

# STUDENT READING WALL

## Grade 1

### Begin 2<sup>nd</sup> 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 they are said. 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**

Get out a stop watch (or your watch timer) and time the student for the 8 Lesson words. If the student ever makes a mistake, it is important to stop immediately stop and discuss where the error was made and start again from the top. Continue this process until all 8 words are said correctly in 4-6 seconds. Mark each timed score in the graph below the list. If the student cannot reach 4-6 seconds after 10 attempts, then the child may have significant learning difficulties and the passing time should be raised somewhat. When a passing time is reached, the child must then say the words in reverse order from the bottom to the top before their final time is recorded.

# Lesson 10



## 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.

name

home

here

like

are

car

far

dark



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.

give giving

# Lesson 11



## 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.

rain

see

lie

road

or  
for  
more  
before



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.

read orange

# Lesson 12



## 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**  
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.

too

soon

look

good

ran

man

fast

back



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.

were where

# Lesson 13



## 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.

w**e**t

w**e**ll

w**e**nt

w**e**h**e**n

---

net

left

then

them



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.

says little

# Lesson 14



## 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**  
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.
- 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.

s**i**x

b**i**g

w**i**th

th**i**s

will

hill

think

which



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.

they there

# Lesson 15



## 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.

low

slow

know

tomorrow

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how

now

down

brown



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.

what want

# Lesson 16



## 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.

box

hot

mom

lost

all

ball

call

fall



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	8	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.

walk small

# Lesson 17



## 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.

her

after

girl

turn

five

time

take

came



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.

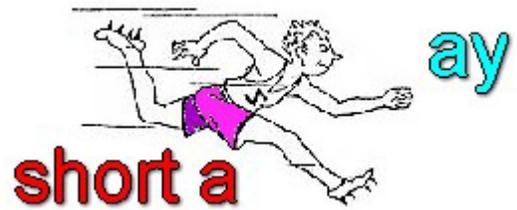
NAME	9	7	6.8	6.6	6.4	6.2	6	5.8	5.6	5.4	5.2	5	4.8	4.6	4.4	4.2	4

### WORDS OF THE DAY

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

does who

# Lesson 18



## 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.

black

that

than

shall

day

say

may

way



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.

given their