

Lesson 1A

short a

Week 1 – Monday - Review Grade 2

Classroom Reading Wall Procedures:

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

a d d d

land

shall

glass

wrap

catch

chapter

Lesson 1B

short e

Week 1 – Tuesday - Review Grade 2

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

bell

spell

step

dress

chest

length

shelf

Lesson 1c

short i

Week 1 – Wednesday - Review Grade 2

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

fill

drink

thick

print

since

grip

wrist

Lesson 1D

short o - u

Week 1 – Thursday – Review Grade 2

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

doll

cross

block

strong

bottle

common

costume

Lesson 1E

short u

Week 1 – Monday – Review Grade 1

Classroom Reading Wall Procedures:

12. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
13. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
14. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
15. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
16. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
17. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
18. BOO – BOO CATCHER GAME – Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise their hand when they hear a mistake.
19. TIMED READING – Time several students on saying the list. Write their time on the board.
20. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
21. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
22. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

luck

drum

bunch

hundred

crush

summer

suppose

Lesson 2A

Final-e Rule

Week 2 – Monday - Review Grade 2

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

late

bite

dime

smile

life

shape

bath

Lesson 2B

ai - ee - ea - ie - oa

Week 2 – Tuesday – Review Grade 2

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

hair

stairs

wheel

dream

peace

piece

throat

Lesson 2c

ar or er ir ur

Week 2 – Wednesday – Review Grade 2

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

hard

morning

score

person

third

during

burn

Lesson 2D

oo (2) ou oi

Week 2 – Thursday – Review Grade 2

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

room

foot

loud

thousand

noise

boil

enjoy

Lesson 2E

C-Rule G-Rule

Week 1 – Monday – Review Grade 2

Classroom Reading Wall Procedures:

23. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
24. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
25. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
26. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
27. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
28. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
29. BOO – BOO CATCHER GAME – Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise their hand when they hear a mistake.
30. TIMED READING – Time several students on saying the list. Write their time on the board.
31. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
32. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
33. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

ice

center

office

certain

giant

age

bridge

Lesson 3A

ar - or

Week 3 – Monday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

rag

crash

trash

half

catch

matter

Lesson 3B

short e

Week 3 – Tuesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

bet

tent

held

else

health

measure

Lesson 3c

short i

Week 3 - Wednesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

ink

zip

lift

built

silver

busy

Lesson 3D

short o

Week 3 - Thursday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

hog

crop

October

honest

fought

caught

Lesson 4A

Final-e Rule

Week 4 - Monday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

pipe

mule

skate

care

size

wise

Lesson 4B

1 Consonant Rule

Week 4 - Tuesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

tiger

motor

student

locate

lately
writer

Lesson 4c

Long Vowels
Week 4 - Wednesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

April

December

November

height

i dea

a ble

Lesson 4D

Long Vowels

Week 4 - Thursday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

June

July

May

break

library

knee

Lesson 5A

short vowels

Week 5 - Monday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

January

September

February

happen

every

study

Lesson 5B

short e

Week 5 - Tuesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

dent

kettle

excellent

cent

ready

heavy

Lesson 5c

short i

Week 5 - Wednesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

sink

cliff

ribbon

listen

build

written

Lesson 5D

2 Consonant Rule

Week 5 - Thursday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

coffee

pepper

distance

sandwich

address

number

Lesson 6A

ur – er sound

Week 6 - Monday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

curl

nurse

surf

perfect

earn

worst

Lesson 6B

oo - ew

Week 6 - Tuesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

sooner

scooter

newspaper

lose

loose

knew

Lesson 6c

oi oy

Week 6 - Wednesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

choice

spoil

oyster

coin

voice

poison

Lesson 6D

Final-e Rule

Week 6 - Thursday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

huge

strange

continue

race

chose

include

Lesson 7A

short a

Week 7 - Monday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

fact

branch

passenger

grass

family

capital

Lesson 7B

short e

Week 7 - Tuesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

sled

sense

enemy

empty

several

measure

Lesson 7c

short i

Week 7 - Wednesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

dim

twist

witch

visitor

million

interesting

Lesson 7D

short o

Week 7 - Thursday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

rob

pond

chop

lock

knock

across

Lesson 8A

short u

Week 8 - Monday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

bud

struck

tunnel

dust

crust

sudden

Lesson 8B

Final-e Rule

Week 8 - Tuesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

fire

prize

cute

wise

space

include

Lesson 8c

Final-e Rule

Week 8 - Wednesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

scale

airp1ane

fr0ze

h0le

whole

awhile

Lesson 8D

1 Consonant Rule

Week 8 - Thursday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

lazy

safety

recess

below

using

receive

Lesson 9A

ar – ur

Week 9 - Monday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

March

market

marble

farther

further

burnt

Lesson 9B

aw – au (short o)

Week 9 - Tuesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

paw

straw

August

taught

law

crawl

Lesson 9c

OW - OU

Week 9 - Wednesday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

vowel

towel

allow

hour

mountain

county

Lesson 9D

Unusual short u

Week 9 - Thursday

Classroom Reading Wall Procedures

1. SET UP –Tape the 3 “Lesson Sheets” together. Place in location easily seen by all students.
2. VOWEL SOUND PRACTICE - Discuss the “colored” vowel sound in each word.
3. STOP AT THE VOWEL SOUND – Teach and review this important procedure with each word.
4. READ WORDS TO CLASS - Teacher reads all words slowly, stressing each sound.
5. TEACHER-STUDENT “CALL-OUT” - Teacher says the sound made up to the colored letter(s) – Students then say the entire word aloud when you point to the class.
6. COPY CAT EXERCISE – Students repeat every word – sound – etc. said by the teacher.
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 their hand when they hear a mistake.
8. TIMED READING – Time several students on saying the list. Write their time on the board.
9. REVIEW WORD OF THE DAY – Discuss this difficult word and strategies for remembering.
10. VOCABULARY WORKSHEET – Pass out the special worksheet for this Lesson.
11. STUDENT READING WALL – Students who demonstrate difficulty in learning the daily words will be able to maintain progress if given 10 minutes daily practice on the Student Reading Wall.

extra

umbrella

Alaska

dozen

double

front