

Week 28A

ate – short i

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

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

accurate

adequate

immediate

appropriate

moderate

estimate (2)

candidate (2)

Week 28B

ine – long e/short i

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

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

marine

submarine

sardines

examine

famine

doctrine

determine

Week 28C

ies ending

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

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

colonies

factories

armies

activities

ceremonies

responsibilities

WD supplies

Week 28D

tive

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

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

active

positive

attractive

creative

relative

effective

representative

Week 29A

tion

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

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

malfunction

infection

foundation

revolution

prescription

plantation

application

Week 29B

ous ending

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

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

curious

serious

delicious

generous

nervous

tremendous

humorous

Week 29C

ment ending

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

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

payment

movement

apartment

compliment

treatment

environment

entertainment

Week 29D

tion

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

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

decoration

solution

emotion

emotional

separation

attrition

WD vision

Week 30A

2 Consonant Rule

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

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

victory

customs

intend

summarize

industrial

empty

WD microscopic

Week 30B

1 Consonant Rule

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

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

unity

depend

revolt

supervisor

bureau

rebel (2)

WD process

Week 30C

ch – “k” sound

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

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

stomach

chemistry

chemicals

schedule

character

technology

scholar

Week 30D

ph – “f” sound

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

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

graph

atmosphere

geographer

photograph

photographer

Philadelphia

WD emphysema

Week 31A

tion

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

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

section

tradition

expedition

irrigation

creation

consideration

discrimination

Week 31B

Unusual short u

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

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

amazing

opinion

assemble

contagious

govern

collaborative

collection

Week 31C

2 Consonant Rule

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

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

c**o**ntrast

platform

impact

income

f**e**stival

influence

l**e**ssen

Week 31D

Short vowels

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

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

grasp

draft

grant

check

drench

fr**o**st

fu**u**nds

Week 32A

1 Consonant Rule

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

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

glo**o**bal

prevent

vital

event

review

primary

WD secondary

Week 32B

Final-e Rule

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

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

polite

dispute

bribe

globe

zone

hemisphere

educate

Week 32C

ar er or

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

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

hardship

particle

marshal

mer**ch**ant

bor**d**ers

horizon

organize

Week 32D

C-Rule G-Rule

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

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

central

council

ceremony

gentlemen

logical

legend

voyage

Week 33A

Short o sound

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

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

o c t o p u s

logic

squatter

aqueduct

audience

auditorium

WD

lawyer

Week 33B

Short Vowels

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

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

satisfied

delegates

linen

situation

column

combat

solid

Week 33C

Long Vowels

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

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

details

evil

pretend

trader

laborer

vacant

migrant

Week 33D

Unusual Spelling

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

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

resources

mechanical

tomb

pyramid

anxious

isthmus

salmon

Week 34A

1 Cons. Exceptions

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

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

Spanish

Japanese

catalog

economics

refugee

minerals

clever

Week 34B

2 Consonant Rule

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

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

interview

industry

immigrant

progress

ethnic

transmitter

method

Week 34C

tion - sion

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

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

construction

aviation

presentation

precipitation

international

mission

depression

Week 34D

C-Rule G-Rule

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

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

justice

concept

hygiene

vigilante

engineer

refrigerate

prejudice

Week 35A

1 Cons. Exceptions

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

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

te**e**nant

military

manufacture

punish

colony

volcano

property

Week 35B

1 Consonant Rule

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

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

united

rotate

revolve

sequence

universe

resistance

WD kilometer

Week 35C

Short Vowels

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

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

mischief

prosper

custodian

tolerant

option

*a*steroid

*e*vident

Week 35D

Unusual short u

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

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

attract

machinery

apology

collapse

production

arrival

consumer

Week 36A

Short Vowels

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

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

dishwasher

transcontinental

occupy

riddle

risky

lizard

absolutely

Week 36B

Miscellaneous

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

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

ought

cluster

obvious

pajama

denied

involve

boulder

Week 36C

Miscellaneous

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

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

capacity

spiral

terrified

sheriff

orbit

fortune

dawn

Week 36D

Miscellaneous

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

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

shy

transfer

tourism

priority

clippers

quality

quantity