

STUDENT READING WALL

Grade 1

Begin 3rd Nine Weeks

DIRECTIONS: Place at least 4-5 columns (the more the better) along a wall where they can be practiced in a “one-on-one” situation with the Reading Wall teacher. If 3 or more students will be working on the list words place the Time Score Card (next page) above each column Lesson.

1. **TEACH THE VOWEL SOUND**

The teacher begins by discussing and teaching the vowel sound or reading rule in the words. The teacher then points to each color-coded vowel sound in each word and the student says its sound. When this is done successfully from the top to the bottom – proceed to step 2.

2. **STOP AT THE VOWEL SOUND**

This step is called “STOP AT THE VOWEL SOUND” and is a phrase you’ll need to remember because it is the key to the success of this procedure. The teacher begins by role modeling a few STOP AT THE VOWEL SOUNDS for the student making sure to point at the sounds as she says them. For example, this is what could be said for teaching the words – “ran” and “man” in Lesson 12 - *“OK Bobby, if “r” says “rrrr..” and the red short a says “ah” then “ra” says “rah.” “Let’s look at the next word - If “M” says “mmm...” and short a says “ah” – then “ma” says.....* (hesitate a few seconds to give the child a chance to say it) – then you say - *“mah.”* Go through the list words repeating this process. Next, let the student try it on their own without help except for you covering the letters to the right of the vowel sound. As you can see, this procedure teaches proper blending skills and gives the child an effective and simple technique that can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors –proceed to Step 3.

3. **READ EACH WORD SLOWLY**

The student now reads the words at his/her pace. When a mistake is made, it is important to stop the child and discuss on which sound they made the error and begin again from the top.

4. **TIMED READING**

When the student can say the entire column correctly, get out a stop watch and time the student for the phonics words only. Fill in their time at the bottom of the list or on the Time Score Card provided. Continue until the child can say all words in 4-6 seconds. If the student cannot reach this time after 10 attempts, then the child may have significant learning difficulties and the passing time should be raised. When a passing time is reached, the child must then say the words in reverse order from the bottom to the top before their mastery time is recorded. When saying the words in reverse order it is not critical for the student to beat the 10 second time since we only want to make sure the student used the reading procedures and was not helped by memorization of the word sequence. For video demonstrations of how to use these materials visit <http://www.tampareads.com/video>

Lesson 19



SET UP

Tape together the two sheets which make up each Reading Wall Lesson. Place along the back of the classroom - hallway (or living room etc. for home instruction). Pick a location where future weekly lists can be added.

DIRECTIONS FOR TEACHING THE STUDENT READING WALL

1. TEACH THE VOWEL SOUND

Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly – proceed to step 2.

2. STOP AT THE VOWEL SOUND

The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – **ca** – **sa** – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.

3. READ EACH WORD SLOWLY

Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.

4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the second key to comprehension). Say – “On your mark – Get set- GO!!” and time the child on how long it takes to say all words in the list (do not include the “Words of the Day” in the timed reading). When the child can say all words correctly – fill in their time between the red lines below.

bed

fed

pet

desk

boy

toy

joy

soy



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below – Passing score should be under 5 or 6 seconds. After “passing,” student reads words from bottom to top.

NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

again

gone

Lesson 20



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DIRECTIONS FOR TEACHING THE STUDENT READING WALL

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can't

isn't

didn't

doesn't

ant

bat

grab

drank



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WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

don't won't

Lesson 21

er

ur

ir



SET UP Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly – proceed to step 2.

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4. TIMED READING

Get out the stopwatch... It's time to increase fluency (the second key to comprehension). Say – “On your mark – Get set- GO!!” and time the child on how long it takes to say all words in the list (do not include the “Words of the Day” in the timed reading). When the child can say all words correctly – fill in their time between the red lines below.

other

together

first

during

food

moon

foot

took



TIMED WORD LIST - Use a stopwatch or watch timer to time student on saying above words. Begin timing only after student can say words correctly without being timed. Record time by using a pencil to fill-in between red lines below – Passing score should be under 5 or 6 seconds. After “passing,” student reads words from bottom to top.

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WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

they're friend

Lesson 22

final-e rule



SET UP

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DIRECTIONS FOR TEACHING THE STUDENT READING WALL

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Begin by teaching the sound made by the colored letter(s) in each word. The student is to then repeat the vowel sound as you point to the colored letter(s). When this can be done correctly – proceed to step 2.
- 2. STOP AT THE VOWEL SOUND**
The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – **ca** – **sa** – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.
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Get out the stopwatch... It's time to increase fluency (the second key to comprehension). Say – “On your mark – Get set- GO!!” and time the child on how long it takes to say all words in the list (do not include the “Words of the Day” in the timed reading). When the child can say all words correctly – fill in their time between the red lines below.

nine

ride

bike

gave

make

made

blue

while



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WORDS OF THE DAY

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done some

Lesson 23



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DIRECTIONS FOR TEACHING THE STUDENT READING WALL

- TEACH THE VOWEL SOUND**
Introduce and discuss the “typewriter **g**” below. This “**g**” format is used on Grade 1 standardized tests and must be practiced extensively around December. Practice vowel sounds as done in previous Lessons.
- STOP AT THE VOWEL SOUND**
The student then says the sounds made by the letters only up to the color-coded vowel sound (typically the beginning consonant and vowel sound blended together – **ca** – **sa** – etc.). This teaches proper blending skills and gives the child an effective and simple technique which can be used when decoding all new words. When the child can say all “STOP AT THE VOWEL SOUNDS” with no errors – proceed to Step 3.
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Tell the child that we are going to do the same “STOP AT THE VOWEL SOUND” trick as we did before, however, this time you want them to also add the sounds after the color-coded vowel sound. In other words – to read the entire word. When words are all said from top to bottom with no errors – proceed to Step 4.
- TIMED READING**
Get out the stopwatch... It’s time to increase fluency (the second key to comprehension). Say – “*On your mark – Get set- GO!!*” and time the child on how long it takes to say all words in the list (do not include the “Words of the Day” in the timed reading). When the child can say all words correctly – fill in their time between the red lines below.

seen

keep

green

three

eat

read

near

year



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WORDS OF THE DAY

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two four

Lesson 24



short a

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sat

dad

last

thank

mad

bad

band

class



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seven eight

Lesson 25



2 Consonant Rule

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into

h**e**llo

s**i**xth

often

yellow

bottom

cannot

sister



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WORDS OF THE DAY

Important “Difficult” Sight Words. Test mastery of these separately.

try buy

Lesson 26



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s**i**t

h**i**t

w**i**sh

inch

bit

kid

dish

still



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WORDS OF THE DAY

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both myself

Lesson 27



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cut

must

just

lunch

much

such

plus

thumb



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put old