

GRADE 3

Classroom “Reading Wall” Vocabulary Program

The ReadingKey Classroom Vocabulary Program is an extremely powerful tool that will insure steady grade level reading progress for your students throughout the school year. Students who can correctly read the words for their grade level typically score in the top 5% on standardized national reading tests. The program is designed to be taught in a classroom setting of 10-50 students. As vocabulary (reading words correctly) and fluency (reading words smoothly and easily) are stated as important reading instruction skills in the new - “No Child Left Behind” policy, our Classroom Vocabulary Program will allow your school to state it is meeting this criteria and is implementing effective “research based” strategies for student instruction. Because the program is organized into precise daily vocabulary units, and requires only 30 minutes of instruction per day, it is the ideal program to run alongside your school’s current reading program resulting in much higher student success and greatly improved test scores. If the program is used beginning in Grade 1, it will enable identifying problem readers much earlier than other reading programs and contribute greatly to truly insuring “no child is left behind.”

The individual steps to be used when implementing the program are always listed at the top of each day’s vocabulary words (see below). The only skill required of students before beginning the Classroom Vocabulary Program is complete mastery of consonant sounds (b says buh – etc), along with the difficult consonant digraphs – ch – sh – th – wh). If this is accomplished, students will then progress rapidly because of the inherent design of the program. Vowel sounds (which are the hardest for students to learn) do not need to be memorized before beginning the program since these are taught throughout the year in each daily word list. If teachers ever need to receive practice themselves in vowel sound pronunciation (some colleges do not teach vowel sounds to students), we have audio and video instruction for the vowel sounds at - <http://www.tampareads.com/realaudio/tests/index-rm.htm>

If you are a teacher or principal and would like to view the “Classroom Reading Wall Vocabulary Program” in operation, we have set up internet video of the program on our web site. You can see this at – www.tampareads.com/video/index.htm

DAILY STEPS FOR USING THE CLASSROOM “Reading Wall” VOCABULARY PROGRAM

- 1. SET UP THE VOCABULARY COLUMN LIST**
Print out the day’s Classroom Reading Wall “Lesson” – tape together – and place in a location where it can be easily seen by all students (i.e. front board).
- 2. VOWEL SOUND PRACTICE**
Discuss the colored vowel sound seen in each word. Have the class say the sound as you point to the colored letter(s) in each word.
- 3. STOP AT THE VOWEL SOUND**
In this powerful and unique step the class says the sound made by all letters **up** to the vowel sound. For example, if the word was “fast” – the students would say the sound made only by blending the “f” and short “a” together – “fa.” Start with the first word and have the students call out all of the “STOP AT THE VOWEL SOUNDS.” To make it easier, use your hand to cover over the letters to the right of the colored vowel sound.
- 4. COPY CAT EXERCISE**
Students absolutely love this entertaining procedure for beginning the memorization process of any important sound – word – or concept. Whenever the teacher says the words - “COPY CAT” - the students stop whatever they are doing and are to repeat everything said or done by the teacher. The teacher can then say important sounds – words – or phrases and the entire class repeats in unison. For maintaining interest, try adding a few unrelated “yawns” – “coughs” – “noises” etc. The teacher signals the end of the activity by sliding her finger/hand across her throat.
- 5. BOO-BOO CATCHER GAME**
Another fun activity! Students begin by placing both hands on the top of their desk. The teacher says the words in order (pausing 5 seconds before saying the word) but intentionally makes a mistake on one or two of the words. When students think the teacher has made a mistake, they raise their hand and say the correct word - *(This technique increases student concentration, thereby enhancing memorization).*
- 6. TIMED READING**
The teacher calls on a student to say the words in order but uses a stopwatch – timer – (or classroom clock) to time how many seconds it takes to say the list. Write the student’s name and time on the board. Repeat this process with several students to see who has the fastest time. This mild competition makes for a fun and exciting activity.
- 7. WORD OF THE DAY**
The last word on this list is called the “Word of the Day.” It is typically harder than the other phonics based list words and therefore, requires much more time to commit to memory.
- 8. VOCABULARY WORKSHEET PRACTICE**
The next step is to further solidify memorization of the words by using a powerful memorizing technique known as “Recognition Memory.” Pass out the appropriate LESSON worksheet available from the Vocabulary Building section on our web site (or CD). Following SKILL 1 Directions -The teacher then calls out each word (or definition clue) in random order. Students are to then look over the Reading Wall words and choose the correct answer and write it on the worksheet. Students then complete Skill 2 and 3 on their own.
- 9. STUDENT READING WALL**
What about students who still show difficulty learning the week’s vocabulary words? Simply give these students one-on-one instruction for 5-10 minutes daily using our special “Student Reading Wall” techniques and you’ll prevent these students from falling behind.