### Classroom Reading Wall Procedures for Teachers – (Grade 4-1) - Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| 1.   | REVIEW PREVIOUS DAY’S LIST  
Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | DISCUSS COLORED SOUNDS OR READING RULE  
The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. |
| 3.   | STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | STOP AT THE VOWEL SOUND  
Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | SAY LIST SLOWLY  
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |
act

wrap
plan

task
grams
shallow
### Classroom Reading Wall Procedures for Teachers

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REVIEW PREVIOUS DAY’S LIST</strong> Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DISCUSS COLORED SOUNDS OR READING RULE</strong> The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong> Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>STOP AT THE VOWEL SOUND</strong> Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”</td>
</tr>
<tr>
<td>5.</td>
<td><strong>SAY LIST SLOWLY</strong> Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>COPY CAT EXERCISE</strong> 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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>BOO – BOO CATCHER GAME</strong> 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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>TIMED READING</strong> Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>VOCABULARY WORKSHEET</strong> Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>STUDENT READING WALL</strong> Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>
crept
mend
pest
deaf
depth

edge
### Classroom Reading Wall Procedures for Teachers

- **Review Previous Day’s List**
  - Take a minute to review the previous day’s words to further solidify memorization.
- **Discuss Colored Sounds or Reading Rule**
  - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.
- **Students Say Colored 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) only when your finger touches the paper below the sound.
- **Stop at the Vowel Sound**
  - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)
- **Say List Slowly**
  - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.
- **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 and is extremely motivational for students.
- **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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
split
wrist
bitter

thrill
twitch

guilt
**Classroom Reading Wall Procedures for Teachers** – Grade 5-1  
Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY’S LIST**  
   Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**  
The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**  
   Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

5. **SAY LIST SLOWLY**  
   Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
fond

cross
shot
solve
**Week 2A**  

**Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| 1.   | **REVIEW PREVIOUS DAY’S LIST**  
Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | **DISCUSS COLORED SOUNDS OR READING RULE**  
The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. |
| 3.   | **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | **STOP AT THE VOWEL SOUND**  
Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | **SAY LIST SLOWLY**  
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |

**hut**
dull

struck
skull

husband
muscle

WD  touch
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| 1.   | REVIEW PREVIOUS DAY’S LIST  
      Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | DISCUSS COLORED SOUNDS OR READING RULE  
      The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. |
| 3.   | STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | STOP AT THE VOWEL SOUND  
      Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | SAY LIST SLOWLY  
      Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |
discuss
difference
lesson
magnet
culture

alphabetical
## Classroom Reading Wall Procedures for Teachers

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.   | REVIEW PREVIOUS DAY’S LIST  
Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | DISCUSS COLORED SOUNDS OR READING RULE  
The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. |
| 3.   | STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | STOP AT THE VOWEL SOUND  
Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | SAY LIST SLOWLY  
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |
gallon
different
rotten
magnetism
rather
experiment

response
### Classroom Reading Wall Procedures for Teachers

- **Review Previous Day’s List**
  - Take a minute to review the previous day’s words to further solidify memorization.

- **Discuss Colored Sounds or Reading Rule**
  - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

- **Students Say Colored 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) only when your finger touches the paper below the sound.

- **Stop at the Vowel Sound**
  - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

- **Say List Slowly**
  - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

### 1 Consonant Rule

- **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 and is extremely motivational for students.

- **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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
belong

super
equal
silent
musician  finish
Week 3A

1 Consonant Rule

Classroom Reading Wall Procedures for Teachers

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.   | **REVIEW PREVIOUS DAY’S LIST**  
      Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | **DISCUSS COLORED SOUNDS OR READING RULE**  
      The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. |
| 3.   | **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | **STOP AT THE VOWEL SOUND**  
      Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | **SAY LIST SLOWLY**  
      Teacher then partially reads each word saying only up to the first vowel sound. Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |
develop
human
define

typo

clear
### Classroom Reading Wall Procedures for Teachers

- **Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits.** Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.   | REVIEW PREVIOUS DAY’S LIST  
Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | DISCUSS COLORED SOUNDS OR READING RULE  
The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.  |
| 3.   | STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | STOP AT THE VOWEL SOUND  
Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | SAY LIST SLOWLY  
Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |
refund
famous
return

demand
flames
request
### Classroom Reading Wall Procedures for Teachers

- **1. REVIEW PREVIOUS DAY’S LIST**
  - Take a minute to review the previous day’s words to further solidify memorization.

- **2. DISCUSS COLORED SOUNDS OR READING RULE**
  - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

- **3. STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

- **4. STOP AT THE VOWEL SOUND**
  - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

- **5. SAY LIST SLOWLY**
  - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

- **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 and is extremely motivational for students.

- **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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
climate
pronoun
glacier
beyond
protest
grocery
### Week 3D

**1 Consonant Rule**

#### Classroom Reading Wall Procedures for Teachers

- Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY’S LIST**
   - Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**
   - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**
   - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”

5. **SAY LIST SLOWLY**
   - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).

---

**frozen**
protect
remove
label
remind
# Classroom Reading Wall Procedures for Teachers

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>REVIEW PREVIOUS DAY’S LIST</strong></td>
<td>6. <strong>COPY CAT EXERCISE</strong></td>
</tr>
<tr>
<td></td>
<td>Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2. <strong>DISCUSS COLORED SOUNDS OR READING RULE</strong></td>
<td>7. <strong>BOO – BOO CATCHER GAME</strong></td>
</tr>
<tr>
<td></td>
<td>The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3. <strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong></td>
<td>8. <strong>TIMED READING</strong></td>
</tr>
<tr>
<td></td>
<td>Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4. <strong>STOP AT THE VOWEL SOUND</strong></td>
<td>9. <strong>VOCABULARY WORKSHEET</strong></td>
</tr>
<tr>
<td></td>
<td>Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5. <strong>SAY LIST SLOWLY</strong></td>
<td>10. <strong>STUDENT READING WALL</strong></td>
</tr>
<tr>
<td></td>
<td>Teacher then partially reads each word saying only up to the first vowel sound. Students then say entire word when you point to them.</td>
</tr>
</tbody>
</table>
gain
contains
contains
fair
daily
airline
maintain
## Classroom Reading Wall Procedures for Teachers

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REVIEW PREVIOUS DAY’S LIST</strong>&lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DISCUSS COLORED SOUNDS OR READING RULE</strong>&lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong>&lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>STOP AT THE VOWEL SOUND</strong>&lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>SAY LIST SLOWLY</strong>&lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>COPY CAT EXERCISE</strong>&lt;br&gt;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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>BOO – BOO CATCHER GAME</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>VOCABULARY WORKSHEET</strong>&lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>STUDENT READING WALL</strong>&lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>
peek

peer
sleet

greedy
**Week 4C**

**ea – long e**

<table>
<thead>
<tr>
<th>Classroom Reading Wall Procedures for Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:</td>
<td></td>
</tr>
<tr>
<td><strong>1. REVIEW PREVIOUS DAY’S LIST</strong>&lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
<td></td>
</tr>
<tr>
<td><strong>2. DISCUSS COLORED SOUNDS OR READING RULE</strong>&lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
<td></td>
</tr>
<tr>
<td><strong>3. STUDENTS SAY COLORED SOUND IN EACH WORD</strong>&lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
<td></td>
</tr>
<tr>
<td><strong>4. STOP AT THE VOWEL SOUND</strong>&lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
<td></td>
</tr>
<tr>
<td><strong>5. SAY LIST SLOWLY</strong>&lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
<td></td>
</tr>
<tr>
<td><strong>6. COPY CAT EXERCISE</strong>&lt;br&gt;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 and is extremely motivational for students.</td>
<td></td>
</tr>
<tr>
<td><strong>7. BOO – BOO CATCHER GAME</strong>&lt;br&gt;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.</td>
<td></td>
</tr>
<tr>
<td><strong>8. TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
<td></td>
</tr>
<tr>
<td><strong>9. VOCABULARY WORKSHEET</strong>&lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>10. STUDENT READING WALL</strong>&lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
<td></td>
</tr>
</tbody>
</table>

**leave**
reason

peace
clearly
increase
decrease

meanwhile
# Week 4D

## Classroom Reading Wall Procedures for Teachers

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| 1.   | REVIEW PREVIOUS DAY’S LIST  
      Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | DISCUSS COLORED SOUNDS OR READING RULE  
      The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. |
| 3.   | STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | STOP AT THE VOWEL SOUND  
      Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | SAY LIST SLOWLY  
      Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |

---

**mea**ure
treasure
breath
sweat

weapon
deadly

meadow
### Classroom Reading Wall Procedures for Teachers – Week 5A

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>REVIEW PREVIOUS DAY’S LIST  &lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td>DISCUSS COLORED SOUNDS OR READING RULE  &lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td>STUDENTS SAY COLORED SOUND IN EACH WORD  &lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td>STOP AT THE VOWEL SOUND  &lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “løy.”)</td>
</tr>
<tr>
<td>5.</td>
<td>SAY LIST SLOWLY  &lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td>COPY CAT EXERCISE  &lt;br&gt;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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td>BOO – BOO CATCHER GAME  &lt;br&gt;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.</td>
</tr>
<tr>
<td>8.</td>
<td>TIMED READING  &lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td>VOCABULARY WORKSHEET  &lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td>STUDENT READING WALL  &lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>
market
apart
artist

article
shark
starve
# Classroom Reading Wall Procedures for Teachers

- Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
</table>
| 1.   | REVIEW PREVIOUS DAY’S LIST  
      Take a minute to review the previous day’s words to further solidify memorization. |
| 2.   | DISCUSS COLORED SOUNDS OR READING RULE  
      The first step is to introduce the colored sound or reading rule used in the list words.  Point to each colored sound and say it for the students. |
| 3.   | STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound. |
| 4.   | STOP AT THE VOWEL SOUND  
      Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) |
| 5.   | SAY LIST SLOWLY  
      Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. |
| 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 and is extremely motivational for students. |
| 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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |
several

discover
service

deliver
### Classroom Reading Wall Procedures for Teachers

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>REVIEW PREVIOUS DAY’S LIST</strong></td>
<td>Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2. <strong>DISCUSS COLORED SOUNDS OR READING RULE</strong></td>
<td>The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3. <strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong></td>
<td>Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4. <strong>STOP AT THE VOWEL SOUND</strong></td>
<td>Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5. <strong>SAY LIST SLOWLY</strong></td>
<td>Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6. <strong>COPY CAT EXERCISE</strong></td>
<td>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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7. <strong>BOO – BOO CATCHER GAME</strong></td>
<td>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.</td>
</tr>
<tr>
<td>8. <strong>TIMED READING</strong></td>
<td>Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9. <strong>VOCABULARY WORKSHEET</strong></td>
<td>Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10. <strong>STUDENT READING WALL</strong></td>
<td>Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>
thirty

squirrel
personal thirst
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY’S LIST**
   Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**
   The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**
   Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

5. **SAY LIST SLOWLY**
   Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
burst

surface
fur

surf
curved hurricane
**Classroom Reading Wall Procedures for Teachers**

- **Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REVIEW PREVIOUS DAY’S LIST</strong>&lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DISCUSS COLORED SOUNDS OR READING RULE</strong>&lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong>&lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>STOP AT THE VOWEL SOUND</strong>&lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>SAY LIST SLOWLY</strong>&lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>COPY CAT EXERCISE</strong>&lt;br&gt;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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>BOO – BOO CATCHER GAME</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>VOCABULARY WORKSHEET</strong>&lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>STUDENT READING WALL</strong>&lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>

---

**public**
language

master
atlas

skinny
effort

canyon
Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY’S LIST**
   Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**
   The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**
   Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”

5. **SAY LIST SLOWLY**
   Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
expect

subject
added selfish
agriculture
handsome
**Week 6C**  
**2 Consonant Rule**

**Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REVIEW PREVIOUS DAY’S LIST</strong>&lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DISCUSS COLORED SOUNDS OR READING RULE</strong>&lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong>&lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>STOP AT THE VOWEL SOUND</strong>&lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>SAY LIST SLOWLY</strong>&lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>COPY CAT EXERCISE</strong>&lt;br&gt;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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>BOO – BOO CATCHER GAME</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>VOCABULARY WORKSHEET</strong>&lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>STUDENT READING WALL</strong>&lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>

**suffer**
admit
jagged
seldom

messenger
### Classroom Reading Wall Procedures for Teachers

- **Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:**

1. **REVIEW PREVIOUS DAY’S LIST**
   - Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**
   - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**
   - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

5. **SAY LIST SLOWLY**
   - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
sandwich

gather

gather
gallop
pressure
interest

plastic
### Classroom Reading Wall Procedures for Teachers

- **Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits.**

- **Follow special steps below:**

  1. **REVIEW PREVIOUS DAY’S LIST**
     - Take a minute to review the previous day’s words to further solidify memorization.

  2. **DISCUSS COLORED SOUNDS OR READING RULE**
     - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

  3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

  4. **STOP AT THE VOWEL SOUND**
     - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

  5. **SAY LIST SLOWLY**
     - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

  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 and is extremely motivational for students.

  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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
hail
straight
trailer
remain
remain
railroad

maintenance
| Week 7B | Final-e Rule |
|----------------------------------------------------------------|
| Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below: |
| **1. REVIEW PREVIOUS DAY’S LIST**<br>Take a minute to review the previous day’s words to further solidify memorization. | **6. COPY CAT EXERCISE**<br>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 and is extremely motivational for students. |
| **2. DISCUSS COLORED SOUNDS OR READING RULE**<br>The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students. | **7. BOO – BOO CATCHER GAME**<br>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. |
| **3. STUDENTS SAY COLORED SOUND IN EACH WORD**<br>Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound. | **8. TIMED READING**<br>Time several students on saying the list. Write their name and time on the board. |
| **4. STOP AT THE VOWEL SOUND**<br>Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”) | **9. VOCABULARY WORKSHEET**<br>Pass out the vocabulary worksheet specifically designed for this Lesson. |
| **5. SAY LIST SLOWLY**<br>Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them. | **10. STUDENT READING WALL**<br>Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program). |
value
continue
gaze

rate
latitude
longitude
Week 7C

### Classroom Reading Wall Procedures for Teachers –

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REVIEW PREVIOUS DAY’S LIST</strong>&lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DISCUSS COLORED SOUNDS OR READING RULE</strong>&lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong>&lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>STOP AT THE VOWEL SOUND</strong>&lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>SAY LIST SLOWLY</strong>&lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>COPY CAT EXERCISE</strong>&lt;br&gt;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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>BOO – BOO CATCHER GAME</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>VOCABULARY WORKSHEET</strong>&lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>STUDENT READING WALL</strong>&lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>
hero

museum
total

even
rules

frequent
### Classroom Reading Wall Procedures for Teachers
Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REVIEW PREVIOUS DAY’S LIST</strong>&lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DISCUSS COLORED SOUNDS OR READING RULE</strong>&lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong>&lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>STOP AT THE VOWEL SOUND</strong>&lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>SAY LIST SLOWLY</strong>&lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>COPY CAT EXERCISE</strong>&lt;br&gt;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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>BOO – BOO CATCHER GAME</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>VOCABULARY WORKSHEET</strong>&lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>STUDENT READING WALL</strong>&lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>
niece
brief
fierce
briefcase
Week 8A

Silent Letters

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY’S LIST**
   - Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**
   - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**
   - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”

5. **SAY LIST SLOWLY**
   - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
thought

calm
though

knight
doubt

knob
### Classroom Reading Wall Procedures for Teachers

- **Week 8B**
- **C-Rule**

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>REVIEW PREVIOUS DAY’S LIST</strong>&lt;br&gt;Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>DISCUSS COLORED SOUNDS OR READING RULE</strong>&lt;br&gt;The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>STUDENTS SAY COLORED SOUND IN EACH WORD</strong>&lt;br&gt;Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>STOP AT THE VOWEL SOUND</strong>&lt;br&gt;Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5.</td>
<td><strong>SAY LIST SLOWLY</strong>&lt;br&gt;Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>COPY CAT EXERCISE</strong>&lt;br&gt;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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>BOO – BOO CATCHER GAME</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>VOCABULARY WORKSHEET</strong>&lt;br&gt;Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10.</td>
<td><strong>STUDENT READING WALL</strong>&lt;br&gt;Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>

---

certain
office
necessary
citizen
cancel
cancel
balance

accelerate
<table>
<thead>
<tr>
<th>Classroom Reading Wall Procedures for Teachers</th>
<th>G-Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 8C</strong></td>
<td><strong>Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:</strong></td>
</tr>
</tbody>
</table>

1. **REVIEW PREVIOUS DAY’S LIST**  
   Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**  
   The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**  
   Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

5. **SAY LIST SLOWLY**  
   Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
imagine

biology
Germany

charles
knowledge

legislature
### Classroom Reading Wall Procedures for Teachers

- **Week 8D - Short Vowels**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Review Previous Day’s List</strong></td>
<td>Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2. <strong>Discuss Colored Sounds or Reading Rule</strong></td>
<td>The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3. <strong>Students Say Colored Sound in Each Word</strong></td>
<td>Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4. <strong>Stop at the Vowel Sound</strong></td>
<td>Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5. <strong>SAY LIST SLOWLY</strong></td>
<td>Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6. <strong>Copy Cat Exercise</strong></td>
<td>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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7. <strong>Boo – Boo Catcher Game</strong></td>
<td>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.</td>
</tr>
<tr>
<td>8. <strong>Timed Reading</strong></td>
<td>Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9. <strong>Vocabulary Worksheet</strong></td>
<td>Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10. <strong>Student Reading Wall</strong></td>
<td>Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>
swift
flock
rust

shin
width

sniff
Week 9A – ly – ty - ending

Classroom Reading Wall Procedures for Teachers – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. REVIEW PREVIOUS DAY’S LIST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take a minute to review the previous day’s words to further solidify memorization.</td>
</tr>
<tr>
<td>2. DISCUSS COLORED SOUNDS OR READING RULE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.</td>
</tr>
<tr>
<td>3. STUDENTS SAY COLORED SOUND IN EACH WORD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell students it’s now their turn and you want them (in unison) to say the sound of the colored letter(s) only when your finger touches the paper below the sound.</td>
</tr>
<tr>
<td>4. STOP AT THE VOWEL SOUND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)</td>
</tr>
<tr>
<td>5. SAY LIST SLOWLY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.</td>
</tr>
<tr>
<td>6. COPY CAT EXERCISE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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 and is extremely motivational for students.</td>
</tr>
<tr>
<td>7. BOO – BOO CATCHER GAME</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>8. TIMED READING</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time several students on saying the list. Write their name and time on the board.</td>
</tr>
<tr>
<td>9. VOCABULARY WORKSHEET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
</tr>
<tr>
<td>10. STUDENT READING WALL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students who demonstrate mild to moderate difficulty in learning the daily words will be able to maintain progress if given 10 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).</td>
</tr>
</tbody>
</table>

finally
plenty duty
yearly
annually
## Week 9B

### Silent Letters

**Classroom Reading Wall Procedures for Teachers** – Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY’S LIST**
   - Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**
   - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**
   - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”

5. **SAY LIST SLOWLY**
   - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).

---

**whistle**
listening

foreign
doubtful neighborhood
### Classroom Reading Wall Procedures for Teachers

Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:

1. **REVIEW PREVIOUS DAY’S LIST**
   - Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**
   - The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**
   - Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”)

5. **SAY LIST SLOWLY**
   - Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
solar
folder
bold
scold
mold
scroll
Week 9D

<table>
<thead>
<tr>
<th>Classroom Reading Wall Procedures for Teachers</th>
<th>oa – long o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape sheets together and post in front of the classroom. Advance one list per day. Place lists side by side if space permits. Follow special steps below:</td>
<td></td>
</tr>
</tbody>
</table>

1. **REVIEW PREVIOUS DAY’S LIST**  
   Take a minute to review the previous day’s words to further solidify memorization.

2. **DISCUSS COLORED SOUNDS OR READING RULE**  
   The first step is to introduce the colored sound or reading rule used in the list words. Point to each colored sound and say it for the students.

3. **STUDENTS SAY COLORED 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) only when your finger touches the paper below the sound.

4. **STOP AT THE VOWEL SOUND**  
   Next, discuss the first vowel sound in each word. Ask for a volunteer to say the sound of each word but only up to the vowel sound (for example – if the word was “loyal” the child would say “loy.”

5. **SAY LIST SLOWLY**  
   Teacher then partially reads each word saying only up to the first vowel sound – Students then say entire word when you point to them.

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 and is extremely motivational for students.

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 name and 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 – 15 minutes of additional “one-on-one” daily practice using the Student Reading Wall (also included in this program).
roam

boast
coal

goal
load
cocoa