## 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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| 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). |
payroll
delay
delay
halfway

Mayflower
### Classroom Reading Wall Procedures for Teachers

- **Week 10B**

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<td>Time several students on saying the list. Write their name and time on the board.</td>
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<td>9. VOCABULARY WORKSHEET</td>
<td>Pass out the vocabulary worksheet specifically designed for this Lesson.</td>
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<td>10. STUDENT READING WALL</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>
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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:

---

brain
plain
knee cap
teasing
repeal
wealthy

threaten
**Week 10C**

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<tr>
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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.”)

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).

---

**loan**
groan

proceed
volunteer

frontier
keen

retreat
### Classroom Reading Wall Procedures for Teachers

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eyeball

hallway
altogether
although
### 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).
pebble

horrible
trial

normal
**Week 11B Final-e Rule**

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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.”) |
| 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). |

**gale**
rescue

type
describe
excite
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fatal

bakery
previous
odor
labor
equator
**Week 11D**

**2 Consonant Rule**

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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**
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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**
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10. **STUDENT READING WALL**
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---

**kidneys**
mattress

understood
export critical
**Week 12A**

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**scientist**
divorce
cancer
pesticide
rice
Week 12B

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| 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. |
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      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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| 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). |
fiction

information
population

communication
condition
decision
**Week 12C**

**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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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**
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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).
organized
ignore
boredom

forecast
### Classroom Reading Wall Procedures for Teachers

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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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   - 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).
bachelor

senator
horror
elevator
interior

exterior
## Classroom Reading Wall Procedures for Teachers

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<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 “toy.”).</td>
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<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>
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depart barbecue
hardware

parallel

WD
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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. |
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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. |
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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. |
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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). |
wonder
wander
jury

firm
internal

external
# 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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historic

support
visitor
governor
divisor
janitor
Week 13D

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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   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.

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   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.

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   Time several students on saying the list. Write their name and time on the board.

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).
gravity

guilty
mass
discovery
conflict
friendship
**Week 14A**

**short o – au - aw**

**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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cause

automatic
automobile
awkward
withdraw

WD lawyer
### Classroom Reading Wall Procedures for Teachers

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outline

discount
outgoing
housing
proud

WD tour
### Classroom Reading Wall Procedures for Teachers

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moisture
foil
disappointed

avoid
royal

employ
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shampoo

toothbrush
toothpaste
crew
chewy
cruel
# Week 15A

**Classroom Reading Wall Procedures for Teachers**

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unsure
uneven
unknown
unbelievable
unless
unnecessary
Week 15B

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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| 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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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). |
disrespect
disagree
discontinue

disbelief
discourage

disaster

WD
Week 15C ex – short e - short i

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.”)

5. **SAV 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.

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   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).
explanation

expensive
exceptional
except
exist
exact
**Week 15D**

**co – short u**

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| 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). |
confuse

confusing
contribute

convince
confess
contract
Week 16A

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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<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
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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  
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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). |
national
station
instruction

combination
selection
description
Week 16B

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).
confusion

erosion
conclusion

explosion
compassion

WD tension
# Week 16C

**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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<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
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<td>3.</td>
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<tr>
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<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>
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<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>
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<td>6.</td>
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<td><strong>TIMED READING</strong>&lt;br&gt;Time several students on saying the list. Write their name and time on the board.</td>
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</table>
skillful
successful
peaceful meaningful
merciful
plentiful
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.

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   - 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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   - 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.

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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).
dependable

understandable
pleasurable
profitable
desirable
reasonable
# 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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   - 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).
vehicle

capable
motorcycle

tricycle
flexible
cattle
Week 17B *al 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:

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capital rental rental
vertical
horizontal
accidental
material
### Classroom Reading Wall Procedures for Teachers

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9. **VOCABULARY WORKSHEET**
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prettiest
roughest
straightest
wealthiest
**Week 17D**

<table>
<thead>
<tr>
<th>Classroom Reading Wall Procedures for Teachers</th>
<th>less - ness</th>
</tr>
</thead>
<tbody>
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<td>3. <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>
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endless
worthless
usefulness
wilderness
boldness

witness
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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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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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
    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).
priority
shaggy
snowy
simply
**Week 18B**

**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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3. **STUDENTS SAY COLORED SOUND IN EACH WORD**
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4. **STOP AT THE VOWEL SOUND**
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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).
activity

grumpy
instantly
memory
diary
poverty
# Classroom Reading Wall Procedures for Teachers

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</tbody>
</table>
deputy

barely
previously
practically
temporary

reply

WD reply
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**
   
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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).
magnify
amplify
simplify
ratify
modify

stuffy

WD