

# Lesson 19A

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## Lesson 19A – Final-e Rule

thrive

To grow – to prosper – to be successful – to develop vigorously

donate

To present as a gift or contribution – usually done to help others

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# decode

To figure out the meaning of something that is not understood

# hibernate

To become dormant or inactive during the winter

# guideline

A detailed plan or explanation to show how something should be done

# vague

Not clearly stated or expressed – fuzzy – hazy

# Lesson 19B

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# Lesson19B – 1 Consonant Rule – Long Vowels

## Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
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mason

Someone who builds structures made of stones, bricks, cinder blocks, etc.

trader

Someone who exchanges things of value with others without using money

noted

Someone famous or well known

unified

To come together as one single unit

# Salem

A city in northeast Massachusetts noted for the Salem Witch Trials of 1692 which resulted in the execution of persons accused of being witches. Death was often by a horrific public burning.

# sapiens

Resembling or related to modern humans



# Lesson 19C

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## Lesson 19C – 1 Consonant Rule

related

How something is associated or connected by nature, origin, kinship, etc. This could be brothers and sisters or how the earth is related to the sun.

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bison

An oxlike animal, having a large head and shaggy mane and can reach a weight of 2,500 lb (1,130 kg). Although not entirely accurate, this name is often used in place of buffalo. The animals were killed almost to extinction, primarily for their tongues, considered a delicacy.

# fiber

A fine, slender, threadlike piece, as of cotton, wool or other material

# obedient

Obeying or willing to obey – doing what has been requested

# rotor

A turning (rotating) part of an electrical or mechanical device - Electric motors are all based upon a turning rotor

# eyewitness

Someone who has seen something and can tell about it truthfully

# Lesson 19D

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# Lesson 19D – 1 Consonant Rule

genes

Sphere shaped structures in your DNA that control traits as well as everything that happens inside you -  
It is estimated that each cell contains over 30,000 genes, over 200 control your immune system alone

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ecosystem

A community of animals and plants interacting within their environment – For example, a marine ecosystem would be living things in the water

# republican

One of the two main parties in a governmental system known as democratic republic as practiced in the United States – Democrat is the other main party

# stamen

The pollen producing part of the flower composed of the filament and anther

# plague

An epidemic bacterial disease that killed thousands of people

# ideals

Believing in honorable ideas, often regarded as a model of perfection



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## Lesson 20A – short i sound

# limited

Confined or restricted within certain limits – For example, the number of immigrants a country would allow in is usually limited

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3. Students Stop At Vowel Sound
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# existing

Being alive now – being real – For example, we are all existing here together

# e exhausted

Drained of energy - extremely tired – Also, can mean “all used up” – Someday petroleum sources will be exhausted

# s p e c i f i c

To have a special application - For example, a light bulb is designed for a specific purpose, which is to produce light so we can see in the dark.  
Specific can also mean – exact or precise – the opposite of general – For example, be specific when you tell me what you want for dinner.

secure

Not exposed to danger - safe

messiah

In religion, this person is expected to return to bring peace to the world

# Lesson 20B

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

## 11. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

# Lesson 20B – 1 Consonant Rule – Long Vowels

## Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound -  
Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
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pre

A prefix meaning earlier – prior to - before

post

A prefix meaning *after* or *later*- For example, the economy improved post-World War II

# equally

Having the same amount, measure or value as another – For example, we will equally share the treasure when we find it

# meteor

Debris from outer space entering the atmosphere and seen as a fiery streak

# meteorite

Debris from outer space that has reached the earth's surface

# meteorology

The science that deals with the study of weather and climate



# Lesson 20C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

## 11. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

# Lesson 20C – short vowels – 1 Consonant Rule Exceptions

# copies

Imitations or reproductions of an original – to duplicate

## Teaching Steps

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5. Boo-Boo Catcher
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# similarities

Having a likeness – having things in common – resembling – For example, although religions are different, they also have similarities.

# liberties

Privileges, rights etc

# sanctuaries

Sacred or holy places – usually religious structures

# mysteries

Things that are kept secret or unexplained or unknown

# policies

A plan or course of action that is promoted by a government, political party, or business and intended to influence and determine decisions, actions, and other matters. In other words, these are things that a group believes in and wishes to encourage and promote.

# Lesson 20D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

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## Lesson 20D – un prefix (means “not”)

### Teaching Steps

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2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
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# uncover

To reveal something – to discover something new

# unfortunate

Experiencing bad luck – not good

# unpopular

Lacking approval or acceptance - not liked

# unconstitutional

If something is unconstitutional it means that it is not in agreement with principles set forth in the Constitution – The Constitution is a list of basic laws and ratified in the United States in 1789. For example, it is unconstitutional to prevent someone from seeing an attorney if arrested.

# unavailable

Not accessible – not able to be seen or heard

# unavoidable

Impossible to stay away from – something that cannot be prevented



# Lesson 21A

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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# Lesson 21A – short a – 1 Consonant Rule Exceptions

panel

A group of persons gathered to hold a public discussion – usually on an important topic

## Teaching Steps

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gradually

Taking place, changing, or moving little by little – For example, the sun gradually moves across the sky

# talented

Having talent or special ability – gifted – For example, a talented piano player would play the piano exceptionally well

# status

A person's social or professional rank or position in relation to others – For example, someone who graduates from high school would be viewed as having a higher status than someone who did not. Someone graduating from college would be viewed as having even higher status.

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# cataract

A disease that causes a cloudy film to grow on the lens of a person's eye and can result in blindness.  
People who smoke cigarettes are more likely to develop cataracts.

# Latin

Language spoken in ancient Rome beginning around 9<sup>th</sup> century B.C

# Lesson 21B

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

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This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

## 11. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

# Lesson 21B – short e – 1 Consonant Rule Exceptions

## Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

# te<sup>e</sup>legram

A message or communication sent by telegraph. A telegraph is an electronic device that sends signals for communications over great distances. The original telegraph was invented in the mid 1800's.

# ne<sup>e</sup>cessarily

By or of necessity – very strong need or requirement – The term is often used when preceded by the word “not” – For example, saying that you don't necessarily have to attend the meeting means it is not truly necessary for you to attend.

# economically

In a thrifty or frugal manner; spending money wisely – For example, a person who lives economically tries to buy the least expensive things

# democratic

Having to do with democracy – government by the people – A democratic society is one that decides things by discussing and voting

---

# delegate

The word delegate means a person authorized to represent someone else – For example, the United Nations is an international organization whose job it is to help stop wars between countries. Nearly every country in the world has one delegate in the United Nations.

# epidemic

A disease affecting many people in an area at the same time.



# Lesson 21C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 12. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 13. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 14. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 15. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 16. VOCABULARY BUILDING WORKSHEET

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## 17. STUDENT READING WALL

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## Lesson 21C – short i

figures

Written or printed symbols, especially numbers

### Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
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Individual Stopwatch Timing Activity
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Prime Minister

The chief member of the cabinet in a parliamentary system of government, such as in Great Britain – He or she is the head of government

# criticism

The act of telling somebody what is wrong about something – fault finding

# physicist

A scientist who studies matter, energy motion and force

# Italian

Of or pertaining to Italy, its people, or their language

# defense

The act of defending against attack, danger, or injury – protecting after being attacked

# Lesson 21D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

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## 11. STUDENT READING WALL

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# Lesson 21D – 2 Consonant Rule – short vowels

## Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
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9. Copy Cat Review
10. Vocabulary Building Worksheet
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# document

A piece of paper containing important information

# monument

A statue or building meant to remind people of an important or famous event or person

# Ptolemy

Pronounced “tol-uh-mee” – He was a Greek astronomer who proposed the incorrect belief that the earth was the center of the universe. This idea continued for 1,500 years until the astronomer Copernicus showed that the Sun was actually the center of the solar system.

# Solomon

King of Israel and son of David in the 10<sup>th</sup> century B.C. (David was also king of ancient Israel around 1000 B.C.)

# Colosseum

A large amphitheater in Roman history used for entertainment

# province

A district or a region of some countries



# Lesson 22A

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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## 8. DEFINITION CLUES

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## Lesson 22A – 2 Consonant Rule – short vowels

standard

Generally considered as a basis of comparison - what is typically done – For example, a standard home is made out of wood or concrete block.

### Teaching Steps

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magnetic

The ability to attract something else or pertaining to a magnet. A magnet is able to attract metal that contains iron.

a m b e r

Translucent fossilized tree resin of a yellowish brown color

a n n e x

To attach something new to something already existing

fashion

A style of clothing that is popular at a certain time

campfire

A fire lit at the site of a camp for warmth and for cooking

# Lesson 22B

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

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## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

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## Lesson 22B – “e” makes short “i” sound

erupt

To burst forth - to explode – to become violent

### Teaching Steps

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4. Teacher Stops At Vowel Sound - Students Echo with entire word
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expected

Considered likely or probable to happen – Something that is expected is certainly not a surprise

# e extent

The size, level, or scale of how much something is affected – For example, the extent of famine across Africa is tremendous

# e explorer

A person or thing that explores

# e extended

To stretch out – to make bigger or longer – to reach out – For example, the hurricane force winds extended out 100 miles from the center

# e established

Not just when something began, but when it comes into being on a firm and stable basis



# Lesson 22C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

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## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

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## 11. STUDENT READING WALL

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## Lesson 22C – 2 Consonant Rule

tranquil

Calm and peaceful

### Teaching Steps

1. Review Previous Day's List
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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound -  
Students Echo with entire word
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willing

Ready and eager to offer help or do what is asked

# flimsy

Light, thin, and insubstantial – not strong, easily broken – For example, a piece of glass one only millimeter thick would certainly be flimsy.

# ingredients

Any of the things used as part of a food recipe

siblings

Brothers and/or sisters

frustrated

Feelings one gets when success is close but doesn't happen

# Lesson 22D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 22D – short o

# pottery

Using earth materials to make objects such as bowls, pots and plates

### Teaching Steps

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2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
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# crossed

To travel from one point to another, usually with an obstacle in-between – Explorers from England crossed the Atlantic ocean in 1-2 months

# pollen

A yellowish powder made by plants allowing them to reproduce – When a flower reproduces it means that it forms seed which can then grow

# toxic

Something that can be harmful or poisonous

# Ostrich

A large, swift running bird of Africa that cannot fly

# sovereignty

The right to have control over an area without outside interference – For example, the southern United States wanted their own sovereignty which is what brought about the U.S. Civil War from 1861-1865



# Lesson 23A

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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## Lesson 23A – “a” makes short u sound

aside

To one side, or out of the way

adapt

When something changes making it suitable for a different purpose – Some animals adapt to colder winter temperatures by growing more fur

### Teaching Steps

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# a approximate

Not exact, but close to being accurate – For example, the approximate distance to the moon is 250,000 miles

# a apparently

Something that seems to be correct – For example, if you saw someone helping a stranger you could say that they are apparently a nice person

# analogy

A similarity between like features of two things, on which a comparison may be based. An analogy usually includes the word “like” as in the phrase, “*The oven is burning hot like the sun.*”

# aggressive

Exhibiting fierce or threatening behavior -

# Lesson 23B

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

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## Lesson 23B – “a” makes short u sound

# a

alliance

An agreement to work together – For example, during World War II, the U.S. formed an alliance with the United Kingdom and the the Soviet Union

### Teaching Steps

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# a

appendix

A small tube near the junction of the small and large intestine – Also, a section at the end of a book that provides additional information

# allergic

Someone who has an unusual physical reaction to something – For example, sneezing could be an allergic reaction to pollen in the air

# Magellan

Portuguese navigator in the service of Spain who commanded an expedition that was the first to circumnavigate (circle) the world

---

# dramatically

In a very impressive manner – a large change – The weather dramatically changed from hot to cold over a 15 minute period

# calligraphy

The art of beautiful handwriting – This was a fancy, highly decorative form of writing often used in the middle to late 15<sup>th</sup> century.



# Lesson 23C

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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# Lesson 23C – short a - 1 Consonant Rule Exception

## Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
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palace

A large, grand residence for a king, queen, or other ruler

majesty

Supreme greatness – regal – person of royalty

banished

To send someone away and ordered never to return

Maximilian

Emperor of Mexico from 1864-1867

# category

A class or group of things that has something in common

# algae

Small plants without roots, stems or leaves that typically grow in water – Algae grows rapidly when nutrient run-off from lawns and farms enters rivers after a rainstorm

# Lesson 23D

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

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## Lesson 23D – “o” makes short “u” sound

cocoon

A covering made by caterpillars and other insect larvae

### Teaching Steps

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3. Students Stop At Vowel Sound
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5. Boo-Boo Catcher
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Individual Stopwatch Timing Activity
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Columbus

An Italian explorer who brought awareness of the American continents during the 1400's

# propose

To offer or suggest an idea for consideration by others –  
Copernicus proposed the theory in the early 1500's that the Sun was the center of the solar system

# production

The act of making something, as in agricultural crops or in a factory

# procedure

How something is done – how it is accomplished. For example, there is a special procedure to follow when doing a class science project.

# molasses

A thick dark colored syrup produced during the making of sugar -



# Lesson 24A

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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# Lesson 24A – Long Vowels – 1 Consonant Rule

reform

To correct something that is wrong or not working – Many people think we need to reform the way that politicians receive campaign contributions

## Teaching Steps

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5. Boo-Boo Catcher
6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
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prehistoric

Belonging to a time before history was recorded in written form

# deforestation

The cutting down or loss of forests – For example, if the deforestation of the rainforest continues, there could be severe consequences

# cuneiform

An ancient “wedge-shaped” writing made on clay tablets

# o verthrow

To put an end to a government (or institution) by force – History is full of instances in which people have tried to overthrow a government

# s p a c e c r a f t

A vehicle designed to travel through outer space –

# Lesson 24B

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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## 8. DEFINITION CLUES

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# Lesson 24B – Long Vowels – 1 Consonant Rule

thriving

Doing well – to make steady progress – flourishing –

For example, if a town is growing and people have good jobs and are happy you could say it is thriving.

## Teaching Steps

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preserved

Something protected to avoid decay so it stays in its original form – For example, mummies were a way that Egyptians preserved their dead.

# Ireland

An island directly west of Great Britain divided into two separate countries

# cedar

A type of evergreen tree known for its reddish color and unique fragrance

# Overseer

One who keeps watch over and directs the work of others

# Mohawk

Native American Indians that lived primarily in eastern New York



# Lesson 24C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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# Lesson 24C – 1 Consonant Rule – Long Vowels

based

The main principle of something – its main supporting points

## Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
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Roman

Related to people living in ancient Rome from 27 BC to 476 AD

# tedious

Something that is tiresome, boring and time consuming

# luminous

Something that shines brightly

# Pocahontas

A famous Native American Indian girl who lived from 1595 to 1617

# Stonehenge

A mysterious structure built in England consisting large vertical stones

# Lesson 24D

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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# Lesson 24D – 1 Consonant Rule Exceptions – Short Vowels

## Teaching Steps

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2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

granite

A coarse grained igneous rock composed of feldspars and quartz

ratified

Giving official legal approval to a formal document

# federalist

Those who supported the approval of the United States Constitution

# economic

Pertaining to production, distribution, and use of income and wealth

# nevertheless

This word is often used in place of the word “however”

# analyze

To examine carefully and in detail to identify causes and consequences



# Lesson 25A

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

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## 11. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

# Lesson 25A – 2 Consonant Rule – Short Vowels

## Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

a c c e s s

A way to enter into something, or an approach to a place

M a n h a t t a n

A part of New York City that is situated east of Hudson River

# classmate

Someone who is in the same classroom as another person

# landscape

A large area of land that you can view from one place

# baptism

A Christian ceremony done by pouring water on the person

# sacrifice

To give up something important or enjoyable for a good reason

# Lesson 25B

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

## 10. VOCABULARY BUILDING WORKSHEET

Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

## 11. STUDENT READING WALL

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## Lesson 25B – 2 Consonant Rule – short e

sensible

Showing good judgment – logical

### Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
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Individual Stopwatch Timing Activity
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10. Vocabulary Building Worksheet
11. Student Reading Wall Option

dwelling

A building where someone lives

# density

Used to describe how compact (concentrated) something is

# emphasis

Something that is given great importance over something else

# reckless

Acting without concern about consequences – irresponsible

# entirely

All of something – completely



# Lesson 25C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

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## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

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## 8. DEFINITION CLUES

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## Lesson 25C – 2 Consonant Rule – short i

filthy

Completely dirty - disgusting – vulgar

### Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
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6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
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11. Student Reading Wall Option

diffuse

To spread out – as from a high concentration to a low concentration

# inland

Toward the interior of a region – not on the coast or border area

# disputes

To argue about something – to question its truth

# i mmigrated

To come to a new country to live

# m i ddle man

Someone who buys from the producer and sells to stores (retailers):

# Lesson 25D

Week

sound

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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## 8. DEFINITION CLUES

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## Lesson 25D – 2 Consonant Rule – short o & u

# otters

A furbearing carnivore mammal with webbed feet and a long tail

### Teaching Steps

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3. Students Stop At Vowel Sound
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# possibility

Something that could happen but not necessarily likely

# occupies

To live or reside in – to take up space in a location

# underwater

Existing below the surface of the water

# rubbish

Worthless, unwanted material that is thrown out

# custom

Social behavior past down from one generation to another



# Lesson 26A

## 1. REVIEW PREVIOUS DAY'S LIST

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## 2. TEACH COLORED SOUND AND/OR READING RULE

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## Lesson 26A – 2 Consonant Rule – short a

# altitude

The height of something, often defined as distance above sea level

### Teaching Steps

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6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

# battered

To be subjected to repeated beatings or physical abuse

# Passover

A Jewish festival celebrating the freeing of Jewish slaves from Egypt

# sanctuary

A sacred or holy place, as a church – also, means a place of protection

*a*ctivism

Taking part in activities meant to bring about change in society

*a*bsolute

Complete – perfect – not mixed

# Lesson 26B

Week

sound

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

## 9. COPY CAT EXERCISE

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## 10. VOCABULARY BUILDING WORKSHEET

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## 11. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

## Lesson 26B – 2 Consonant Rule – short e

# eIddest

Brother or sister of greatest age

### Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
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# rerepresented

Something that stands and speaks for something else

# Netherlands

European country in west Europe bordering Germany and Belgium

# self-sufficient

Taking care of one's own needs without help from others

e m p a t h y

Understanding and caring about the suffering or hardships of another

p e p p e r m i n t

A plant, cultivated for its flavorful oil, often used in candy



# Lesson 26C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 26C – 2 Consonant Rule – short i

**i**nfer

To guess or conclude something by looking at related circumstances

### Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
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**i**nteract

Participating together, such as in conversation, play etc

# issues

Important circumstances that need to be considered or addressed

# misfortune

Encountering a bad situation - bad luck

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Page 3 - Place top of Page 4 along red line above and tape corners with scotch tape

# silkworm

The larva of an Asian moth, used in making the textile silk

# inhabitants

People (or any life form) that lives at a specific location

# Lesson 26D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

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## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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## Lesson 26D – 2 Consonant Rule – short o – i - u

foster

To encourage healthy growth – to guide mental development

### Teaching Steps

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound -  
Students Echo with entire word
5. Boo-Boo Catcher
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disabled

Crippled or injured – something that is unable to function as intended

# Socrates

Greek philosopher, proclaimed the “wisest man” in Greece

# prosperity

A successful and thriving situation, especially in financial respects – For example, if all people in a town had jobs that were paying a good salary they would be enjoying prosperity

# substance

Physical matter or material – that of which something is made. A liquid substance could be water or soda and a solid substance could be a piece of wood, a piece of metal or even a rock

# subtropics

The areas adjacent to the warm tropic zones on Earth – While the tropics includes the areas between the latitude lines known as the Tropic of Cancer and the Tropic of Capricorn, the subtropics refers to areas just north of the Tropic of Cancer and south of the Tropic of Capricorn



# Lesson 27A

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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## Lesson 27A - ur

curb

Anything that acts to reduce or control something – For example, if inflation was rising too fast each year, the government may try to curb inflation by raising interest rates, which slows consumer spending

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currency

Something used as money – This can include dollar bills – quarters – nickels – dimes – and foreign currency such as the Japanese “Yen”

# sturdy

Strongly built – strong – not weak – For example, if you had to ride out a hurricane in a ship, you would certainly hope it was sturdy

# turbine

A special engine powered by a continuous stream of gas or liquid – Turbine engines have a series of blades which turn from an outside force pushing on it. For example, a wind mill would be an example of an early turbine. All electricity generated today comes from turbine engines.

# cursive

A type of handwriting in which letters are connected

# Burgoyne (name)

John Burgoyne was a British army officer during the American Revolution. On October 17, 1777, he surrendered his 6,000 men to the American troops. This was a major victory for the Americans and a turning point in the war.

# Lesson 27B

## 1. REVIEW PREVIOUS DAY'S LIST

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## 10. VOCABULARY BUILDING WORKSHEET

Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

## 11. STUDENT READING WALL

Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional "one-on-one" tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to [www.readingkey.com/video](http://www.readingkey.com/video)

## Lesson 27B – er (errr) – er (air)

per

For each one – often used in showing the price for each. For example, a wholesale company may charge a retailer \$10 per 10 packs of pencils or \$90 per 100 packs of pencils.

### Teaching Steps

1. Review Previous Day's List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words  
Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
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persecuted

To bother or harass someone because of religion, race or beliefs. Religious persecutions have taken place at least since the Persecution of early Christians in the Roman Empire. During World War II, the Jews were endured horrible persecution.

# thermal

Related to, or caused by heat – For example, people who fly hang-gliders like to ride the rising thermal coming up steep hills along the beach

# Persian

The Persian Empire was founded by Cyrus the Great around 550 BC. It lasted over 200 years and included territories of Afghanistan, Pakistan, Iraq, northern Saudi Arabia, Jordan, Israel, Lebanon, Syria and all significant population centers of ancient Egypt. It was known as the enemy of the Greek City States for freeing the Jews from their Babylonian captivity. It was invaded and conquered by Alexander the Great in 330 B.C.

# perceive

To become aware of something, usually by sight or hearing – For example, some animals use their keen sense of smell to perceive danger

# Cherokee

Native Americans formerly living in Southeastern United States including Georgia, Tennessee and Carolinas. The first known contact the Europeans had with Native Americans was with the Cherokees in 1540 when Hernando de Soto passed through Cherokee country.



# Lesson 27C

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

Teach the color-coded sound or reading rule used in today's words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only **when** your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

## 3. STUDENTS STOP AT THE VOWEL SOUND

Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was "loyal," students would say "loy." Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound "tion" in the word "action." In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

## 4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was "loyal," the teacher would say "loy" and the students would quickly look at the final "al" in the word and say "loyal." Even if the first vowel sound is not color-coded (as in the word "action") the teacher can still say the first vowel sound "ah" to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

## 5. BOOBOO CATCHER GAME

Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is "forcing" them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

## 6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY

Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised "IF" they would like to try saying the list words. It is recommended not to "push" any student to say the words unless they truly want to try.

## 7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE

Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the "define" and "put in sentence" process.

## 8. DEFINITION CLUES

This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a "clue" related to the list word. For example, if the word was "landscape," the teacher could say, "This is what you would see looking at a window." Synonyms and antonyms can also be used as a clue.

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Teacher begins by saying "COPY CAT." When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

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## Lesson 27C – or

form

The way something appears – its shape. For example, matter can appear in 3 different forms which include solid – liquid or gas

former

Before – prior – previously been. A former president would be any president except the one currently in office. George Washington was a former president. Bill Clinton, who was president during the 1990's would also be a former president.

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# portable

Capable of easily being moved from one place to another – A toaster would be considered portable – a house would not.

# correspond

To communicate by written form, such as in letters (or email) – The telegraph, invented in the 1860's, allowed people to correspond quickly over long distances.

# Cornwallis (name)

A British general who fought during the American Revolutionary War. He is known for the unsuccessful Carolina campaign in 1780-1781, but did win a battle against the Americans in North Carolina in the battle of Camden in 1780. However, in the Yorktown campaign in 1781, during the end of the war, he asked to surrender to the Americans on October 17, 1781.

# flourished

To grow well – to do well – thrive. Although dinosaurs are no longer living today, they flourished millions of years ago.

# Lesson 27D

## 1. REVIEW PREVIOUS DAY'S LIST

First, review the previous day's words to further enhance "long-term" memorization. Next, quickly review the previous 2 or 3 days' words.

## 2. TEACH COLORED SOUND AND/OR READING RULE

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## Lesson 27D – R-Controlled Vowels – ar – er - ur

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Clark (name)

Part of a two man team who explored western U.S. after Louisiana Purchase

Sargon

Founder of the Akkadian kingdom and ruler of Mesopotamia from 2340-2305 BC

# term

The time period for which something lasts

# persist

To last or continue for a long time – endure. For example, a pesticide called “DDT” was introduced during the 1940’s to kill insects. It was banned in 1972 because it was found to **persist** in the environment for decades without breaking down. The chemical was found to weaken the egg shells in some birds including the bald eagle, resulting in eggs cracking under the mother’s weight, thereby killing the eagle offspring.

# Jerusalem

Capital of the country of Israel. Jerusalem is considered a holy city for Jews, Christians, and Muslims.

# pluralistic

The idea that we should tolerate different racial, religious or other cultural groups. Since modern day society consists of many different races and religions, it essential that we achieve a plurastic view of toleration and acceptance.