

GRADE 4

Classroom Reading Wall Program

IMPORTANCE OF VOWEL SOUND ORGANIZATION

Students entering 4th Grade should have attained total mastery of all vowel sounds and reading rules. Vowel sounds that should be mastered completely include – short a – short e – short i – short o – short u – long a – long e – long i – long o – long u – ai – ee – ie – oa – ea – ay – ou – oo – oi – oy - er – ir – ur – or – ar – tion – ture, After showing a student one of the above letter combinations, he/she should be able to say its sound immediately. Students who are showing any difficulty with Grade 4 Reading Vocabulary should be tested on the above sounds to see which specific ones are causing difficulty. Vowel sound mastery dramatically improves a child's ability to "sound-out" new reading words and is absolutely essential for attempting to spell unknown words without frustration.

There are over 800 new reading words included in this list which a 4th grade student should master by the end of the school year. Use the Classroom Reading Wall as your first tool when introducing a new set of words. Follow up with the corresponding vocabulary worksheet to further enhance memorization. For students progressing at a slower than normal pace – use the Student Reading Wall for approximately 10 minutes per day to maintain progress. Unlike the Classroom Reading Walls for Grades 1 – 2 and 3, the 4th Grade list does not organize words according to vowel sound similarity. Instead, words have been grouped into related categories of interest and important social issues. This will enable motivated classroom discussions on the word category topic.

DAILY PROCEDURE FOR THE 4th GRADE CLASSROOM READING WALL

- 1. REVIEW PREVIOUS DAY'S VOCABULARY**
Print out the day's Classroom Reading Wall "Lesson" – tape together – and place in a location where it can be easily seen by all students (i.e. front board).
- 2. BEGIN NEW LIST – DISCUSS CATEGORY**
After reviewing the previous day's words, discuss the topic heading for the Lesson category, including why the words are related and issues surrounding the topic.
- 3. VOWEL SOUND ANALYSIS**
Even though words are not arranged according to similar vowel sounds, students should be skilled enough to look through each word and identify key vowel sounds and rules. Ask students if they can find any vowel sounds or reading rules in the list that will help with "figuring-out" each word.
- 4. COPY CAT EXERCISE**
This is an excellent and entertaining procedure for beginning the memorization process of any important sound – word – or concept and works with any age student. Whenever the teacher says the words - "COPY CAT" - the students stop whatever they are doing and are to repeat everything said or done by the teacher. The teacher can then say important sounds – words – or phrases and the entire class repeats in unison. For maintaining interest, try adding a few unrelated "yawns" – "coughs" – "noises" etc. The teacher signals the end of the activity by sliding her finger/hand across her throat.
- 5. BOO-BOO CATCHER GAME**
Another fun activity! Students begin by placing both hands on the top of their desk. The teacher says the words in order but intentionally makes a mistake on one or two of the words. Students then raise their hand when they hear the mistake and say the correct word. This technique dramatically increases concentration.
- 6. TIMED READING**
The teacher calls on a student to say the words in order but uses a stopwatch – timer – (or classroom clock) to time how many seconds it takes to say the list. Write the student's name and time on the board. Repeat this process with several students to see who has the fastest time. This mild competition makes for a fun and exciting activity.
- 7. WORD OF THE DAY**
The last word on this list is called the "Word of the Day." It is typically harder than the other phonics based list words and therefore, requires much more time to commit to memory.
- 8. VOCABULARY WORKSHEET PRACTICE**
The next step is to further solidify memorization of the words by using a powerful memorizing technique known as "Recognition Memory." Pass out the appropriate LESSON worksheet available from the Vocabulary Building section on our web site (or CD). Following SKILL 1 Directions -The teacher then calls out a "Definition Clue" for each list word in random order. Students are to then look over the list words on their worksheet and select the correct answer and write it in the proper space. When finished, students should then do Skill 2 and 3 on their own.
- 9. STUDENT READING WALL**
Even with the above procedures, some students will be unable to progress satisfactorily. However, they will be able to maintain adequate progress if given time on the "STUDENT READING WALL." This intervention is designed to be used in a "one-on-one" situation for 5-10 minutes a day and taught by a Teacher's Assistant or 5th Grade Student/Tutor. Identify which students are not progressing and have them practice the special techniques outlined in the Student Reading Wall list.