Consonant LESSON 1A ReadingKEY Student Vocab Builder Review Hard Consonant Sounds

Sounds heard at the beginning of the letter name (except c & g)

DIRECTIONS FOR STUDENT VOCAB BUILDER - More details and video at www.tampareads.com/video

Word learning activities begin at Lesson 3. However, before beginning the ReadingKey Student Reading Wall Grade 1 Vocabulary Lists, students should know all consonant sounds to achieve maximum learning rate. Identify any difficult consonant sounds listed in Lessons 1A through 2B. Most difficult sounds for students include - c (2 sounds) - g (2 sounds) h - w - x (at the end of a word) and y (at the beginning of a word). Also, the very important digraphs - ch - sh - th and wh are often difficult for students. To hear audio of these sounds as well as download Consonant Memorizing Worksheets and Activities - go to File 13A and 15A at - www.readingkey.com

h says...

savs... followed by letters - a - o - u

d says...

g Says... followed by letters – a – o - u

k says...

p says...

t says...

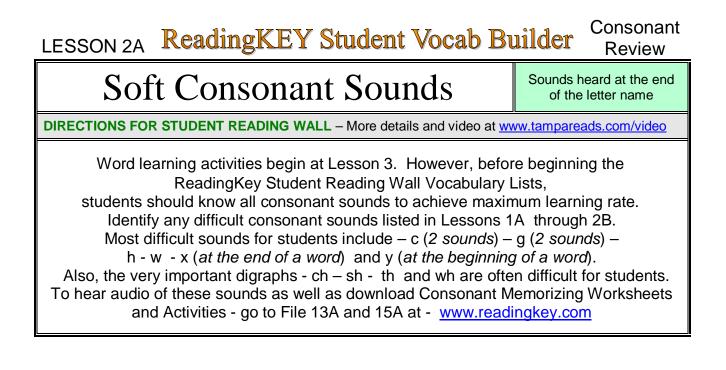
> ch says...

Consonant LESSON 1B ReadingKEY Student Vocab Builder Review Soft Consonant Sounds Sounds heard at the "end" of the letter name DIRECTIONS FOR STUDENT READING WALL - More details and video at www.tampareads.com/video Word learning activities begin at Lesson 3. However, before beginning the ReadingKey Student Reading Wall Vocabulary Lists, students should know all consonant sounds to achieve maximum learning rate. Identify any difficult consonant sounds listed in Lessons 1A through 2B. Most difficult sounds for students include - c (2 sounds) - g (2 sounds) h - w - x (at the end of a word) and y (at the beginning of a word). Also, the very important digraphs - ch - sh - th and wh are often difficult for students. To hear audio of these sounds as well as download Consonant Memorizing Worksheets and Activities - go to File 13A and 15A at - www.readingkey.com С says... followed by letters - e - i g Says... followed by letters - e - i says... q says...

V says...

Z says...

sh says...



f says...

M says...

n says...

r says...

S says...

th says...

LESSON 2B ReadingKEY Student Vocab Builder Consonant Review

5 Most Difficult to Learn Consonant Sounds

DIRECTIONS FOR STUDENT READING WALL - More details and video at www.tampareads.com/video

Word learning activities begin at Lesson 3. However, before beginning the ReadingKey Student Reading Wall Vocabulary Lists, students should know all consonant sounds to achieve maximum learning rate. Identify any difficult consonant sounds listed in Lessons 1A through 2B. Most difficult sounds for students include – c (2 sounds) – g (2 sounds) – h - w - x (at the end of a word) and y (at the beginning of a word).
Also, the very important digraphs - ch - sh - th and wh are often difficult for students. To hear audio of these sounds as well as download Consonant Memorizing Worksheets and Activities - go to File 13A and 15A at - www.readingkey.com

1 says...

h says...

W says... (at the beginning of a word)

X says... (at the end of a word)

 \mathbf{y} says... (at the beginning of a word)

wh says...

LESSON 3A

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short a

am an at as

the

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to <u>www.tampareads.com/video</u>

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

am	as	" The	"L" is R" is f 3 sec	for sa or say tions	after tin lying le ying rig can be or class	ft co pht co use	lumn olumr d for	word word 3 stud	s ds dents	
		Ceiling	L	R		L	R		L	R
		Cenng	3.0	3.0		3.0	3.0		3.0	3.0
			3.1	3.1		3.1	3.1		3.1	3.1
012	o t		3.2	3.2		3.2	3.2		3.2	3.2
an	at		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4	-	3.4	3.4		3.4	3.4
			3.5	3.5	-	3.5	3.5		3.5	3.5
			3.6 3.7	3.6 3.7	-	3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7
			3.8	3.8	-	3.8	3.8		3.8	3.8
at	91		3.9	3.9	-	3.9	3.9		3.9	3.9
al	an		4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
			4.4	4.4		4.4	4.4		4.4	4.4
as	am		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6		4.5 4.6	4.5 4.6
as	am		4.7	4.7	-	4.7	4.7		4.7	4.7
			4.8	4.8	-	4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
			6	6		6	6		6	6
the	the		7	7	▎▕	7	7		7	7
		Initials	8	8	┦┞	8	8		8	8
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LESSON 3B

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short a

said

and can cat had

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error. have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

and	can	"F	L"ist R"isf Ssec	for sa or say tions	iying le ying rig can be	ft co ght co e use	lumn olumr d for	word word 3 stue	s ds dents	
			L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
			3.1	3.1		3.1	3.1		3.1	3.1
\mathbf{O}			3.2	3.2		3.2	3.2		3.2	3.2
can	and		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
			3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7		3.6 3.7	3.6 3.7
			3.7	3.7		3.7	3.7		3.7	3.7
cat	had		3.9	3.9		3.9	3.9		3.9	3.9
Cal	nau		4.0	4.0	i i	4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3 4.4		4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
1 1	4		4.4	4.4		4.4	4.4 4.5		4.4	4.4
had	cat		4.6	4.6		4.6	4.6		4.6	4.6
	Cut		4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
• 1	1		6 7	6 7	╢┝	6 7	6 7		6 7	6 7
said	said		8	8	╢╟	8	8		8	8
		Initials		u	j Ľ			ĺ		

LESSON 4A

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short e

was

red let hen get

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error. have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

red	hen	"F	L" is R" is f 3 sec	for sa or say tions	ying le ying ri can b	eft co ght c e use	lumn olumr ed for	word wor 3 stu	s ds dents	
		Ceiling	L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
1 /	1		3.1	3.1		3.1	3.1		3.1	3.1
let	red		3.2	3.2		3.2	3.2		3.2	3.2
	ICU		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
			3.6	3.6		3.6	3.6		3.6	3.6
hen	ant		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8
	get		3.9	3.9		3.9	3.9		3.9	3.9
	\mathcal{O}		4.0	4.0		4.0	4.0	l	4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
1	1 - 4		4.3	4.3		4.3	4.3		4.3	4.3
get	let		4.4	4.4		4.4	4.4		4.4	4.4
5.			4.5	4.5		4.5	4.5		4.5	4.5
			4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7
			4.7	4.7		4.7	4.7		4.7	4.7
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
			6	6		6	6		6	6
WOG	WOO		7	7		7	7		7	7
Was	Was		8	8	ļļ	8	8	ļ	8	8
	007 ReadingKey Inc. – Materials available a	Initials						J		

LESSON 4B

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short e

from

ten tell wet yes

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

ten	wet	"	'L" is f R" is f 3 sec	for sa or say tions	ying le ying ri can b	eft co ght c e use	lumn olumr ed for	word word 3 stu	s ds dents	
		0	L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
/ 11	4 11		3.1	3.1		3.1	3.1		3.1	3.1
tell	tell		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
			3.6	3.6		3.6	3.6		3.6	3.6
xxzot			3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8
wet	yes		3.0	3.0		3.0	3.9		3.0	3.9
	J		4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
	4		4.3	4.3		4.3	4.3		4.3	4.3
yes	ten		4.4	4.4		4.4	4.4		4.4	4.4
y v b	ισπ		4.5	4.5		4.5	4.5		4.5	4.5
-			4.6	4.6		4.6	4.6		4.6	4.6
			4.7 4.8	4.7 4.8		4.7 4.8	4.7 4.8		4.7 4.8	4.7 4.8
			4.0	4.0		4.0	4.9		4.0	4.0
			5	5		5	5		5	5
			6	6		6	6		6	6
from	from		7	7		7	7		7	7
from	from		8	8	ļļ	8	8	ļ	8	8
		Initials						J		

LESSON 5A

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short a

have

if in it its

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to <u>www.tampareads.com/video</u>

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded. **STEP 3 - READ EACH WORD SLOWLY**

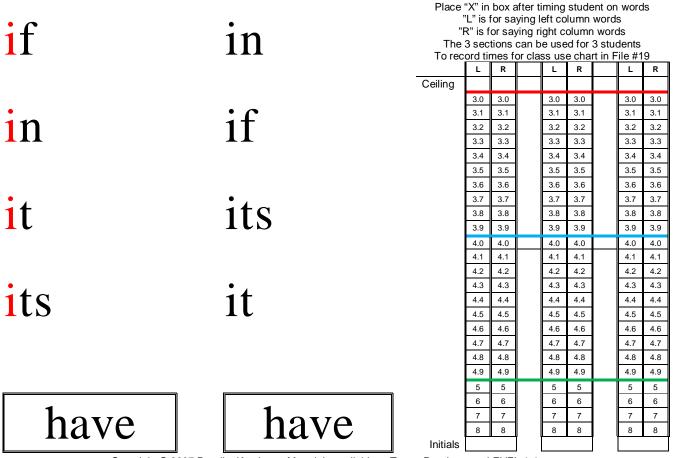
After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left**

each word, the student now tries to say each complete word in the **fer** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart



LESSON 5B

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short i

g1ve

is did him his

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

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Fluency Time Chart

is	did	"F	L"ist R"isf 3 sec	for sa or say tions	ying le /ing rig can be	ft co ght co e use	lumn olumr d for	word word 3 stud	s ds dents	
		Ceiling	L	R		L	R		L	R
		Coming	3.0	3.0		3.0	3.0		3.0	3.0
1.1	•		3.1	3.1		3.1	3.1		3.1	3.1
did	1S		3.2	3.2		3.2	3.2		3.2	3.2
			3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6
1 •	1 •		3.7	3.7	-	3.7	3.7		3.7	3.7
him	his		3.8	3.8		3.8	3.8		3.8	3.8
	1115		3.9	3.9	_	3.9	3.9		3.9	3.9
			4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
his	him		4.3 4.4	4.3 4.4	-	4.3 4.4	4.3 4.4		4.3 4.4	4.3 4.4
			4.4	4.4	-	4.4	4.4		4.4	4.4
			4.6	4.6	-	4.6	4.6		4.6	4.6
			4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
	[]		5	5		5	5		5	5
•	•		6 7	6 7		6 7	6 7		6 7	6 7
give	give		8	8		8	8		8	8
		Initials	-	-		-	-		-	
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LESSON 6A

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short o

saw

got fox dog not

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

got	fox	, "I The	'L" is R" is f 3 sec	for sa or sa tions	after timir ying left ying right can be us or class u	columr colum sed for	n word n wor 3 stu	ls ds dents	
C			L	R	L	R		L	R
		Ceiling							
0			3.0 3.1	3.0 3.1	3.0	-	-	3.0 3.1	3.0 3.1
fox	got		3.1	3.1	3.	-	-	3.1	3.1
$\mathbf{I}\mathbf{U}\mathbf{\Lambda}$	got		3.3	3.3	3.3	-	-	3.3	3.3
	\mathcal{C}		3.4	3.4	3.4	3.4		3.4	3.4
			3.5	3.5	3.5	3.5		3.5	3.5
			3.6	3.6	3.6	3.6		3.6	3.6
			3.7	3.7	3.7	-	_	3.7	3.7
dog	not		3.8	3.8	3.8		_	3.8	3.8
~~ 5	not		3.9	3.9	3.9			3.9	3.9
			4.0 4.1	4.0 4.1	4.0	-		4.0 4.1	4.0 4.1
			4.1	4.1	4.	-	-	4.1	4.1
	1		4.2	4.2	4.2	_	-	4.3	4.2
not	dog		4.4	4.4	4.4	_		4.4	4.4
	uug		4.5	4.5	4.5	4.5		4.5	4.5
	\mathcal{O}		4.6	4.6	4.6	4.6		4.6	4.6
			4.7	4.7	4.7	4.7		4.7	4.7
			4.8	4.8	4.8	4.8	_	4.8	4.8
			4.9	4.9	4.9	4.9		4.9	4.9
			5	5	5	5	-	5	5
			6	6	6	6	-	6	6
saw	saw		7 8	7 8	7	7	-	7 8	7 8
Suv	Savv	Initials	0	•	8	0		0	0

LESSON 6B

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short o

there

off top stop long

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

off	off	"	'L" is R" is f 3 sec	for sa or say tions	ying l ying ri can b	eft co ight c e use	lumn olumr ed for	word word 3 stu	s ds dents	
		Cailing	L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
			3.1	3.1		3.1	3.1		3.1	3.1
top	stop		3.2	3.2		3.2	3.2		3.2	3.2
νp	btop		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6		3.5 3.6	3.5 3.6
	1		3.7	3.7		3.7	3.7		3.7	3.7
ston	long		3.8	3.8		3.8	3.8		3.8	3.8
stop	long		3.9	3.9		3.9	3.9		3.9	3.9
A	U		4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
_			4.2 4.3	4.2 4.3		4.2 4.3	4.2 4.3		4.2 4.3	4.2 4.3
long	ton		4.3	4.3		4.3	4.3		4.3	4.3
long	top		4.5	4.5		4.5	4.5		4.5	4.5
\mathcal{O}	L		4.6	4.6		4.6	4.6		4.6	4.6
			4.7	4.7		4.7	4.7		4.7	4.7
			4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
		1	5 6	5 6		5 6	5 6		5 6	5 6
thang	thana		7	7		7	7		7	7
there	there		8	8	ļ	8	8		8	8
		Initials			l			l		

LESSON 7A

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short u

up us fun but

what

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

up	us	"R" i	s for sa for sa ections	aying left aying right can be u	column colum sed for	word n word 3 stu	s ds dents	
-		Colling	R	L	R		L	R
		Ceiling) 3.0	3.0	3.0		3.0	3.0
	1 /	3.		3.	-		3.1	3.1
US	but	3.	2 3.2	3.3	3.2		3.2	3.2
UD .	Uut	3.		3.			3.3	3.3
		3.	-	3.4			3.4	3.4
		3.		3.		_	3.5 3.6	3.5 3.6
0	0	3.		3.		-	3.0	3.0
fun	fun	3.		3.6	-	-	3.8	3.8
	IUII	3.	3.9	3.9	3.9		3.9	3.9
		4.) 4.0	4.0	4.0	Ì	4.0	4.0
		4.		4.			4.1	4.1
		4.		4.:	_	-	4.2	4.2
hut	1110	4.		4.3		-	4.3 4.4	4.3 4.4
but	up	4.		4.4		-	4.4	4.4
	- I -	4.		4.0	-		4.6	4.6
		4.	4.7	4.	4.7		4.7	4.7
		4.	3 4.8	4.8	4.8		4.8	4.8
		4.	9 4.9	4.9	4.9		4.9	4.9
			5	5	5	-	5	5
	1 1		6	6	6 7	-	6 7	6 7
what	what	1		8	8	1	8	8
· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	Initials]		

LESSON 7B

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

short u

bus sun run truck

one

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

bus	run	"F	'L" is R" is f 3 sec	for sa or say tions	ying l ying ri can b	eft co ght c e use	lumn olumr ed for	word word 3 stud	s ds dents	
			L	R		L	R		L	R
		Ceiling								
	1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1		3.0 3.1	3.0 3.1
CIIN	bus		3.1	3.1		3.1	3.1		3.1	3.2
sun	UUS		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
			3.6	3.6		3.6	3.6		3.6	3.6
10 10	4000012		3.7	3.7		3.7	3.7		3.7	3.7
run	truck		3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9		3.8 3.9	3.8 3.9
			3.9 4.0	3.9 4.0		3.9 4.0	3.9 4.0		3.9 4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
1			4.3	4.3		4.3	4.3		4.3	4.3
truck	sun		4.4	4.4		4.4	4.4		4.4	4.4
	Dull		4.5	4.5		4.5	4.5		4.5	4.5
			4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7
			4.7	4.7		4.7	4.7		4.7	4.7
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
			6	6		6	6		6	6
one	one		7	7		7	7		7	7
one		l	8	8		8	8		8	8
		Initials						1	1	

LESSON 8A

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

long vowels

bv

he be SO a

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

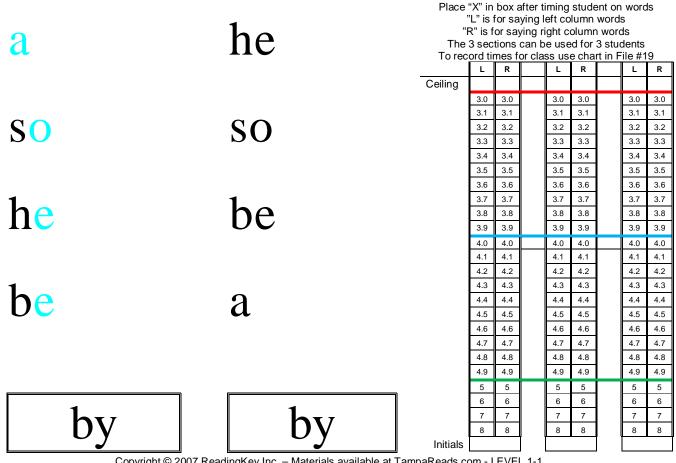
STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart



LESSON 8B

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

long vowels

my

we me go no

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

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Fluency Time Chart

go	me	"	'L" is f R" is f 3 sec	for sa or say tions	ying le ying rig can be	eft co ght co e use	lumn olumn ed for	word word 3 stue	ds dents	
•			L	R		L	R		L	R
		Ceiling								
			3.0	3.0		3.0	3.0		3.0	3.0
10 0	MA		3.1 3.2	3.1		3.1	3.1		3.1	3.1 3.2
no	we		3.2	3.2 3.3	ŀ	3.2 3.3	3.2 3.3		3.2 3.3	3.2
			3.4	3.4	ŀ	3.4	3.4		3.4	3.4
			3.5	3.5	ŀ	3.5	3.5		3.5	3.5
			3.6	3.6		3.6	3.6		3.6	3.6
			3.7	3.7		3.7	3.7		3.7	3.7
We	σΩ		3.8	3.8		3.8	3.8		3.8	3.8
VV 🗸	go		3.9	3.9		3.9	3.9		3.9	3.9
	C		4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
			4.3	4.3		4.3	4.3		4.3	4.3
me	no		4.4	4.4		4.4	4.4		4.4	4.4
			4.5 4.6	4.5	-	4.5	4.5		4.5 4.6	4.5 4.6
			4.6	4.6 4.7	ŀ	4.6 4.7	4.6 4.7		4.6	4.0
			4.8	4.8		4.8	4.8		4.8	4.8
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
			6	6		6	6		6	6
mu	mu		7	7		7	7		7	7
my l	my		8	8	ļļ	8	8		8	8
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LESSON 9A

Also called the *Student Reading Wall*, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

"Tricky Words"

goes

I of to why

DIRECTIONS FOR STUDENT READING WALL – Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to <u>www.tampareads.com/video</u>

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa – etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

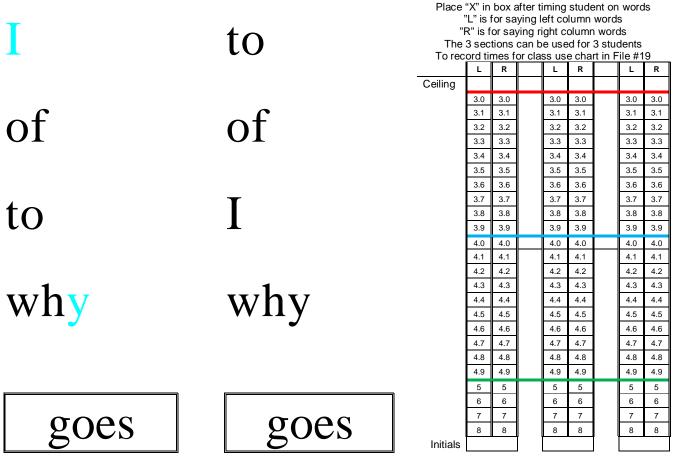
STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the **left** column slowly. If an error is made, stop your student – discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart



LESSON 9B

Also called the Student Reading Wall, the steps below incorporate memorization techniques for dramatically improved learning of Grade Level Reading Vocabulary

"Tricky Words"

two

Oh do she on

DIRECTIONS FOR STUDENT READING WALL - Tape sheets side-by-side along a wall 3 feet off the floor. Follow the 4 memorization steps below. To view video of the process go to www.tampareads.com/video

STEP 1 - TEACH THE VOWEL SOUND

Begin by teaching the color-coded sound in each word in the left column. These are usually vowel sounds. To review the sounds see file #15A at the members page at ReadingKey.com

STEP 2 - STOP AT THE VOWEL SOUND

Next, have your student say the sounds made by the letters only up to the vowel sound (typically the beginning consonant and vowel sound blended together - ca - fa - etc.). Some lists contain other common sounds or spelling patterns which have been color-coded.

STEP 3 - READ EACH WORD SLOWLY

After successfully doing the "Stop at the Vowel Sound" technique with each word, the student now tries to say each complete word in the left column slowly. If an error is made, stop your student - discuss the mistake - then start again from the top. When the student can read the left column words from top to bottom with no errors, proceed to STEP 4 Fluency Practice. NOTE: If the last "boxed" word significantly slows student progress you can skip this word and study separately. The boxed word is called the "Word of the Day" and usually does not follow the phonics rules or is difficult for students to learn.

STEP 4 – FLUENCY PRACTICE

This step dramatically improves mastery of the list words. Use a stopwatch or watch timer to "time" how fast your student can say the list words in the left column. Tell your student that when they say the first word you will then begin timing. If the column of five words is read without an error, have your student place an "X" in the correct time box in the "L" column below. If your student makes an error while being timed, stop and discuss the error and begin again from the top. When a mastery time of 3 seconds is reached (most students reach 2.5 sec which you can record above the red line), have your student read the right "R" column of words. Skip Steps 1 and 2 for the right column and have the student read the five words slowly and then begin timing. The right column words are the same as in the left column but in a different order and without the color-coded sound helper. When a mastery time of 2-3 seconds is reached again, congratulate your student and move to the next word list. On the following day come back and test your student on the 5 list words across the top of this page, you'll then see the words have been truly mastered!

Fluency Time Chart

Oh	do	"	'L" is f R" is f 3 sec	for sa or say tions	ying l ying ri can b	eft co ght c e use	olumn olumr ed for	word word 3 stue	s ds dents	
		0	L	R		L	R		L	R
		Ceiling	3.0	3.0		3.0	3.0		3.0	3.0
			3.1	3.1		3.1	3.1		3.1	3.1
0 n	on		3.2	3.2		3.2	3.2		3.2	3.2
	OII		3.3	3.3		3.3	3.3		3.3	3.3
			3.4	3.4		3.4	3.4		3.4	3.4
			3.5	3.5		3.5	3.5		3.5	3.5
			3.6	3.6		3.6	3.6		3.6	3.6
do	she		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8		3.7 3.8	3.7 3.8
uo	SILE		3.0	3.0		3.0	3.0		3.0	3.9
			4.0	4.0		4.0	4.0		4.0	4.0
			4.1	4.1		4.1	4.1		4.1	4.1
			4.2	4.2		4.2	4.2		4.2	4.2
- 1	$\mathbf{O}1$		4.3	4.3		4.3	4.3		4.3	4.3
she	Oh		4.4	4.4		4.4	4.4		4.4	4.4
			4.5	4.5		4.5	4.5		4.5	4.5
			4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7		4.6 4.7	4.6 4.7
			4.7	4.7		4.7	4.7		4.7	4.7
			4.9	4.9		4.9	4.9		4.9	4.9
			5	5		5	5		5	5
			6	6		6	6		6	6
two			7	7		7	7		7	7
	two	La Marta	8	8	ĮĮ	8	8		8	8
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