – timer – (or classroom clock) to time how many seconds it takes to say the list. Say “On your mark – Get set – GO! - After the student finishes, write their name and time on the board. Repeat this process with several more students to see who has the fastest time. This mild competition makes for a fun and exciting activity.
- 6. WORD OF THE DAY**
The last word on the list is the more difficult “Word of the Day.” It is included here because it is an important word to learn but is easily confused with other similar words or does not follow typical phonics rules. Review and teach this word and make sure you refer to it and practice repeatedly throughout the day.
- 7. ACTIVITY - WORKSHEET PRACTICE**
The next step is to further solidify memorization of the sounds by using a powerful memorizing technique known as “Recognition Memory.” Pass out the appropriate worksheet available from the Vocabulary Building section on our web site (or CD). Following SKILL 1 Directions -The teacher calls out each word (or definition clue) in random order. Students are to then look over the Reading Wall words and choose the correct answer and write it on the worksheet. When finished, students should then complete Skill 2 and Skill 3 on their own giving the teacher a well deserved 10-15 minute break.
- 8. STUDENT READING WALL**
A typical classroom has 5-10 students who are slower learners and unable to progress at the normal classroom pace. Rather than have these students fall further and further behind, we’ve developed a system designed specifically for these students that will make a tremendous impact on their reading progress rate. It is called the STUDENT READING WALL and works very similar to the CLASSROOM READING WALL. However, it is designed to be used with a student “one-on-one” for 10-15 minutes daily and can be taught effectively by any teacher assistant. For more details on this please open the Student Reading Wall file included.

Lesson 3A

SHORT A

Week 3 - Monday & Tuesday

Suggested Reading Wall Procedure Outline

1. SET UP -Tape "Lesson" sheets together and place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Review the "colored" vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this technique with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly.
5. TEACHER / STUDENT PRACTICE - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
7. BOO – BOO CATCHER GAME – Teacher says words in order – students raise hand when they hear a mistake.
8. TIMED READING – Time several students on how fast they can say the list.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out this Lesson worksheet for additional practice.

a m

an

at

as

Word of the Day

the

Lesson 3B

SHORT A

Week 3 – Wednesday & Thursday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape "Lesson" sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the "colored" vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Blend sounds made only up to the colored vowel sound.
4. **READ WORDS TO CLASS** - Teacher reads all words drawing out sounds in each word.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

and

c a n

c a t

had

Word of the Day

said

Lesson 4A

SHORT E

Week 4 – Monday & Tuesday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape "Lesson" sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the "colored" vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

red

men

let

get

Word of the Day

was

Lesson 4B

SHORT E

Week 4 – Wednesday & Thursday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape "Lesson" sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the "colored" vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

ten

tell

hen

yes

Word of the Day

from

Lesson 5A

SHORT i

Week 5 – Monday & Tuesday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape “Lesson” sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the “colored” vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.



i f

i in

i †

its

Word of the Day

have

Lesson 5B

SHORT i

Week 5 - Wednesday & Thursday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape "Lesson" sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the "colored" vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

iS

didid

him

his

Word of the Day

give

Lesson 6A

SHORT O

Week 6 – Monday & Tuesday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape “Lesson” sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the “colored” vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

got

fox

dog

not

Word of the Day

saw

Lesson 6B

SHORT O

Week 6 - Wednesday & Thursday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape "Lesson" sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the "colored" vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.



top

stop

long

Word of the Day

there

Lesson 7A

SHORT U

Week 7 – Monday & Tuesday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape "Lesson" sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the "colored" vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

up

US

fun

but

Word of the Day

what

Lesson 7B

SHORT U

Week 7 - Wednesday & Thursday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape "Lesson" sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the "colored" vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

b u s

sun

run

truck

Word of the Day

one

Lesson 8A

2 Letter Words – Long Vowel Week 8 – Monday & Tuesday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape “Lesson” sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the “colored” vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
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9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.



a

s o

h e

b e

Word of the Day

by

Lesson 8B

2 Letter Words – Long Vowel
Week 8 - Wednesday & Thursday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape “Lesson” sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the “colored” vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
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7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

g o

no

we

me

Word of the Day

my

Lesson 9A

Small “difficult” words

Week 9 – Monday & Tuesday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape “Lesson” sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the “colored” vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

I

of

to

why

Word of the Day

goes

Lesson 9B

Small “Difficult” Words

Week 9 – Wednesday & Thursday

Suggested Reading Wall Procedure Outline

1. **SET UP** -Tape “Lesson” sheets together and place in location easily seen by all students.
2. **VOWEL SOUND PRACTICE** - Review the “colored” vowel sound in each word.
3. **STOP AT THE VOWEL SOUND** – Teach and review this technique with each word.
4. **READ WORDS TO CLASS** - Teacher reads all words slowly.
5. **TEACHER / STUDENT PRACTICE** - Teacher says the sound made up to the colored letter(s) – Students then say entire word aloud.
6. **COPY CAT EXERCISE** – Students repeat every word – sound – etc. said by the teacher.
7. **BOO – BOO CATCHER GAME** – Teacher says words in order – students raise hand when they hear a mistake.
8. **TIMED READING** – Time several students on how fast they can say the list.
9. **REVIEW WORD OF THE DAY** – Discuss this difficult word and strategies for remembering.
10. **VOCABULARY WORKSHEET** – Pass out the worksheet for this lesson for additional practice.

oh

on

do

she

Word of the Day

two