

Week 1A

Short a

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:

- 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**
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- 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**
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tax

act

wrap

plan

task

grams

shallow

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length

crept

mend

pest

deaf

depth

edge

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build

split

wrist

bitter

thrill

twiitch

guilt

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lock

fond

cross

jog

loss

shot

solve

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hut

dull

struck

skull

husband

muscle

WD touch

Week 2B

2 Consonant Rule

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chapter

discuss

difference

lesson

magnet

culture

alphabetical

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million

gallon

rotten

magnetism

rather

eXperiment

_{WD} reSponse

Week 2D

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used

belong

super

equal

silent

musician

WD finish

Week 3A

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writer

develop

human

define

medium

major

minor

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report

refund

famous

return

demand

flames

request

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elect

climate

pronoun

glacier

beyond

protest

grocery

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frOzen

protect

remove

label

remind

research

WD Britain

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ai – long a

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mail

gain

contains

fair

daily

airline

maintain

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ee – long e

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speed

agree

squeeze

peek

peer

sleet

greedy

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ea – long e

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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).

leave

reason

peace

clearly

increase

decrease

meanwhile

Week 4D

ea – short e

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.
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- 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).

measure

treasure

breath

sweat

weapon

deadly

meadow

Week 5A

ar

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.
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- 9. VOCABULARY WORKSHEET**
Pass out the vocabulary worksheet specifically designed for this Lesson.
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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).

harm

market

apart

artist

article

shark

starve

Week 5B

er

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:

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Take a minute to review the previous day's words to further solidify memorization.
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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).

neither

several

discover

service

deliver

uglier

WD erase

Week 5C

er ir

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.
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- 9. VOCABULARY WORKSHEET**
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- 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).

birth

thirty

squirrel

personal

thirst

liter

litter

Week 5D

ur

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:

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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).

curtain

burst

surface

fur

surf

curved

hurricane

Week 6A

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:

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public

language

master

atlas

skinny

effort

canyon

Week 6B

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:

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c o m m o n

expect

subject

*a*ddded

s*e*lfish

a griculture

h a ndsome

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:

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suffer

offer

signal

*a*dmmit

j*a*ggged

seldom

messenger

Week 6D

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:

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- 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).

ri**bb**on

sandwich

gather

gallop

pressure

interest

pl**a**stic

Week 7A

ai

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:

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main

hail

straight

trailer

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:

- 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**
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- 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).

ache

value

continue

gaze

rate

latitude

longitude

Week 7C

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:

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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**
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- 4. STOP AT THE VOWEL SOUND**
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- 9. VOCABULARY WORKSHEET**
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- 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).

usual

hero

museum

total

even

rules

frequent

Week 7D

ie – long e sound

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:

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Take a minute to review the previous day's words to further solidify memorization.
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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**
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- 4. STOP AT THE VOWEL SOUND**
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field

niece

brief

shield

priest

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:

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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.")
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known

thought

palm

though

knight

doubt

knob

Week 8B

C-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).

ce**rt**ain

office

necessary

citizen

cancel

balance

accelerate

Week 8C

G-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:

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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.")
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- 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).

gentle

imagine

biology

Germany

challenge

knowledge

legislature

Week 8D

Short Vowels

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:

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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**
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attic

swift

flock

rust

shin

wi**id**th

sn**i**ff

Week 9A

ly – ty - ending

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- 9. VOCABULARY WORKSHEET**
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finally

plenty

duty

hourly

monthly

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:

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whistle

listening

foreign

doubtful

neighborhood

lamb

debt

Week 9C

ol – long o

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pole

solar

folder

bold

scold

mo1d

scro1l

Week 9D

oa – long o

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coast

roam

boast

coal

goal

load

cocoa