

Recipe for Reading

Frances Bloom & Nina Traub
Intervention Appropriate K-6

Recipe for Reading is a research-based, comprehensive, multisensory, phonics-based reading program designed for at-risk and struggling readers. *Recipe for Reading* is based on Orton-Gillingham principles and incorporates visual, auditory, and kinesthetic techniques to teach and reinforce phonics. The *Recipe for Reading* storybooks, *The Alphabet Series*, are vocabulary controlled and emphasize decoding, sight words, fluency, and comprehension. The *Recipe for Reading* workbooks provide reinforcement of phonological awareness, phonics, and letter formation.

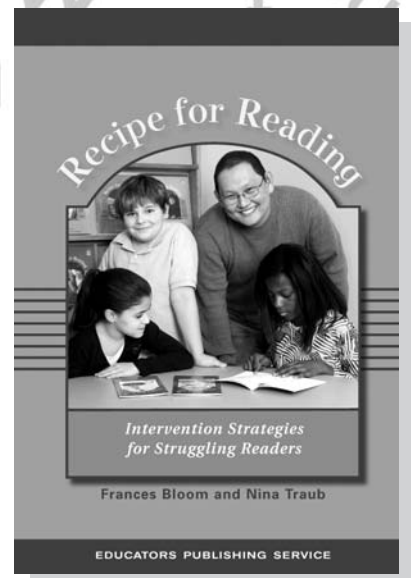
The following sample lesson, featuring **consonant digraph ch**, is designed to reinforce phonics and decoding skills. Try this lesson today with an individual student, a small group, or the entire class. *Recipe for Reading* can be incorporated into almost any reading or phonics curriculum.

Three easy ways to order:

Toll free: 800.225.5750

Fax: 888.440.2665

Online: epsbooks.com



Recommended Companion Material

See our Companion Material recommendations on page 11 for great materials that complement *Recipe for Reading*.

Recipe for Reading Manual

Summary of Daily Routine

Every lesson should proceed as follows:

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

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.

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.

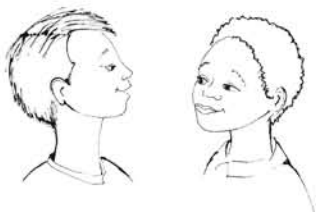
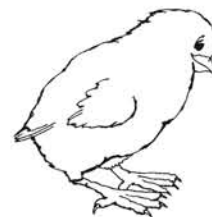
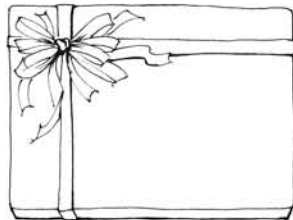
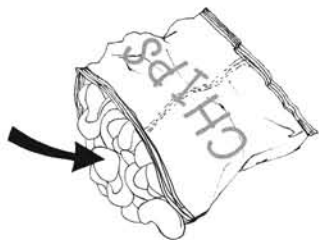
Dot got the chit.

Workbook I
Lesson 14, pages 67–73

The Alphabet Series, Vol. I
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

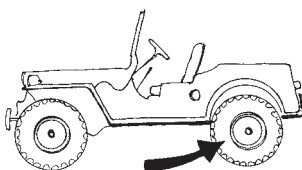
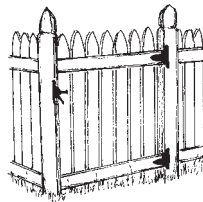
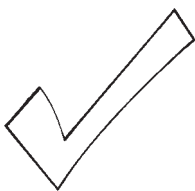
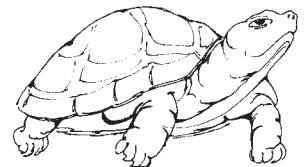
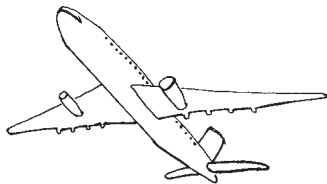
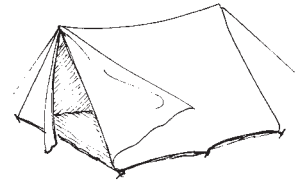
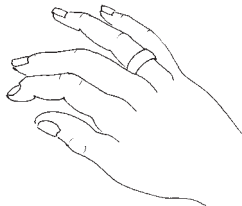
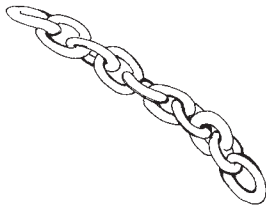
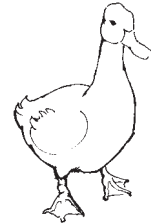
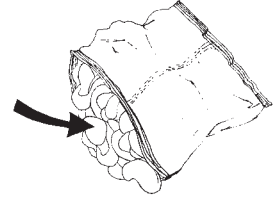
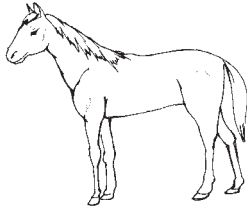


Recipe for Reading Workbook 1

ch says /ch/ as in



In each row, circle the picture whose name begins with **ch**.



Recipe for Reading Workbook 1

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

Recipe for Reading Workbook 1

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

lap _____

hop _____

had _____

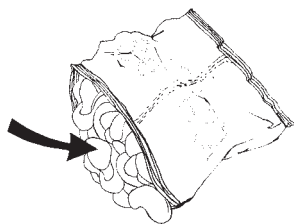
cat _____

lip _____

mop _____

Write the word under the matching picture.

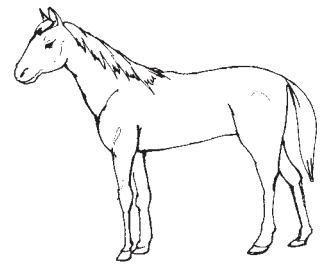
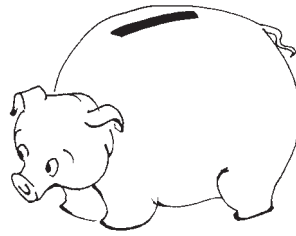
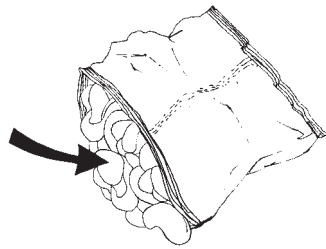
Chad chip chop



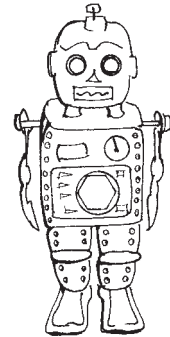
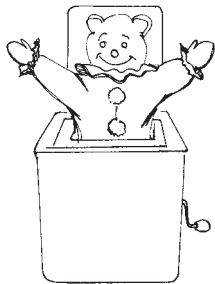
Recipe for Reading Workbook 1

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

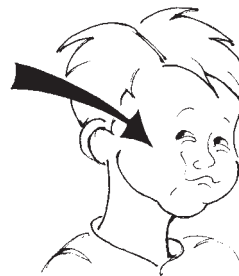
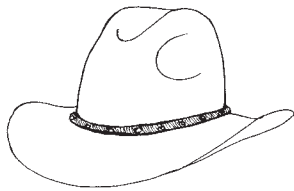
chip



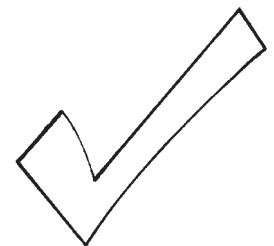
chop



chat



Chad



Check the sentence that matches the picture.



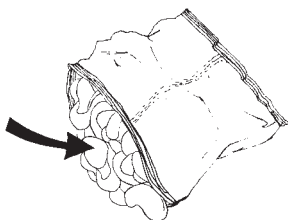
Chad did pat the pig.

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.

Recommended Companion Material

EPS offers a wide range of products that complement the phonics activities in *Recipe for Reading*. We recommend the following series to help students develop decoding skills.



The Alphabet Series

Grades K–3

The Alphabet Series helps children learn and apply phonetic concepts by reading controlled, connected text. These storybooks contain controlled vocabulary allowing emergent and struggling readers to practice decoding and comprehension skills while they read motivating stories. The books are referenced in the *Recipe for Reading Manual*.

S.P.I.R.E.® Decodables

Grades K–5

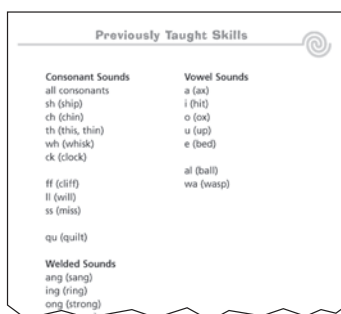
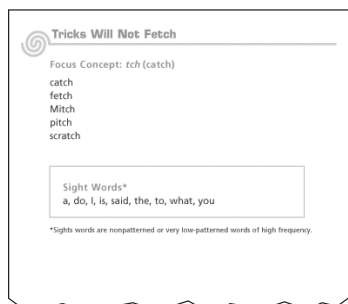
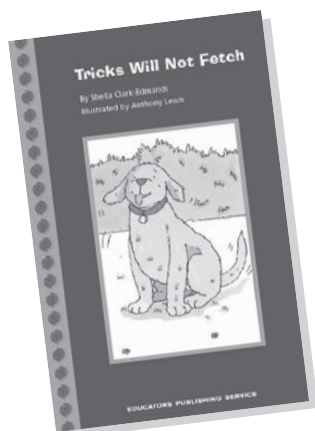
Phonetically controlled fiction and nonfiction library

The ultimate purpose of phonics instruction is for children to learn to read and comprehend. To help achieve success, S.P.I.R.E.® Decodables...

- Present captivating topics and illustrations to engage young readers.
- Provide immediate application of phonics skills to connected text for the development of meaning.
- Initiate success and build confidence by utilizing texts that are appropriate to students' current reading skills.
- Bridge learning from decoding to fluency and comprehension.

Features!

- Clearly delineate text decodability with teacher-friendly lists.
- Can supplement any reading program



For more information about these series or to place an order, visit epsbooks.com or call 800.225.5750 to speak to a customer service representative.



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