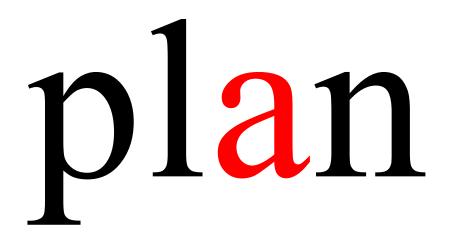




act

#### Wrap



#### task

#### grams

### shallow



#### Short e

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.

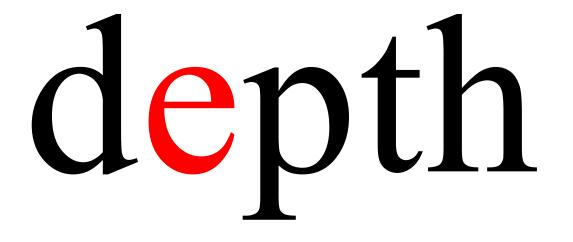


## crept

#### mend



#### deaf



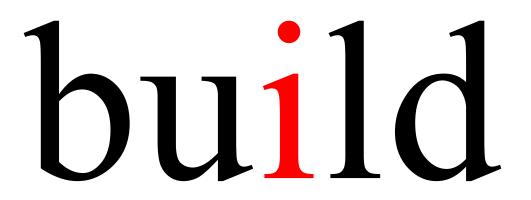




#### Short i

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



# split

#### wrist

### bitter

### thrill

### twitch

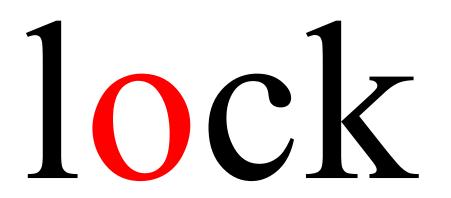
# guilt

#### Week 1D

#### Short o

**Classroom Reading Wall Procedures for Teachers** – Grade 5-1 Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



## fond

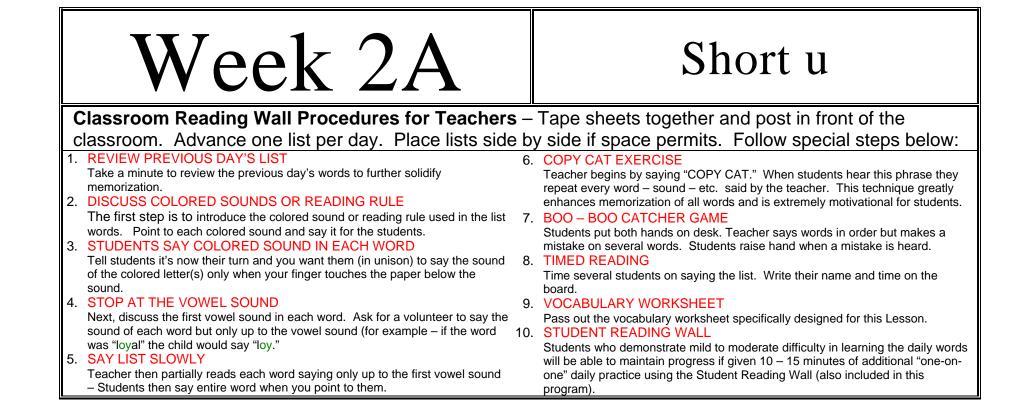
#### **CIOSS**



### 10SS

### shot

### solve





### **dull**

#### struck

### Skul1

### husband

### muscle

#### wb touch

#### Week 2B

#### 2 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this
  - Students then say entire word when you point to them.
    - $T + \Delta T$

program).



### discuss

#### difference

### 1esson

## magnet

### culture

#### alphabetical

#### Week 2C

#### 2 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.
- Students then say entire word when you point to them.



#### rotten

## magnetism

#### rather

## experiment

#### WD Tesponse

#### Week 2D

#### 1 Consonant Rulke

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



# belong

#### super

# equal

#### silent

## musician

#### wb finish



#### 1 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



# develop

#### human

## define

#### medium

# najor

#### $\mathbf{n}$

#### Week 3B

#### 1 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



## refund

#### famous

#### return

#### demand

### flames

## request

#### Week 3C

#### 1 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

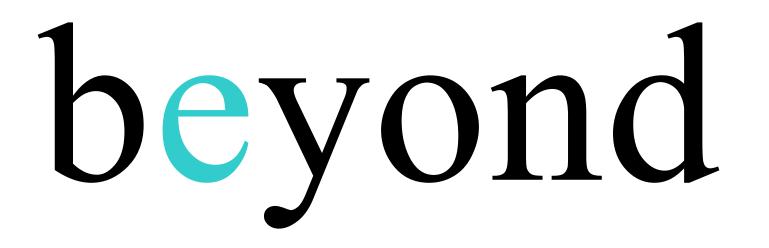
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### climate

#### pronoun

# glacier



## protest

#### grocery

#### Week 3D

#### 1 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



## protect

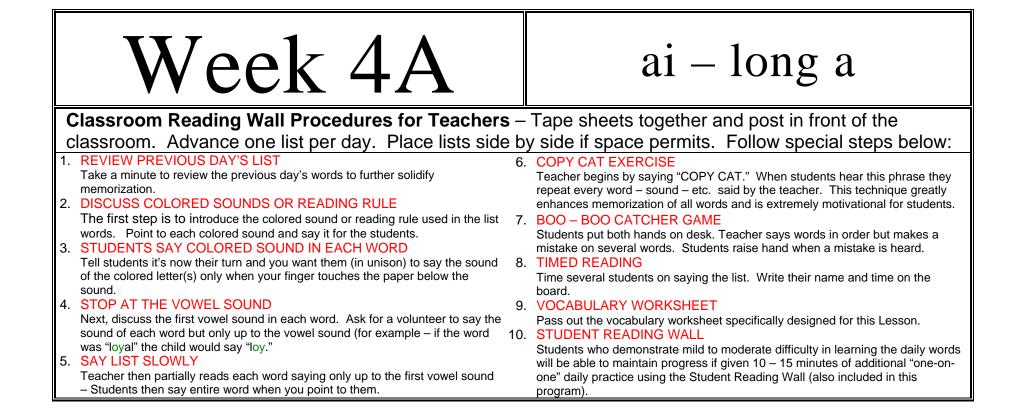
#### temove

## label

#### remind

### research

#### wb Britain







#### contains

## fair

# daily

## airline

#### maintain



#### ee – long e

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).
- speed

#### agree

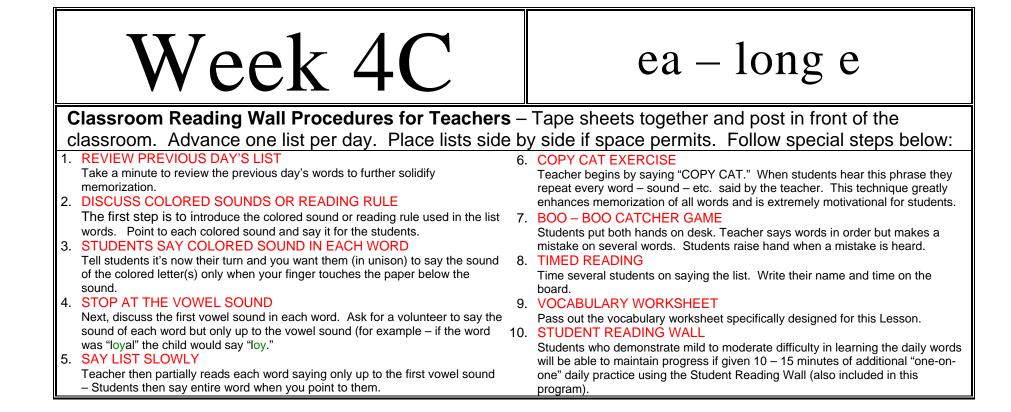
#### Squeeze



#### peer

### Sleet

## greedy



1eave

#### reason

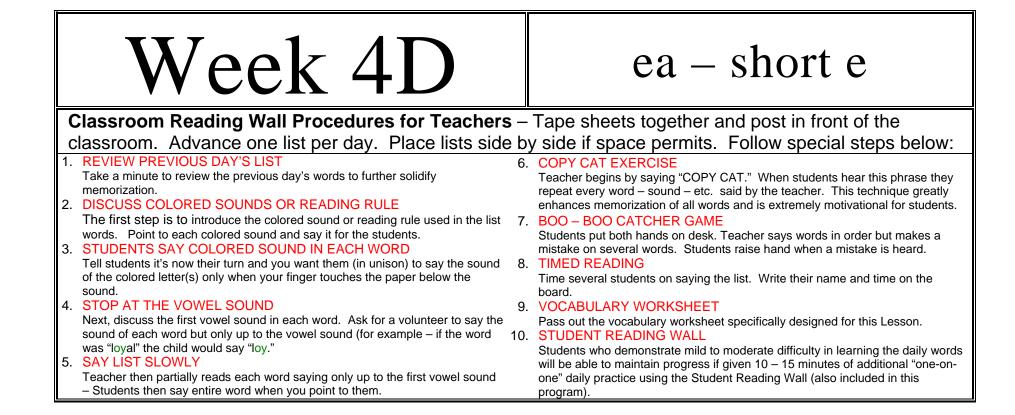
#### peace



#### increase

#### decrease

#### meanwhile



#### measure

#### treasure

### breath

#### SWeat

#### Weapon



#### meadow

Week 5A	ar			
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the				
classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:				
<ol> <li>REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization.</li> <li>DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</li> <li>STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</li> </ol>	<ol> <li>COPY CAT EXERCISE         Teacher begins by saying "COPY CAT." When students hear this phrase repeat every word – sound – etc. said by the teacher. This technique greenhances memorization of all words and is extremely motivational for stu     </li> <li>BOO – BOO CATCHER GAME         Students put both hands on desk. Teacher says words in order but make mistake on several words. Students raise hand when a mistake is heard.     </li> <li>TIMED READING         Time several students on saying the list. Write their name and time on the board.     </li> </ol>	eatly idents. Is a		
4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was "loyal" the child would say "loy."	<ol> <li>VOCABULARY WORKSHEET         Pass out the vocabulary worksheet specifically designed for this Lesson.     </li> <li>STUDENT READING WALL         Students who demonstrate mild to moderate difficulty in learning the daily     </li> </ol>	y words		
<ol> <li>SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</li> </ol>	will be able to maintain progress if given 10 – 15 minutes of additional "or one" daily practice using the Student Reading Wall (also included in this program).	ne-on-		



### market

## apart

## artist

#### article

### shark

#### starve

Week 5B		er		
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the				
classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:				
<ol> <li>REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization.</li> <li>DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</li> <li>STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</li> </ol>	6. 7.	COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. TIMED READING Time several students on saying the list. Write their name and time on the board.		
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<ol> <li>SAY LIST SLOWLY Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</li> </ol>		will be able to maintain progress if given 10 – 15 minutes of additional "one-on- one" daily practice using the Student Reading Wall (also included in this program).		



#### several

## discover

## service

#### deliver

# uglier

WD

#### erase

	Week 5C		er ir		
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the					
С	lassroom. Advance one list per day. Place lists side	e by	/ side if space permits. Follow special steps below:		
1. 2.	REVIEW PREVIOUS DAY'S LIST Take a minute to review the previous day's words to further solidify memorization. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list		COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students. BOO – BOO CATCHER GAME		
3.	words. Point to each colored sound and say it for the students. <b>STUDENTS SAY COLORED SOUND IN EACH WORD</b> Tell students it's now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.		Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. <b>TIMED READING</b> Time several students on saying the list. Write their name and time on the board.		
4.	STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the	0.	VOCABULARY WORKSHEET Pass out the vocabulary worksheet specifically designed for this Lesson. STUDENT READING WALL		
5.			Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).		





# squirrel

# personal

## thirst



## 1itter

Week 5D	ur			
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the				
classroom. Advance one list per day. Place lists side t	by side if space permits. Follow special steps below:			
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4. STOP AT THE VOWEL SOUND Next, discuss the first vowel sound in each word. Ask for a volunteer to say the	<ul> <li>bound:</li> <li>VOCABULARY WORKSHEET         Pass out the vocabulary worksheet specifically designed for this Lesson.     </li> <li>STUDENT READING WALL         Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).     </li> </ul>			



## burst

## suface

fur

## Suff

## curved

## huricane

### Week 6A

### 2 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.

# language

### master

## atlas

# skinny

## effort

## **Canyon**

### Week 6B

### 2 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).

### common matrix common matrix

## expect

# subject

## added

## selfish

## agriculture

### handsome

### Week 6C

### 2 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.

suffer

## offer

# signal

## admit

# jagged

## seldom

### messenger

### Week 6D

### 2 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list **BOO – BOO CATCHER GAME** 7 words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.

## sandwich



# gallop

## pressure

## Interest

# plastic

Week 7A	ai
Classroom Reading Wall Procedures for Teachers -	<ul> <li>Tape sheets together and post in front of the</li> </ul>
classroom. Advance one list per day. Place lists side l	by side if space permits. Follow special steps below:
<ul> <li>Take a minute to review the previous day's words to further solidify memorization.</li> <li>2. DISCUSS COLORED SOUNDS OR READING RULE The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</li> <li>3. STUDENTS SAY COLORED SOUND IN EACH WORD</li> </ul>	<ol> <li>COPY CAT EXERCISE         Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.     </li> <li>BOO – BOO CATCHER GAME         Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.     </li> <li>TIMED READING         Time several students on saying the list. Write their name and time on the board.     </li> </ol>
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# straight

## trailer

## remain

## railroad

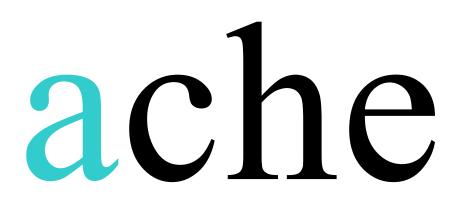
### maintenance



#### Final-e Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



## value

## continue



### rate

## latitude

# longitude

### Week 7C

### 1 Consonant Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



## hero

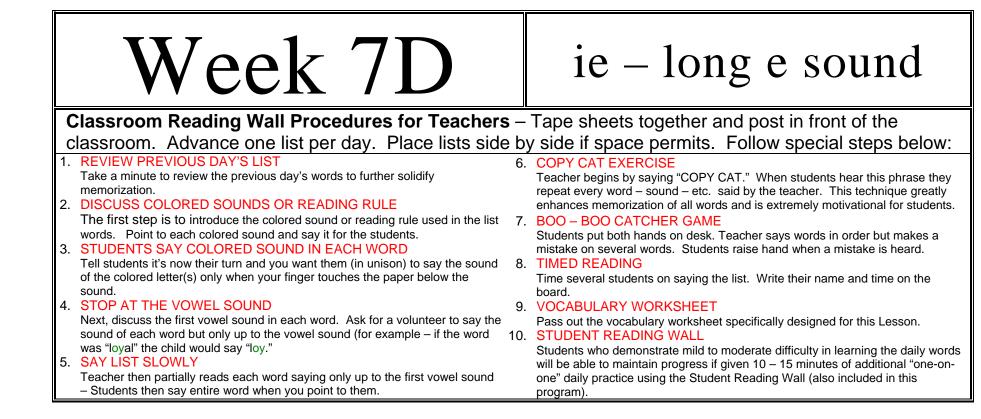
### museum

## total

### even

## nules

# frequent





## nece

### brief

## shield

# priest

## flerce

### briefcase



#### Silent Letters

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Take a minute to review the previous day's words to further solidify Teacher begins by saying "COPY CAT." When students hear this phrase they memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard. 3. STUDENTS SAY COLORED SOUND IN EACH WORD Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



# thought

# palm



# hight

### doubt

### line b

#### Week 8B

#### C-Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).
  - ertain

## office

#### necessary

## <u>itizen</u>

#### cancel

## balance

#### accelerate

#### Week 8C

#### G-Rule

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).
  - entle

# imagine

# biology

# Crmany

# challenge

# knowledge

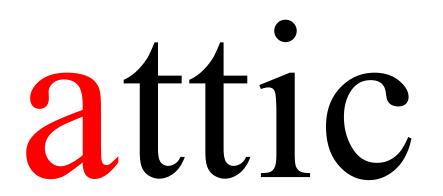
# legislature

#### Week 8D

#### Short Vowels

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



## swift

### flock

#### rust

### shin

## width

### sniff



#### ly – ty - ending

#### Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

- 1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." 5. SAY LIST SLOWLY
  - Teacher then partially reads each word saying only up to the first vowel sound
  - Students then say entire word when you point to them.

Students put both hands on desk. Teacher says words in order but makes a

Time several students on saying the list. Write their name and time on the

Pass out the vocabulary worksheet specifically designed for this Lesson.

Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 - 15 minutes of additional "one-onone" daily practice using the Student Reading Wall (also included in this program).







# hour

# month



# annualy

#### Week 9B

#### Silent Letters

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this

program).

- Students then say entire word when you point to them.

# listening

# foreign

## dou offul

#### neighborhood

## 1am

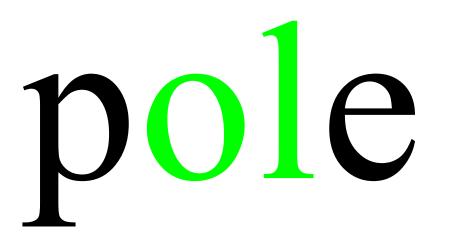
### debt

#### Week 9C

#### ol – long o

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word **10. STUDENT READING WALL** was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).



### Solar

### folder

## bold

### SCOld

### $n^{10}$

#### SC101

#### Week 9D

#### oa – long o

#### **Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. REVIEW PREVIOUS DAY'S LIST 6. COPY CAT EXERCISE Teacher begins by saying "COPY CAT." When students hear this phrase they Take a minute to review the previous day's words to further solidify memorization. repeat every word - sound - etc. said by the teacher. This technique greatly 2. DISCUSS COLORED SOUNDS OR READING RULE enhances memorization of all words and is extremely motivational for students. The first step is to introduce the colored sound or reading rule used in the list 7. BOO – BOO CATCHER GAME words. Point to each colored sound and say it for the students. Students put both hands on desk. Teacher says words in order but makes a 3. STUDENTS SAY COLORED SOUND IN EACH WORD mistake on several words. Students raise hand when a mistake is heard. Tell students it's now their turn and you want them (in unison) to say the sound 8. TIMED READING of the colored letter(s) only when your finger touches the paper below the Time several students on saying the list. Write their name and time on the sound. board. 4. STOP AT THE VOWEL SOUND 9. VOCABULARY WORKSHEET Next, discuss the first vowel sound in each word. Ask for a volunteer to say the Pass out the vocabulary worksheet specifically designed for this Lesson. sound of each word but only up to the vowel sound (for example - if the word 10. STUDENT READING WALL was "loyal" the child would say "loy." Students who demonstrate mild to moderate difficulty in learning the daily words 5. SAY LIST SLOWLY will be able to maintain progress if given 10 - 15 minutes of additional "one-on-Teacher then partially reads each word saying only up to the first vowel sound one" daily practice using the Student Reading Wall (also included in this - Students then say entire word when you point to them. program).

#### coast

#### **10am**

### boast







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