



Literacy and Intervention

SAMPLE LESSON

Recipe for Reading[®]

Intervention Strategies for Struggling Readers

Grades K–6



Workbook 1: Lesson 14

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.

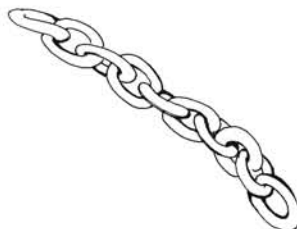
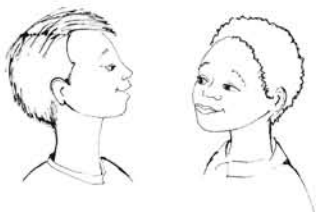
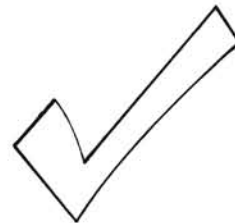
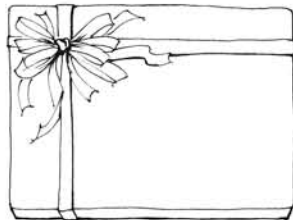
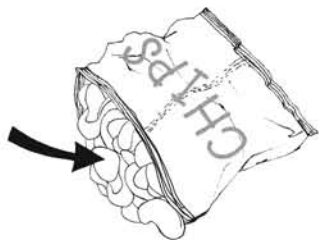
Dot got the chit.

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

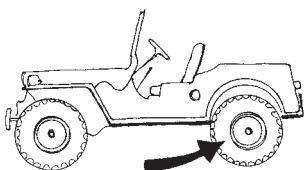
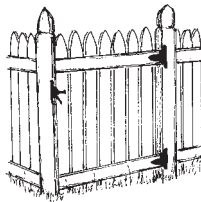
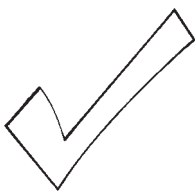
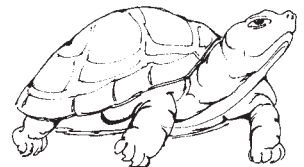
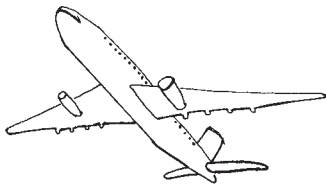
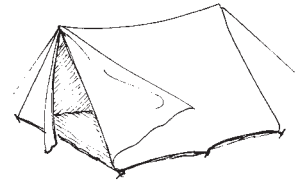
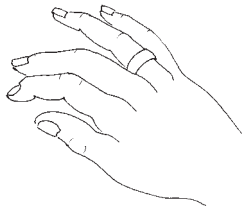
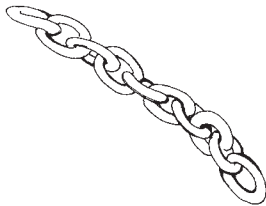
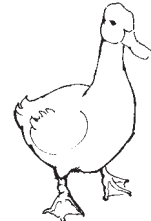
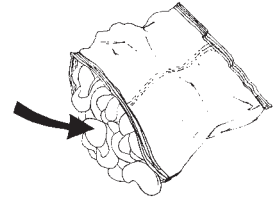
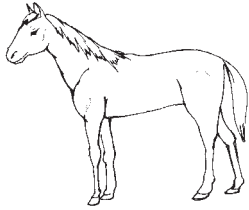


Recipe for Reading Workbook 1

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 _____

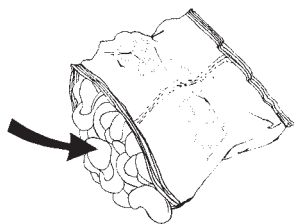
cat _____

lip _____

mop _____

Write the word under the matching picture.

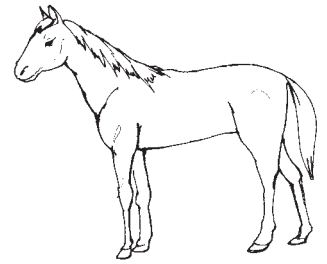
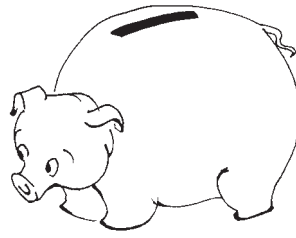
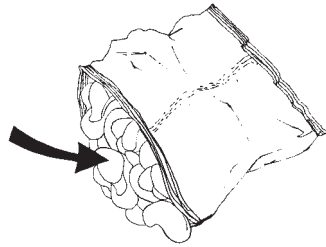
Chad chip chop



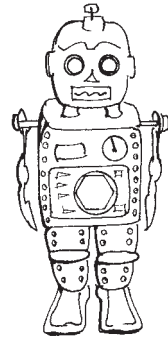
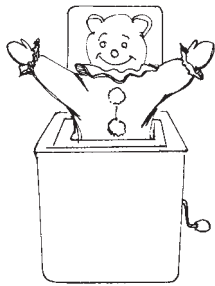
Recipe for Reading Workbook 1

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

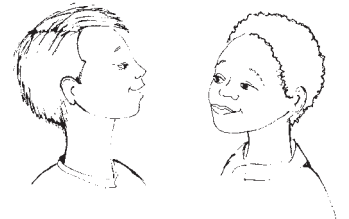
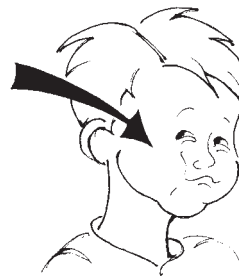
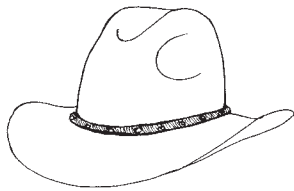
chip



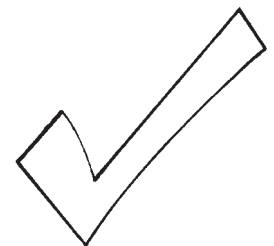
chop



chat



Chad



Check the sentence that matches the picture.



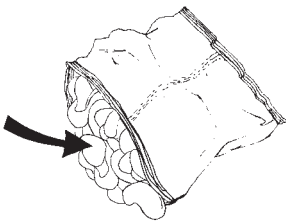
Chad did pat the pig.

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.