

# STUDENT READING WALL

## Grade 1

### Begin 4th 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 time is recorded. When saying the words in reverse order it is not essential for the student to say the words quickly. For video demonstrations of how to use these materials visit [www.tampareads.com/video](http://www.tampareads.com/video)

# Lesson 28



short a

## 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.

fat

bag

flag

clap

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bath

land

sang

flat



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 |
|------|---|---|-----|-----|-----|-----|---|-----|-----|-----|-----|---|-----|-----|-----|-----|---|
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**WORDS OF THE DAY**

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

cold could

# Lesson 29



short i

## **SET UP**

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## **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.

fit

fix

fish

kick

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dig

milk

wind

sixteen



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.

would should

# Lesson 30



ee

## SET UP

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## DIRECTIONS FOR TEACHING THE STUDENT READING WALL

- 1. TEACH THE VOWEL SOUND**  
Discuss the new "typewriter a" used in books and standardized tests. As before, the student must say the colored vowel sound in each word before proceeding to step 2 below.
- 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.

feel

feet

need

meet

week

tree

sleep

street



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.

been laugh

# Lesson 31



## Final-e Rule

### SET UP

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### 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**  
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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.

use

same

game

white

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hole

dime

side

bake



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.

told thing

# Lesson 32



## SET UP

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## DIRECTIONS FOR TEACHING THE STUDENT READING WALL

### 1. TEACH THE VOWEL SOUND

Introduce and discuss the “typewriter <sup>g</sup>” 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.

### 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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### 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.

Dear  
leave  
clean  
easy

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head

dead

bread

ready



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.

move child

# Lesson 33



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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.

end

set

best

help

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less

leg

next

kept



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.

most because

# Lesson 34



short i



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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.

mix

pink

pick

quick

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lip

win

sick

drink



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.

push pull

# Lesson 35

short o



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odd

cot

drop

wrong

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hop

job

lost

along



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.

hold once

# Lesson 36



## **SET UP**

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- 1. TEACH THE VOWEL SOUND**  
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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.

lay

gray

play

today

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out

our

house

round



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.

mother father