

Story 11: The Animals

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run the software on	New Words – See Reader 11 Word List.	Capital Letters: Entire Alphabet.
Fitzroy Word Skills 2		New Sound: <i>none</i>	'oo' as in 'roof'.
Fitzroy Readers Software		Special Words: are, you & who	
Fitzroy Reader: <i>The Animals</i>			

Story Teaching Sequence

Part 1

1. Use the **Fitzroy Sound Software** to **revise** the **letter sounds**.
2. If you do not have access to the computer software or have additional time, use your own flashcards to test learners on the letter sounds.
3. Play the **Super Windmills Game** with the learners. To do so, get the learners to build a windmill with letter squares forming the wind blades. In this version of the game the windmill **doesn't need** to be balanced and it **doesn't need** a single vowel placed in its centre. Instead, it can be uneven, even a bit messy. That is fine. The idea is to simply to build as many words out of the 'wind blade squares' as possible. Encourage the learners to build the biggest windmill they can – one letter at a time – and watch them enjoy creating larger and larger words.
4. Revise the 'digraph' (that is, two or more letters put together to form a **new sound**) *oo* as in *roof* by clicking on the 'Get Ready' section on the Fitzroy Readers Software 11- 20:
 - a. Inventing several simple sentences with words that use it (e.g. '*The man was at the zoo*'). You can start off with oral sentences, and then move onto written ones. Write these sentences up on a whiteboard for learners to see; then get the learners to read them out.
 - b. *Scan* pages 8, 10 and 11 of **Reader 11** to find examples of words that use the digraph *oo* (e.g. 'roof'). Scanning means looking for these words without reading the rest of the text (to make sure learners don't start reading, simply don't give them time). Ask them to find all of the words on a page that use the digraph *oo* and then move straight onto the next page. That way they are forced to simply look for the words that use the **new sound** being taught.
5. Do **Word Skills Sheet 11A** of the Fitzroy Word Skills 2.
6. **Scan** Reader 11 for the special words 'are', 'you' and 'who'.
7. Practise the special words '**are**', '**you**' and '**who**' with learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 11- 20 or by asking them to invent several simple sentences that use them (if you wish, you can use two or more of them in the same sentence). Get them to write these sentences in their exercise book and then read them out. You can use the sight words chart given to practise the sounds with the learners.

Part 2

1. Do **Word Skills Sheet 11B** of the Fitzroy Word Skills 2. **The question mark:** This page teaches both special words and the question mark. Learners sometimes have difficulty remembering how to write a question mark, so it is often a good idea to explain to them that it is a *backwards c with a little line coming down from it and then a dot*. Repeat this a few times and they generally remember how to write it. To get the learners to remember what a question mark does, get them to look at several sentences (some that require a question mark) and ask: 'Is it [the sentence] **asking something** or **telling something**?' If it is asking something then you need a question mark. Otherwise you do not.
2. Go through the *words we know* list of words found on page i of *The Animals*. Learners can say these words whole, although if they need to sound some out that is fine too.
3. Examine the list of words used in Reader 11 and teach learners the meaning of any words they may not know.
4. Read the story *The Animals*. By this stage learners should be able to say almost all the words **whole**. Where necessary, however, it is still fine for them to sound out a few words. In general, longer new words may need to be sounded out the first few times, but after that learners shouldn't have much difficulty saying them whole.
5. Do **Word Skills Sheet 11F** of Fitzroy Word Skills 2.
6. Play the **Write** game for Reader **11** on the Fitzroy Readers Software and encourage the learners to invent their own sentences. To hear these sentences read out by a robotic voice, click on the 'hear' icon once they have been written. Try not to worry too much about what learners write. Just let them have fun. If you wish to correct their spelling, do so.

READER 11

[no new sound]

SOUNDING WORDS

jump	nuts	too
peck	moon	lump
list	held	pink

SPECIAL WORDS

you are who said

SENTENCE

You are the man who likes dogs.

Part 3

1. Play the **Alphabetics Game** with the learners using all cards **up to and including level 11** (but do not use blanks). For the basic variation of the game, the rules are simple:
 - i. Each team picks up five cards, choosing from vowel cards and consonant cards.
 - ii. Each team – or player – chooses an additional card. The team with the highest card number goes first. (Note: the card number is found in the bottom right hand corner of the card. The sixth card is returned to the deck before the game begins.) After the first team has played its hand, the rest of the teams will have their turn, moving from team to team in a clockwise direction.
 - iii. To play, each team attempts to build words with the cards they have in their hand. A word must contain **two or more** cards. A team can make more than one word per turn if possible (e.g. *p-i-g* and *i-t*). These words are then placed on the table in front of the team or person.
 - iv. Each team must finish its turn with 5 cards in hand. Any used cards must be replaced by cards from the deck (e.g. if you use three cards to make the word *p-e-t* then you will need to pick up three cards from the deck.)

- v. If a team cannot find a word to make, that team must choose two cards to discard and replace from the deck. This action is the team's **entire turn**. They **cannot** at once form a word using the new cards picked up. They must wait until their next turn.
- vi. The game will continue until either:
 - a. After a predetermined period of time has elapsed
 - b. no team can make a word or,
 - c. all of the cards have been used up

At the conclusion of the game, **add up each card's score** to determine the winner (you will find the **score** on the right hand centre of the card).

2. Do **Word Skills** Sheet **11C** of Fitzroy Word Skills 2.
3. Do **Word Skills** Sheet **11D** of Fitzroy Word Skills 2.
4. Assist the learners in answering the questions given in the "Questions" section of the Fitzroy Readers 11- 20 and do the activities.
5. Do **Word Skills** Sheet **11E** of Fitzroy Word Skills 2.
6. Do **Word Skills** Sheet **11G** of Fitzroy Word Skills 2.

Part 5 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 11 as a **spelling test** for your learners. Get them to write out any words they spell incorrectly three times.
2. Practise reading *some new words* with your learners (page iii of Reader 11).
3. Revise the **special words** 'are', 'you' and 'who'.
4. Give learners a **dictation test** from page 8 of *The Animals*.
5. Give learners a **dictation test** from page 11 of *The Animals*.
6. Use the Fitzroy Readers Software 11- 20 to listen to *The Animals* being read out.