

Week 1A

Short a

Classroom Reading Wall Procedures for Teachers – (Grade 4-1) - 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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
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.")
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.
6. **COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.
7. **BOO – BOO CATCHER GAME**
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8. **TIMED READING**
Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
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tax

act

wrap

plan

task

grams

shallow

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length

crept

mend

pest

deaf

depth

edge

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build

split

wrist

bitter

thrill

twitch

guilt

Week 1D

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lock

fond

cross

jog

loss

shot

solve

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hut

dull

struck

skull

husband

muscle

_{WD} touch

Week 2B

2 Consonant Rule

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chapter

discuss

difference

lesson

magnet

culture

alphabetical

Week 2C

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million

gallon

rotten

magnetism

rather

eexperiment

_{WD} response

Week 2D

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used

belong

super

equal

silent

musician

WD finish

Week 3A

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writer

develop

human

define

medium

major

minor

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report

refund

famous

return

demand

flames

request

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elect

climate

pronoun

glacier

beyond

protest

grocery

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frozen

protect

remove

label

remind

research

WD Britain

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ai – long a

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mail

gain

contains

fair

daily

airline

maintain

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ee – long e

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speed

agree

squeeze

peek

peer

sleet

greedy

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ea – long e

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Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.
7. **BOO – BOO CATCHER GAME**
Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.
8. **TIMED READING**
Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

leave

reason

peace

clearly

•
increase

decrease

meanwhile

Week 4D

ea – 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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
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.")
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.
6. **COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.
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8. **TIMED READING**
Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

measure

treasure

breath

sweat

weapon

deadly

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:

1. **REVIEW PREVIOUS DAY'S LIST**
Take a minute to review the previous day's words to further solidify memorization.
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.
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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.
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Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

harm

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:

1. **REVIEW PREVIOUS DAY'S LIST**
Take a minute to review the previous day's words to further solidify memorization.
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.
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8. **TIMED READING**
Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

neither

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 classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY'S LIST**
Take a minute to review the previous day's words to further solidify memorization.
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.
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8. **TIMED READING**
Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

birth

thirty

squirrel

personal

thirst

liter

litter

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 by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY'S LIST**
Take a minute to review the previous day's words to further solidify memorization.
2. **DISCUSS COLORED SOUNDS OR READING RULE**
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9. **VOCABULARY WORKSHEET**
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10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

curtain

burst

surface

fur

surf

curved

hurricane

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**
Take a minute to review the previous day's words to further solidify memorization.
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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.
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10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

public

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**
Take a minute to review the previous day's words to further solidify memorization.
2. **DISCUSS COLORED SOUNDS OR READING RULE**
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c o m m o n

expect

subject

aadded

selfish

aagriculture

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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

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**
Take a minute to review the previous day's words to further solidify memorization.
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.
3. **STUDENTS SAY COLORED SOUND IN EACH WORD**
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9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

ri**bb**on

sandwich

gather

gallop

pressure

interest

plastic

Week 7A

ai

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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
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.")
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Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

main

hail

straight

trailer

remain

railroad

maintenance

Week 7B

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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
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.")
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8. **TIMED READING**
Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

ache

value

continue

gaze

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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
4. **STOP AT THE VOWEL SOUND**
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10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

usual

hero

museum

total

even

rules

frequent

Week 7D

ie – long e sound

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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
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.")
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10. **STUDENT READING WALL**
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field

niece

brief

shield

priest

fierce

briefcase

Week 8A

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:

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Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
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.")
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10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

known

thought

palm

though

knight

doubt

knob

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**
Take a minute to review the previous day's words to further solidify memorization.
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.
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 of the colored letter(s) only when your finger touches the paper below the sound.
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.")
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.
6. **COPY CAT EXERCISE**
Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words and is extremely motivational for students.
7. **BOO – BOO CATCHER GAME**
Students put both hands on desk. Teacher says words in order but makes a mistake on several words. Students raise hand when a mistake is heard.
8. **TIMED READING**
Time several students on saying the list. Write their name and time on the board.
9. **VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
10. **STUDENT READING WALL**
Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program).

certain

office

necessary

citizen

cancel

balance

accelerate

Week 8C

G-Rule

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gentle

imagine

biology

Germany

challenge

knowledge

legislature

Week 8D

Short Vowels

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attic

swift

flock

rust

shin

width

sniff

Week 9A

ly – ty - ending

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finally

plenty

duty

hourly

monthly

yearly

annually

Week 9B

Silent Letters

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whistle

listening

foreign

doubtful

neighborhood

lamb

debt

Week 9C

ol – long o

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pole

solar

folder

bold

scold

mold

scroll

Week 9D

oa – long o

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coast

roam

boast

coal

goal

load

cocoa