

Lesson 19A

Week 19 – Monday – able

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

considerable

comparable

miserable

remarkable

reasonable

Lesson 19B

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acceptable

favorable

tolerable

honor**able**

reli**able**

Lesson 19c

Week 19 – Wednesday – OUS

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enormous

numerous

miraculous

monotonous

prosperous

Lesson 19D

Week 19 – Thursday – ious

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fur*i*ous

mysterious

various

glorious

contagious

Lesson 20A

Week 20 – Monday – 1 Consonant Rule

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recall

reject

resolve

reform

researcher

Lesson 20B

Week 20 – Tuesday – 1 Consosnant Rule

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o
p i n i o n

refer

republic

request

humiliated

Lesson 20c

Week 20 – Wednesday – 2 Consonant Rule

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support

freshman

mangoes

promptly

rummage

Lesson 20D

Week 20 – Thursday – 2 Consonant Rule

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suspect

e m b l e m

i n f l a t e d

represent

neglect

Lesson 21A

Week 21 – Monday – Final-e Rule

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combine

assume

migrate

emphasize

communicate

Lesson 21B

Week 21 – Tuesday – Final-e Rule

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unite

quote

inquire

appetite

parasite

Lesson 21c

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intrude

turnpike

despite

indicate

fugitive

Lesson 21D

Week 21 – Thursday – ive ending

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passive

excessive

impressive

constructive

executive

Lesson 22A

Week 22 – Monday – C-Rule

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civil

recent

decent

descent

judicial

Lesson 22B

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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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

cancel

innocent

evidence

precise

ceremony

Lesson 22c

Week 22 – Wednesday – G-Rule

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

emerge

fringe

energetic

exaggerate

imaginary

Lesson 22D

Week 22 – Thursday – G-Rule

1. REVIEW

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

gender

tragic

fidget

origin

exchange

Lesson 23A

Week 23 – Monday – Prefix - un

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

uncertain

unaware

unconscious

unfortunately

unique

Lesson 23B

Week 23 – Tuesday – Prefix - in

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

incomplete

injustice

incapable

incompetent

invincible

Lesson 23c

Week 23 – Wednesday – or

- 1. REVIEW**
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED**
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE**
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

forces

perform

formal

ord**in**ance

ord**in**amental

Lesson 23D

Week 23 – Thursday – or ending

- 1. REVIEW**
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED**
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE**
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

editor

advisor

ancestor

navigator

inferior

Lesson 24A

Week 24 – Monday – ur

- 1. REVIEW**
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- 2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- 3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- 4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED**
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- 5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE**
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

urban

rural

surplus

current

pluralism

Lesson 24B

Week 24 – Tuesday – Short Vowels

1. REVIEW

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

vast

hull

draft

grid

grant

Lesson 24c

Week 24 – Wednesday – Unusual Letter Combinations

- REVIEW**
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

violence

diagram

diary

symbol

system

Lesson 24D

Week 24 – Thursday – al ending

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

ideal

festival

additional

spiritual

industrial

Lesson 25A

Week 25 – Monday – 1 Consonant Rule

1. REVIEW

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

detect

dilate

brutal

numerals

patriotic

Lesson 25B

Week 25 – Tuesday – 1 Consonant Rule

1. REVIEW

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. STOP AT THE VOWEL SOUND – TEACHER ASSISTED

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. STOP AT THE VOWEL SOUND – STUDENT PRACTICE

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

unit

laces

detach

e
lapse

d
iverse

Lesson 25c

Week 25 – Wednesday – 2 Consonant Rule

- REVIEW**
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

object

stocked

progress

desperate

opposition

Lesson 25D

Week 25 – Thursday – 2 Consonant Rule

- REVIEW**
Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..
- TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**
Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.
- STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.
- STOP AT THE VOWEL SOUND – TEACHER ASSISTED**
Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.
- STOP AT THE VOWEL SOUND – STUDENT PRACTICE**
This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.
- 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.
- 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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

brilliant

c**o**mplex

p**e**ppermint

amputate

declarare

Lesson 26A

Week 26 – Monday – con – o has short o sound

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

cononduct

c**o**ntact

c**o**nstant

contrast

consequences

Lesson 26B

Week 26 – Tuesday – con – o has short o sound

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

congress

conquer

continent

concept

conservation

Lesson 26c

Week 26 – Wednesday – con – o has short u sound

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

cononfess

contain

conclude

consider

continuous

Lesson 26D

Week 26 – Thursday – con – o has short u sound

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

consume

congested

convince

contract

convention

Lesson 27A

Week 27 – Monday – tion

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

inspection

humiliation

projection

recognition

plantation

Lesson 27B

Week 27 – Tuesday – sion

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

invasion

corrosion

emission

commission

mansion

Lesson 27c

Week 27 – Wednesday – tious (shus)

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

nutritious

ambitious

infectious

superstitious

repetitious

Lesson 27D

Week 1 – Thursday – cious (shus)

1. **REVIEW**

Review the previous day's words to further enhance "long-term" memorization. Keep all lists from this week's words on a wall in classroom for easy review..

2. **TEACHER DISCUSSES VOWEL SOUND AND/OR READING RULE**

Introduce the vowel sound or reading rule used in today's words. Point to each colored vowel sound or letters and say it for the students.

3. **STUDENTS SAY VOWEL 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) . They are to say the sound only when your finger touches the paper below the sound. Do this with each of the five words.

4. **STOP AT THE VOWEL SOUND – TEACHER ASSISTED**

Not all words have their first vowel sound in color. To help students, teacher says up to the first vowel sound – but asks for a student to say the whole word.

5. **STOP AT THE VOWEL SOUND – STUDENT PRACTICE**

This time call on a student to say up to the first vowel sound (for example – if the word was "loyal" the child would say "loy." In words that do not have a colored first vowel sound, students must be able to identify the vowel sound themselves.

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.

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 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 minutes of additional "one-on-one" daily practice using the Student Reading Wall (also included in this program). Students with even significant learning problems can typically maintain progress if given 15-20 minutes daily with the Student Reading Wall.

spacious

gracious

precious

ferocious

luscious