

Lesson 28A

Week 28 – Monday – short a

- 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.

snarl

partly

participate

artificial

charity

Lesson 28B

Week 28 – Tuesday – er ir ur

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derby

concern

barrier

avert

controversial

Lesson 28c

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forecast

portrait

restore

assorted

according

Lesson 28D

Week 28 – Thursday – ar – or ending

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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.

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altar

irregular

vendor

spectator

investor

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frail

prairie

acquaint

entertain

campaign

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delay

stray

layman

payment

Norway

Lesson 29c

Week 29 – Wednesday – Final-e Rule

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device

oppose

dispute

supreme

mortgage

Lesson 29D

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cluster

tolerate

convert

reference

interview

Lesson 30A

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keel

1eer

1eech

freedom

committee

Lesson 30B

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feat

league

appeal

ideal

realization

Lesson 30c

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grief

lien

species

grievance

occupied

Lesson 30D

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leather

m*ea*dow

p*ea*sant

deafening

jealousy

Lesson 31A

Week 31 – Monday – au - aw

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au ction

autobiography

brawl

drawback

bureau

Lesson 31B

Week 31 – Tuesday – oo – 2 sounds

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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.

mooody

loom

alooof

soot

outlook

Lesson 31c

Week 31 – Wednesday – ou

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.

pout

sprout

outburst

announcement

Missouri

Lesson 31D

Week 31 – Thursday – oi

- 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.

recoil

rejoice

boisterous

adjoining

Illinois

Lesson 32A

Week 32 – Monday – ate – long a

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.

debate

irritate

investigate

estate

navigate

Lesson 32B

Week 32 – Tuesday – ate – long a

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.

eliminate

duplicate

germinate

assOCIate

evaluate

Lesson 32c

Week 32 – Wednesday – ate – short i

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.

fortunate

delicate

accurate

deliberate

intermediate

Lesson 32D

Week 32 – Thursday – ate – short i

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.

confederate

adequate

appropriate

inaccurate

corporate

Lesson 33A

Week 33 – Monday – ine ending – long i

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.

swine

decline

incline

recline

coastline

Lesson 33B

Week 33 – Tuesday – ine ending – short i

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.

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Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.

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.

examine

intestine

masculine

discipline

famine

Lesson 33c

Week 33 – Wednesday – ine ending – long e

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.

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Teacher begins by saying "COPY CAT." When students hear this phrase they repeat every word – sound – etc. said by the teacher. This technique greatly enhances memorization of all words.

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.

marine

sardine

nicotine

tambourine

St. Augustine

Lesson 33D

Week 33 – Thursday – ive ending – short i

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.

motive

native

instinctive

persuasive

incentive

Lesson 34A

Week 34 – Monday – ph

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.

physical

philosophy

physician

physics

telegraph

Lesson 34B

Week 34 – Tuesday – ph

- 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.

phase

physiology

triumph

hemisphere

geographer

Lesson 34c

Week 34 – Wednesday – ant ending

- 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.

reluctant

pleasant

covenant

significant

descendant

Lesson 34D

Week 34 – Thursday – “Silent” Letters

- 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.

column

debt

hymn

condemn

chronological

Lesson 35A

Week 35 – Monday – ful

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.

faithful

dreadful

grateful

delightful

forceful

Lesson 35B

Week 35 – Tuesday – 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.

irritatable

intolerable

imaginable

justifiable

profitable

Lesson 35c

Week 35 – Wednesday – ey ending – long a

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.

prey

obey

survey

convey

disobey

Lesson 35D

Week 35 – Thursday – ey ending – long e

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.

kidney

pulley

attorney

medley

volley

Lesson 36A

Week 36 – Monday – al

- 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.

manual

maternal

paternal

informal

neutral

Lesson 36B

Week 36 – Tuesday – **a**

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**

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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.

abnormal

critical

denial

economical

constitutional

Lesson 36c

Week 36 – Wednesday – le ending

- 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.
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- 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.

assemble

capsule

ample

textile

fertile

Lesson 36D

Week 36 – Thursday – le 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.

bible

dimple

style

edible

durable