RECIPE FOR READING

Connie Russo, Ed.D.
CROSSROADS FOR EDUCATIONAL SERVICES, INC.
631-242-8943
Nina Traub’s Involvement

- Manual
  - “Recipe For Reading”
  - Teachers in Public School
Highlights of Program

• Card Pack
• Sequence Lessons
  - Each lesson based on previous lesson
• Color Coding
  - All consonants in black
  - All short vowels in red
• Concrete Introduction
  - Objects & Word Clues
• Games- Reinforce Memory
  - Drill and Practice
• Handwriting & Directionality
  - Special paper & visual cues
Methodology

• Introducing letters (VAK)
• Integrating Pathways of Learning
• Progress made by:
  - Starting with the simple sounds
  - Going to the more difficult sound
    • Blends, diphthongs, digraphs
• Words
• Phrases
• Sentences
• Paragraphs
Building Memory Through

- Reinforcement
- Overteaching
- Logic
- Memory
Sequence Chart

- c-o-a-d-g-m-l-h-t
- i (igloo)
- j
- k
- p
- ch
- u (umbrella)

- b
d-w
- r
wh
- f
y
- n
v
- e (egg)
x
- s
z
- sh
th
- th
qu etc.
Concrete Associations

- \( O = \) octopus \( H = \) hippo
- \( A = \) alligator \( T = \) tiger
- \( d = \) dog \( I = \) igloo
- \( G = \) gum \( J = \) jelly
- \( M = \) mouse \( B = \) bat
- \( L = \) lion \( C = \) cat
Reading Deck

c,o,a,d,g,m,l,h,t,i,j,k,p,ch,u,b,r,f,n,e,s,sh,th,
w,wh,y,v,x,z,qu,ph

bl,dr,sl,fl,sp,sw,squ,fr,tr,sn,pr,apl,scr,str,s
hr,sm,st,sp,br,pl,gr,gl,cr,cl,sk,pt,mp,nd,lt,nt
lp,lk,sk,nch
Reading Deck

- gu, ga, go, gy, gi, ge
- ca, co, cu, ce, ci, cy
- er, ir, ur, or, ar, y, igh, all, ed
- -ing, -ang, -ong, -ung, -ink, -ank, -onk, -unk
- a-e, e-e, i-e, o-e, u-e, y-e
Reading Deck

• _ble _dle _fle _tle _gle _kle _ple _zle
• _ild _old _ind _ost _olt
• oe ea oa ai ee ay ow ou ey oo au aw oi oy ew eigh ie eu ei ue
• _ck _dge _tch
• _sion _tion _cian _tian _cial _tial _cious _tious
Lesson Plan #1

- 1- Association #1 (Linkage #1)
- 2- Association #2 & #3 (Linkage 2&3)
- 3- Teach new sound -
  - Concrete Introduction
- 4- Child spells & writes new words
- 5- Child reads new words in isolation
• 6- Dictation of phrases
• 7- Reads phrases
• 8- Dictation of sentences
• 9- Reads sentences
• 10- Child reads phonetic story
• 11- Child plays phonetic word game
Lesson Plan # 2

• 1-Association #1 (Visual Cards)
  - c,o,a,d,g,m,l,h,t
• 2-Association #2 (auditory & writing)
  - c,o,a,d,g,m,l,h,t
• 3-New Sound “i”
  - Concrete introduction- igloo
• Spell new words with the "i" sound
  - hit did hid
  - dig it
  - him mid
  - lid lit
  - dim Tim
• (3,4,& 5)
• If a new sound is not taught, review drill pack
• 6-Dictation of Phrases
  - hid a lid
  - lit a log
  - Tim did hit
• 7- Read Phrases
• 8- Dictation of Sentences
  - Dot hid the lid.
  - Mag lit the log.
  - Did Dom dig a dam?
• 9- Read Sentences
• 10-Read a Story
  - Traub’s book #2
  - Merrill’s Reader #2 (p. 5-10)
  - New Story Workbook
• 11-Phonetic Word Game
Sample Lesson

• Association #1 (Visual Cards)

• Association #2 & #3 (Aud. & Kin.)

• New Sound ____________________
  - Concrete Introduction
• Words for Spelling and Writing
• Read Words in Isolation
• Drill Pack
  - If new sound is not taught
• Dictation of Phrases

• Read Phrases

• Dictation of Sentences
• Read Sentences
• Read Story
• Phonetic Word Game
## Phonemic Test

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>v</th>
<th>a/k</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spelling Probabilities

- A a-e ay ai ei ey eigh ea
- E e-e ee ea ie ei ey y
- I i-e igh y ie y-e
- O o-e oa ow oe
- U u-e ew ue eu (ui)
Six Kinds of Syllables

• 1-Closed  \( (c)vc \) got let
• 2- Silent e cvce make fine
• 3-Controlled r vr her bird
• 4-Vowel Teams vv boy book
• 5-Consonant le cle tumble ladle
• 6-Open cv go promote
<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pigment</td>
<td>pigment</td>
</tr>
<tr>
<td>Figment</td>
<td>figment</td>
</tr>
<tr>
<td>Entrap</td>
<td>en/trap</td>
</tr>
<tr>
<td></td>
<td>Cvc=closed syllable</td>
</tr>
<tr>
<td></td>
<td>vc=closed syllable</td>
</tr>
</tbody>
</table>
Three Syllable cvc

- Atlantic: at/lan/tic
- *vc/cvc/cvc*
- Consensus: con/sen/sus
- *cvc/cvc/cvc*
- Embankment: em/bank/ment
- *vc/ cvc/ cvc*
Closed Syllable & Silent “e”

- Connive  con/nive
- Lignite  lig /nite
- Compensate  com/pen/sate
Controlled “r”=vr

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>stutter</td>
<td>stutter</td>
</tr>
<tr>
<td></td>
<td>cvc/ vr</td>
</tr>
<tr>
<td>verdict</td>
<td>ver/dict</td>
</tr>
<tr>
<td></td>
<td>vr/ cvc</td>
</tr>
<tr>
<td>imposter</td>
<td>im/post/ter</td>
</tr>
<tr>
<td></td>
<td>vc/cvc/ vr</td>
</tr>
</tbody>
</table>
Vowel Vowel Team = vv

- coffee  cof/fee
- cvc/ vv
- canteen can/teen
- cvc/ vv
- absentee ab/sen/tee
- vc/cvc/ vv
Consonant le = cle
ble, dle, cle, kle, ple, gle, zle, tle

- angle  an/gle
- vc/ cle
- rumble  rum/ble
cvc/cle
bamboozle  bam/boo/zle
cvc/ vv/ cle
Closed Syllable = cvc/vc

- Atom  at/om
- Cabin  cab/in
- Timid  tim/id
Open Syllable - cv

- humid   hu/mid
- fiber   fi/ber
- demon   de/mon
- cv/cvc  cv/cvc
Open and Closed Syllables

- tonic \(\text{ton/ic}\)
- cvc/vc
- prudent \(\text{pru/dent}\)
- cv/cvc
- improvise \(\text{im/pro/vise}\)
- vc/ cv/cvce