

Lesson 10A

1. REVIEW PREVIOUS DAY'S LIST

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2. TEACH COLORED SOUND AND/OR READING RULE

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Lesson 10A – short a

cast

To throw off and away – to fling

crank

To turn something in a circular, round and round motion

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craft

An art, trade, or occupation requiring special skill, such as a mason or carpenter. Can also mean a boat, ship or airplane.

span

The distance between two points

tactics

The detailed methods used to win a game or battle or achieve a goal

strategy

A clever plan for winning a military battle or achieving a goal

Lesson 10B

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Lesson 10B – short e

stress

Worry, strain, or pressure

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western

Western means in, of, toward, or from the west

w e p t

Crying because of great sadness or feeling very emotional

M e x i c o

Country along the southwest border of the United States

Delaware

State in the United States located on the east central coast

dread

A strong feeling of not wanting to meet or face someone or something

Lesson 10C

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Lesson 10C – unusual short i sound

myth

A traditional story about an important historical event or hero

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efficient

Works very well and does not waste time or energy

deteriorate

To become worse – to decline in quality

determined

Working hard to accomplish something important

sedition

Rebellion against a government due to being unsatisfied

Quebec

Canadian province in Eastern Canada

Lesson 10D

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Lesson 10D – unusual short u sound

applies

To be related to or applicable to something – For example, the rule of no talking when I'm talking applies to everyone here

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statistical

Facts or information expressed as numbers or percentages

cathedral

A large and important church with a bishop as its main priest

troublesome

Difficult, dangerous, or upsetting

bloody

Full of blood, or covered with blood

Napoleon

The name of the General of the French Army during the French Revolution

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Lesson 11A - tion

ambition

Something you would like to do to earn a living when older - such as the ambition to be a teacher

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ratification

Agreed upon – to approve of something officially – such as the ratification of the Constitution

e x h i b i t i o n

A public display of works of art, historical objects, etc

n a t i o n a l i s m

Loyalty and devotion to a nation

vegetation

Plant life or the plants that cover an area

tension

A feeling of worry, nervousness, or suspense

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Lesson 11B – tion – unusual short i sound

relation

A logical or natural connection between two or more things – such as the relation between cause and effect – similar to the next word relationship

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relationship

How things are associated, connected or involved together

destruction

To break something into pieces – making it useless

reflection

The bouncing of light or sound waves from a surface – such as seen in a mirror

determination

To push toward a goal without giving up

emancipation

Freeing someone from the power or control of another

Lesson 11C

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 11C – short vowels

dental

Having to do with your teeth

Teaching Steps

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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
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Individual Stopwatch Timing Activity
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prodigal

One who spends or gives foolishly

technical

Belonging to an art or science, often considered a little more complicated

incredible

So amazing that it seems almost impossible

mantle

The part of the earth between the outer crust and center core

memorable

Easily remembered or worth remembering

Lesson 11D

1. REVIEW PREVIOUS DAY'S LIST

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2. TEACH COLORED SOUND AND/OR READING RULE

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Lesson 11D - ture

texture

The look and feel of something – rough – smooth – bumpy – etc.

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captured

To take control of person, an animal, or a place by force

sculpture

Something carved or shaped out of stone, wood, metal, marble, or clay- Also cast in bronze or another metal

feature

An important part or quality of something – something that makes it different from something else

architecture

The style in which buildings are designed

scripture

Writings in a sacred book such as the Bible or Koran

Lesson 12A

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 12A – short o

content

Happy and satisfied

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contribution

Giving money, time or assistance for charitable purposes

confidence

Belief in the abilities of someone to perform a task skillfully

consul

The highest elected office in ancient Rome

c onquest

Something that is won

c onqueror

Used to describe someone who defeats another civilization

Lesson 12B

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 12B – tion – sion – unusual short u

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affection

A great liking for someone or something

connection

A link between objects, people, ideas, etc

confederation

The state of being banded together – alliance

occasionally

Happening now and then – not often

traditional

Something that is done repeatedly and based on custom such as ideas handed down from one generation to the next

provisions

A supply of groceries or food

Lesson 12C

1. REVIEW PREVIOUS DAY'S LIST

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1. TEACH COLORED SOUND AND/OR READING RULE

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2. 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?

3. TEACHER STOPS AT VOWEL SOUND – STUDENTS ECHO

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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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14. 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.

15. 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.

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Lesson 12C – unusual short u sound

attach

To join or connect one thing to another

adopt

To accept an idea or a way of doing things

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
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7. Teach Word Meaning (Definitions)
8. Definition Clues
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a alert

A warning of a possible dangerous event such as a military attack

a adobe

A brick made of clay mixed with straw and dried in the sun

a

amuse

To make someone laugh or smile

a

arrange

A final settlement or agreement

Lesson 12D

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

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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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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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Lesson 12D – unusual short u sound

abroad

Having to do with another country. Therefore, going abroad would be like traveling to another country

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5. Boo-Boo Catcher
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apprentice

Someone who learns a skill or trade from someone else

arose

To get up from a sitting or lying position

apply

To put on something else or to make use of something – such as applying a band-aid on a cut – or applying new rules in the classroom

astronomer

One who studies the stars, planets, and space

accomplishments

Things that you have achieved or completed

Lesson 13A

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.

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Lesson 13A - or

shortage

Not being able to get enough of something – lacking supplies

chores

Jobs that have to be done regularly

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moral

Pertaining to knowing what is the “*right thing to do*” – For example, societies with moral conduct are the ones that prosper

mortar

A mixture of lime, sand, water, and cement that is used for building

origins

The time and place where something began – where it started. For example, there are several theories on the origins of the earth

portion

A part or piece of something

Lesson 13B

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.

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Lesson 13B – “ar” makes the sound of “air”

rare

Not often seen, found, or happening

spare

An extra of something - kept for use when needed

Teaching Steps

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scarcity

Hard to find because there is so little of it - a small supply

garrison

A group of soldiers based in a town who are ready to defend it

caravan

A group of people or vehicles traveling together

territory

Any large area of land; a region

Lesson 13C

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 13C – Final-a Rule

Africa

Second largest continent that straddles the equator – has 54 nations (or countries) within its borders

India

India is a country in south Asia that is the 2nd most populated in the world. The majority of people in India practice the philosophy of Hindu

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Babylonia

Babylonia was an ancient empire of Mesopotamia. The name is sometimes given to the whole civilization of South Mesopotamia. It flourished around 1700 B.C. and deteriorated into anarchy in 1180 B.C. It then began as the new Babylonian Empire around 600 B.C. Babylon was the capital of Babylonia and one of the most important cities of the Middle East.

Persia

Persia was a great civilization located in west and southwest Asia. Persia is the old alternate name for the Asian country Iran. At its height it extended from the Indus River Valley in Pakistan to the Mediterranean Sea. Alexander the Great conquered Persia between 333 and 331 B.C.

Macedonia

An ancient kingdom in southern Europe, now a region of northern Greece. By 400 B.C. it had adopted the Greek language and had begun to build a kingdom called Macedon. It became the first Roman province in 146 B.C. It was known as a “meeting place for nations.”

supernova

A star that explodes giving off tremendous amounts of energy and light

Lesson 13D

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.

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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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Lesson 13D – Long Vowels

tame

Taken from the wild and trained to live with or be useful to people – not savage

finite

Having limits – a set amount - can usually be measured

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

guide

To help someone, usually by showing the person to their destination

cope

To successfully deal with something difficult or unpleasant

ozone

A special gas made of oxygen that protects us from ultraviolet radiation. Ozone has been found to be damaged by some chemicals in industry

scribe

Before printing presses, this person made professional copies by hand

Lesson 14A

1. REVIEW PREVIOUS DAY'S LIST

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2. TEACH COLORED SOUND AND/OR READING RULE

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Lesson 14A - ar

armor

Metal covering worn by soldiers to protect them in battle

archaic

Very old fashioned – from an earlier time - not used anymore

Teaching Steps

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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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starvation

State of suffering or dying from lack of food

parliament

The national legislature or law making bodies of Canada, Israel and United Kingdom

carbon

An element that is common in all plants and animals

archaeological

Related to prehistoric people, cultures and their artifacts

Lesson 14B

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 14B – er - ur

servant

Someone who works for another doing housework and chores

Teaching Steps

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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
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Individual Stopwatch Timing Activity
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sermon

A speech based on text of scripture given by a member of the church

meridian

Imaginary circle around the earth going through north and south poles – This is also the same as longitude lines

persecute

To continuously harass someone because of religion, race or beliefs

jurors

The people who serve on a jury

worship

To express love and devotion to any god

Lesson 14C

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?

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Lesson 14C – or sound

roar

To make a loud, deep noise

Teaching Steps

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organisms

A single form of life such as plants, animals, bacteria, etc

Portugal

Country located in southwestern Europe between Atlantic Ocean and Spain

Portuguese

Adjective referring to people or matters related to Portugal

mourn

To be very sad and grieve for someone who has died

organization

People working together in a business – also, to be organized

Lesson 14D

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 14D – or/ar ending says er

actor

A person who performs in the theater, movies, television, etc

factor

A number that can be divided exactly into a larger number

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spectacular

Remarkable or dramatic

vascular

Pertaining to the tube-like structures in the body (such as arteries and veins) that transport blood

liberator

A person who sets someone free – often used in describing situations in war

generator

A machine that produces electricity by turning a magnet inside a coil of wire

Lesson 15A

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?

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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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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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Lesson 15A – ive – short i sound

sensitive

Reacts easily – affected by the slightest change

Teaching Steps

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10. Vocabulary Building Worksheet
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massive

Large, heavy, and solid

e extensive

Covering or affecting a wide or large area, also, great in amount

l locomotive

An engine used to push or pull railroad cars

negative

Numbers less than zero – Also, a type of electric charge

radioactive

Materials made of atoms whose nuclei break down, giving off radiation

Lesson 15B

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 15B – Final a Rule

Inca

An ancient civilization that was located in western South America

Teaching Steps

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4. Teacher Stops At Vowel Sound - Students Echo with entire word
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anaconda

A long, nonpoisonous South American snake that kills prey by squeezing

bacteria

Microscopic one-celled organisms that exist all around and inside you. Bacteria are responsible for decomposing vegetable and animal matter after an organism dies. There are also good bacteria perform many important functions inside the human body as well.

propaganda

Information that is spread to affect the way people think, gain supporters, or damage an opposing group

Mesopotamia

Area located in present day Iraq, eastern Syria, southeastern Turkey, and southwestern Iran

Pennsylvania

State located in northeast U.S - one of the original 13 colonies

Lesson 15C

1. REVIEW PREVIOUS DAY'S LIST

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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.

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Lesson 15 – al says all

alter

To change something

Teaching Steps

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alternatives

The choices you have for doing something

alternate

To take turns back and forth

paltry

Of little importance or worth - trivial

scald

To burn with very hot liquid or steam

Neanderthal

Ancient species that lived in parts of Europe and western Asia

Lesson 15D

1. REVIEW PREVIOUS DAY'S LIST

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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.

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Lesson 15D – “al” ending says “uhl”

cardinal

A high ranking official in the Roman Catholic Church below the Pope

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universal

Something that is shared by everyone or found everywhere

cylindrical

Shaped like a tube with flat or rounded ends

multicultural

Involving people from different races or religions

constitutional

Following along the guidelines of a state or federal constitution

immortal

Living forever – also, never forgotten

Lesson 16A

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 16A – al says “ul”

radical

Departing sharply from the usual or ordinary – extreme

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environmental

Having to do with the environment

tropical

Related to the conditions found in the hot, rainy areas of the tropics

ritual

Set of actions performed the same way as part of religion or tradition

a d m i r a l

An officer in the navy or coast guard

d i s c i p l e

Someone who follows the teachings of a leader

Lesson 16B

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.

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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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Lesson 16B – “al” endings – 1 Consonant Rule

tidal

Having to do with tides in oceans and rivers and their effects

Teaching Steps

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3. Students Stop At Vowel Sound
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Individual Stopwatch Timing Activity
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10. Vocabulary Building Worksheet
11. Student Reading Wall Option

eternal

Lasting forever

revival

For something to receive interest and attention again

biological

Of or relating to life and living processes

feudal

A feudal society was a political system common during the medieval period in Europe. In a feudal society, the land was owned by a noble who had the title of lord. The lord would then grant permission to someone, called a “vassal,” who could use the land for living or growing crops. The land was actually called a fief. In exchange for using the fief, the vassal would provide military service to the lord.

electrical

(above “e” makes short “i” sound) Of, relating to, or operated by electricity

Lesson 16C

1. REVIEW PREVIOUS DAY'S LIST

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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.

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Lesson 16C – able (uhble)

suitable

Something that is right for a particular purpose

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
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hospitable

Treating people in a friendly and generous manner

questionable

Gives reason for doubt or questions – Not certain or exact

uncomfortable

Not feeling relaxed in your body or mind

Noticeable

noticeable

Something that is very easily seen or obvious

renewable

Energy sources that can be replaced indefinitely, such as solar or wind power

Lesson 16D

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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3. STUDENTS STOP AT THE VOWEL SOUND

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Lesson 16D – short vowel - tion

section

A part or division of something

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calculation

The result obtained by using mathematical processes

excavation

Process of digging in the earth, either to put up a building or to search for ancient remains

declaration

Formal announcement

pollination

The process by which pollen grains move from a stamen in a plant to a pistil

representation

A picture or symbol that represents something else

Lesson 17A

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Lesson 17A - ar

hardship

Something difficult to go through because of suffering – lack of comfort

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barbarian

A fierce, brutal or cruel person – also, used in an insulting way by the Greeks to describe people speaking other languages which they could not understand

cartoonist

Someone who draws humorous characters of interest

archeological

Related to the study of human culture by examining ancient objects

faraway

Not close – distant

Spartan

Someone who lived in the ancient Greek city of Sparta around 6th century B.C

Lesson 17B

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Lesson 17B - ur

murder

The killing of another human being under conditions covered by law

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disturbing

Making one feel uneasy or upset

suburbs

A residential area or community just outside the city

churn

To make butter by the shaking of cream

endure

To carry on with something, despite hardships

ensure

To make sure – to guarantee

Lesson 17C

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?

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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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10. VOCABULARY BUILDING WORKSHEET

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Lesson 17C – sion - tion

expression

The “look” on a person’s face showing various emotions such as sadness, joy, sorrow or anger

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)
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11. Student Reading Wall Option

resurrection

The act of rising from the dead, as demonstrated by Jesus Christ

eXcursion

A short trip or outing some place, often a special occasion

meChaniZation

To use machinery to perform a task previously done by hand

transpiration

The process by which a plant loses water by evaporation

administration

The group that manages any office, business or organization

Lesson 17D

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.

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Lesson 17D – “air” sound from ar and er

Paris

The largest city in France that is also the capital of France

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3. Students Stop At Vowel Sound
4. Teacher Stops At Vowel Sound - Students Echo with entire word
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terrace

A flat elevated floor space (or land), surrounded by sloping front or sides

terror

Intense fear

Maryland

An eastern central state in the U.S. - one of the original 13 colonies

Merrimack

The first wood ship that was covered in iron for protection. Made during the U.S. Civil war in 1862, it was in a battle with another ironclad ship called the monitor. The battle lasted for 4 hours with no winner. Why do you think there wasn't a winner?

characteristics

Different features that identify or describe something

Lesson 18A

1. REVIEW PREVIOUS DAY'S LIST

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2. TEACH COLORED SOUND AND/OR READING RULE

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Lesson 18A – cial - tial

crucial

Extremely important or vital

racial

Teaching Steps

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Having to do with a person's race. Common races today include African American, Caucasian (white), Asian, and Latino (meaning from Latin America or Spanish speaking descent)

specialization

The survival of an organism in a special type of environment

commercial

(Above “o” has a short “us” sound) Having to do with buying and selling - commerce

partial

A part of something – not total - incomplete

substantial

Very large in quantity or size

Lesson 18B

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 18B – “cial” says “shul”

fr**a**g**g**ile

Something easily broken - delicate

Teaching Steps

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tr**a**g**g**edy

A dreadful event resulting in great loss and misfortune

register

A book used to record the names of people, events or places

registered

Signing up for something by entering your name

privilege

A special right or advantage given to a person

submerged

Underneath water or another liquid

Lesson 18C

1. REVIEW PREVIOUS DAY'S LIST

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Lesson 18C – long e sound

weep

To cry loudly because you feel very sad or emotional

fleet

In the military, this is the largest organization of warships under command of one officer

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seize

To grab or take hold of something suddenly

leisure

Free time from work or duties

briefly

For a short time

leadership

The ability of someone to have others follow in their direction or ideas

Lesson 18D

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

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 18D

racism

A belief that certain people by birth and nature are superior to others

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

cyanide

A highly poisonous chemical used in making plastics and pesticides

centennial

The 100th year celebration of an event

cemetery

A place where dead people are buried

Caesar

Julius Caesar was a famous Roman military and political leader over 2000 years ago back in the 1st Century. Those who held this leadership position after him were all referred to as “Caesar”

Legacy

Anything handed down from one generation to the next. It could be objects or even ideas. It is often used to describe how someone is remembered after they die. In other words, what did they do that was worthwhile for society