Classroom Reading Wall – Level VI
Tape sheets on wall in front of class and follow 11 steps below
Insure student mastery of Grade 5 Vocabulary via Lesson 1 Vocab Worksheets before beginning

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

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   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.”) In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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Page 1 – If you wish to include these detailed instructions - Place top of Page 2 along red line above and tape corners with scotch tape, otherwise begin with page 2.
Lesson 2A – short a

axis

An imaginary line through the middle of an object, around which that object spins

lack

To be without something or have a short supply of something you need – to not have enough
Alps

A mountain range in south central Europe that is 500 miles (800 km) long

rank

To assign a position to – to arrange in order for comparison
staff

A group of people, as employees, who work together at a business or organization

habitat

The place or environment where a plant or animal normally lives
Lesson 2B

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Lesson 2B – short e

swept

Removed from a surface as with a broom or some other force

tend

Something that is likely to happen again and again, based on previous observations

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11. Student Reading Wall Option
A rough drawing showing the main features of an object or scene

The words in a book, magazine etc.
**wedge**

A tool used for splitting something apart that is thin at one end and thick at the other

**westward**

Moving toward the west. For example, the United States rapidly expanded westward after the invention of the steam locomotive.
Lesson 2C

1. REVIEW PREVIOUS DAY’S LIST
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**Firm, following the rules exactly**

**strict**

**wisdom**

**Having knowledge and applying that knowledge to make good decisions - wise**

Page 2 – Place top of Page 3 along red line above and tape corners with scotch tape
dictator
A person in authority who has complete control of a country, often ruling unjustly

squid
A sea animal with a long, soft body and ten tentacles
script
The written text of a play, movie or a television or radio show

Plymouth
The oldest continually inhabited English settlement and is located in coastal Massachusetts. It is the site of the landing of the ship Mayflower.
Lesson 2D

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Lesson 2D – short o

**mob**
A group of people coming together who are usually upset about something

**dock**
A place where ships park – often to load and unload cargo

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plot

Also called a storyline, this is basically what the story is about

stock

All of the products that a factory, warehouse or store has to sell
bronze

A hard, reddish brown metal that is a mixture of copper and tin

squash

A vegetable of many shapes, sizes and colors that grows on a vine
Lesson 3A

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**Thus**
A word used after a statement to show the logical reaction to the statement

**Smuggle**
To import or export goods secretly in violation of the law
summit

The top of a mountain – the highest point

suspense

A condition of mental uncertainty – not knowing what may happen
humble

Not feeling superior – meek

London

Capital of the United Kingdom – Large city in southeast England
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Lesson 3B – ai long a

Traits

Special qualities shown in someone or some thing

Strait

A narrow passage of water connecting two large bodies of water

Teaching Steps

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mainland

The largest land mass of a country, territory or continent, as opposed to its islands or peninsulas

claimed

To say the something belongs to you that you rightfully owned
braille

A system of writing for the blind that uses characters made of raised dots

chaos

A situation of total confusion or disorder
Lesson 3C

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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Lesson 3C – ee long e

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words
   Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
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11. Student Reading Wall Option

fee
A sum of money charged for a service

meek
Quiet, humble and obedient
steep
Sharply sloping up or down – a steep mountain

freed
To set free after being under control of something
Greece

A country on the southeastern tip of Europe on the Balkan Peninsula – The area controlled by the Roman Empire

Greenland

Danish country lying mostly within the Arctic Circle
Lesson 3D

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
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Lesson 3D – ea long e

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peak
The highest level or greatest degree

weary
Very tired or exhausted
preach
To give a religious talk to people, especially during a church service

realized
To grasp the meaning of something – to understand clearly
eagerly

Very interested in doing something, enthusiastic

meager

Very little or barely enough
Lesson 4A

1. REVIEW PREVIOUS DAY’S LIST
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Lesson 4A – ea short e

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threat
Something that has the possibility of causing harm

dealt
To give out a share or part of something

Page 2 – Place top of Page 3 along red line above and tape corners with scotch tape
threaten

To say or write intentions of causing harm

peasants

A member of the class of small farmers, sharecroppers and laborers
treasury
A place where the funds (money) of a government or business are kept

treachery
hazardous – dangerous. It can also mean someone who is unfaithful, deceitful and not loyal
Lesson 4B

1. REVIEW PREVIOUS DAY’S LIST
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Lesson 4B – long vowel sounds

- **Host**: A living animal or plant in which a parasite receives nutrition.
- **Volts**: Units used for measuring the force that pushes an electrical current.

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His life and sermons form the basis of the Christian religion.

Christianity is one of many religions in the world.

The Crusades were a series of wars undertaken by European Christians between the 11th and 14th cen. to recover Holy Land from the Muslims.
violent

Marked by extreme force or sudden intense activity

diet

The kind and amount of food consumed regularly by a person or animal
Lesson 4C

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc.). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

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8. DEFINITION CLUES
   This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
    Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
    Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video
Lesson 4C – 1 Consonant Rule - long vowel sounds

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

Egypt
Country located on the northeastern coast of Africa

likely
Having a very good chance of occurring
unique

Something that is the only one of its kind

item

One of a number of things
dinosaur

Large reptiles that lived on land in prehistoric times

legal

Allowed by the law – lawful – opposite of illegal
Lesson 4D

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching memorization. Next, quickly review the previous 2 or 3 days’ words.

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”), the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

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   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. Telling the class that someone will be called on will encourage all students to pay closer attention. After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

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8. DEFINITION CLUES
   This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

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   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
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    Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video

Page 1 – If you wish to include these detailed instructions - Place top of Page 2 along red line above and tape corners with scotch tape, otherwise begin with page 2.
Lesson 4D – 2 Consonant Rule - short vowel sounds

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words
   Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

illegal
Against the law – not legal

entry
A way into a place
Those who believe in Jesus Christ and follow or practice the religion called Christianity

A device for making music or a tool used for delicate or scientific work
possibly
Something that may happen or could be true – maybe - perhaps

supplied
To provide something that is needed or wanted
Lesson 5A

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can still say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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Lesson 5A – ar

**Teaching Steps**

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11. Student Reading Wall Option

**arc**
A smoothly curved line

**artifact**
An object made by human beings, especially a tool or weapon used in the past
In music, these are notes that sound good together - In life, it refers to living in agreement without conflict

In electricity and magnetism, there are typically a positive and negative charge
In business, it can have multiple meanings, of which one is the price of something sold
black porous substance that is a form of carbon made from heating wood or other organic materials in the absence of air

the fighting of wars or armed combat
Lesson 5B

1. REVIEW PREVIOUS DAY’S LIST
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2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
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Lesson 5B – er ir ur

A large group of animals that typically live and roam together

herd

permission

Stating verbally or in writing that it is all right for someone to do something, usually given by a person in authority

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perspective
A particular way of looking at a situation

firmly
Adverb that means strong and solid
furnace

An enclosed metal chamber used to burn fuel in order to produce heat

Puritan

A member of the group of Protestants in 16th and 17th century England who wanted simple church services and a strict moral code
Lesson 5C

1. REVIEW PREVIOUS DAY’S LIST
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Lesson 5C - or

A rock in the earth that contains metal

*ore*

A harbor or place where boats and ships can dock or anchor safely

*port*

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boring

Not interesting - dull

coral

A substance found underwater made up of the skeletons of tiny sea animals
tortoise

A turtle, especially one that lives on land

metamorphosis

A dramatic change that can occur in an organism during its development – as in a caterpillar developing into a butterfly or a tadpole into a frog
Lesson 5D

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” This situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers — the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
   Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
   This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
    Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
    Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video
Lesson 5D – When “ar” – “or” ends a word it has the “ur” sound

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

lunar
Having to do with the moon

censor
To remove parts of a book, film, play or television show thought to be harmful or offensive to the public
A soldier, or someone who is experienced in fighting battles

A person who is member of a jury in a trial
inventor

Someone who creates something new

Ecuador

Country located in northwest South America, adjacent to the Pacific Ocean
Lesson 6A

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching “teal” to say “te”). In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can still say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers — the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video
Lesson 6A – C Rule – C has “S” sound followed by “e” “i”

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

icy
Very cold, or covered with ice

certainly
Adverb meaning to be sure of something
Someone who is not a member of the armed forces

civilian

A substance with a sour taste that will react with a base to form salt

acid
celebration

A joyous ceremony or gathering, usually to mark a major event

traced

To follow the trail, path, or course of someone or something
Lesson 6B

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLOURED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can still say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
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8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

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Lesson 6B – G Rule – G has “J” sound followed by “e” “i”

Teaching Steps
1. Review Previous Day’s List
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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

genius
A highly intelligent or talented person

gographic
Of or relating to geography – concerning the topography of a specific region
image
A picture or statue that stands for something

originally
Adverb that means the first or earliest
Imagination

The ability to think of new ideas and visualize these in your mind

Agency

An office or business that provides a service to the public
Lesson 6C

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
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Lesson 6C – tion (shun)

**inflation**

A general increase in prices, usually from year to year

**transportation**

A means or system for moving people and goods from one place to another

**Teaching Steps**

1. Review Previous Day’s List
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4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words
   Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option
distribution

The way a group of people or objects is spread out over an area

preparation

Work done to get ready for something
illustration

Drawings or pictures used to help explain or clarify

congregation

The group of people gathered together to worship
Lesson 6D

1. REVIEW PREVIOUS DAY’S LIST
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2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word is “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

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   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

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Lesson 6D – ph – “f” sound

Teaching Steps
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2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
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9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

Phase
A temporary stage in something or someone’s growth or development

Pamphlet
A small, thin booklet containing information on one particular subject (often about a business or product)
Photography

The creation of pictures by exposing film inside a camera to light

Pharaoh

The title of kings of ancient Egypt
amphibian

A cold-blooded animal with a backbone that lives in water and breathes with gills when it is young. When it grows to adulthood, it can live on land, breathing air through lungs or skin.

prophet

A person who speaks or claims to speak for God.
Lesson 7A

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers — the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video
Lesson 7A –1 Consonant Rule - long vowels

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

timeline
A graphic listing events in order within a particular time period

widespread
Happening in many places or among many people
results
Something that happens because of something else

difetime
The period of time that a person lives or an object lasts
rebuild

To build again

childhood

The time when you are a child
Lesson 7B

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching “ation” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video

Page 1 – If you wish to include these detailed instructions - Place top of Page 2 along red line above and tape corners with scotch tape, otherwise begin with page 2.
Lesson 7B – 1 Consonant Rule – long vowels

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

A foreigner

alien

Acts of helping others in dangerous or difficult circumstances

humanity
frequently

Common or happening often

bravery

Unselfish acts of helping others in dangerous situations
refuse
To say you will not do something or accept something - deny

medical
Having to do with doctors or medicine
Lesson 7C

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can still say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
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11. STUDENT READING WALL
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Lesson 7C – short vowel exceptions to 1 Consonant Rule

**Teaching Steps**
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

**statue**
A model of a person or animal, typically made of metal, wood or stone

**Spanish**
Language of the largest part of Spain and countries colonized by Spain
plateau
An area of high, flat land

critics
Persons who find something wrong with people or things
criticize

To tell someone they should not have said or done something – to tell someone they are wrong

olive

A small black or green fruit that is eaten whole or crushed for its oil
Lesson 7D

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
   Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
   This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
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11. STUDENT READING WALL
    Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video
Lesson 7D – short vowel exceptions to 1 Consonant Rule

**Teaching Steps**

1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words
   Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

limit

A point beyond which someone or something cannot or should not go

residents

People who live in a particular place
comedy
A funny play or film

colonist
Someone who lives in a newly settled area
tributary
A stream or river that flows into a larger stream or river

fabulous
Wonderful or marvelous
Lesson 8A

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the word “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

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11. STUDENT READING WALL
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Lesson 8A – 2 Consonant Rule - short vowels

Teaching Steps
1. Review Previous Day’s List
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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

Real or true – not fake

actual

The part of a picture that is behind the main object of interest

background
soccer

Game played by 2 teams of 11 players who try to score by kicking a ball into goals

battlefield

Area where a battle is fought
distant

Not close in space or time – far away

Mexican

A person born in the country of Mexico
Lesson 8B

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video

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Lesson 8B –2 Consonant Rule - short vowels

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

Within
Into the inner part of something - Inside

Expand
“e” makes short “i” sound
Expand means to increase in size
challenge
A call for people to engage in a contest of skill – Also, something difficult that requires extra work or effort to do

temple
A building used for worship
clockwise

In the direction that the hands of a clock move

blockade

A closing off of an area to keep people or supplies from going in or out – often done during wartime to keep the enemy from getting supplies
Lesson 8C

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled – common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching “lion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say that the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY website or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
   Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
   This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
    Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
    Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video
Lesson 8C – long vowels – 2 Consonant Rule Exceptions

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

A very important river is SW Asia, flowing SE from SE Turkey through Iraq. A number of ancient civilizations were built along this river.
declared

To announce something formally

nuclear

Having to do with what is known as atomic energy created by splitting atoms
Very important and deserving great respect

To reply or to give an answer
Lesson 8D

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
   Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
   This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
    Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
    Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video

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Lesson 8D - 2 Consonant Rule Exceptions – long vowels

Teaching Steps
1. Review Previous Day’s List
2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words
   Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

molten
Melted by heat – usually referring to a rock or metal

reflect
To show an image of something on a shiny surface such as a mirror
rewrite

To write over again

voltage

The force of an electrical current, expressed in volts
chamber
An enclosed space in a machine or an animal’s body

reflected
Rays that are bounced off a surface
Lesson 9A

1. REVIEW PREVIOUS DAY’S LIST
First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers — the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence. Move onto the next word repeating the “define” and “put in sentence” process.

8. DEFINITION CLUES
This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
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11. STUDENT READING WALL
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Lesson 9A – Final “e” Rule – Final-e makes vowel long

Teaching Steps
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2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

Something that helps you find an answer to a question or a mystery

clue

The place where something is or happens

site
wildlife

Wild animals living in their natural environment

throne

An elaborate chair for a king or queen
Alone or solitary – single - one

exile

To send someone away from their own country and order them not to return
Lesson 9B

1. REVIEW PREVIOUS DAY’S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
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4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
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6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

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8. DEFINITION CLUES
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   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words. To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
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Lesson 9B – consonant “y” endings gives “y” long e sound

Teaching Steps
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2. Teach Colored Sound/Rule
3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
5. Boo-Boo Catcher
6. 5 Students Say List Words
   Individual Stopwatch Timing Activity
7. Teach Word Meaning (Definitions)
8. Definition Clues
9. Copy Cat Review
10. Vocabulary Building Worksheet
11. Student Reading Wall Option

Italy

Boot-shaped country located in Southern Europe

fairly

Reasonable and just – to treat properly
severely

Being harsh or extreme at levels far above normal

relatively

Word used in a statement to compare one thing with something else
theory

An idea that tries to explain how or why something happens (not a fact)

rely

To need and trust a thing or person for help or assistance
Lesson 9C

1. REVIEW PREVIOUS DAY'S LIST
   First, review the previous day’s words to further enhance “long-term” memorization. Next, quickly review the previous 2 or 3 days’ words.

2. TEACH COLORED SOUND AND/OR READING RULE
   Teach the color-coded sound or reading rule used in today’s words (short or long vowel sound – r-controlled - common ending – etc). Tell students you want them (in unison) to say the sound of the colored letter(s) but only when your finger touches the paper below the colored sound. Do this with at least 3 or 4 of the words. Hesitate a few times before touching the paper to heighten student interest.

3. STUDENTS STOP AT THE VOWEL SOUND
   Students say the sound up to the colored vowel sound as teacher covers the right side of the word with hand. For example, if the word was “loyal,” students would say “loy.” Do this for all list words. In some lists, the first vowel sound is not color-coded (for example, if teaching the sound “tion” in the word “action.” In this situation, you can still practice stopping at the vowel sound, but first discuss the sound with the class. For example, what is the first vowel sound? Long? Short? Diphthong? Other?

4. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO
   Now that students can read up to the vowel sound, they need practice in adding the final sounds to decode the entire word. This is done by having the teacher say the sound made up to the vowel sound and then having students say the entire word. For example, if the word was “loyal,” the teacher would say “loy” and the students would quickly look at the final “al” in the word and say “loyal.” Even if the first vowel sound is not color-coded (as in the word “action”) the teacher can say the first vowel sound “ah” to assist with the echo technique. End the ECHO step with the entire class (in unison) saying the list words.

5. BOOBOO CATCHER GAME
   Students put both hands on desk. Teacher says words in order but makes a mistake on saying a word. Students raise their hand upon hearing a mistake and say which word was read incorrectly and what the error was. Go back to the top of the list and repeat the process at least 4-5 times. Since students know a mistake will be made, the teacher is “forcing” them to read the word first (words are read in order). Students love a good challenge and this certainly is one. Note: Add a few second pause before saying difficult words to give all students extra time to remember the word on their own. Also, watch what happens when you say a word loudly and quickly and say it correctly at the same time.

6. STUDENTS READ LIST WORDS – STOPWATCH ACTIVITY
   Tell the class that you are going to call on 5 students to say the list words. The first three students will be volunteers – the last two will be called on. (Telling the class that someone will be called on will encourage all students to pay closer attention). After calling on your first volunteer, write their name on the board. Tell them that when they say the first word you will then start the stopwatch and time them on how fast they can say the list words (highly motivational for students). Timing can be done with a stopwatch or assign a reliable student to use the ReadingKEY digital stopwatch on the ReadingKEY web site or CD. After timing the first student, write their time (to the tenths of a second) next to their name on the board. Repeat this process with two more students. Next, ask another student whose hand is not raised “IF” they would like to try saying the list words. It is recommended not to “push” any student to say the words unless they truly want to try.

7. TEACH WORD MEANING – DEFINE AND PUT IN SENTENCE
   Now that students can read the words, the next step is definition mastery. While definitions are practiced effectively in our Vocabulary Building Worksheet section, it is helpful to familiarize students with word meaning at this time. Begin by ASKING if anyone knows the meaning of the first word - discuss this and have someone put the word into a sentence.

8. DEFINITION CLUES
   This powerful activity forces students to read all words silently, thereby giving additional practice. The teacher uses his/her imagination to come up with a “clue” related to the list word. For example, if the word was “landscape,” the teacher could say, “This is what you would see looking at a window.” Synonyms and antonyms can also be used as a clue.

9. COPY CAT EXERCISE
   Teacher begins by saying “COPY CAT.” When students hear this phrase they begin repeating every word – sound – etc. said by the teacher. Take a couple minutes to review important sounds – rules – stop at the vowel sound technique - and words.

To stop the exercise, use the horizontal finger across the throat symbol.

10. VOCABULARY BUILDING WORKSHEET
    Pass out the vocabulary worksheet designed for this Lesson. Review word definitions briefly before beginning activity. Access worksheets from the Quick Links box at the top of the ReadingKEY Index page. Worksheets are uniquely designed to accelerate mastery of word definitions and proper word usage. While students are doing the worksheet, walk around class to test students on saying words to see who could benefit from the next step.

11. STUDENT READING WALL
    Students who demonstrate mild to moderate difficulty in reading the daily words will be able to maintain progress if given 5 minutes of additional “one-on-one” tutoring using the Student Reading Wall (also included in this program). Steps are similar to the ones used here, but without the Copy Cat and BooBoo catcher activity. To watch a video of the Classroom Reading Wall and Student Reading Wall go to www.readingkey.com/video

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Lesson 9C – oy (called a diphthong - same sound as oi)

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5. Boo-Boo Catcher
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showing faithfulness to one’s country, family, friends, or beliefs

loyalty

One who is or remains loyal to a political cause, party, or government

loyalist
convoy

A group of ships, military vehicles, trucks, etc., traveling together for convenience or safety

founded

Something that has been set up or started
counterclockwise

In a direction opposite to that of hands of a clock

Sioux

Group of seven Native North American tribes formed this group. Also called the Dakota, they inhabited the N Great Pains and prairies in Wisconsin, Iowa, Minnesota, North and South Dakota. They numbered at least 30,000.
Lesson 9D

1. REVIEW PREVIOUS DAY’S LIST
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8. DEFINITION CLUES
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Lesson 9D – ar says “air” - unusual “ar” sound

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arid
Extremely dry because very little rain has fallen

caramel
A liquid made by cooking sugar and combining with butter, milk etc.
varied
Characterized by showing a variety – also, can mean “changed”

marathon
Any long race or difficult competition that tests a person’s endurance
chariot
A small vehicle pulled by a horse

burial
The placing of a dead body in the earth or sea