### Summary of Daily Routine

Every lesson should proceed as follows:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shuffles and then flashes the sound cards.</td>
<td>Give the sound(s) that have been learned for the letter(s) on each card.</td>
</tr>
<tr>
<td>2. Reshuffles the pack. Gives the sound of each letter, one at a time.</td>
<td>Name and write as many spellings of the sound as have been taught. (Alternatively, the teacher may give a key word that will tell the students which spelling is required.)</td>
</tr>
<tr>
<td>3. Has three piles of letter cards in a consonant-vowel-consonant pattern.</td>
<td>Point to a letter in each pile, name each sound, and then blend them into a word. Spell and read review words.</td>
</tr>
<tr>
<td>4. If the students are ready, teaches a new sound and displays the letter in front of them.</td>
<td>Learn to make the new sound and use proper kinesthetic formation of the letter when writing by tracing and copying it.</td>
</tr>
<tr>
<td>5. Dictates the words using the new letter. Presents the above words on flash cards.</td>
<td>Repeat each word, spell it orally, and say each letter while writing it. Read the words they have spelled.</td>
</tr>
<tr>
<td>6. Dictates one or more sentences. Presents sentences on flash cards.</td>
<td>Repeat sentence, try to remember it, spell out loud while writing it. Read the sentence they have written.</td>
</tr>
<tr>
<td>7. Supports students as needed</td>
<td>Read a book at appropriate level.</td>
</tr>
<tr>
<td>8. Leads word games</td>
<td>Play word games.</td>
</tr>
</tbody>
</table>

The lesson *MUST* end with work in which the students have acquired skill and ease in performance. That is, give words, sentences, or books that are easy for them to read. They may play a card game consisting of words that no longer present any difficulty. The new words that have been learned are added to students’ word counts and, if a book has been read, it is added to the “Bibliographies” (see page 14). Finally, students can visit the “treasure chest” before leaving.
Recipe for Reading Manual

ch (as in chair)

Phonemic Awareness
Listen to this sentence. What sound do you hear at the beginning of each word?
Chad chases chickens.
Cheerful children chew chocolate chips.

Consonant Digraphs
Ch is the first consonant digraph students learn in Recipe for Reading. A consonant digraph is two successive letters whose phonetic value is a single sound. It is introduced to children by saying: “When these two letters are partners, they make a single new sound. When two letters are partners and make a special sound, they are called digraphs.” If the child has difficulty in grasping the concept of digraphs, underline the digraphs on the word cards with a black marker.

Auditory – Visual
Say, “Choo-choo train” while moving both arms like the wheels of a locomotive. Have children repeat the sound and motion.

Decodable Words for Spelling and Reading
Chad
chop
chat
chap*
chip
chit*

Decodable Phrases and Sentences for Dictation and Reading
(Sight words are underlined.)
had a chat
chop a log
The chap had a cap.
Did the chap chop a log?
Chad and Tom had a chat.
Dot got the chit.

Workbook 1
Lesson 14, pages 67-73

The Alphabet Series, Vol. 1
Book 7: Chip Had a Hut
Lesson 14

Say the names of the pictures. Then circle two pictures whose names begin with the same sound.

Say the names of the pictures you circled. What sound do you hear at the beginning?
Recipe for Reading Workbook 1

/ch/ is a sound for the letters ch.

ch says /ch/ as in

Trace and copy the letters ch. Say the sound /ch/ each time.

ATTIC
HOUSE
BASEMENT

ch  ch  ch  ch  ch  ch

ch

ch

ch

ch

ch
ch says /ch/ as in
In each row, circle the picture whose name begins with ch.
Draw a line between the two words that match. Then write and say the word.

Chad  pot
     Chad

chat  chat
     dig

chip  chip
     Kim

chop  ham
     chop

chap  kid
     chap

chin  cap
     chin
Change the first letter of each word to ch or Ch. Write the new word, and then read it.

lap __________ hop __________

had __________ cat __________

lip __________ mop __________

Write the word under the matching picture.

Chad chip chop
In each row, read the word and circle the picture it names.

- chip
- chop
- chat
- Chad
Check the sentence that matches the picture.

- Chad did pat the pig.
- The man got a log.
- Did the man chop?
- Chad had a chat.
- Chad had a log.
- Chad had a chip.
- Kim did dig.
- Chad and Tom chat.