

Table of Contents

S.No	Title	Page No
1	Preliminary Lesson Plan	
	Pre-Reader Unit 1	2
	Pre-Reader Unit 2	6
	Pre-Reader Unit 3	9
2	Fitzroy Reader Stories 31 to 40	
	1 Kate and the Rake	12
	2 The Boat	15
	3 On the Hill	17
	4 The Cat and the Fish	20
	5 Dolly Duck	23
	6 Captain Hornblower	27
	7 The Flying Doctor Service	30
	8 David the Duck	33
	9 Silas the Cat	36
	10 Shawn and the Go-Kart	39
2	Fitzroy Reader Stories 41 to 50	
	1 Timothy Comes to Stay	42
	2 The Bear Next Door	45
	3 Ling Goes to China	48
	4 Cindy's Trip to Perth	51
	5 Sir John and the Bear Brothers	55
	6 Arthur and the Crayfish	58
	7 The New Year Party	61
	8 The Inconvenient Puncture	64
	9 The Grass is Greener	68
	10 The Wisdom of Solomon	72
3	Fitzroy Reader Stories 51 to 60	76
	1 Paul's Principle	
	2 The Dirt Track	
	3 Athlete Pete	
	4 Meeting the Challenge	2

S.No	Title	Page No
	5 Transported	6
	6 David and Goliath	9
	7 Excavations	12
	8 Andrew and Diana	15
	9 Lost and Won	17
	10 The Facts of Life	20
3	Fitzroy Games	76
4	Stories and Rhymes helping learners to get acquainted with the Letters of the Alphabet	79
5	Word List for the Readers	83
6	Fitzroy Supplementary Games	84

Pre-Reader Unit 1

Fitzroy Materials Needed:

- **Fitzroy Sounds book**
- **Alphabetics Game**
- **Fitzroy Sounds Software**
- **Lesson Plans**

Classroom Materials Needed:

- **Computer** to run Software on
- **Illustrative 'letter' storybooks** or poems for the letters a, b, c & d (e.g. *The Very Hungry Caterpillar* for the letter 'c').
- **Alphabet chart**
- **Whiteboard/ Blackboard**

Additional (Optional) Materials:

- **Letter objects.** For instance, a *toy car* to help teach the letter sound 'c', or *bat* to help teach the letter sound 'b'.

New Information Taught:

- **Letter recognition** (a, b, c & d)
- **Letter sounds** (a, b, c & d)
- **Pre Letter writing**
 - o How to hold a pencil
 - o Drawing straight lines and circles
- **Letter writing practice:** *l, i, t*. (These letters can be forgotten as they will be retaught later)
- **Letter writing:** a, b, c, d.
- **Phonemic Awareness Games**

Story Teaching Sequence

Part 1

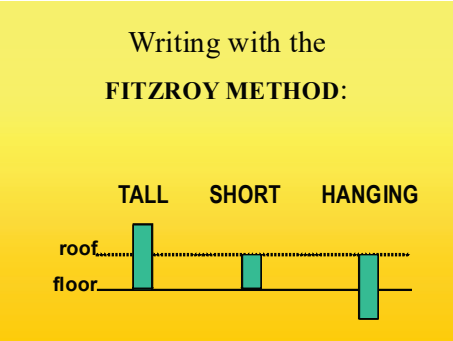
1. Ask learners if they know **what the class is about** (i.e. that it is an English class). Make sure they know what English is. Explain how learning to speak, read and write English can be useful.
2. **Discuss the alphabet** using the following steps:
 - a. Show learners an alphabet chart (either handwritten or a lower case phonic frieze).
 - b. Ask learners what the alphabet is. Help explain it to them (e.g. the 26 different shapes are called letters and they are different sizes: short, tall and hanging. They are made up from either straight lines, circles or a combination of both.)
 - c. Ask if anyone knows how many letters there are. Ask if anyone knows the names of the letters.
 - d. Teach the difference between letter names and letter sounds.
3. Use the **Fitzroy Sounds Software** to teach the sound *a!*. (Note: In the Fitzroy Method a letter followed by an exclamation mark [e.g. a!] shows that we are talking about the *sound* the letter makes, not its *name*). Use the Fitzroy Sounds folder for the letter *a* to help teach learners to recognise the letter *a*. Point to the letter *a* each time it comes up in the song. (At this stage learners are not writing the letter *a*. This will happen after they have practised some more pre-writing exercises to help improve their fine motor skills [co-ordination] and ability to hold a pencil.)
4. Write a demonstration *a* on the whiteboard (make sure it sits on the floor and touches the ceiling). Say: 'a! is short.' Get student to repeat this several times. Demonstrate several times the starting point and writing the letter.
5. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *a* (e.g. *Ten Apples Up On Top!* by Theo Le Sieg). Emphasize the *a!* every time it appears, for instance *a! – pples, a! – nts* Explain to learners that learning to recognise the letter *a* helps us to read fun stories like the one we have just read. This will motivate learners to learn the letter *a*.
6. Show learners how to hold a pencil.
7. Create oral sentences for your learners using *a!* words, highlighting the *a!* sound in each word (e.g. 'An *a! – bacus* was on the table'. Where possible, display pictures or *letter objects* (for instance an *apple* or a picture of an *ant*) and point to them each time you say the *a!* sound. Next, get your learners to think up words beginning with the sound *a!*.
8. Play the basic variation of the **Good Ears Game**.

Part 2

1. Use the **Fitzroy Sounds Software** to teach the sound *b!*. Use the Fitzroy Sounds folder for the letter *b* to help teach learners to recognise the letter *b*. Point to the letter *b* each time it comes up in the song.
2. Write a demonstration *b* on the whiteboard (make sure it starts above the roof and goes down through the roof to the floor). Say: 'b! is tall.' Get student to repeat this several times. Write the letter several times, clearly showing its starting point.
3. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *b* (e.g. *Goldilocks and the Three Bears*). Emphasize the *b!* every time it appears, for instance *b! – ears, b! – aby*. This will motivate learners to learn the letter *b*.
4. Create oral sentences for your learners using *b!* words, highlighting the *b!* sound in each word (e.g. 'A *b! – ed* was in the *b! – ig hut*'. Where possible, display pictures or *letter objects* (for instance a *bag* or a *bat*) and point to them as you say the *b!* sound. Next, get your learners to think up words beginning with the sound *b!*.
5. Get learners to **draw a picture**, using only straight lines.
6. Use letter *a* and *b* **flashcards** (if you don't have any you can use letter cards from the Alphabetics) to

test letter recognition. After holding up a flashcard, get learners to say the sound of the letter shown on the card.

Part 3

1. **Teach learners to write the letter /.** Write it several times on the whiteboard, each time repeating the sound it makes. While doing so, explain that letters can actually be written in two ways – what we call *upper* and *lower* case (don't worry if they forget the terms!). Write an upper case L on the whiteboard to demonstrate and explain that it makes the same sound as the lower case l (you can point to both the upper and the lower case L, saying their sound to make this point clear). Then say that we are going to teach them to write the lower case letters first since they are more common (so we will need them more often). It is necessary to explain this point because some learners have already seen the upper case letters and if you say nothing it may be confusing for them.
 2. Explain that although in life most things – like people – come in all sorts of different sizes, letters only have three sizes: *tall*, *short* and *hanging*. Tall letters start above the roof (ceiling) then go down through the roof to the floor; short letters start at the roof and stand on the floor; and hanging letters start from the roof while a part of them hangs down below the floor (see picture). The important thing to note is that all letters in each type are always the same height (i.e. all short letters – e.g. *a* and *i* are the same height; all tall letters – e.g. *h* and *l* – are the same height; and all hanging letters – e.g. *y* and *q* – are the same height and also hang down by the same amount).
- 
3. Get learners to repeat *ll* is tall. Then get learners to copy the letter *l* onto paper.
 4. **Teach learners to write the letter i.** Write it several times on the whiteboard, each time repeating the sound it makes. Get learners to say '*i! is short*' several times. Then get them to copy it onto paper.
 5. **Teach learners to write the letter t.** Write it several times on the whiteboard, each time repeating the sound it makes. Get learners to say several times '*t! is tall*'. Then get them to copy it onto paper.
 6. Write the word *it* on a whiteboard. Point to its two letters and say them one by one: *i! t!* Next, say the two letters together as a word: *it*. Finally, invent a group (class) oral **story** about a friendly monster called **It**. Every time the word *it* comes up in the story, point to it on the whiteboard. If this is too advanced, a simpler idea is to get learners to create their own 'it' drawing and label it 'it'.
 7. So that the '*it*' story can be remembered and read out, write it down in a notebook as your learners invent it – one sentence at a time.
 8. Play the basic variation of the **Good Ears Game**.
 9. Use the **Fitzroy Sounds Software** to practise the sound *a!*. Use the Fitzroy Sounds folder for the letter *a* to help teach learners to recognise the letter *a*. Point to the letter *a* each time it comes up in the song.

Part 4

1. Use the Fitzroy Sounds Software to teach the sound *c!*. Use the Fitzroy Sounds folder for the letter *c* to help teach learners to recognise the letter *c*. Point to the letter *c* each time it comes up in the song.
2. Write a demonstration *c* on the whiteboard (make sure it sits on the floor and touches the ceiling). Say: '*c! is short.*' Get student to repeat this several times. Demonstrate several times the starting point and writing of the letter.
3. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *c* (e.g. *The Very Hungry Caterpillar*). Emphasize the *c!* every time it appears, for instance *c! – aterpillar*. This will motivate learners to learn the letter *c*.
4. Create oral sentences for your learners using *c!* words, highlighting the *c!* sound in each word (e.g. 'A

c! – at was on the c! – arpet’). Where possible, display pictures or *letter objects* (for instance a *cap* or a *cup*) and point to them as you emphasize the *c!* sound. Next, get your learners to think up words beginning with the sound *c!*.

5. Play the basic variation of the **Good Ears Game**.
6. Use the **Fitzroy Sounds Software** to practise the sound of the letter *b!*. Use the Fitzroy Sounds folder for the letter *b* to help teach learners to recognise the letter *b*. Point to the letter *b* each time it comes up in the song.

Part 5

1. Use *a, b and c flashcards* (if you don’t have any you can use letter cards from the Alphabetics Game) to test learners letter recognition. After holding up a flashcard, get learners to say the sound of the letter shown on the card.
2. Get learners to draw an *a!* picture (for instance an *apple*), writing the letter *a* underneath it.
3. Get learners to draw a *b!* picture (for instance an *bat*), writing the letter *b* beneath it.
4. Use the **Fitzroy Sounds Software** to practise the sound of the letter *c!*. Use the Fitzroy Sounds folder for the letter *c* to help teach learners to recognise the letter *c*. Point to the letter *c* each time it comes up in the song.
5. Get learners to draw a *c!* picture (for instance an *cat*), writing the letter *c* beneath it.

Part 6

1. Use the Fitzroy Sounds Software to teach the sound *d!*. Use the Fitzroy Sounds folder for the letter *d* to help teach learners to recognise the letter *d*. Point to the letter *d* each time it comes up in the song.
2. Write a demonstration **d** on the whiteboard (make sure it starts above the roof and goes down through the roof to the floor). Say: ‘*d!* is tall.’ Get student to repeat this several times. Write the letter several times, clearly showing its starting point.
3. Select and read an ‘illustrative letter story’ book (poem or nursery rhyme) associated with the letter *d* (e.g. *The Ugly Duckling*). Emphasize the *d!* every time it appears, for instance *d! – uckling*. This will motivate learners to learn the letter *d*.
4. Create oral sentences for your learners using *d!* words, highlighting the *d!* sound in each word (e.g. ‘*A d! – ot on a whiteboard*’). Where possible, display pictures or *letter objects* (for instance a *door* or some *dice*) and point to them each time you say the sound *d!*. Next, get your learners to think up words beginning with the sound *d!*.
5. Play the basic variation of the **Good Ears Game**.
6. Use *a, b, c & d flashcards* (if you don’t have any you can use letter cards from the Alphabetics Game) to test learners letter recognition. After holding up a flashcard, get learners to say the sound of the letter shown on the card.

Part 7

1. Use the **Fitzroy Sounds Software** to practise the sound of the letter *d!*. Use the Fitzroy Sounds folder for the letter *d* to help teach learners to recognise the letter *d*. Point to the letter *d* each time it comes up in the song.
2. Get learners to draw a *d!* picture (for instance an *duck*), writing the letter *d* beneath it.
3. Use the **Fitzroy Sounds Software** to teach the sounds of the first four letters *a, b, c* and *d*.
4. Use the **Fitzroy Sound Software** to teach the sounds of the first four letters *a, b, c* and *d*.

Pre-Reader Unit 2

Fitzroy Materials Needed:

- **Fitzroy Sounds book**
- **Alphabetics Game**
- **Fitzroy Sounds Software**
- **Lesson Plans**

Classroom Materials Needed:

- **Computer** to run Software on
- **Illustrative 'letter' storybooks** or poems for the letters f, h, i & m (e.g. *The Frog Prince* for the letter 'f').
- **Alphabet chart**
- **Whiteboard/ Blackboard**
- **If**, by Sarah Perry

Additional (Optional) Materials:

- **Letter objects.** For instance, a *hat* to help teach the letter sound 'h', or *toy mouse* to help teach the letter sound 'm'.

New Information Taught:

- **Letter recognition** (f, h, i & m)
- **Letter sounds** (f, h, i & m)
- **Pre Letter writing - Revision**
 - How to hold a pencil
 - Drawing straight lines and circles
- **Letter writing:** f, h, i, m.
- **Phonemic Awareness Games**

Story Teaching Sequence

Part 1

1. Play the basic variation of the **Good Ears Game**.
2. Use the **Fitzroy Sounds Software** to teach the sound *f!*. Use the Fitzroy Sounds folder for the letter *f* to help teach learners to recognise the letter *f*. Point to the letter *f* each time it comes up in the song.
3. Write a demonstration **f** on the whiteboard (make sure it starts above the roof and goes down through the roof to the floor). Say: 'f! is tall.' Get student to repeat this several times. Write the letter several times, clearly showing its starting point.
4. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *f* (e.g. *The Frog Prince* by the Brothers Grimm). Emphasize the *f!* every time it appears, for instance *f!* – *rog*, *f!* – *ountain*. Explain to learners that learning to recognise the letter *f* helps us to read fun stories like the one we have just read. This will motivate learners to learn the letter *f*.

5. Practise drawing a picture using just straight lines and circles.
6. Create oral sentences for your learners using *f!* words, highlighting the *f!* sound in each word (e.g. 'A *f!* – *ig* was on the table'). Where possible, display pictures or *letter objects* (for instance a real fig or a toy frog). Next, get your learners to think up words beginning with the sound *f!*.

Part 2

1. Use the **Fitzroy Sounds Software** to teach the sound *h!*. Use the Fitzroy Sounds folder for the letter *h* to help teach learners to recognise the letter *h*. Point to the letter *h* each time it comes up in the song.
2. Write a demonstration **h** on the whiteboard (make sure it starts above the roof and goes down through the roof to the floor). Say: 'h! is tall.' Get student to repeat this several times. Write the letter several times, clearly showing its starting point.
3. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *h* (e.g. *Hop on Pop* by Dr. Seuss). Emphasize the *h!* every time it appears, for instance *h!* – *op*. This will motivate learners to learn the letter *h*.
4. Create oral sentences for your learners using *h!* words, highlighting the *h!* sound in each word (e.g. 'A *h!* – *en* was on the *h!* – *ill*'). Where possible, display pictures or *letter objects* (for instance a hat or a heater). Next, get your learners to think up words beginning with the sound *h!*.
5. Use *a, b, c, d, f & h* **flashcards** (if you don't have any you can use letter cards from the Alphabetics Game) to test letter recognition. After holding up a flashcard, get learners to say the sound of the letter shown on the card.
6. Play the basic variation of the **Good Ears Game**.

Part 3

1. Play the **advanced** variation of the **Good Ears Game**.
2. Use the **Fitzroy Sounds Software** to practise the sound of the letter *i!*. Use the Fitzroy Sounds folder for the letter *i* to help teach learners to recognise the letter *i*. Point to the letter *i* each time it comes up in the song.
3. Write a demonstration **f** on the whiteboard (make sure it starts above the roof and goes down through the roof to the floor). Say: 'f! is tall.' Get student to repeat this several times. Write the letter several times, clearly showing its starting point.
4. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *i* (e.g. *If* by Sarah Perry). Emphasize the *i!* every time it appears, for instance *i!* – *f*. This will motivate learners to learn the letter *i*.
5. Create oral sentences for your learners using *i!* words, highlighting the *i!* sound in each word (e.g. 'An *i!* – *nsect* ate some *i!* – *nk*'). Where possible, display pictures or *letter objects* (for instance some *ink* or a picture of an igloo). Next, get your learners to think up words beginning with the sound *i!*.

Part 4

1. Use the **Fitzroy Sounds Software** to teach the sound *m!*. Use the Fitzroy Sounds folder for the letter *m* to help teach learners to recognise the letter *m*. Point to the letter *m* each time it comes up in the song.

2. Write a demonstration **m** on the whiteboard (make sure it sits on the floor and touches the ceiling). Say: 'm! is short.' Get student to repeat this several times. Write the letter several times, clearly showing its starting point.
3. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *m* (e.g. *The Brave Mice* by Aesop). Emphasize the *m!* every time it appears, for instance *m! – ice*. This will motivate learners to learn the letter *m*.
4. Create sentences using *m!* words, highlighting the *m!* sound in each word (e.g. 'A *m! – onkey* was next to *m! – um*'). Where possible, display pictures or *letter objects* (for instance a *toy monkey* or a cup of *milk*). Next, get your learners to think up words beginning with sound *m!*.
5. Play the advanced variation of the **Good Ears Game**.
6. Use the **Fitzroy Sounds Software** to practise the sound of the letter *m!*. Use the Fitzroy Sounds folder for the letter *m* to help teach learners to recognise the letter *m*. Point to the letter *m* each time it comes up in the song.

Part 5

1. Use the **Fitzroy Sounds Software** to teach the sounds of the four letters *f*, *h*, *i* and *m*.
2. Use the **Fitzroy Sounds Software** to teach the sounds of the letters *f*, *h*, *i* and *m*.
3. Get learners to draw an *f!*, *h!*, *i!* or *m!* picture (they can choose the letter picture they wish to draw – e.g. a picture of 'mum' for the letter *m*). After finishing their picture, get them to write their chosen letter beneath it. Use *a*, *b*, *c*, *d*, *f*, *h*, *i* & *m* **flashcards** (if you don't have any you can use letter cards from the Alphabetics Game) to test learners' letter recognition. After holding up a flashcard, get learners to say the sound of the letter shown on the card.
4. Play the advanced variation of the **Good Ears Game**.
5. Read **If** by Sarah Perry. Have learners draw their own *if* pictures, writing 'if' beneath them and explaining their picture orally (e.g. If pigs could fly...)

Pre-Reader Unit 3

Fitzroy Materials Needed:

- **Fitzroy Sounds book**
- **Alphabetics Game**
- **Fitzroy Sounds Software**
- **Lesson Plans**

Classroom Materials Needed:

- **Computer** to run Software on
- **Illustrative ‘letter’ storybooks** or poems for the letters n, o, r, s & t (e.g. *Not a Nibble!* by Elizabeth Honey for the letter *n*).
- **Alphabet chart**
- **Whiteboard/ Blackboard**

Additional (Optional) Materials:

- **Letter objects.** For instance, an *orange* to help teach the letter sound ‘*o*’, or *ribbon* to help teach the letter sound ‘*r*’.

New Information Taught:

- **Letter recognition:** n, o, r, s & t
- **Letter sounds:** n, o, r, s & t
- **Letter writing:** n, o, r, s & t
- **Phonemic Awareness Games**

Story Teaching Sequence

Part 1

1. Play the advanced variation of the **Good Ears Game**.
2. Use the **Fitzroy Sounds Software** to teach the sound *n!*. Use the Fitzroy Sounds folder for the letter *n* to help teach learners to recognise the letter *n*. Point to the letter *n* each time it comes up in the song.
3. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *n* (e.g. *Not a Nibble!* by Elizabeth Honey). Emphasize the *n!* every time it appears, for instance *n! – ot, n! – ibble*. Explain to learners that learning to recognise the letter *n* helps us to read fun stories like the one we have just read. This will motivate learners to learn the letter *n*.
4. Create oral sentences for your learners using *n!* words, highlighting the *n!* sound in each word (e.g. 'A *n! – et was in the water*') Where possible, display pictures or *letter objects* (for instance a 'net' or a 'nectarine'). Next, get your learners to think up words beginning with the sound *n!*.

Part 2

1. Use the **Fitzroy Sounds Software** to teach the sound *o!*. Use the Fitzroy Sounds folder for the letter *o* to help teach learners to recognise the letter *o*. Point to the letter *o* each time it comes up in the song.
2. Select and read an 'illustrative letter story' book or poem associated with the letter *o* (e.g. the nursery rhyme, *Oranges and Lemons*). Emphasize the *o!* every time it appears, for instance *o! – ranges*. This will motivate learners to learn the letter *o*.
3. Create oral sentences for your learners using *o!* words, highlighting the *o!* sound in each word (e.g. 'An *o! – tter was next to the o! – ctopus*'). Where possible, display pictures or *letter objects* (for instance, an orange).
4. Use *f, h, i, m, n & o flashcards* (if you don't have any you can use letter cards from the Alphabetics Game) to test letter recognition. After holding up a flashcard, get learners to say the sound of the letter shown on the card.
5. Play the advanced variation of the **Good Ears Game**.

Part 3

1. Use the **Fitzroy Sounds Software** to practise the sound of the letter *r!*. Use the Fitzroy Sounds folder for the letter *r* to help teach learners to recognise the letter *r*. Point to the letter *r* each time it comes up in the song.
2. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *r* (e.g. the fairytale, *Rapunzel*). Emphasize the *r!* every time it appears, for instance *R! – apunzel*. This will motivate learners to learn the letter *r*.
3. Create oral sentences for your learners using *r!* words, highlighting the *r!* sound in each word (e.g. '*R! – oger R! – abbit r! – ang me*'). Where possible, display pictures or *letter objects* (for instance a rope or a toy raft). Next, get your learners to think up words beginning with the sound *r!*.

Part 4

1. Use the **Fitzroy Sounds Software** to teach the sound *s!*. Use the Fitzroy Sounds folder for the letter *s* to help teach learners to recognise the letter *s*. Point to the letter *s* each time it comes up in the song.
2. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *s* (e.g. *The Sneetches*, by Dr. Seuss). Emphasize the *s!* every time it appears, for instance *s! – neetches*. This will motivate learners to learn the letter *s*.

3. Create oral sentences for your learners using *s!* words, highlighting the *s!* sound in each word (e.g. 'A *s!* – ong about *s!* – even *s!* – nakes'). Where possible, display pictures or *letter objects* (for instance a *toy snake* or a [tea cup] *saucer*). Next, get your learners to think up words beginning with the sound *s!*.
4. Play the advanced variation of the **Good Ears Game**.
5. Use the **Fitzroy Sounds Software** to practise the sound of the letter *s!*. Use the Fitzroy Sounds folder for the letter *s* to help teach learners to recognise the letter *s*. Point to the letter *s* each time it comes up in the song.

Part 5

1. Use the **Fitzroy Sounds Software** to teach the sound *t!*. Use the Fitzroy Sounds folder for the letter *t* to help teach learners to recognise the letter *t*. Point to the letter *t* each time it comes up in the song.
2. Select and read an 'illustrative letter story' book (poem or nursery rhyme) associated with the letter *t* (e.g. *Thomas the Tank Engine*, by Rev. W. Awdry). Emphasize the *t!* every time it appears, for instance *t! – ank*. This will motivate learners to learn the letter *t*.
3. Create oral sentences for your learners using *t!* words, highlighting the *t!* sound in each word (e.g. 'A *t!* – oddler *t!* – osses a *t!* – eddy at the *t!* – ree.') Where possible, display pictures or *letter objects* (for instance a *tree*). Next, get your learners to think up words beginning with the sound *t!*.
4. Play the advanced variation of the **Good Ears Game**.
5. Use the **Fitzroy Sounds Software** to practise the sound of the letter *t!*. Use the Fitzroy Sounds folder for the letter *t* to help teach learners to recognise the letter *t*. Point to the letter *t* each time it comes up in the song.

Part 6

1. Use the **Fitzroy Sounds Software** to help revise the sounds of the five letters *n, o, r, s*.
2. Use the **Fitzroy Sounds Software** to teach the sounds of the five letters *n, o, r, s* and *t*.
3. Get learners to draw an *n!*, *o!*, *r!*, *s!* or *t!* picture (they can choose the letter picture they wish to draw – e.g. a picture of an 'orange' for the letter *o*). After finishing their picture, get them to write their chosen letter beneath it.
4. Use **flashcards** (if you don't have any you can use letter cards from the Alphabetics Game) to test learners to recognise each of the 13 letters in the first reader, *A Fat Cat*: *a, b, c, d, f, h, i, m, n, o, r, s* & *t*. After holding up a flashcard, get learners to say the sound of the letter shown on the card.
5. Play the advanced variation of the **Good Ears Game**.
6. Use the **Fitzroy Sounds Software** to teach the 13 letters in the first reader, *A Fat Cat*: *a, b, c, d, f, h, i, m, n, o, r, s* & *t*.
7. Since learners have not yet learned the letter *q*, you will need to tell them what sound it makes. If they need reminding during this exercise simply help them as many times as needed, but don't worry if they forget. They will learn the letter *q* properly in Reader 8X.

Story 31: Kate and the Rake

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 31 Word List	Old Sound: <i>ee</i> as in <i>tree</i> and <i>n't</i> as in <i>didn't</i>
Fitzroy Word Skills 4		New Sound: <i>a-e</i> as in <i>cake</i> and <i>ou</i> as in <i>out</i>	
Fitzroy Readers Software		Special Words: head, birthday, magic, any, many, beautiful & ghost	
Fitzroy Reader: <i>Kate and the Rake</i>			

Story Teaching Sequence

Part 1

- Teach the '**digraph** *a-e*' as in *cake* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **a-e** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound. Next, teach this rule: when we write the letter **a**, then another letter, then an **e**, this final **e** makes the **a** sound its name **ay**. Learners should learn to say this whole point by rote.
 - Get learners to invent several simple sentences with words that use it (e.g. 'I can **take** what I want.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **a-e** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 31** to find examples of words that use the new sound **a-e**. 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 new sound **a-e** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **a-e**.
- Teach the '**digraph** *ou*' as in *out* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **ou** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'That is **our** car.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the*

brain – get learners to write words with the new sound (digraph) **ou** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.

- c. Get learners to scan **Reader 31** to find examples of words that use the new sound **ou**. 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 new sound **ou** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ou**.
 3. Do **Word Skills Sheet 31A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
 4. **Scan** Reader 31 for the **special words** 'head', 'birthday', 'magic', 'any', 'many', 'beautiful' & 'ghost' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. 'magic') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Note:** To make things easier, get learners to focus on finding **three** special words at a time. Trying to get them to remember all seven words at the same time will most likely confuse them.
5. Dictate the following sentences to your learners:
 - a. The magic head was very beautiful.
 - b. Are there any ghosts in our room?
 - c. There are many ghosts.

Get learners to write out any word they spell incorrectly three times in their exercise book.

6. Do **Word Skills Sheet 31B** of the Fitzroy Word Skills 4.
7. Play the *Why...Because Game*. Like the '*If I...then you will*' Game this simple game is a lot of fun for learners. It requires half of the class to write down a 'why?' sentence (e.g. Why did the rabbit cross the road?) and the other half to write down a 'because' sentence (e.g. 'because it was a hot day). What makes the game so much fun is that no one knows what anyone else has written. In other words, you simply ask one learner from the 'why?' half of the class to read out his sentence and then combine it with a sentence a learner wrote from the 'because' half of the class. Almost always this produces hilarious results (e.g. Why did I fall on the ground? Because pigs can fly.) The aim of the game isn't, naturally, to create sentences that make sense when put together with the other half (although this may happen), rather it is to improve writing and creativity. The results are so much fun that learners usually can't wait to write down more sentences.
8. Examine the list of words used in Reader 31 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like '**rake**', you should try to bring one into class. If that is too hard, bring in a picture (you should be able to Google something you can print out). Whatever you bring in, demonstrate with actions (either imaginary or real) how to use a rake. Next, get learners to imagine that they are all holding a rake in their hands. Then get them to imagine that they are raking up a huge pile of leaves on the ground. Get them to rake up the leaves and say 'I use a rake to clean up the leaves'. By getting learners involved in the learning process they will remember a lot more.

Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

Part 2

1. Go through the *words we know* list of words found on page i of *Kate and the Rake*. Learners should try to say these words whole, although if they need to sound some out that is fine too.
2. Get learners to read *Kate and the Rake* out loud, one paragraph each at a time. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills** Sheet **31F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **31** 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.
4. Play **Number Ears** with learners using the words we've used list at the end of Reader 31 (page iii). Read out these words and get learners to tell you **both** *how many sounds there are in the word* and then *what the sounds are*.
5. Do **Word Skills** Sheet **31C** from Fitzroy Word Skills 4.
6. Spend 5 minutes revising the list of words used in Reader 31 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.

READER 31

a-e as in **cake**

ou as in **out**

SOUNDING WORDS

game	pale	date	brake
shake	grape	fake	escape
blame	fame	grape	mistake
out	loud	proud	cloud
louder	found	ground	sound
shout	about	around	

SPECIAL WORDS

head	birthday	any	many
magic	ghost	beautiful	

SENTENCE

The beautiful snake was not scared of the sound.

Part 3

1. Do **Word Skills** Sheet **31D** from Fitzroy Word Skills 4.
2. Do **Word Skills** Sheet **31E** from Fitzroy Word Skills 4.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 31** (but do not use blanks). This time play a slightly more **advanced variation of the game** where learners can **steal** ('plunder') each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**').

Note: In this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:

- 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. 15 minutes have 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).
4. Revise the old sounds ee as in tree and n't as in didn't. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills** Sheet **31G** (Practical English) from Fitzroy Word Skills.
- i. **Subjects for Discussion:** Discussing ideas is a great way to learn to use new vocabulary fluently. It is also a great way to clarify ideas and discover new ones. If learners need to write an essay on a subject, it is almost always beneficial to let them discuss it first. Better still, get them to discuss the subject *a day before they need to write about it*. This will give their *unconscious mind time to digest the material*. As a result, what they end up writing will be of a higher quality than it would have been had you made them write about the subject immediately after discussing it. To help with this exercise, get learners to make oral suggestions before they begin to write.
 - ii. **Common English Usage:** Learners often get lazy with their writing. As a result, it is easy for them to keep using the same words and phrases. This is a problem because it means their language skills can remain static. To overcome this, you need to encourage them to say things in new ways, to push the boundaries of what they know. This exercise helps them to do that since they are forced to find new ways to say the same thing. As a result, their language skills naturally grow.
 - iii. **Practical English:** These exercises allow the learners to use their writing skills in practical ways. They learn organizational ability and layout skills.
6. Do Word Skills Sheet 31H from Fitzroy Word Skills 4.
- Subjects to Write About:** Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Note: Before getting learners to do the exercise it is a good idea to get them to brainstorm ideas orally.
Working with the Script: Get learners to do one of the three exercises given. That is enough, unless you have a lot of time and need more material to work with. These exercises develop a learner's ability to summarize material, to be aware of details specific to a scene, and they give practice with dialogue.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 31 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 31). Get learners to invent as many more words as they can using the special sound **a-e** as in **cake** and **ou** as in **out**.
3. Revise the **special words** 'head', 'birthday', 'magic', 'any', 'many', 'beautiful' & 'ghost'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. '**Any** magic trick on a **birthday** is a **beautiful** thing.' = 4 points).
4. Give learners a **dictation test** from page 5 of *Kate and the Rake*.
5. Divide learners up into pairs (or, if you don't have enough copies of *Kate and the Rake*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 31. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Kate and the Rake* until the last page is done. This game is an effective way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process.

Note: how they are more animated as they test each other than they are when you test them.
Names of the letters: If learners still do not know the names of the letters then now is the time to teach them.

6. Use the Fitzroy Readers Software 31- 40 to listen to *The Woodpecker and the Tug boat* being read out.
Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 32: The Boat

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play software on	New Words – See Reader 32 Word List	Old Sound: <i>a-e</i> as in <i>cake</i> and <i>ou</i> as in <i>out</i>
Fitzroy Word Skills 4		New Sound: <i>oa</i> as in <i>boat</i> and <i>u</i> as in <i>bush</i>	
Fitzroy Readers Software		Special Words: squeal, near, music, aboard, idea, through, wonderful & finally	
Fitzroy Reader: <i>The Boat</i>			

Story Teaching Sequence

Part 1

- Teach the **'digraph' oa** as in **boat** (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **oa** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound. Remind learners that it is **their job** to remember which words use which particular spelling.
 - Get learners to invent several simple sentences with words that use it (e.g. 'That is a beautiful **goat**.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get Learners to write words with the new sound (digraph) **oa** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 32** to find examples of words that use the new sound **oa**. 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 new sound **oa** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **oa**.
- Teach the **single letter extra sound u** as in **bush** (a **single letter extra sound** is a letter that changes its basic sound e.g. the *i* in 'find'). To do so:
 - Get learners to brainstorm **u** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'We had to **push** the car.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **u** in a **coloured pen or pencil**.

When finished, the sentences should be read out to the class.

- c. Get learners to scan **Reader 32** to find examples of words that use the new sound **u**. 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 new sound **u** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **u**.
3. Do **Word Skills Sheet 32A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
4. Scan Reader 32 for the special words 'squeal', 'near', 'music', 'aboard', 'idea', 'through', 'wonderful' & 'finally' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. 'wonderful') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **four** special words at a time. Trying to get them to remember all eight words at the same time will most likely confuse them.

5. Dictate the following sentences to your learners:
 - a. We finally had the idea to jump aboard.
 - b. The band played a lot of wonderful music near the park.
 - c. Why do you squeal so much?

Get learners to write out any word they spell incorrectly three times in their exercise book.

6. Go through the *words we know* list of words found on page i of *The Boat*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
7. Examine the list of words used in Reader 32 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like '**captain**', you should try to bring one of a captain on a boat. Then chat to learners about what a captain on a boat or ship needs to do and get them to imagine that they are all captains of an enormous ship. Have them say, 'I am the captain of this ship. Listen to my orders.' Then get them to imagine taking the wheel of the ship and steering through some rough seas. Have them repeat several times out loud that they are the captain of the ship. A game like this isn't just fun, it also involves learners in the learning process so they will remember a lot more. Whatever you choose to do, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

8. Do **Word Skills Sheet 32B** of the Fitzroy Word Skills 4.

READER 32

oa as in **boat**

u as in **bush**

SOUNDING WORDS

road	boat	coat	load
toad	moat	croak	croaked
loaf	float	floated	
bush	push	put	full
pull	bull	bullet	

SPECIAL WORDS

squeal	near	idea	music
through	finally	wonderful	
aboard	mean	beautiful	

SENTENCE

The boat trip was at the beginning of a wonderful holiday.

Part 2

1. Get learners to take turns reading out paragraphs in *The Boat* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **32F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **32** 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.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 32 (page iii). Read out as many of these words as you can given your time frame and get learners to tell you **both** *how many sounds there are in the word* and then *what the sounds are*.
4. Spend 5 minutes revising the list of words used in Reader 32 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.

Note: Don't forget that people remember a lot more if you have several short sessions on a topic rather than one long one. For learners to remember new words it is a big help to study them briefly on several occasions. Studying in this manner greatly improves the likelihood that the words will be remembered.

5. Get learners to write a short story entitled 'My Magic Trick'. If they don't have time to finish it in class, get them to complete it for homework.

Part 3

1. Do **Word Skills** Sheet **32C** from Fitzroy Word Skills 4.

Full stops revision: If you look at a full stop it looks a bit like a stone or a rock. One way for learners to remember what it does is by saying that it is a bit like a large stone that words have to climb over to keep going with their next sentence. It's not easy, so when the words get to the top of the stone they need to pause to figure out the safest way to step back down onto the ground. And that is what a full stop shows – that words pause for a bit before continuing on with their next sentence. This, naturally, is just one possible way to help learners remember what a full stop does. Feel free to think of your own if you wish.

2. Do **Word Skills** Sheet **32D** from Fitzroy Word Skills 4.

Place names: Explain to learners that just as their names are important, so are place names. That is why they are both written with capital (big) letters. You want to show that it's not just any place we are talking about but a particular place – an important place. That's why it needs a capital letter. Of course, this is just one possible explanation you could give to learners to help them remember to capitalize place names. Perhaps you can think of a better one. If so, use it!

3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 32** (but do not use blanks). This time play the more advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him.

Apart from being able to **steal** words, the rest of the rules of the game are the same:

- 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. 15 minutes have 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).

4. Do **Word Skills Sheet 32E** from Fitzroy Word Skills 4.
5. Revise the old sounds **a-e** as in **cake** and **ou** as in **out**. Get learners to think of and write down as many words as they can using these digraphs.
6. Do **Word Skills Sheet 32G** (Practical English) from Fitzroy Word Skills.

Common English Usage (revision): Learners often get lazy with their writing. As a result, it is easy for them to keep using the same words and phrases. This is a problem because it means their language skills can remain static. To overcome this, you need to encourage them to say things in new ways, to push the boundaries of what they know. This exercise helps them to do that since they are forced to find new ways to say the same thing. As a result, their language skills naturally grow.

7. Do **Word Skills Sheet 32H** from Fitzroy Word Skills 4.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners. To help with this exercise, brainstorm either as a class or have five minutes for learners to jot down their own ideas before beginning to write.

Working with the Script: The more different things learners are asked to try when writing English, the greater their language skills will become. This exercise not only helps Learners expand their written skills, it also teaches them that things can always be written in another way. This helps free their imagination. Get learners to do one of the three exercises given. That is enough, unless you have a lot of time and need more material to work with.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 32 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 32). Get learners to invent as many more words as they can using the special sound **oa** as in **boat** and **u** as in **push**.
3. Revise the **special words** 'squeal', 'near', 'music', 'aboard', 'idea', 'through', 'wonderful' & 'finally'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. '**Finally** we had the **wonderful idea** to go **through** the bushes just **near** the road he played the **music** on.' = 6 points).

4. Give learners a **dictation test** from page 2 of *The Boat*.

Note: Do not worry if learners don't use quotes. They will learn them later.

5. Give learners a **dictation test** from page 9 of *The Boat*.

Note: Do not worry if learners don't use quotes. They will learn them later.

6. Divide learners up into pairs (or, if you don't have enough copies of *The Boat*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 32. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Boat* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process.

Note how they are more animated as they test each other than they are when you test them.

Names of the letters: If learners still do not know the names of the letters then now is the time to teach them.

7. Use the Fitzroy Readers Software 31- 40 to listen to *The Boat* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 33: On the Hill

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 33 Word List	Old Sound: <i>oa</i> as in <i>boat</i> and <i>u</i> as in <i>bush</i>
Fitzroy Word Skills 4		New Sound: <i>i-eas</i> in <i>bike</i>	
Fitzroy Readers Software		Special Words: curling, blue, turn, know, juice & great	
Fitzroy Reader: <i>On the Hill</i>			

Story Teaching Sequence

Part 1

- Teach the **'digraph' i-e** as in *bike* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **i-e** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound. Next, teach this rule: when we write the letter **i**, then another letter, then an **e**, this final **e** makes the **i** sound its name **I** (e.g. the long vowel sound [pronounced 'eye']). Learners should learn to say this whole point by rote.
 - Get learners to invent several simple sentences with words that use it (e.g. 'I went for a ride on my bike.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get Learners to write words with the new sound (digraph) **i-e** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 33** to find examples of words that use the new sound **i-e**. 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 new sound **i-e** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **i-e**.
- Do **Word Skills** Sheet **33A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
- Scan** Reader 33 for the **special words** 'curling', 'blue', 'turn', 'know', 'juice' & 'great' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. 'know') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three** special words at a time. Trying to get them to remember all six words at the same time will most likely confuse them.

4. Dictate the following sentences to your learners:

- a. I know it is a great juice to drink.
- b. The blue fish turned in the water.
- c. The vine was curling up the tree.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Play the *Why...Because Game*. Like the 'If I....then you will' Game this simple game is a lot of fun for learners. It requires half of the class to write down a 'why?' sentence (e.g. Why did the rabbit cross the road?) and the other half to write down a 'because' sentence (e.g. 'because it was a hot day). What makes the game so much fun is that no one knows what anyone else has written. In other words, you simply ask one learner from the 'why?' half of the class to read out his sentence and then combine it with a sentence a learner wrote from the 'because' half of the class. Almost always this produces hilarious results (e.g. Why did I fall on the ground? Because pigs can fly.) The aim of the game isn't, naturally, to create sentences that make sense when put together with the other half (although this may happen), rather it is to improve writing and creativity. The results are so much fun that learners usually can't wait to write down more sentences.
6. Examine the list of words used in Reader 33 (See the Fitzroy Word Lists) and teach Learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like 'glide', you should try to bring a picture of a plane gliding through the air. Then get learners to pretend to be planes gliding through the air. Have them say, 'I am gliding through the sky. I am gliding high up in the wind.' Have them repeat several times out loud that they are gliding. A game like this isn't just fun, it also involves learners in the learning process so they will remember a lot more. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

7. Do **Word Skills** Sheet **33B** of the Fitzroy Word Skills 4.

Part 2

1. Go through the *words we know* list of words found on page i of *On the Hill*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
2. Get learners to take turns reading out sentences in *On the Hill* until the entire Reader is read. By this stage learners should be able to say almost all of 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.

READER 33

i-e as in bike

SOUNDING WORDS

bike	strike	likes	spike
tribe	lime	time	grime
slime	side	hide	size
prize	line	mine	five
strive	shrine	nine	combine

SPECIAL WORDS

curling	blue	turn	nice
know	juice	great	

SENTENCE

The tribe will hide when the nine bears arrive.

3. Do **Word Skills** Sheet **33F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **33** 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.
4. Get learners to use as many words as they can from the **words we've used** list at the end of Reader 33 (page iii) to construct a **Super Windmill**. To do so, get learners to build a windmill with letter squares forming the wind blades. 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 simply to build as many wind blades from the *words we've used* as possible. Encourage learners to build the biggest windmill they can, all the while trying to make it as beautiful and colourful as they can.
5. Spend 5 minutes revising the list of words used in Reader 33 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Get learners to create a comic illustration entitled 'The Magic Ghost'. Get them to draw one or more pictures with illustrative text beneath it. If they don't have time to finish their comic illustration in class then they can complete it for homework.

Part 3

1. Do **Word Skills** Sheet **33C** from Fitzroy Word Skills 4. **Contractions (revision):** When explaining contractions to your learners, be sure to tell them what the original pre-contracted words are (e.g. wasn't = was + not). If they are not aware that words like **didn't** actually come from two words, then they are likely to spell it *didnt* and forget about the digraph **n't** altogether. Also, if you want teach learners the term 'contraction', then you should also demonstrate 'contraction' with your hands while explaining the meaning. Put two hands apart, draw them together and say 'contraction'. That way, learners will **see as well as hear** what 'contraction' means. **Apostrophes:** To help learners remember how to write apostrophes, you can tell them that they are like 'flying commas'.
2. Do **Word Skills** Sheet **33D** from Fitzroy Word Skills 4.
Verbs: Verbs are **doing** words. Together with nouns they represent the most important parts of speech. The world is populated by people and things (nouns) and these people and things **do things** (verbs). Explain to learners that the words in English that describe what people and things **do** are called **verbs**.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 33** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Do **Word Skills** Sheet **33E** from Fitzroy Word Skills 4.
5. Revise the old sounds **oa** as in **boat** and **u** as in **bush**. Get learners to think of and write down as many words as they can using these digraphs.
6. Do **Word Skills** Sheet **33G** (practical English) from Fitzroy Word Skills.

Note on Subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

7. Do **Word Skills** Sheet **33H** from Fitzroy Word Skills 4.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Working with the Script: The more different things learners are asked to try when writing English, the greater their language skills will become. This exercise not only helps learners expand their written skills, it also teaches them that things can always be written in another way. This helps free their imagination. Get learners to do one of the three exercises given. That is enough, unless you have a lot of time and need more material to work with.

Story 34: The Cat and the Fish

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 34 Word List	Old Sound: <i>i-e</i> as in <i>bike</i>
Fitzroy Word Skills 4		New Sound: <i>o-e</i> as in <i>note</i>	
Fitzroy Readers Software		Special Words: wrote, wrong, once, would, could, should & thought	
Fitzroy Reader: <i>The Cat and the Fish</i>			

Story Teaching Sequence

Part 1

- Teach the ‘**digraph**’ *i-e* as in *bike* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm **o-e** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound. Next, teach this rule: when we write the letter **o**, then another letter, then an **e**, this final **e** makes the **o** sound its name **o** (i.e. the long vowel sound). Learners should learn to say this whole point by rote.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘He was a wonderful **bloke** – a really great pal.’). Learners should write these sentences in their exercise books. For fun – and to *engage the right side of the brain* – get learners to write words with the new sound (digraph) **o-e** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 34** to find examples of words that use the new sound **o-e**. 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 new sound **o-e** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **o-e**.
- Do **Word Skills Sheet 34A** of the Fitzroy Word Skills 4. You can also play the ‘Get Ready’ section on the Fitzroy Readers Software 31- 40.
- Scan** Reader 34 for the **special words** ‘wrote’, ‘wrong’, ‘once’, ‘would’, ‘could’, ‘should’ & ‘thought’ with the learners by clicking on the ‘Get Ready’ section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. ‘should’) 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **two or three** special words at a time. Trying

to get them to remember all seven words at the same time will most likely confuse them.

4. Dictate the following sentences to your learners:

- a. Once he wrote the wrong note.
- b. He thought he would go.
- c. It should not be too hard, but it could be.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Write the following groups of words on a whiteboard and get learners to pick the odd words out in each group:

- i. take, bake, money, rake
- ii. safe, out, ouch, about
- iii. bush, crust, push
- iiii. Bike, hike, scared

6. Examine the list of words used in Reader 34 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: If you **tell** something to a learner they are likely to forget. If you **show** it to them there is a good chance they will remember. If you **get them to do** what you **show** them there is a very good chance they will remember. As a result, if you have a word like 'poke' that you need to teach learners, demonstrate what it is and then get them to practise giving either each other or an object in the room, gentle little pokes. Make sure the pokes don't hurt, but have fun. Get learners to say something like 'I poke you' as they poke someone, or 'I poke the chair' if they poke the chair. This will involve the learners in the learning process and, not surprisingly, they will remember a lot more. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

READER 34

o-e as in note

SOUNDING WORDS

note	bone	cone	stone
home	woke	joke	poke
bloke	alone	rose	choke
doze	zone	tone	hope
frozen	smoke	broken	

SPECIAL WORDS

wrote wrong once would
could should thought

SENTENCE

He brother thought that the
bone was broken.

7. Do **Word Skills** Sheet **34B** of the Fitzroy Word Skills 4.

Part 2

1. Go through the *words we know* list of words found on page i of *The Cat and the Fish*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
2. Get learners to take turns reading out sentences in *The Cat and the Fish* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills** Sheet **34F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **34** 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.

4. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 34 (page iii). Read out these words and get learners to tell you **both** *how many sounds there are in the word* and then *what the sounds are*.
5. Spend 5 minutes revising the list of words used in Reader 34 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills Sheet 34C** from Fitzroy Word Skills 4.

Capital letters and apostrophes: Don't forget to remind learners that they need to put a capital letter at the start of every sentence and that an apostrophe fills in for a missing letter (e.g. the apostrophe in **don't** stands fills in for a missing **o**).

Part 3

1. Do **Word Skills Sheet 34D** from Fitzroy Word Skills 4.
2. Do **Word Skills Sheet 34E** from Fitzroy Word Skills 4.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 34** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **i-e** as in **bike**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills** Sheet **34G** (Practical English) from Fitzroy Word Skills

Note on Subjects for Discussion: It is not necessary to get learners to do all of the three questions in this section. One is enough. Remember that this is an oral exercise for pooling ideas that are theme related to the Reader.

6. Do **Word Skills** Sheet **34H** from Fitzroy Word Skills 4.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Working with the Script: Get learners to do one of the three exercises given. That is enough, unless you have a lot of time and need more material to work with.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 34 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 34). Get learners to invent as many more words as they can using the special sound **o-e** as in **note**.
3. Revise the **special words** 'wrote', 'wrong', 'once', 'would', 'could', 'should' & 'thought'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'If I **could** do it just **once** it I **would** do it, but I still say he **should** have **thought** about it a bit longer because to begin with he **wrote** down the **wrong** facts.' = 7 points).
4. Give learners a **dictation test** from page 7 of *The Cat and the Fish*.
5. Give learners a **dictation test** from page 11 of *The Cat and the Fish*.

Note: Do not worry if learners don't use quotes. They will learn them later.

6. Divide learners up into pairs (or, if you don't have enough copies of *The Cat and the Fish*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 34. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Cat and the Fish* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
7. Use the Fitzroy Readers Software 31- 40 to listen to *The Cat and the Fish* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 35: Dolly Duck

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 35 Word List	Old Sound: <i>o-e</i> as in <i>note</i>
Fitzroy Word Skills 4		New Sound: <i>ea</i> as in <i>head</i>	
Fitzroy Readers Software		Special Words: used, more, knew, kind & walk	
Fitzroy Reader: <i>Dolly Duck</i>			

Story Teaching Sequence

Part 1

- Teach the **'digraph' ea** as in *head* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **ea** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. '**Instead** of grumbling, just get it done.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get Learners to write words with the new sound (digraph) **ea** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 35** to find examples of words that use the new sound **ea**. 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 new sound **ea** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ea**.
- Do **Word Skills** Sheet **35A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
- Scan** Reader 35 for the **special words** 'used', 'more', 'knew', 'kind' & 'walk' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. 'used') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
Note: To make things easier, get learners to focus on finding **two or three** special words at a time. Trying to get them to remember all five words at the same time will most likely confuse them.
- Dictate the following sentences to your learners:

- a. He used to walk more.
- b. He knew a lot of kind kids.
- c. What kind of walk is the coolest?
- d. He used to come to my house.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Get half of the class to write a 'Dolly Duck...' sentence (e.g. Dolly Duck jumped in the river...) and the second half of the class to write down a 'because?' sentence (e.g. 'because she thinks she is a rat'). What makes the game fun is not only that learners get to make Dolly Duck do whatever they want, but also that no one knows what anyone else has written. In other words, you simply ask one learner from the 'Dolly Duck' half of the class to read out his sentence and then combine it with a sentence a learner wrote from the 'because' half of the class. Almost always this produces entertaining results (e.g. Dolly Duck felt sick because she has a fat head.) The aim of the game isn't, naturally, to create sentences that make sense when put together with the other half (although this may happen), rather it is to improve writing and creativity.
6. Examine the list of words used in Reader 35 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like 'thread', you should show your learners some thread rather than just talk about it. Get learners to pull on a piece of thread and say 'thread'. Get them to play with it. A game like this involves learners in the learning process so they will remember more. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

7. Do **Word Skills Sheet 35B** of the Fitzroy Word Skills 4.

READER 35

ea as in head

SOUNDING WORDS

head	ready	deaf
instead	thread	threaten
bread	dread	dreadful
weapon	sweat	heavenly
breath	weather	ahead
unsteady	meadow	feather

SPECIAL WORDS

used	more	knew
kind	walk	should

SENTENCE

They read the book about the dreadful storm.

Part 2

1. Go through the *words we know* list of words found on page i of *Dolly Duck*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
2. Get learners to take turns reading out paragraphs in *Dolly Duck* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills Sheet 35F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **35** 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.
4. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 35 (page iii). Read out these words and get learners to tell you **both** *how many sounds there are in the word* and then *what*

the sounds are.

5. Spend 5 minutes revising the list of words used in Reader 35 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills Sheet 35C** from Fitzroy Word Skills 4.

Full stops: Counting 1 2 3 after a full stop before moving on is a technique you can get learners to use when writing non-work book related material. If the pause, however, is shorter then chances are they need a comma.

Part 3

1. Do **Word Skills Sheet 35D** from Fitzroy Word Skills 4.

Tenses: To help learners understand tenses (in this case **present** and **past**) it can be useful to show them some pictures from the past. You can then say that is how things used to be. You can even talk about the past and explain, for instance, that once they didn't have cars and if people needed to move from place to place they would either need to walk or ride a horse. You can give a few more examples of things that have changed and then say, but **now** – in the **present** – we have x, y and z... You can even talk about time travel and get Learners to imagine going back in time and ask them if they can tell you what it might be like. You can then get them to say that is in the **past**; but now, the **present**, is very different. **-ed:** Next you will want to explain to learners that in English we often add **-ed** to a verb (a doing word) to show that it was done in the past. **-ed** is like a *signal to the brain* that something happened in the *past*. Give learners some examples of verbs (e.g. talk – talked) that use **-ed** to form the past tense (be careful of irregular verbs like **sing**, however!). Then give them some words and get them to form the past tense using **-ed**.

2. Do **Word Skills Sheet 35E** from Fitzroy Word Skills 4.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 35** (but do not use blanks). Play the more advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **o-e** as in **note**. Get learners to think of and write down as many words as they can using this digraph.

5. Do **Word Skills** Sheet **35G** (practical English) from Fitzroy Word Skills

Note on Subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **35H** from Fitzroy Word Skills 4.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 35 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 35). Get learners to invent as many more words as they can using the special sound **ea** as in **head**.
3. Revise the **special words** 'used', 'more', 'knew', 'kind' & 'walk'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'I **knew more** girls back home who **used** to have that **kind** of **walk**.' = 5points).
4. Give learners a **dictation test** from page 4 of *Dolly Duck*.
5. Give learners a **dictation test** from page 8 of *Dolly Duck*.
6. Divide learners up into pairs (or, if you don't have enough copies of *Dolly Duck*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 35. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Dolly Duck* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
7. Use the Fitzroy Readers Software 31- 40 to listen to *Dolly Duck* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 36: Captain Hornblower

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 36 Word List	Old Sound: <i>ea</i> as in <i>head</i>
Fitzroy Word Skills 4		New Sound: <i>or</i> as in <i>sort</i>	
Fitzroy Readers Software		Special Words: sailor, wait, eat, sea, tied, first & other	
Fitzroy Reader: <i>Captain Hornblower</i>			

Story Teaching Sequence

Part 1

- Teach the **'digraph' or** as in *sort* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **or** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'The ship came in to the **port**.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **or** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 36** to find examples of words that use the new sound **or**. 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 new sound **or** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **or**.
- Do **Word Skills Sheet 36A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
- Scan** Reader 36 for the **special words** 'sailor', 'wait', 'eat', 'sea', 'tied', 'first' & 'other' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. 'sea') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **two or three** special words at a time. Trying to get them to remember all seven words at the same time will most likely confuse them.

4. Dictate the following sentences to your learners:
 - a. The other man had to wait first.
 - b. The sailor went out to sea.
 - c. He tied up the legs of the big crayfish so he could take it home and eat it without getting nipped.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Get learners to write a short story that uses as many of the words on the *words we know* list from Reader 36 (page i) as they can. Give them 5-10 minutes and see who can use the most words from the list.
6. Examine the list of words used in Reader 36 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: To help Learners remember the meaning of new words you need to be creative. If you have a words like 'starboard' and 'port' you could play an imaginary game where everyone is on a ship and you can give orders they need to follow, for instance: "Quick, to starboard," (and everyone will need to the right-hand side of the ship) or, "Quick, to port," (and everyone will need to run to the left-hand side of the ship. Play this game several times and learners will soon remember the meaning of 'starboard' and 'port' because you have actively involved them in the learning process. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

7. Do **Word Skills Sheet 36B** of the Fitzroy Word Skills 4.

READER 36

or as in sort

SOUNDING WORDS

for	horn	cork	fork
glory	sport	storm	born
short	porch	support	report
forget	bored	cordial	normal
border	normal	orbit	perform

SPECIAL WORDS

wait	eat	sea
tied	first	other
sailor	would	could

SENTENCE

In the stormy weather, the sailor's coat was torn.

Part 2

1. Go through the *words we know* list of words found on page i of *Captain Hornblower*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
2. Get learners to take turns reading out sentences in *Captain Hornblower* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills Sheet 36F** of Fitzroy Word Skills 4. Play the **Write** game for Reader 36 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.
4. Play **Number Ears** with learners using the words we've used list at the end of Reader 36 (page iii). Read

out these words and get learners to tell you **both** *how many sounds there are in the word* and then *what the sounds are*.

5. Spend 5 minutes revising the list of words used in Reader 36 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills Sheet 36C** from Fitzroy Word Skills 4.
7. Get learners to write a short story entitled 'Sailor at Sea'. If they don't have time to finish it in class they can complete it for homework.

Part 3

1. Do **Word Skills Sheet 36D** from Fitzroy Word Skills 4.

Tenses (revision): To help Learners understand tenses (in this case **present** and **past**) it can be useful to show them some pictures from the past (just as you did for the previous reader). You can then say that is how things used to be. You can even talk about the past and explain, for instance, that once they didn't have cars and if people needed to move from place to place they would either need to walk or ride a horse. You can give a few more examples of things that have changed and then say, but **now** – in the **present** – we have x, y and z. You can even talk about time travel and get Learners to imagine going back in time and ask them if they can tell you what it might be like. You can then get them to say that is in the **past**; but now, the **present**, is very different. **-ed**: Next you will want to explain to learners that in English we often add **-ed** to a verb (a doing word) to show that it was done in the past. **-ed** is like a *signal to the brain* that something happened in the *past*. Give learners some examples of verbs (e.g. talk – talked) that use **-ed** to form the past tense (be careful of irregular verbs like **sing**, however!). Then give them some words and get them to form the past tense using **-ed**.

2. Do **Word Skills Sheet 36E** from Fitzroy Word Skills 4.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 36** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **ea** as in **thread**. Get learners to think of and write down as many words as they can using this digraph.

5. Do **Word Skills** Sheet **36G** (practical English) from Fitzroy Word Skills

Note on Subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **36H** from Fitzroy Word Skills 4.

Subjects to write about: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 36 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 36). Get learners to invent as many more words as they can using the special sound **or** as in **sort**.
3. Revise the **special words** 'sailor', 'wait', 'eat', 'sea', 'tied', 'first' & 'other'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'Will the **sailor** at **sea** **wait** for the **other** man to **eat** **first**?' = 6 points).

4. Give learners a **dictation test** from page 8 of *Captain Hornblower*.

Note: Do not worry if learners don't use quotes. They will learn them later.

5. Give learners a **dictation test** from page 12 of *Captain Hornblower*.

6. Divide learners up into pairs (or, if you don't have enough copies of *Dolly Duck*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 36. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Captain Hornblower* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.

7. Use the Fitzroy Readers Software 31- 40 to listen to *Captain Hornblower* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 37: The Flying Doctor Service

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 37 Word List	Old Sound: <i>or</i> as in <i>sort</i>
Fitzroy Word Skills 4		New Sound: <i>ew</i> as in <i>crew</i>	
Fitzroy Readers Software		Special Words: service, work, injured, station, nurse, mind, touch, people, accident, hour & worried	
Fitzroy Reader: <i>The Flying Doctor Service</i>			

Story Teaching Sequence

Part 1

- Teach the ‘**digraph**’ **ew** as in **chew** (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm **ew** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘The **crew** were ready to go.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **ew** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 37** to find examples of words that use the new sound **ew**. 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 new sound **ew** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ew**.
- Do **Word Skills** Sheet **37A** of the Fitzroy Word Skills 4. You can also play the ‘Get Ready’ section on the Fitzroy Readers Software 31- 40.
- Scan** Reader 37 for the **special words** ‘service’, ‘work’, ‘injured’, ‘station’, ‘nurse’, ‘mind’, ‘touch’, ‘people’, ‘accident’, ‘hour’ & ‘worried’ with the learners by clicking on the ‘Get Ready’ section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. ‘accident’) 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
Note: To make things easier, get learners to focus on finding **three** special words at a time. Trying to get them to remember all eleven words at the same time will most likely confuse them.

4. Dictate the following sentences to your learners:
 - a. The nurse had to work at the service station for an hour.
 - b. A lot of people were worried when they saw the accident.
 - c. He did not mind being injured so much but he was upset that he could not touch a thing. Get learners to write out any word they spell incorrectly three times in their exercise book.
5. Go through the *words we know* list of words found on page i of *The Flying Doctor Service*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too. Next, get learners to pick out any **two words from this list** and use them together in a sentence. This sentence should be written down.
6. Examine the list of words used in Reader 37 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: If you **tell** something to a learner they are likely to forget. If you **show** it to them there is a good chance they will remember. If you **get them to do** something with what you **show** them there is a very good chance they will remember. As a result, if you have a word like '**screw**' that you need to teach learners, bring one in to class and hand it around. Then get learners to imagine that they are screwing the screw into something to hold it together (of course, if you can get your learners to actually screw something together that would be even better!). As learners imagine screwing something together with a screw get them to say, 'This screw holds this X together' [for X, name the object they are screwing together]]. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.
7. Do **Word Skills Sheet 37B** of the Fitzroy Word Skills 4.

READER 37

ew as in crew

SOUNDING WORDS

new	news	drew	chewy
grew	few	fewer	flew
jewel	brew	brewed	blew
brewery	screw	screwdriver	
chewed	stewed	threw	

SPECIAL WORDS

people	injured	accident
hour	worried	service
work	station	nurse
mind	touch	knew

SENTENCE

He knew that the screwdriver wasn't new.

Part 2

1. Get learners to take turns reading out sentences in 'The Flying Doctor Service' until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills Sheet 37F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **37** 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.
3. Play **Number Ears** with learners using the words we've used list at the end of Reader 37 (page iii). Read out as many of these words as possible given your time frame and get learners to tell you **both how many sounds there are in the word** and then *what the sounds are*.

4. Spend 5 minutes revising the list of words used in Reader 37 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know. Get learners to ***practise using these words in sentences***.
5. Do **Word Skills Sheet 37C** from Fitzroy Word Skills 4.
6. Get learners to design a small comic entitled 'The Accident'. Have them draw two or more pictures with explanatory text beneath them. If learners do not have time to finish this exercise in class they can complete it for homework.

Part 3

1. Do **Word Skills Sheet 37D** from Fitzroy Word Skills 4.

Irregular past tenses: Explain to learners that a lot of past tenses in English are formed by adding **-ed** to a verb (e.g. work – worked). Tell them, however, that there are also many exceptions. English has these exceptions because many words come from other languages, in particular German. Words like 'I come' and 'I came', for instance, come from the German 'ich komme' and 'ich kam'. If you tell learners why there are irregular verbs in English they will be more willing to happily accept them. So long as learners know why something is the case they will be much more willing to go along with you in whatever you are doing or teaching. If you can't give them a 'why', however, then they will often get frustrated.

2. Do **Word Skills Sheet 37E** from Fitzroy Word Skills 4.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 37** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **or** as in **sort**. Get learners to think of and write down as many words as they can using this digraph.

5. Do **Word Skills** Sheet **37G** (practical English) from Fitzroy Word Skills.

Note on Subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **37H** from Fitzroy Word Skills 4.

More than one answer: Sometimes when you set learners a question they will start fiddling with their pens, lifting their eyes to the ceiling – and do everything but start writing. This can be frustrating; but in many cases the reason they aren't getting started is quite simple: they are looking for the **one correct answer to the question**. It is as if they believe there is only one right response and they need to find it. Since this is impossible they freeze and don't write anything. The solution to this problem is simple. Just remind learners that there are hundreds – even thousands – of excellent answers to many questions, and their task is not so much to find **the** perfect one, but rather **a** good one. As soon as learners are free to give any old good answer, then they usually start writing right away. Because it wasn't that they didn't have any ideas to begin with, it was simply that they didn't think they had the **right ideas**. That is what made them freeze. Once they realize that their good ideas are in fact good ideas, they are happy to put them down on paper.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 37 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 37). Get learners to invent as many more words as they can using the special sound **ew** as in **crew**.
3. Revise the **special words** 'service', 'work', 'injured', 'station', 'nurse', 'mind', 'touch', 'people', 'accident', 'hour' & 'worried'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'The **people** near the **accident** were **worried**, so they took the **injured** man to the **nurse** at the **service station**.' = 7 points).
4. Give learners a **dictation test** from page 5 of *The Flying Doctor Service*.
5. Give learners a **dictation test** from page 8 of *The Flying Doctor Service*.
6. Divide learners up into pairs (or, if you don't have enough copies of *The Flying Doctor Service*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 37. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the

second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Flying Doctor Service* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.

7. Use the Fitzroy Readers Software 31- 40 to listen to *The Flying Doctor Service* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 38: David the Duck

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 38 Word List	Old Sound: <i>ew</i> as in <i>crew</i>
Fitzroy Word Skills 4		New Sound: <i>ie</i> as in <i>pie</i>	
Fitzroy Readers Software		Special Words: behind, imagine, teased, father, surprise, mother, caught & enough	
Fitzroy Reader: <i>David the Duck</i>			

Story Teaching Sequence

Part 1

- Teach the **'digraph' ie** as in *pie* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **ie** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'The boy **spied** on the man.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get Learners to write words with the new sound (digraph) **ie** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 38** to find examples of words that use the new sound **ie**. 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 new sound **ie** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ie**.
- Do **Word Skills Sheet 38A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
- Scan** Reader 38 for the **special words** 'behind', 'imagine', 'teased', 'father', 'surprise', 'mother', 'caught' & 'enough' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31-40. Scanning means looking for words (e.g. 'behind') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **four** special words at a time. Trying to get them to remember all eight words at the same time will most likely confuse them.

4. Dictate the following sentences to your learners:
 - a. It was a big surprise to mother when she found out that the boy teased the girl.
 - b. It was hard for the father to imagine being caught from behind when playing the game.
 - c. The father of the little boy told his mother that he had enough work without looking after more kids.

Get learners to write out any word they spell incorrectly three times in their exercise book.
5. Go through the *words we know* list of words found on page i of *David the Duck*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
6. Examine the list of words used in Reader 38 (See the Fitzroy Word Lists) and teach Learners the meaning of any words they may not know.

Remember: If you **tell** something to a learner they are likely to forget. If you **show** it to them there is a good chance they will remember. If you **get them to do** something with what you **show** them there is a very good chance they will remember. As a result, if you have a word like **'quack'** that you need to teach learners, show them a picture of a duck and make quacking sounds to make them understand what a 'quack' is. Then get learners to imagine that they are ducks and see who can make the best 'quack' sound. Get them to move about the classroom saying 'Quack, quack.' This, in some ways, is a silly game. But learners can 'quack' about, have a laugh and, most likely, because they have been involved in the learning process, remember what the word 'quack' means. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

7. Do **Word Skills Sheet 38B** of the Fitzroy Word Skills 4.

READER 38

ie as in pie

SOUNDING WORDS

lie	pie	tie	die
lies	ties	dried	fried
spied	cried	tried	magpie
fries	pies	necktie	

SPECIAL WORDS

behind	imagine	teased
mother	father	surprise
caught	enough	

SENTENCE

Mrs Magpie tried to make pies and fried eggs.

Part 2

1. Get learners to take turns reading out paragraphs in *David the Duck* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills Sheet 38F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **38** 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.
3. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 38 (page iii). Read out as many of these words as you can given your time frame and get learners to tell you **both how many sounds there are in the word** and then *what the sounds are*.

4. Play the **Brainstorming Game** using the Alphabetics Game cards. This time play in teams and give each team **3 minutes** to form as many words as possible. Play the game a few times. Be sure only to use cards with **level numbers up to and including 38**. The level number can be found in the top right-hand corner of the Alphabetics cards. (**Note:** If you find any vowels or consonants that have been given a higher level number, it is okay to use them as well. If you do this you will have more cards to play with. Also, if you wish to add your own letter cards or use a second set of Alphabetics Game cards to increase the number of cards, then do so.)
5. Spend 5 minutes revising the list of words used in Reader 38 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills Sheet 38C** from Fitzroy Word Skills 4.

Part 3

1. Do **Word Skills Sheet 38D** from Fitzroy Word Skills 4.
2. Do **Word Skills Sheet 38E** from Fitzroy Word Skills 4.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 38** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learner has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **ew** as in **crew**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills Sheet 38G** (practical English) from Fitzroy Word Skills.

Note on subjects for Discussion: It is not necessary to get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills Sheet 38H** from Fitzroy Word Skills 4.

Subjects to write about: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 38 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 38). Get learners to invent as many more words as they can using the special sound **ie** as in **pie**.
3. Revise the **special words** 'behind', 'imagine', 'teased', 'father', 'surprise', 'mother', 'caught' & 'enough'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'It was hard to **imagine** the two girls had **enough** in common to be friends, but to the **surprise** of the **father** and the **mother** they were **caught** together a lot.' = 6 points).
4. Give learners a **dictation test** from page 2 of *The David the Duck*.
5. Give learners a dictation test from page 6 of *David the Duck*.

Note: Do not worry if learners don't use quotes. They will learn them later.

6. Divide learners up into pairs (or, if you don't have enough copies of *David the Duck*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 38. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *David the Duck* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
7. Use the Fitzroy Readers Software 31- 40 to listen to *David the Duck* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 39: Silas the Cat

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 39 Word List	Old Sound: <i>ie</i> as in <i>pie</i>
Fitzroy Word Skills 4		New Sound: <i>oi</i> as in <i>coin</i>	
Fitzroy Readers Software		Special Words: mice, careful, cover, roar, trouble, gone, move, quiet, ache & stupid	
Fitzroy Reader: <i>Silas the Cat</i>			

Story Teaching Sequence

Part 1

- Teach the **'digraph' oi** as in *coin* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **oi** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'Will you **join** my club?') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get Learners to write words with the new sound (digraph) **oi** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan Reader 39 to find examples of words that use the new sound oi. 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 new sound **oi** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **oi**.
- Do **Word Skills Sheet 39A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
- Scan** Reader 39 for the **special words** 'mice', 'careful', 'cover', 'roar', 'trouble', 'gone', 'move', 'quiet', 'ache' & 'stupid' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. 'ache') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three or four** special words at a time. Trying to get them to remember all ten words at the same time will most likely confuse them.

4. Dictate the following sentences to your learners:
 - a. The mice were careful only to move out from the cover of the big bed at night time.
 - b. The stupid animal had a big roar that got me into a lot of trouble.
 - c. The ache in his arm had gone now that all of the people had left. Get learners to write out any word they spell incorrectly three times in their exercise book.
5. Give learners 10 minutes (maximum) to write a very short story that begins with the line '*I am a cat...*'. Encourage learners to write at least one thing in the story that will surprise readers.
6. Examine the list of words used in Reader 39 (See the Fitzroy Word Lists) and teach Learners the meaning of any words they may not know.

Remember: If you **tell** something to a learner they are likely to forget. If you **show** it to them there is a good chance they will remember. If you **get them to do** something with what you **show** them there is a very good chance they will remember. As a result, if you have a word like '**sneeze**' that you need to teach learners, pretend to sneeze several times in front of them. After each pretend sneeze, say 'What a big sneeze!' Then get learners to pretend to sneeze. See who can make the biggest 'sneeze' sound. After each sneeze get them to say in a funny voice 'What a big sneeze'. This, in some ways, is a silly game. But learners can sneeze, have a laugh and, most likely, because they have been involved in the learning process, remember what the word 'sneeze' means. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

7. Do **Word Skills** Sheet **39B** of the Fitzroy Word Skills 4.

Part 2

1. Go through the *words we know* list of words found on page i of *Silas the Cat*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
2. Get learners to take turns reading out paragraphs in *Silas the Cat* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills** Sheet **39F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **39** 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.
4. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 39 (page iii). Read out as many of these words as possible given your time frame and get learners to tell you **both** *how many sounds there are in each word* and then *what the sounds are*.
5. Spend 5 minutes revising the list of words used in Reader 39 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.

READER 39

oi as in coin

SOUNDING WORDS

oil	coin	join	boil
soil	spoil	joined	avoid
toilet	joint	point	noise
coil	rejoin	embroider	

SPECIAL WORDS

roar	gone	move	quiet
mice	careful	cover	
trouble	ache	stupid	

SENTENCE

The mice were careful not to make a noise, because they wanted to stay out of trouble.

6. Do **Word Skills** Sheet **39C** from Fitzroy Word Skills 4.

Exclamation Marks: It is generally pretty easy for learners to understand when to use an exclamation mark. If there is a strong feeling or emotion involved, then they can use one (e.g. “Wow! What a great game.”). The problem is that learners often have a tendency to overuse exclamation marks. They have such fun using them that they use them all the time, even when they are not needed. The problem with this, of course, is that if we see too many question marks on a page, we start to not take them seriously. The first time we see one we perk up and think, ‘Hey, something pretty dramatic must be going on here,’ but after seeing a few of them side by side we get desensitised to their power. One way to get Learners to understand this is to get them to imagine that there was only one TV in the whole of their city. Just one. And to watch TV you needed travel a long way to this one TV. Not surprisingly, TV’s would feel like pretty special things and, most likely, everyone would **really** want one. Now imagine if the situation was different: everybody had a TV. Absolutely everybody! Would a TV feel as special now? Of course not. If everybody had a TV, a TV wouldn’t be special at all. If you told someone you had a TV in that world they would just shrug their shoulders, bored. In many ways it is the same for an exclamation mark. If you only use one (or very few) then they feel special and people pay attention. But if you use them all the time then they are like the city in which everyone has a TV – they are not so special anymore. In fact, most people will probably even ignore them.

Part 3

1. Do **Word Skills** Sheet **39D** from Fitzroy Word Skills 4.
2. Do **Word Skills** Sheet **39E** from Fitzroy Word Skills 4.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 39** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other’s words by adding letters to them (e.g. one learners has made the word ‘**hat**’ and the other adds an ‘**e**’ to form ‘**hate**’). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making ‘**flat**’ from ‘**fat**’). Also they **cannot** steal a word by adding an ‘**s**’ to the end of it and forming a plural (e.g. adding an ‘**s**’ to ‘**apple**’ to make ‘**apples**’). Once a learner has added to another person’s word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

- 4. Revise the old sound **ie** as in **pie**. Get learners to think of and write down as many words as they can using this digraph.
- 5. Do **Word Skills** Sheet **39G** (practical English) from Fitzroy Word Skills

Note on subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

- 6. Do **Word Skills** Sheet **39H** from Fitzroy Word Skills 4.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

- 1. Use the *words we've used* page at the end of Reader 39 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 39). Get learners to invent as many more words as they can using the special sound **oi** as in **coin**.
- 3. Revise the special words 'mice', 'careful', 'cover', 'roar', 'trouble', 'gone', 'move', 'quiet', 'ache' & 'stupid'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'The **mice** were **careful** to stay under **cover**, but **quiet** as they were they knew they were still in **trouble** when they saw the **stupid** cat **move** from its bed.' = 7 points).
- 4. Give learners a **dictation test** from page 12 of *Silas the Cat*.
- 5. Give learners a **dictation test** from page 15 of *Silas the Cat*.
- 6. Divide learners up into pairs (or, if you don't have enough copies of *Silas the Cat*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 39. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Silas the Cat* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
- 7. Use the Fitzroy Readers Software 31- 40 to listen to *Silas the Cat* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 40: Shawn and the Go-Kart

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to play the software on	New Words – See Reader 40 Word List	Old Sound: <i>oi</i> as in <i>coin</i>
Fitzroy Word Skills 4		New Sound: <i>a</i> as in <i>heat</i> , <i>ur</i> as in <i>burn</i> & <i>air</i> as in <i>hair</i>	
Fitzroy Readers Software		Special Words: engine, celebrate, manager, race, junior, fortunately & half	
Fitzroy Reader: <i>Shawn and the Go-Kart</i>			

Story Teaching Sequence

Part 1

- Teach the ‘**digraph**’ **ea** as in **heat** (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm **ea** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘My friend **beat** me at tennis.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **ea** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 40** to find examples of words that use the new sound **ea**. 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 new sound **ea** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ea**.
- Teach the ‘**digraph**’ **ur** as in **burn** (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm **ur** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘He did me a good **turn**.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **ur** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 40** to find examples of words that use the new sound **ur**. 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 new sound **ur** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ur**.

3. Teach the '**digraph** **air**' as in **hair** (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - a. Get learners to brainstorm air words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'The beast was in its **lair**.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **air** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 40** to find examples of words that use the new sound **air**. 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 new sound **air** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **air**.
4. Do **Word Skills** Sheet **40A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 31- 40.
5. Scan Reader 40 for the special words 'engine', 'celebrate', 'manager', 'race', 'junior', 'fortunately' & 'half' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 31- 40. Scanning means looking for words (e.g. 'junior') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three or four** special words at a time. Trying to get them to remember all seven words at the same time will most likely confuse them.

6. Dictate the following sentences to your learners:
 - a. The roar of the engine could be heard at the start of the race.
 - b. The manager wanted to celebrate for half a day.
 - c. He was just a junior, but fortunately he was still old enough to race. Get learners to write out any word they spell incorrectly three times in their exercise book.
7. Go through the *words we know* list of words found on page i of *Shawn and the Go-Kart*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too. Next, get each learner to pick **three words** and try to put them together in a single sentence.
8. Play the *Why...Because Game*. This game requires half of the class to write down a 'why?' sentence (e.g. Why did the rabbit cross the road?) and the other half to write down a 'because' sentence (e.g. 'because it was a hot day). What makes the game so much fun is that no one knows what anyone else has written. In other words, you simply ask one learner from the 'why?' half of the class to read out his sentence and then combine it with a sentence a learner wrote from the 'because' half of the class. Almost always this

produces hilarious results (e.g. Why did I fall on the ground? Because pigs can fly.) The aim of the game isn't, naturally, to create sentences that make sense when put together with the other half (although this may happen), rather it is to improve writing and creativity.

9. Examine the list of words used in Reader 40 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like 'go-kart' that learners need to learn the meaning of, it is a great idea to show them a picture of one, rather than just tell them what it is. Get some photos as well as just show the pictures from Reader 40. Then get learners to imagine that they are driving a go-kart. Tell them to make engine sounds, tyre squeaking sounds, all sorts of noises associated with go-karts racing. Then ask them, "What are you doing?" and get them to say: "I am driving a go-kart." In some ways this is a silly game. But by getting the learners actively involved in what you are teaching them they are much more likely to remember the word. Remember that even if it takes a couple of minutes to play the game, it is time well spent because it will help them remember the word. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

10. Do **Word Skills** Sheet **40B** of the Fitzroy Word Skills 4.

Part 2

1. Get learners to take turns reading out paragraphs in *Shawn and the Go-Kart* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **40F** of Fitzroy Word Skills 4. Play the **Write** game for Reader **40** 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.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 40 (page iii). Read out as many of these words as possible given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5 minutes revising the list of words used in Reader 40 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **40C** from Fitzroy Word Skills 4.

READER 40

ea as in **heat**

ur as in **burn**

air as in **hair**

SOUNDING WORDS

heat	neat	seat	beat	treat
near	nearly	clear	breathe	
burn	turn	nurse	church	
purse	curl	hair	air	fair
pair	fairy	dairy	repair	
stair	upstairs	downstairs		

SPECIAL WORDS

engine	celebrate	manager
race	junior	fortunately
		half

SENTENCE

Fortunately, the oil leak in the engine could be repaired.

Part 3

1. Do **Word Skills Sheet 40D** from Fitzroy Word Skills 4.

Adjectives: An adjective describes a noun. In other words, it tells you about that noun. It tells you what kind of thing, person or place it is. You know, for instance, that someone is a girl. Well, what type of girl is she? A **big** girl. A **small** girl. A **smart** girl. A **beautiful** girl. To help learners understand this, give them some nouns (e.g. ball, man, elephant & car) and then ask them to help describe these nouns (e.g. **big** ball, **handsome** man, **tiny** elephant, **ugly** car). If they have trouble thinking of something ask them '**What sort of** ball is it?' (Answer: a **big** ball), '**What kind of** man is he?' (Answer: a **handsome** man). Explain that these questions can help us find an adjective. Repeat that these words that help to describe a noun are called adjectives.

2. Do **Word Skills Sheet 40E** from Fitzroy Word Skills 4.

3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 40** (but do not use blanks). Play the more advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:

- 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. 15 minutes have 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).

4. Revise the old sound **oi** as in **coin**. Get learners to think of and write down as many words as they can using this digraph.
5. Do Word Skills Sheet 40G (practical English) from Fitzroy Word Skills.

Note on subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **40H** from Fitzroy Word Skills 4.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 40 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 40). Get learners to invent as many more words as they can using the special sound **ea** as in **heat**.
3. Practise reading *some new words* with your learners (page iii of Reader 40). Get learners to invent as many more words as they can using the special sound **ur** as in **burn**.
4. Practise reading *some new words* with your learners (page iii of Reader 40). Get learners to invent as many more words as they can using the special sound **air** as in **hair**.
5. Revise the **special words** 'engine', 'celebrate', 'manager', 'race', 'junior', 'fortunately' & 'half'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. '**Fortunately** for the **manager**, the **engine** went better for the **junior** driver in the second **half** of the **race**.' = 6 points).
6. Give learners a **dictation test** from page 9 of *Shawn and the Go-Kart*.
7. Give learners a **dictation test** from page 12 of *Shawn and the Go-Kart*.
8. Divide learners up into pairs (or, if you don't have enough copies of *Shawn and the Go-Kart*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 40. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Shawn and the Go-Kart* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
9. Use the Fitzroy Readers Software 31- 40 to listen to *Shawn and the Go-Kart* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Story 41: Timothy Comes to Stay

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 41 Word List	Old Sound: <i>ea as in heat, ur as in burn & air as in hair</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>u-e as in cute, ue as in blue & g as in cage</i>	
Fitzroy Readers Software		Special Words: old-fashioned, early, towards, caused, brought, two, metres, minute, Melbourne & country	
Fitzroy Reader: <i>Timothy Comes to Stay</i>			

Story Teaching Sequence

Part 1

1. Teach the ‘**digraph**’ **u-e** as in **cute** (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm **u-e** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘He was too **rude**.’) Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **u-e** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 41** to find examples of words that use the new sound **u-e**. 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 new sound **u-e** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **u-e**.
2. Teach the ‘**digraph**’ **ue** as in **blue** (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm **ue** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘I hope what he said is **true**.’) Learners should write these sentences in their exercise books. For fun – and *to engage the*

right side of the brain – get learners to write words with the new sound (digraph) **ue** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.

- c. Get learners to scan **Reader 41** to find examples of words that use the new sound **ue**. 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 new sound **ue** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ue**.
3. Teach the **extra sound g** as in **cage** (the letter **g** makes the sound **j**! as in 'jug' [soft g] only in combination with an **e** an **i** or a **y**. It is called a 'soft' **g**.). To do so:
 - a. Get learners to brainstorm **g** words. Write these words on the whiteboard (e.g. 'gem', 'gym' and 'giant'). Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'He flew into a **rage** right from the start.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **g** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 41** to find examples of words that use the new sound **g**. 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 new sound **g** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **g**.
 4. Do **Word Skills** Sheet **41A** of the Fitzroy Word Skills 4. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
 5. **Scan** Reader 41 for the **special words** 'old-fashioned', 'early', 'towards', 'caused', 'brought', 'two', 'metres', 'minute', 'Melbourne' & 'country' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'old-fashioned') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three or four** special words at a time. Trying to get them to remember all ten words at the same time will most likely confuse them.

READER 41

u-e as in **cute**

ue as in **blue**

g as in **cage**

SOUNDING WORDS

cute	flute	compute	dispute
salute	tune	tube	huge
blue	due	true	clue
statue	avenue	rescue	argue
value	continue	cage	judge
strange	angel	energy	original
wage	ginger	gentle	general

SPECIAL WORDS

old-fashioned	early	towards	
caused	brought	Melbourne	
metres	minute	two	country

SENTENCE

The manager walked down the avenue towards the blue statue.

6. Dictate the following sentences to your learners:
 - a. It is hard to know what caused Melbourne to be so old-fashioned.
 - b. Early in the morning the ship moved slowly towards the country, metre by metre.
 - c. A minute later he brought two pies with him. This caused the three boys to fight because they wanted one each. Get learners to write out any word they spell incorrectly three times in their exercise book.
7. Write the following groups of words up on the whiteboard and get learners to pick the odd word out from each group (**Attention:** this variation is a little more tricky than those that came before it):
 - i. heat, meat, treat, meet
 - ii. Learn, turn, burn, hair.
 - iii. Air, fare, stair, racket
8. Examine the list of words used in Reader 41 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like ‘old-fashioned’ don’t just tell learners what it means. Show them some pictures of old-fashioned things, like clothes. Better still bring some old-fashioned clothing along to class and learners to try it on. When they put it on, get them to say ‘This is really old-fashioned.’ By doing more than just talk about ‘old-fashioned’ learners are much more likely to remember the word. Whatever you choose to do, however, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.
9. Do **Word Skills Sheet 41B** of the Fitzroy Word Skills 5.

Part 2

1. Go through the *words we know* list of words found on page i of *Timothy Comes to Stay*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
2. Get learners to take turns reading out paragraphs in *Timothy Comes to Stay* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills Sheet 41F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **41** 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.
4. Play **Number Ears** with learners using the *words we’ve used* list at the end of Reader 41 (page iii). Read out as many of these words as possible given your time frame and get learners to tell you **both how many sounds there are in each word then what the sounds are**.
5. Spend 5 minutes revising the list of words used in Reader 41 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills Sheet 41C** from Fitzroy Word Skills 5.

Possessive Apostrophe: One way to get learners into the practice of putting the apostrophe in the right

place is to get them to first identify who it is doing the *owning* or *possessing* and then get them to put a **dot** under the final letter of the person or thing doing the owning. Explain that the apostrophe will go after the letter with the dot (e.g. In the practice sentence 'They are the child's clothes', you get a learner to first tell you who owns the clothes [Answer: the child] then put a dot under the letter **d**. They then know that the apostrophe should come after this letter, i.e. 'They are the child's clothes'.) Naturally, you don't want learners to be putting dots under letters for too long; but to begin with this is a good method for getting them to focus on who or what it is doing the owning or possessing. Once that is determined it is easy to know where the apostrophe should be placed.

7. Get learners to write a short creative piece about something that is *old-fashioned*. If they don't have time to finish it in class they should do so for homework.

Part 3

1. Do **Word Skills** Sheet **41D** from Fitzroy Word Skills 5.
2. Do **Word Skills** Sheet **41E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 41** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes 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).

4. Revise the old sounds **ea** as in **heat**, **ur** as in **burn** and **air** as in **hair**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills Sheet 41G** (practical English) from Fitzroy Word Skills.

Note on Subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills Sheet 41H** from Fitzroy Word Skills 5.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 41 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 41). Get learners to invent as many more words as they can using the special sound **u-e** as in **cute**.
3. Practise reading some new words with your learners (page iii of Reader 41). Get learners to invent as many more words as they can using the special sound **ue** as in **blue**.
4. Practise reading *some new words* with your learners (page iii of Reader 41). Get learners to invent as many more words as they can using the special sound **g** as in **cage**.
5. Revise the **special words** 'old-fashioned', 'early', 'towards', 'caused', 'brought', 'two', 'metres', 'minute', 'Melbourne' & 'country'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'A **minute** or **two** later, two boys were **brought towards** the most **old-fashioned** looking man in the **country**.' = 6 points).
6. Give learners a **dictation test** from page 11 of *Timothy Comes to Stay*.
7. Give learners a **dictation test** from page 16 of *Timothy Comes to Stay*.
8. Divide learners up into pairs (or, if you don't have enough copies of *Timothy Comes to Stay*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 41. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Timothy Comes to Stay* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
9. Use the Fitzroy Readers Software 41- 50 to listen to *Timothy Comes to Stay* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

Get learners to read chapter 1 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 42: The Bear Next Door

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 42 Word List	Old Sound: <i>u-e</i> as in <i>cute</i> , <i>ue</i> as in <i>blue</i> & <i>g</i> as in <i>cage</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>ai</i> as in <i>rain</i> , <i>kn</i> as in <i>knee</i> & <i>ph</i> as in <i>photo</i>	
Fitzroy Readers Software		Special Words: Queensland, stared, face, disappearing, miserable, favourite, although, noticed, group & actually	
Fitzroy Reader: <i>The Bear Next Door</i>			

Story Teaching Sequence

Part 1

1. Spend 5-10 minutes discussing chapter 1 of *Fantastic Mr Fox* with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the ‘**digraph**’ *ai* as in *rain* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *ai* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘I was in a lot of **pain**.’) Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) *ai* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 42** to find examples of words that use the new sound *ai*. 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 new sound *ai* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *ai*.
3. Teach the ‘**digraph**’ *kn* as in *knee* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *kn* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.

- b. Get learners to invent several simple sentences with words that use it (e.g. 'I **know** what you are saying.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **kn** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 42** to find examples of words that use the new sound **kn**. 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 new sound **kn** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **kn**.
4. Teach the '**digraph**' **ph** as in **photo** (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - a. Get learners to brainstorm **ph** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'I picked up the **telephone**.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **ph** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 42** to find examples of words that use the new sound **ph**. 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 new sound **ph** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ph**.
5. Do **Word Skills** Sheet **42A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
6. **Scan** Reader 42 for the **special words** 'Queensland', 'stared', 'face', 'disappearing', 'miserable', 'favourite', 'although', 'noticed', 'group' & 'actually' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'Queensland') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
Note: To make things easier, get learners to focus on finding **three or four** special words at a time. Trying to get them to remember all ten words at the same time will most likely confuse them.

READER 42

ai as in **rain**
kn as in **knee**
ph as in **photo**

SOUNDING WORDS

rain	painful	faith	drain
snail	quaint	explain	praise
exclaim	knee	knob	knock
knit	knot	knife	knight
know	knew	photo	graph
nephew	phrase	phone	telephone
elephant	photographer		

SPECIAL WORDS

Queensland	stared	face
group	although	miserable
favourite	actually	noticed

SENTENCE

That night, the knight actually noticed the beautiful elephant.

7. Dictate the following sentences to your learners:

- a. Although I stared at her face for a long time, I still couldn't tell if it was Kate.
- b. I heard a small part of Queensland was actually disappearing every day under water.
- c. I noticed that the man was miserable.

Get learners to write out any word they spell incorrectly three times in their exercise book.

8. Go through the *words we know* list of words found on page i of *The Bear Next Door*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
9. Examine the list of words used in Reader 42 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like '**cocoa**' don't just tell learners what it means. Show them some pictures of hot cocoa. Better still, bring along some hot cocoa for them to try during the class. Have them take a sip and say, "I love hot cocoa." If you do that, they will probably never forget the word. By doing more than just talking about 'cocoa', learners are much more likely to remember the word. Whatever you choose to do, however, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

10. Do **Word Skills** Sheet **42B** of the Fitzroy Word Skills 5.

Part 2

1. Get learners to take turns reading out paragraphs in *The Bear Next Door* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **42F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **42** 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.
3. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 42 (page iii). Read out as many of these words as possible given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Get learners to repeat the following tongue-twister as quickly as they can: *The rain in Spain falls mainly on the plain*. See who can repeat the sentence the quickest.
5. Spend 5 minutes revising the list of words used in Reader 42 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills** Sheet **42C** from Fitzroy Word Skills 5.

Punctuation: There is a simple trick to improve learners' punctuation: get them to **read out loud** with expression what they have written and **listen** to how they read it. Teach them to listen to the size of the pauses in their reading (1 2 3 = full stop; 1 (2) = comma). Teach them to listen out for emphasis (exclamation mark). Teach them to listen out for a questioning tone (question mark) – etc. By really getting them to concentrate on what they read out (it may be necessary to get them to repeat sentences several times), you'll be amazed at how much learners can improve their punctuation. Explain that it is by means of the punctuation, that the reader know how to read the piece of writing.

Part 3

1. Do **Word Skills** Sheet **42D** from Fitzroy Word Skills 5.
2. Do **Word Skills** Sheet **42E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 42** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes 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).

4. Revise the old sounds **u-e** as in **cute**, **ue** as in **blue** and **g** as in **cage**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills** Sheet **42G** (practical English) from Fitzroy Word Skills.

Note on subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **42H** from Fitzroy Word Skills 5.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 42 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 42). Get learners to invent as many more words as they can using the special sound **ai** as in **rain**.
3. Practise reading *some new words* with your learners (page iii of Reader 42). Get learners to invent as many more words as they can using the special sound **kn** as in **knee**.
4. Practise reading *some new words* with your learners (page iii of Reader 42). Get learners to invent as many more words as they can using the special sound **ph** as in **photo**.
5. Revise the **special words** 'Queensland', 'stared', 'face', 'disappearing', 'miserable', 'favourite', 'although', 'noticed', 'group' & 'actually'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'He **noticed** that she never stopped **staring** into the man's **face** with a big smile, even though he **actually** looked more **miserable** than the saddest man in the saddest **group** in all of **Queensland**. ' = 7 points).
6. Give learners a **dictation test** from page 3 of *The Bear Next Door*.
7. Give learners a **dictation test** from page 11 of *The Bear Next Door*.
8. Divide learners up into pairs (or, if you don't have enough copies of *The Bear Next Door*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 42. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Bear Next Door* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
9. Use the Fitzroy Readers Software 41- 50 to listen to *The Bear Next Door* being read out.
Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

1. Get learners to read chapter 2 of *Fantastic Mr. Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 43: Ling Goes to China

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 43 Word List	Old Sound: <i>eai</i> as in <i>rain</i> , <i>kn</i> as in <i>knee</i> & <i>ph</i> as in <i>photo</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>are</i> as in <i>care</i> & <i>oy</i> as in <i>boy</i>	
Fitzroy Readers Software		Special Words: deciding, curious, sauce, Sydney, nothing, China, Chinese & moving	
Fitzroy Reader: <i>Ling Goes to China</i>			

Story Teaching Sequence

Part 1

1. Spend 5-10 minutes discussing chapter 2 of *Fantastic Mr Fox* with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the ‘**digraph**’ *are* as in *care* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *are* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘It was very *rare* to see him there.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) *are* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 43** to find examples of words that use the new sound *are*. 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 new sound *are* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *are*.
3. Teach the ‘**digraph**’ *oy* as in *boy* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *oy* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.

- b. Get learners to invent several simple sentences with words that use it (e.g. 'It was a wonderful **toy**.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) **oy** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 43** to find examples of words that use the new sound **oy**. 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 new sound **oy** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **oy**.
4. Do **Word Skills Sheet 43A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
 5. **Scan** Reader 43 for the **special words** 'deciding', 'curious', 'sauce', 'Sydney', 'nothing', 'China', 'Chinese' & 'moving' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'China') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **four** special words at a time. Trying to get them to remember all eight words at the same time will most likely confuse them.

6. Dictate the following sentences to your learners:
 - a. She was curious to know what it would be like if she were caught moving from China to Sydney.
 - b. Nothing could make her enjoy soy sauce as much as the Chinese do.
 - c. Deciding to go to China was not hard.

Get learners to write out any word they spell incorrectly three times in their exercise book.

7. Write the following sentence on the whiteboard for your learners to copy: *A noise annoys an oyster, but a noisy noise annoys an oyster more.*
8. Teach learners the special word 'shore' and then get them to repeat the following tongue-twister as quickly as they can: '*She sells sea shells by the sea shore.*' See who can repeat this tongue-twister the fastest.
9. Examine the list of words used in Reader 43 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like '**fun park**' don't just tell learners what it means. Show them some pictures of world famous fun parks. Then get them to talk about their favourite rides by saying, "My favourite ride in the fun park is..." This will involve them in the learning process and make it easier for them to learn the word. Whatever you choose to do,

READER 43

are as in **care**
oy as in **boy**

SOUNDING WORDS

square	dare	mare
aware	compare	hardware
beware	prepare	declare
cared	shared	boy
soy	employ	annoy
enjoy	employed	loyal
royal	destroy	oyster

SPECIAL WORDS

deciding	curious	sauce	Sydney
nothing	China	Chinese	moving

SENTENCE

The careful photographer from Sydney was annoyed when the boy kept shifting.

however, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

10. Do **Word Skills Sheet 43B** of the Fitzroy Word Skills 5.

Part 2

1. Go through the *words we know* list of words found on page i of *Ling Goes to China*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
2. Get learners to take turns reading out paragraphs in *Ling Goes to China* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills Sheet 43F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **43** 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.
4. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 43 (page iii). Read out an appropriate number of these words for your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
5. Spend 5 minutes revising the list of words used in Reader 43 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills Sheet 43C** from Fitzroy Word Skills 5.

Part 3

1. Do **Word Skills Sheet 43D** from Fitzroy Word Skills 5.
2. Do **Word Skills Sheet 43E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 43** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **ai** as in **rain**, **kn** as in **knee** and **ph** as in **photo**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills** Sheet **43G** (practical English) from Fitzroy Word Skills.

Note on subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **43H** from Fitzroy Word Skills 5.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 43 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 43). Get learners to invent as many more words as they can using the special sound **are** as in **care**.
3. Practise reading *some new words* with your learners (page iii of Reader 43). Get learners to invent as many more words as they can using the special sound **oy** as in **boy**.
4. Revise the **special words** 'deciding', 'curious', 'sauce', 'Sydney', 'nothing', 'China', 'Chinese' & 'moving'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'He was **curious** to know if the girl from **Sydney** liked soy **sauce** only because she was from **China**, or if it had **nothing** to do with being **Chinese**. ' = 6 points).
5. Give learners a **dictation test** from page 2 of *Ling Goes to China*.
6. Give learners a **dictation test** from page 9 of *Ling Goes to China*.
7. Divide learners up into pairs (or, if you don't have enough copies of *Ling Goes to China*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 43. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Ling Goes to China* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.

8. Use the Fitzroy Readers Software 41- 50 to listen to *Ling Goes to China* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

1. Get learners to read chapter 3 and 4 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 44: Cindy's Trip to Perth

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 44 Word List	Old Sound: <i>are</i> as in <i>care</i> & <i>oy</i> as in <i>boy</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>c</i> as in <i>ice</i> & <i>er</i> as in <i>fern</i>	
Fitzroy Readers Software		Special Words: Adelaide, world, couple, special, believe & always	
Fitzroy Reader: <i>Cindy's Trip to Perth</i>			

Story Teaching Sequence

Part 1

1. Spend 5-10 minutes discussing chapters 3 and 4 of *Fantastic Mr Fox* with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the **extra sound c** as in *ice* (the letter **c** makes the sound **s!** as in 'city' [soft c] only in combination with an **e** an **i** or a **y**. **C** sounding s! is called a 'soft' c.) To do so:
 - a. Get learners to brainstorm **c** words. Write these words on the whiteboard ('bicycle', 'city' and 'fence'). Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'He was always very **nice** to me.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **c** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 44** to find examples of words that use the new sound **c**. 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 new sound **c** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **c**.
3. Teach the **'digraph' er** as in *fern* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - a. Get learners to brainstorm **er** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'They were on red **alert**.') Learners should write these sentences in their exercise books. For fun – and *to engage the right*

side of the brain – get learners to write words with the new sound (digraph) **er** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.

- c. Get learners to scan **Reader 44** to find examples of words that use the new sound **er**. 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 new sound **er** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **er**.
4. Do **Word Skills Sheet 44A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.

5. **Scan** Reader 44 for the **special words** 'Adelaide', 'world', 'couple', 'special', 'believe' & 'always' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'world') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three** special words at a time. Trying to get them to remember all six words at the same time will most likely confuse them.

6. Dictate the following sentences to your learners:
 - a. Adelaide will always be a special place for her.
 - b. The couple went all around the country.
 - c. It was hard to believe how special Adelaide felt.

Get learners to write out any word they spell incorrectly three times in their exercise book.

7. Go through the *words we know* list of words found on page i of *Cindy's Trip to Perth*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
8. Examine the list of words used in Reader 44 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Tip: Nouns are generally easier to remember than other parts of speech because many of them can be touched and seen. A verb like 'believe', however, will tend to be harder to remember. One trick to improve memory is to get learners to use it, rather than just be told what it means. Get them to use the word 'believe' in several sentences and there is a good chance that they will remember its meaning. All the more so if what they are talking about is important (or interesting) to them. Whatever you choose to do, however, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

READER 44

c as in ice
er as in fern

SOUNDING WORDS

price	twice	produce
introduce	face	replace
graceful	bracelet	trace
peace	dance	force
since	acid	her
fern	expert	nerve
germ	concern	dessert
verb	prefer	mercy

SPECIAL WORDS

Adelaide	world	couple
special	believe	always

SENTENCE

I believe the dessert is twice the price of the oysters.

Part 2

1. Do **Word Skills Sheet 44B** of the Fitzroy Word Skills 5.

2. Get learners to take turns reading out paragraphs in Cindy's Trip to Perth until the entire Reader is read. By this stage learners should be able to say almost all of 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.
3. Do **Word Skills** Sheet **44F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **44** 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.
4. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 44 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both how many sounds there are in each word then what the sounds are**.
5. Spend 5 minutes revising the list of words used in Reader 44 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
6. Do **Word Skills** Sheet **44C** from Fitzroy Word Skills 5.
Compound Words: A very simple method to improve a learner's ability to accurately write compound words is simply to explain to them where the word comes from (e.g. newspaper comes from 'news' + 'paper'). Since they can often spell the individual parts, it is simply a question of putting them together.
7. Get learners to write a short story entitled 'My Trip to Bangkok' in which the main character (protagonist) needs to eat some **ice** and see many **ferns**. If learners don't have time to finish this story in class, give it to them for homework.

Part 3

1. Do **Word Skills** Sheet **44D** from Fitzroy Word Skills 5.
2. Do **Word Skills** Sheet **44E** from Fitzroy Word Skills 5.
3. Play the Alphabetics Game with learners for approximately fifteen minutes (you will need to have prepared the cards beforehand), using all cards **up to and including level 44** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**'). Note in this variation learners can only add letters to the *start and end of a word* (they cannot **insert** letters into the word e.g. making '**flat**' from '**fat**'). Also they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **are** as in **care** and **oy** as in **boy**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills Sheet 44G** (practical English) from Fitzroy Word Skills.

Note on subjects for discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills Sheet 44H** from Fitzroy Word Skills 5.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 44 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 44). Get learners to invent as many more words as they can using the special sound **c** as in **ice**.
3. Practise reading *some new words* with your learners (page iii of Reader 44). Get learners to invent as many more words as they can using the special sound **er** as in **fern**.
4. Revise the special 'Adelaide', 'world', 'couple', 'special', 'believe' & 'always'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'It was hard, but the **couple** wanted to **believe** that **Adelaide** would **always** be the most **special** place in the **world** to them.' = 6 points).
5. Give learners a **dictation test** from page 6 of *Cindy's Trip to Perth*.
6. Give learners a **dictation test** from page 16 of *Cindy's Trip to Perth*.
7. Divide learners up into pairs (or, if you don't have enough copies of *Cindy's Trip to Perth*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 44. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Cindy's Trip to Perth* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
8. Use the Fitzroy Readers Software 41- 50 to listen to *Cindy's Trip to Perth* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

1. Get learners to read chapter 5 and 6 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 45: Sir John and the Bear Brothers

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 45 Word List	Old Sound: <i>c</i> as in <i>ice</i> & <i>er</i> as in <i>fern</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>ir</i> as in <i>bird</i> & <i>gu</i> as in <i>guess</i>	
Fitzroy Readers Software		Special Words: delicious, autumn, parents, menu, comfortable, Brisbane, naturally & cafe	
Fitzroy Reader: <i>Sir John and the Bear Brothers</i>			

Story Teaching Sequence

Part 1

1. Spend 10 minutes discussing chapters 5 and 6 of Fantastic Mr Fox with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the ‘**digraph**’ *ir* as in *bird* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *ir* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘The bird was on the branch.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound *c* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan Reader 45 to find examples of words that use the new sound *ir*. 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 new sound *ir* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *ir*.
3. Teach the ‘**digraph**’ *gu* as in *guess* (sometimes the letter *g* is followed by the letter *u*. This is often [but not always] to make sure that the *g* makes its basic sounds [e.g. *g!* as in ‘great’]). To do so:
 - a. Get learners to brainstorm *gu* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘The **guard** stood ready.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound (digraph) *gu* in a **coloured pen or**

pencil. When finished, the sentences should be read out to the class.

- c. Get learners to scan **Reader 45** to find examples of words that use the new sound **gu**. 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 new sound **gu** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **gu**.
4. Do **Word Skills Sheet 45A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
5. **Scan** Reader 45 for the **special words** 'delicious', 'autumn', 'parents', 'menu', 'comfortable', 'Brisbane', 'naturally' & 'cafe' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'naturally') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Note:** To make things easier, get learners to focus on finding **four** special words at a time. Trying to get them to remember all eight words at the same time will most likely confuse them.
6. Dictate the following sentences to your learners:
- Her parents loved the menu at the comfortable little Brisbane cafe.
 - The fresh food in autumn is always delicious.
 - The boy's parents were naturally upset when he went missing.

Get learners to write out any word they spell incorrectly three times in their exercise book.

7. Go through the *words we know* list of words found on page i of *Sir John and the Bear Brothers*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
8. Examine the list of words used in Reader 45 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: Nouns are generally easier to remember than other parts of speech because many of them can be touched and seen. An adjective like '**disgusted**', however, will tend to be harder to remember. One trick to improve memory is to get learners to use it, rather than just be told what it means. Get them to use the word 'disgusted' in several sentences and to do so *with a few theatrics*. Have them say, 'I am disgusted at what you did!' and pull a face. Have them say, 'I am really disgusted by what you did!' and shake their head. Let them have fun doing this. If you do, there is a good chance that they will remember what 'disgusted' means. Whatever you choose to do, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

9. Do **Word Skills Sheet 45B** of the Fitzroy Word Skills 5.

READER 45

ir as in **bird**

gu as in **guess**

SOUNDING WORDS

bird	sir	stir	shirt
dirty	third	girl	firm
squirt	thirsty	birth	guitar
guess	guard	guide	guardian
vague	plague	guilty	guest

SPECIAL WORDS

delicious	autumn	parents
menu	comfortable	Brisbane
naturally	cafe	

SENTENCE

The thirsty guests from Brisbane followed the guide to the cafe.

Part 2

1. Get learners to take turns reading out paragraphs in *Sir John and the Bear Brothers* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **45F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **45** 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.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 45 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both how many sounds there are in each word then what the sounds are**.
4. Spend 5 minutes revising the list of words used in Reader 45 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **45C** from Fitzroy Word Skills 5.
6. **Writing Interruption Game**. It has been observed by writers that most good stories begin with an interruption of some kind. (*Lord of the Rings* – Gandalf arrives; *The Three Little Pigs* – the Big Bad Wolf arrives etc.). The interruption dramatically affects the characters' everyday lives and sets a new adventure in motion. To get learners writing entertaining creative fiction we can use this principle of *interruption*. To do so, we can not only have them practise beginning their creative pieces with an interruption, we can also get them to play a fun game. The *Interruption Game* involves half of the class writing down a sentence beginning 'Once upon a time there was a...who...' sentence (e.g. Once upon a time there was a king who lived in his castle) and the other half write down a 'Then along came a....that...' sentence (e.g. '...then along came a little ant that said 'hello''). What makes the game so much fun is that no one knows what anyone else has written. In other words, you simply ask one learner from the 'Once upon a time' half of the class to read out his sentence and then combine it with a sentence a learner wrote from the 'Then along came a...' half of the class. Almost always – as with the above example – this produces funny results. The aim of the game isn't, therefore, to create sentences that make sense when put together with the other half (although this may happen), rather it is to improve writing and creativity.

Note: You will need to teach learners the special words 'once' and 'there' before playing the game.

Part 3

1. Do **Word Skills** Sheet **45D** from Fitzroy Word Skills 5.
2. Do **Word Skills** Sheet **45E** from Fitzroy Word Skills 5.
3. Play the Alphabetics Game with learners for approximately fifteen minutes (you will need to have prepared the cards beforehand), using all cards **up to and including level 45** (but do not use blanks). Play the advanced variation of the game still where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **c** as in *ice* and **er** as in *fern*. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills Sheet 45G** (practical English) from Fitzroy Word Skills.

Note on subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills Sheet 45H** from Fitzroy Word Skills 5.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 45 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 45). Get learners to invent as many more words as they can using the special sound **ir** as in **bird**.
3. Practise reading *some new words* with your learners (page iii of Reader 45). Get learners to invent as many more words as they can using the special sound **gu** as in **guess**.
4. Revise the **special words** 'delicious', 'autumn', 'parents', 'menu', 'comfortable', 'Brisbane', 'naturally' & 'cafe'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'In **autumn** her **parents** loved to go to the **comfortable** little **cafe** by the river in **Brisbane** and eat **delicious** food from the **menu**.' = 7 points).
5. Give learners a **dictation test** from page 12 of *Sir John and the Bear Brothers*.
6. Divide learners up into pairs (or, if you don't have enough copies of *Sir John and the Bear Brothers*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 45. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Sir John and the Bear Brothers* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is

also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.

7. Use the Fitzroy Readers Software 41- 50 to listen to *Sir John and the Bear Brothers* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

1. Get learners to read chapter 7 and 8 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 46: Arthur and the Crayfish

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 46 Word List	Old Sound: <i>ir</i> as in <i>bird</i> & <i>gu</i> as in <i>guess</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>ire</i> as in <i>fire</i>	
Fitzroy Readers Software		Special Words: pause, Murray, grey, surface, quarters, build, litre, piece, rough, seize, month & heart	
Fitzroy Reader: <i>Arthur and the Crayfish</i>			

Story Teaching Sequence

Part 1

1. Spend 10 minutes discussing chapters 7 and 8 of Fantastic Mr Fox with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the **'digraph' ire** as in *fire* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - a. Get learners to brainstorm **ire** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'The **entire** team was needed.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **ire** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 46** to find examples of words that use the new sound **ire**. 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 new sound **ire** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ire**.
3. Do **Word Skills Sheet 46A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
4. **Scan** Reader 46 for the **special words** 'pause', 'Murray', 'grey', 'surface', 'quarters', 'build', 'litre', 'piece', 'rough', 'seize', 'month' & 'heart' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'grey') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text. **Note:** To make things easier, get learners to focus on finding **four** special words at a time. Trying to get them to remember all twelve words at the same time will most likely confuse them.

5. Dictate the following sentences to your learners:

- a. The grey surface of the Murray River was very smooth.
- b. They decided to build three quarters of the barn and then pause to admire their work.

Get learners to write out any word they spell incorrectly three times in their exercise book.

6. Go through the *words we know* list of words found on page i of *Arthur and the Crayfish*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too. Next, get learners to write a single sentence that uses as many of these words as possible. See who can use the most words from the list.
7. Examine the list of words used in Reader 46 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like '**crayfish**' don't just tell learners what it means. Show them some pictures of crayfish. Better still bring in some crayfish for them to eat! If you do that and get them to say 'crayfish' as they eat a piece they will almost certainly remember the word. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

8. Do **Word Skills** Sheet **46B** of the Fitzroy Word Skills 5.
9. Dictate the following sentences to your learners:
 - I. Every day he would take the rough piece of stone and place it next to his heart.
 - II. He dipped his one litre jug under the surface of the water.

Get learners to write out any word they spell incorrectly three times in their exercise book.

READER 46

ire as in fire

SOUNDING WORDS

fire	hire	wire	umpire
fired	tire	tired	empire
enquire	admire	admired	
acquire	retire	retired	
desired	perspired	required	

SPECIAL WORDS

pause	Murray	grey	surface
quarters	build	litre	piece
rough	seize	month	heart

SENTENCE

The tired umpire paused to decide which side should win the game.

Part 2

1. Get learners to take turns reading out sentences in *Arthur and the Crayfish* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **46F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **46** 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.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 46 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both how many sounds there are in each word then what the sounds are**.

4. Spend 5 minutes revising the list of words used in Reader 46 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills Sheet 46C** from Fitzroy Word Skills 5.
Commas: Learners often panic when they write a long sentence and insert a comma anywhere without thought. If this happens, get them to read out what they have written several times, listening to where they naturally pause in the sentence. Get them to insert a comma where they make a short pause. If you do this several times with them they will soon get the idea and improve their punctuation.
6. Write a short story that begins: 'It is sad to eat crayfish because...' If learners don't have time to complete this story in class then they should finish it for homework.

Part 3

1. Do **Word Skills Sheet 46D** from Fitzroy Word Skills 5.
Adverbs: Explain to learners that adverbs can look quite different from each other; but the most basic sort describes the verb, i.e. it tells you how something is done. How did he run? He ran **quickly**. How did he eat? He ate **hungrily**. Many adverbs end in **-ly**.
2. Do **Word Skills Sheet 46E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 46** (but do not use blanks). Play the advanced variation of the game still where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **ir** as in **bird** and **gu** as in **guest**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills** Sheet **46G** (practical English) from Fitzroy Word Skills.

Note on subjects for Discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **46H** from Fitzroy Word Skills 5.

Subjects to write About: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 46 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 46). Get learners to invent as many more words as they can using the special sound **ire** as in **fire**.
3. Revise the **special words** 'pause', 'Murray', 'grey', 'surface', 'quarters', 'build', 'litre', 'piece', 'rough', 'seize', 'month' & 'heart'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'Once a **month** he would **pause** with his heart in his mouth as he took a one **litre** jug tied to a piece of rope and let it sink under the **grey surface** of the **Murray River**.' = 6 points).
4. Give learners a **dictation test** from page 11 of *Arthur and the Crayfish*.

Note: Do not worry if learners don't use quotes. They will learn them later.

5. Divide learners up into pairs (or, if you don't have enough copies of *Arthur and the Crayfish*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 46. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Arthur and the Crayfish* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Use the Fitzroy Readers Software 41- 50 to listen to *Arthur and the Crayfish* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

1. Get learners to read chapter 9 and 10 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 47: The New Year Party

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 47 Word List	Old Sound: <i>ire</i> as in <i>fire</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>wor</i> as in <i>work</i>	
Fitzroy Readers Software		Special Words: wan-dered, audience, Hobart, Michael, tyres & suitable	
Fitzroy Reader: <i>The New Year Party</i>			

Story Teaching Sequence

Part 1

1. Spend 10 minutes discussing chapters 9 and 10 of *Fantastic Mr Fox* with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the ‘**digraph**’ *wor* as in *work* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *wor* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘The *worm* slid through the dirt.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound *wor* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 47** to find examples of words that use the new sound *wor*. 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 new sound *wor* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *wor*.
3. Do **Word Skills Sheet 47A** of the Fitzroy Word Skills 5. You can also play the ‘Get Ready’ section on the Fitzroy Readers Software 41- 50.
4. **Scan** Reader 47 for the **special words** ‘wandered’, ‘audience’, ‘Hobart’, ‘Michael’, ‘tyres’ & ‘suitable’ with the learners by clicking on the ‘Get Ready’ section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. ‘tyres’) 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 times the above special words

appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three** special words at a time. Trying to get them to remember all six words at the same time will most likely confuse them.

5. Dictate the following sentences to your learners:
 - a. The audience left the cinema and wandered through the streets of Hobart.
 - b. Michael hoped to find suitable tyres for his car.

Get learners to write out any word they spell incorrectly three times in their exercise book.

6. Go through the *words we know* list of words found on page i of *The New Year Party*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
7. **Play the Brainstorming Game** using the Alphabetics Game cards. This time play in teams and give each team **3 minutes** to form as many words as possible. Play the game a few times. Be sure only to use cards with **level numbers up to and including 47**. The level number can found in the top right-hand corner of the Alphabetics cards. (**Note:** If you find any vowels or consonants that have been given a higher level number, it is okay to use them as well. If you do this you will have more cards to play with. Also, if you wish to add your own letter cards or use a second set of Alphabetics Game cards to increase the number of cards, then do so.)
8. Examine the list of words used in Reader 47 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: A picture tells a thousand words, so if you have a word like '**Porsche**' don't just tell learners what it means. Show them some pictures of Porsches. Show them lots of pictures. Then get learners to describe the Porsches, even if it is just to say what colour the Porsche is (e.g. 'This is a red Porsche', or 'This is a fast, red Porsche'). Getting them to talk about Porsches is a great way for them to remember the word. Whatever you choose to do, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

9. Do **Word Skills** Sheet **47B** of the Fitzroy Word Skills 5.

Part 2

1. Get learners to take turns reading out sentences in *The New Year Party* until the entire Reader is read. By this stage learners should be able to say almost all of 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.

READER 47

wor as in **work**

SOUNDING WORDS

work	worker	worth
world	worldwide	worship
word	password	worm
worse	worsen	worst
workman	workmanship	
worthless	worthwhile	

SPECIAL WORDS

Hobart	wandered	audience
Michael	tyres	suitable

SENTENCE

Michael thought they were the worst tyres in the world.

2. Do **Word Skills** Sheet **47F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **47** 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.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 47 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both how many sounds there are in each word** then *what the sounds are*.
4. Spend 5 minutes revising the list of words used in Reader 47 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **47C** from Fitzroy Word Skills 5.
6. Get learners to invent their own tongue-twister. If they don't have time to finish it in class, they should do so for homework.

Part 3

1. Do **Word Skills** Sheet **47D** from Fitzroy Word Skills 5.
2. Do **Word Skills** Sheet **47E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 47** (but do not use blanks). Play the advanced variation of the game still where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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 (see image). 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. 15 minutes have 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).

4. Revise the old sounds **ire** as in **fire**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills** Sheet **47G** (practical English) from Fitzroy Word Skills.

Note on subjects for discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **47H** from Fitzroy Word Skills 5.

Subjects to write about: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 47 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 47). Get learners to invent as many more words as they can using the special sound **wor** as in **work**.
3. Revise the **special words** 'wandered', 'audience', 'Hobart', 'Michael', 'tyres' & 'suitable'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'Each day **Michael wandered** through the streets of **Hobart** looking for **tyres** that would be **suitable** for a magic trick he would perform in front of an **audience**.' = 6 points).
4. Give learners a **dictation test** from page 3 of *The New Year Party*.

Note: Do not worry if learners don't use quotes. They will learn them later.

5. Give learners a **dictation test** from page 14 of *The New Year Party*.
 6. Divide learners up into pairs (or, if you don't have enough copies of *The New Year Party*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 47. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The New Year Party* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
 7. Use the Fitzroy Readers Software 41- 50 to listen to *The New Year Party* being read out.
- Note:** If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5 - Homework

1. Get learners to read chapter 11 and 12 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 48: The Inconvenient Puncture

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 48 Word List	Old Sound: <i>wor</i> as in <i>work</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>ure</i> as in <i>puncture</i>	
Fitzroy Readers Software		Special Words: television, pollution, search, famous, science, bicycle, university, usual & shriek.	
Fitzroy Reader: <i>The Inconvenient Puncture</i>			

Story Teaching Sequence

Part 1

1. Spend 10 minutes discussing chapters 11 and 12 of *Fantastic Mr Fox* with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the **'digraph' ure** as in *puncture* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - a. Get learners to brainstorm **ure** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'The **pressure** was too much for the girl.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **ure** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 48** to find examples of words that use the new sound **ure**. 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 new sound **ure** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ure**.
3. Do **Word Skills Sheet 48A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
4. **Scan** Reader 48 for the **special words** 'television', 'pollution', 'search', 'famous', 'science', 'bicycle', 'university', 'usual' & 'shriek' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'science') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three** special words at a time. Trying to get them to remember all nine words at the same time will most likely confuse them.

5. Dictate the following sentences to your learners:

- a. The television showed images of pollution in the town.
- b. There was a huge search for the famous red bicycle.

Get learners to write out any word they spell incorrectly three times in their exercise book.

6. Go through the *words we know* list of words found on page i of *The Inconvenient Puncture*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
7. Get learners to read out and test other learners with the tongue-twisters they created in the previous lesson.
8. Examine the list of words used in Reader 48 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: If you want to improve a learner's ability to remember a word, do your best to **show** him - where possible - what the word means rather than just tell him. So if you have a word like '**puncture**' don't just explain verbally what it is, if possible get a tyre with a small puncture in it and show learners how it goes flat. The above suggestion may not, of course, be practical; but at worst you should dramatize the telling of what a puncture is. Get your learners to imagine holding a tyre in front of them and then inserting a pin into it. Get them to imagine the air flowing out of the tyre and the tyre going flat. Get them to say 'The tyre has a puncture,' and pretend to cry (or show some other exaggerated emotion). Get them to repeat these words. If you do this, learners will not only have fun, they will also have a far greater chance of remembering the word 'puncture' because the way you have taught them will be **memorable**. That is the key. If you teach them something in a boring manner then they will most likely forget. So *dramatize things*. Make things fun. That way learners will want to learn. That way they will remember what you teach them. Whatever you choose to do, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

9. Dictate the following sentences to your learners:

- I. The university was famous for its science lessons.
- II. It was very usual for the boy to hear the girl shriek with fun.

10. Get learners to write out any word they spell incorrectly three times in their exercise book.

11. Do **Word Skills** Sheet **48B** of the Fitzroy Word Skills 5.

Part 2

1. Get learners to take turns reading out sentences in *The Inconvenient Puncture* until the entire Reader is read. By this stage learners should be able to say almost all of 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.

READER 48

ure as in culture

SOUNDING WORDS

puncture	capture	literature
lecture	culture	vulture
fixture	mixture	nature
texture	feature	creature
fracture	picture	adventure
furniture	future	temperature
departure	manufacture	

SPECIAL WORDS

television	pollution	search
famous	science	bicycle
university	usual	shriek

SENTENCE

The vulture shrieked when the other creature came near.

2. Do **Word Skills** Sheet **48F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **48** 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.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 48 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5 minutes revising the list of words used in Reader 48 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do Word Skills Sheet 48C from Fitzroy Word Skills 5.

Quote Marks: Explain to learners that quote marks are 'talking marks'. They tell you the precise words someone says.

6. Get learners to write a short story that begins: 'I am a small, blue monster from outer space. My culture is very different from Earth's. On my planet...' If learners don't have time to finish this story in class they should complete it for homework.

Part 3

1. Do **Word Skills** Sheet **48D** from Fitzroy Word Skills 5. For fun, you can get learners to circle each type of word (part of speech) with a colour. For instance, all of the nouns in the first exercise could be circled in a green pen (or covered by a green highlighter), the verbs could be circled in red etc. Doing this will integrate the right hemisphere of the brain and make the exercise more entertaining. It will also help learners to understand parts of speech more readily.
2. Do **Word Skills** Sheet **48E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 48** (but do not use blanks). Play the advanced variation of the game still where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **wor** as in **work**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills** Sheet **48G** (practical English) from Fitzroy Word Skills.

Note on subjects for discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills** Sheet **48H** from Fitzroy Word Skills 5.

Subjects to write about: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 48 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 48). Get learners to invent as many more words as they can using the special sound **ure** as in **puncture**.
3. Revise the special words 'television', 'pollution', 'search', 'famous', 'science', 'bicycle', 'university', 'usual' & 'shriek'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'All the learners at the **famous science university** would ride their **bicycles** through the city streets in **search** of things they could use for experiments they hoped would fix **pollution** problems and get them on **television**.' = 7 points).
4. Give learners a **dictation test** from page 3 of *The Inconvenient Puncture*.
5. Give learners a **dictation test** from page 8 of *The Inconvenient Puncture*.
6. Divide learners up into pairs (or, if you don't have enough copies of *The Inconvenient Puncture*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 48. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Inconvenient Puncture* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
7. Use the Fitzroy Readers Software 41- 50 to listen to *The Inconvenient Puncture* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

1. Get learners to read chapter 13 and 14 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 49: The Grass is Greener

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 49 Word List	Old Sound: <i>ure</i> as in <i>puncture</i>
Fitzroy Word Skills 5		New Sound: <i>ous</i> as in <i>famous</i> , <i>ious</i> as in <i>devious</i> & <i>wa</i> as in <i>wash</i>	
Fitzroy Readers Software		preparation, explanation, pension, concession, earn, cautious, qualify, bought & scene.	
Fitzroy Reader: <i>The Grass is Greener</i>			

Story Teaching Sequence

Part 1

1. Spend 10 minutes discussing chapters 13 and 14 of *Fantastic Mr Fox* with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the ‘**digraph**’ *ous* as in *famous* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm **ous** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘It was **marvellous** to watch the player.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **ous** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 49** to find examples of words that use the new sound **ous**. 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 new sound **ous** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ous**.
3. Teach the ‘**digraph**’ *ious* as in *devious* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm **ious** words. Write these words on the whiteboard.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘He was a very **curious** boy.’). Learners should write these sentences in their exercise books. For fun – and *to engage the*

right side of the brain – get learners to write words with the new sound **ious** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.

- c. Get learners to scan **Reader 49** to find examples of words that use the new sound **ious**. 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 new sound **ious** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ious**.
4. Teach the '**digraph**' **wa** as in **watch** (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - a. Get learners to brainstorm **wa** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound. Note that when the letter **w** is followed by an **a**, the **a** sounds **o**!
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'The man **wandered** around town.'). Learners should write these sentences in their exercise books. For fun – and to *engage the right side of the brain* – get learners to write words with the new sound **wa** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 49** to find examples of words that use the new sound **wa**. 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 new sound **wa** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **wa**.

5. Do **Word Skills** Sheet **49A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
6. Scan Reader 49 for the special words 'preparation', 'explanation', 'pension', 'concession', 'earn', 'cautious', 'qualify', 'bought' & 'scene' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'qualify') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

Note: To make things easier, get learners to focus on finding **three** special words at a time. Trying to get them to remember all nine words at the same time will most likely confuse them.

READER 49

ous as in **famous**
ious as in **serious**
wa as in **wash**

SOUNDING WORDS

famous	poisonous	jealous
enormous	disastrous	adventurous
religious	serious	luxurious
obvious	ridiculous	melodious
wand	wash	wallet
wattle	warrior	wander
watchdog	wasn't	waddle

SPECIAL WORDS

preparation	explanation	
pension	concession	scene
cautious	qualify	bought

SENTENCE

The famous warrior was very serious but he wasn't a religious man.

7. Dictate the following sentences to your learners:

- a. The man did qualify for the pension, even if they did not believe him.
- b. He was cautious with his explanation because he wanted to make sure he would get a concession.

Get learners to write out any word they spell incorrectly three times in their exercise book.

8. Go through the *words we know* list of words found on page i of *The Grass is Greener*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.

9. Examine the list of words used in Reader 49 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: If you want to improve a learner's ability to remember a word, you need to *bring that word alive for him*. Involve him in the learning process. For instance, if you have a word like 'caravan', first you might show your learners several pictures of different caravans and then you could ask them *what they would like in a caravan* if they could have one. After that ask them *where they would go* in their caravan if they had one. This will not just give them practice using the word 'caravan' it will help them actively use the word. That gives it an excellent chance of sticking in their minds. Whatever you choose to do, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

10. Dictate the following sentences to your learners:

- I. The worker imagined a scene where he bought three waffles.
- II. Today you need to earn a lot to pay for living expenses.

11. Get learners to write out any word they spell incorrectly three times in their exercise book.

12. Do **Word Skills** Sheet **49B** of the Fitzroy Word Skills 5.

Part 2

1. Get learners to take turns reading out sentences in *The Grass is Greener* until the entire Reader is read. By this stage learners should be able to say almost all of 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.

2. Do **Word Skills** Sheet **49F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **49** 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.

3. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 49 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both how many sounds there are in each word** then *what the sounds are*.

4. Spend 5 minutes revising the list of words used in Reader 49 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.

5. Do **Word Skills** Sheet **49C** from Fitzroy Word Skills 5.

Quote Marks: Notice how our method often repeats information. This is necessary with young learners because it is easy to forget new information, all the more so if it is a bit complex. Remember that it is

almost always better to repeat shorter lessons than have one long one. This helps ideas stick in learners' memory banks.

Part 3

1. Do **Word Skills** Sheet **49D** from Fitzroy Word Skills 5. For fun, you can get learners to circle each type of word (part of speech) with a colour. For instance, all of the nouns in the first exercise could be circled in a green pen (or covered by a green highlighter), the verbs could be circled in red etc. Doing this will integrate the right hemisphere of the brain and make the exercise more entertaining. It will also help learners to understand parts of speech more readily.
2. Do **Word Skills** Sheet **49E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 49** (but do not use blanks). Play the advanced variation of the game still where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sound **ure** as in **puncture**. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills Sheet 49G** (practical English) from Fitzroy Word Skills.

Note on subjects for discussion: Do not get learners to do all of the three questions in this section. One is enough.

6. Do **Word Skills Sheet 49H** from Fitzroy Word Skills 5.

Subjects to write about: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 49 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 49). Get learners to invent as many more words as they can using the special sounds **ous** as in **famous**, **ious** as in **devious** and **wa** as in **wash**.
3. Revise the **special words** 'preparation', 'explanation', 'pension', 'concession', 'earn', 'cautious', 'qualify', 'bought' & 'scene'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'His **cautious preparation** helped **earn** him both a **concession** on public transport and a **pension**, but the **explanation** he gave the board did not **qualify** him for anything else.' = 7 points).
4. Give learners a **dictation test** from page 16 of *The Grass is Greener*.
5. Divide learners up into pairs (or, if you don't have enough copies of *The Grass is Greener*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 49. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Grass is Greener* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Use the Fitzroy Readers Software 41- 50 to listen to *The Grass is Greener* being read out.

Note: If you do not have the Fitzroy Readers Software, then ask the learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

Part 5- Homework

1. Get learners to read chapter 15 and 16 of *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning, look up a dictionary or underline them and ask you in the next class.

Story 50: The Bear Next Door

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	Computer to run software on	New Words – See Reader 50 Word List	Old Sound: <i>ous</i> as in <i>famous</i> , <i>ious</i> as in <i>devious</i> & <i>wa</i> as in <i>wash</i>
Fitzroy Word Skills 5	Fantastic Mr Fox by Roald Dahl (each learner needs own copy for homework)	New Sound: <i>wr</i> as in <i>write</i> , <i>tion</i> as in <i>fraction</i> & <i>sion</i> as in <i>pension</i>	
Fitzroy Readers Software		Special Words: sword, court, woman & women	
Fitzroy Reader: <i>The Wisdom of Solomon</i>			

Story Teaching Sequence

Part 1

1. Spend 10 minutes discussing chapters 15 and 16 of Fantastic Mr Fox with your learners. Ask them about the characters. Ask them what they liked about the chapter. If there are any words they are unsure of, explain their meaning.
2. Teach the ‘**digraph**’ *wr* as in *write* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *wr* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. ‘A *wren* is an interesting bird.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound *wr* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 50** to find examples of words that use the new sound *wr*. 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 new sound *wr* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *wr*.
3. Teach the ‘**digraph**’ *tion* as in *fraction* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - a. Get learners to brainstorm *tion* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.

- b. Get learners to invent several simple sentences with words that use it (e.g. 'It's time to take **action**.') Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **tion** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 50** to find examples of words that use the new sound **tion**. 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 new sound **tion** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **tion**.
4. Teach the '**digraph**' **sion** as in **pension** (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - a. Get learners to brainstorm **sion** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - b. Get learners to invent several simple sentences with words that use it (e.g. 'Where will you be for the afternoon **session**?'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **sion** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - c. Get learners to scan **Reader 50** to find examples of words that use the new sound **sion**. 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 new sound **sion** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **sion**.
5. Do **Word Skills** Sheet **50A** of the Fitzroy Word Skills 5. You can also play the 'Get Ready' section on the Fitzroy Readers Software 41- 50.
6. **Scan** Reader 50 for the **special words** 'sword', 'court', 'woman' & 'women' with the learners by clicking on the 'Get Ready' section on the Fitzroy Readers Software 41- 50. Scanning means looking for words (e.g. 'women') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
7. Dictate the following sentences to your learners:
 - a. He held the sword over the woman and made her tell him the answer.
 - b. The women were very noisy in court.

Get learners to write out any word they spell incorrectly three times in their exercise book.
8. Go through the *words we know* list of words found on page i of *The Wisdom of Solomon*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
9. Examine the list of words used in Reader 50 (See the Fitzroy Word Lists) and teach learners the meaning

of any words they may not know.

Remember: If you want to improve a learner's ability to remember a word, you need to bring that word alive for him. Involve him in the learning process. For instance, if you have a word like '**wisdom**', it will most likely not just be enough to explain what it means in words. If you simply do that, then learners will most likely forget. To help them remember better you should do at least three things: 1) Get learners to *explain 'wisdom' in their own words* (this will get them to really think about its meaning.); 2) get them to use '**wisdom**' in several sentences, and 3) get them to give examples of '**wisdom**'. If you get learners to do this then they will almost certainly remember the meaning of the word. Whatever you choose to do, be creative. *Make words as vivid as possible.* That way learners will have a much better chance of remembering them.

10. Do **Word Skills** Sheet **50B** of the Fitzroy Word Skills 5.

Part 2

1. Get learners to take turns reading out sentences in *The Wisdom of Solomon* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **50F** of Fitzroy Word Skills 5. Play the **Write** game for Reader **50** 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.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 50 (page iii). Read out an appropriate number of these words for your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5 minutes revising the list of words used in Reader 50 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **50C** from Fitzroy Word Skills 5.
6. Get learners to write out the following tongue-twister and then say it as fast as they can: '*Should Solomon show Sheila seven shiny sheep?*'

Part 3

1. Do **Word Skills** Sheet **50D** from Fitzroy Word Skills 5.

READER 50
wr as in **write**
tion as in **fraction**
sion as in **pension**

SOUNDING WORDS

write	written	wrote
wrap	unwrap	wrapper
wrinkle	wrestle	nation
action	fraction	adoption
taxation	position	construction
addition	subtraction	multiplication
donation	relationship	tension
pension	division	revision

SPECIAL WORDS

sword court woman women

SENTENCE

The government of a nation collects a tremendous amount of taxation.

2. Do **Word Skills** Sheet **50E** from Fitzroy Word Skills 5.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 50** (but do not use blanks). This time play a more advanced variation of the game still where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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 (see image). 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. 15 minutes have 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).

4. Revise the old sounds **ous** as in **famous**, **ious** as in **devious** & **wa** as in **wash**. Get learners to think of and write down as many words as they can using these digraphs.
 5. Do **Word Skills** Sheet **50G** (practical English) from Fitzroy Word Skills.
- Note on subjects for discussion:** Do not get learners to do all of the three questions in this section. One is enough.
6. Do **Word Skills** Sheet **50H** from Fitzroy Word Skills 5.

Subjects to write about: Do not get learners to write about all of the subjects given. Let them choose one. That is enough. You can choose the length of the piece depending on the ability of your learners.

Part 4 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 50 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 50). Get learners to invent as many more words as they can using the special sounds **wr** as in **write**, **tion** as in **fraction** & **sion** as in **pension**.
3. Revise the **special words** 'sword', 'court', 'woman' & 'women'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'A crowd of **women** pushed their way into the **court** to see the **woman** who had used a **sword** on her enemy.' = 4 points).
4. Give learners a **dictation test** from page 8 of *The Wisdom of Solomon*.
5. Divide learners up into pairs (or, if you don't have enough copies of *The Wisdom of Solomon*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 50. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Wisdom of Solomon* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.

Part 5- Homework

1. Get learners to finish *Fantastic Mr Fox* by Roald Dahl. If there are any words they do not know, get them to ask their parents the meaning.

Story 51: Paul's Principle

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 51 Word List	Old Sound: <i>wr</i> as in <i>write</i> , <i>tion</i> as in <i>fraction</i> & <i>sion</i> as in <i>pension</i>
Fitzroy Word Skills 6a		New Sound: <i>au</i> as in <i>Paul</i>	
Fitzroy Reader: <i>Paul's Principle</i>		Special Words: company, ghastly, particularly, occasionally, opportunity & suspicious	

Story Teaching Sequence

Part 1

- Teach the 'digraph' *au* as in *Paul* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm *au* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'The problem with the rope **caused** him no end of problems.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound *au* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan Reader 51 to find examples of words that use the new sound *au*. 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 new sound *au* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *au*.
- Do Word Skills Sheet 51A of the Fitzroy Word Skills 6a.
- Scan Reader 51 for the **special words** 'company', 'ghastly', 'particularly', 'occasionally', 'opportunity' & 'suspicious'. Scanning means looking for words (e.g. 'company') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - The company made a ghastly mistake that made it difficult to make the most of what was a great opportunity.

- b. The shopkeeper was occasionally suspicious, particularly when he saw the boys with their pockets full.
Get learners to write out any word they spell incorrectly three times in their exercise book.
5. Go through the *words we know* list of words found on page i of *Paul's Principle*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
6. Examine the list of words used in Reader 51 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: If you want to improve a learner's ability to remember a word, you need to bring that word alive for him. Involve him in the learning process. For instance, if you have a word like '**ghastly**', it will most likely not just be enough to explain what it means in words. If you simply do that, then learners will most likely forget. To help them remember better, you should do at least three things: 1) Get learners to *explain 'ghastly' in their own words* (this will get them to really think about its meaning); 2) get them to use '**ghastly**' in several sentences, and 3) get them to give examples of '**ghastly**'. If you get learners to do this then they will almost certainly remember the meaning of the word. Whatever you choose to do, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

7. Do **Word Skills** Sheet **51B** of the Fitzroy Word Skills 6a.

Part 2

1. Get learners to take turns reading out **paragraphs** in *Paul's Principle* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **51F** of Fitzroy Word Skills 6a.
3. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 51 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5 minutes revising the list of words used in Reader 51 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **51C** from Fitzroy Word Skills 6a.

READER 51

au as in Paul

SOUNDING WORDS

taught	daughter	because
haul	launch	cause
pause	cautious	haunted
astronaut	distraught	Paul
taunt	caught	fraud
audience	laundry	August

SPECIAL WORDS

company	particularly
occasionally	opportunity
suspicious	ghastly

SENTENCE

Paul taught his daughter to be cautious of fraud.

Part 3

1. Do **Word Skills** Sheet **51D** from Fitzroy Word Skills 6a.
2. Do **Word Skills** Sheet **51E** from Fitzroy Word Skills 6a. **Codes:** These codes help a learner's ability to think

logically. This section is not **obligatory**, however. It is perhaps best kept for the learners who are ahead of the rest and need something to do. Keep them busy while the rest of the class is catching up and with a bit of luck they won't disrupt the rest of the class out of boredom!

3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 51** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word 'hat' and the other adds an 'e' to form 'hate') **but also by inserting letters into the word** (e.g. making 'flat' from 'fat'). Note, however, that they **cannot** steal a word by adding an 's' to the end of it and forming a plural (e.g. adding an 's' to 'apple' to make 'apples'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds wr as in write, tion as in fraction & sion as in pension. Get learners to think of and write down as many words as they can using these digraphs.
5. Do **Word Skills Sheet 51G** (practical English) from Fitzroy Word Skills 6a.
6. Do **Word Skills Sheet 51H** from Fitzroy Word Skills 6a.

Conceptual Development: It is one thing to comprehend things on a literal level; but true understanding goes well beyond simple facts (like who did what when). Real understanding when we read is the ability to make use of what is read, of being able to apply what we learn to our daily lives. This section on conceptual development helps learners to think for themselves. As such they will not only be able to do more with what they read, they will also become more creative thinkers.

Note: If you do not have time to do all of the exercises listed in this work sheet, do **subjects to write about** in class and set the final two exercises for **homework**.

Part 4 - Literature and Advanced Grammar

1. Read out loud chapters 1 and 2 of *The Wonderful Wizard of Oz* by L. Frank Baum. As you read, explain to your learners any words they might not understand. You do not need learners to remember these words long-term, it is enough to make sense of the story for them as you read.

Note: Reading stories like *The Wonderful Wizard of Oz* to learners not only improves their language skills, it also inspires them to read more. Later on, when they get more comfortable with the vocabulary used in the book, you will get them to read part of it by themselves. This will give them the confidence to read more and more general literature.

2. Discuss chapters 1 and 2 of *The Wonderful Wizard of Oz* with learners. Get them to explain in their own words what it is about. Get them to tell you what they liked about it.
3. Do **Word Skills** Sheet **51I** (synonyms) from Fitzroy Word Skills 6a.
4. Do **Word Skills** Sheet **51J** from Fitzroy Word Skills 6a.

Special Word Families: Special word families are groups of words with the same spelling pattern. The similar spelling pattern often resembles a digraph; but in the Fitzroy Method they are not seen as digraphs since they only appear in a **limited number of words** (a digraph, on the contrary, will generally appear in **many different words**). As a result, it is easier just to learn these spelling patterns as 'special word families'.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills** Sheet **51K** from Fitzroy Word Skills 6a.

Vocabulary Extension: In Word Skills Books 6a and 6b, much emphasis is placed on expanding learners' vocabulary. This will not only improve their ability to communicate orally, it will also greatly improve their writing skills.

2. Do **Word Skills** Sheet **51L** from Fitzroy Word Skills 6a.

Adverbs: Help learners understand the rule given on this work sheet. Practice the following sentences with them before they complete the exercises to make sure they understand the use of adverbs being taught (learners need to pick out the adverb):

- a. The man stared at the boy *furiously*.
- b. The fat lady yelled *angrily* at the goblin.
- c. The dragon will come *soon*.

3. **The Five Senses in Creative Writing:** In English the words for the five senses are: sight, hearing, taste, touch and smell. When we write, we tend to use the sense of sight to the exclusion of everything else. This is natural enough as it is by far the most important of the senses for writing. That said, if we never use the other senses in our prose, then it lacks colour. It is something like listening to music in 'mono' rather than 'stereo' - it lacks richness, depth. Also, when our writing lacks sensory variety, then we tend to become deadened to the visual descriptions. In other words, they don't make as big an impact on us as they would if they were intermingled with other descriptions. This happens because the mind tends to become less interested when confronted with the same sort of material time and time again. As a reader this may translate to skim reading, rather than paying full attention to what is written. The solution to this problem is simple: make sure the prose of your learners contains descriptions not just of sight, but also of sound, taste, touch and smell. If it does, then you and other readers will most likely

stay interested in what they have written.

Exercise using the sense of smell: Get learners to write out several sentences using the sense of smell (e.g. 'The aroma of coffee beans wafted through the building.' Or: 'The smell of rotten eggs was disgusting.'). The sentences don't need to be brilliant; the idea is simply to get learners used to using senses other than sight. By isolating one sense and practising it, learners will later on find it easy to integrate it in their prose.

4. Do **Word Skills Sheet 51M** from Fitzroy Word Skills 6a.

Adverbs: Help learners understand the rule given on this work sheet. Practise the following sentences with them before they complete the exercises to make sure they understand the use of adverbs being taught (learners need to pick out the adverb):

- a. The magic rabbit was *quite* quick.
- b. The little girl was *extremely* naughty.
- c. The jolly man was in a *rather* cheerful mood.

5. Do **Word Skills Sheet 51N** from Fitzroy Word Skills 6a.

Adverbs: Help learners understand the rule given on this work sheet. Practise the following sentences with them before they complete the exercises to make sure they understand the use of adverbs being taught (here learners need to pick out **both** adverbs):

- a. The elf ate his bun *quite quickly*.
- b. The little girl was *often extremely* naughty.
- c. The jolly man *rather amusingly* made fun of everyone he saw.

Part 5 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 51 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 51). Get learners to invent as many more words as they can using the special sound **au** as in **Paul**.
3. Revise the **special words** 'company', 'ghastly', 'particularly', 'occasionally', 'opportunity' & 'suspicious'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. '**Occasionally** the **company** made a **ghastly** mistake that made investors **particularly suspicious** of what was meant to be a great **opportunity** for them.' = 6 points).
4. Give learners a **dictation test** from page 16 of *Paul's Principle*.
5. Divide learners up into pairs or teams and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 51. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Paul's Principle* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Get learners to add **ing** to the following verbs: 'make', 'move' & 'leave'.
7. Get learners to punctuate the following sentences: the man said go away I dont want to see you again what do you want Fred asked
8. Get learners to circle the adverbs in the following sentences: The frog wept bitterly because the princess would not kiss it. The little boy was really upset with his mum. He ran quite quickly to the corner store.

Story 52: The Dirt Track

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz , by L. Frank Baum	New Words – See Reader 52 Word List	Old Sound: <i>au</i> as in <i>Paul</i>
Fitzroy Word Skills 6a		New Sound: <i>ought</i> as in <i>bought</i>	
Fitzroy Reader: <i>The Dirt Track</i>		Special Words: lounge, precious, successful, shoulders & disbelieving	

Story Teaching Sequence

Part 1

- Teach the ‘**digraph**’ *ought* as in *bought* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm **ought** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘The cheeky little rascal **thought** it was a great idea to skip class.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound *ought* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 52** to find examples of words that use the new sound *ought*. 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 new sound *ought* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *ought*.
- Do **Word Skills** Sheet **52A** of the Fitzroy Word Skills 6a.
- Scan Reader 52 for the special words ‘lounge’, ‘precious’, ‘successful’, ‘shoulders’ & ‘disbelieving’. Scanning means looking for words (e.g. ‘shoulders’) 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - The three boys would often lounge about on their precious couch.
 - The disbelieving parents watched as the boy with huge shoulders made a successful attempt to lift the table off the ground.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Go through the *words we know* list of words found on page i of *The Dirt Track*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
6. Examine the list of words used in Reader 52 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: If you want learners to remember an expression like **‘to dawn on someone’** then you need to bring it alive for them. To do so you need to involve them in the learning process. So don’t just explain what the expression means in words. If you simply do that, learners will most likely forget it. To help them remember better, try the following: 1) Get learners to *explain ‘to dawn on (someone)’ in their own words* (this will get them to really think about its meaning); 2) get them to use it in several sentences and write them down (e.g. ‘It finally dawned on me that he was right’), and 3) get them to use the expression in several different sentences, saying them out loud in *a very pompous British accent* (you may need to demonstrate this first!). If you get learners to do this then they will almost certainly remember the meaning of the word. Whatever you choose to do, be creative. *Make words as vivid as possible*. That way learners will have a much better chance of remembering them.

Note: There may be too many new words or expressions in the Reader to permit spending so much time on each one. If so, simply choose the **most important words** to devote more time to, and do your best with the others, remembering the principles we have been teaching for bringing words alive in the memory banks of a learner.

2. Do **Word Skills Sheet 52B** of the Fitzroy Word Skills 6a.

Part 2

1. Get learners to take turns reading out paragraphs in *The Dirt Track* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills Sheet 52F** of Fitzroy Word Skills 6a.
3. Play **Number Ears** with learners using the *words we’ve used* list at the end of Reader 52 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both how many sounds there are in each word** then *what the sounds are*.
4. Spend 5 minutes revising the list of words used in Reader 52 (See the Fitzroy Word Lists) and repeat the

READER 52

ought as in bought

SOUNDING WORDS

ought bought overwrought
fought thought brought
sought wrought nought

SPECIAL WORDS

lounge successful
shoulders disbelieving
precious monkey

SENTENCE

You ought to see the marvellous
monkey my dad brought home
last August.

meaning of any words they may not know.

5. Do **Word Skills** Sheet **52C** from Fitzroy Word Skills 6a.

Part 3

1. Do **Word Skills** Sheet **52D** from Fitzroy Word Skills 6a.
2. Do Word Skills Sheet 52E from Fitzroy Word Skills 6a.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 52** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sound au as in Paul. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills** Sheet **52G** from Fitzroy Word Skills 6a.
6. Do **Word Skills** Sheet **52H** from Fitzroy Word Skills 6a.

Written Expression: Creative writing isn't like mathematics, it is far more personal. When we write, we are expressing a part of ourselves. As a result, it is easy for us to feel anxious about letting others read our work. This anxiety can be a problem for some learners because it either makes it hard for them to start writing a story in the first place (they are afraid to look silly), or because it makes them write the same safe, boring things that others so often write. To avoid these problems we need to create a safe environment for learners to write creatively. We need to create a sort of writing **sanctuary**. In this sanctuary learners know that no matter what they write they will not be ridiculed or made to look stupid. They know that you - the teacher - will not allow any other learners to make fun of what they write. In this way you will have created a safe space for learners to express themselves. Their work will benefit as a result.

Note: If you do not have time to do all of the exercises listed in this work sheet, do **subjects to write about** in class and set the final two exercises for homework.

Part 4 - Literature and Advanced Grammar

1. Read out loud to your learners, chapters 3 and 4 of The Wonderful Wizard of Oz by L. Frank Baum. As you read, explain to your learners any words they might not understand. You do not need learners to remember these words long-term, it is enough to make sense of the story for them as you read.
2. Discuss chapters 3 and 4 of The Wonderful Wizard of Oz with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
3. Do **Word Skills** Sheet **52I** (antonyms) from Fitzroy Word Skills 6a.
4. Do **Word Skills** Sheet **52J** from Fitzroy Word Skills 6a. **Special Word Families (revision):** Special word families are groups of words with the same spelling pattern. The similar spelling pattern often resembles a digraph; but in the Fitzroy Method they are not seen as digraphs since they only appear in a **limited number of words**. A digraph, on the contrary, will generally appear in **many different words**. As a result, it is easier just to learn these spelling patterns as 'special word families'.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills** Sheet **52K** from Fitzroy Word Skills 6a.

Vocabulary Extension: In Word Skills Books 6a and 6b, much emphasis is placed on expanding learners' vocabulary. This will not only improve their ability to communicate orally, it will also greatly improve their writing skills.

2. Do **Word Skills** Sheet **52L** from Fitzroy Word Skills 6a.

Adjectival phrases: Help learners understand the rule given on this worksheet. Practice the following sentences with them before they complete the exercises to make sure they understand the use of adverbs being taught (learners need to pick out the adjectival phrase):

- a. The tree with enormous branches.
 - b. The extremely nasty devil.
 - c. The woman in the huge overcoat.
3. **The Five Senses** in English are called sight, hearing, taste, touch and smell. When we write, we tend to use the sense of sight to the exclusion of everything else. This is natural enough as it is by far the most

important of the senses for writing. That said, if we never use the other senses in our prose, then it lacks colour. It is something like listening to music in 'mono' rather than 'stereo' - it lacks richness, depth. The solution to this problem is simple: make sure your learners' prose contains descriptions not just of sight, but also of sound, taste, touch and smell. If it does, then you and other readers will most likely stay interested in what they have written.

Exercises using the sense of taste and hearing: Get learners to write out several sentences using the sense of taste (e.g. 'The chocolate tasted sweet and milky on his tongue.') The sentences don't need to be brilliant; the idea is simply to get learners used to using senses other than sight. By isolating one sense and practising it, learners will later on find it easy to integrate it in their prose. Next, get learners to write out several sentences using the sense of hearing (e.g. 'The Rice Bubbles crackled in the bowl.'). Note the sentence doesn't need to use the words 'heard' or 'hear' etc., they just need to contain **sound** (things we can hear).

4. Do **Word Skills** Sheet **52M** from Fitzroy Word Skills 6a.
5. Do **Word Skills** Sheet **52N** from Fitzroy Word Skills 6a.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 52 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 52). Get learners to invent as many more words as they can using the special sound **ought** as in **bought**.
3. Revise the **special words** 'lounge', 'precious', 'successful', 'shoulders' & 'disbelieving'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'After a **successful** innings he would carry his **precious** bat on his **shoulders** and make the long trek home where he would relax by sitting in his parents' big **lounge** chair.' = 4 points).
4. Give learners a **dictation test** from page 7 of *The Dirt Track*.
5. Divide learners up into pairs (or, if you don't have enough copies of *The Dirt Track*, *teams*) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 52. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Dirt Track* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Get learners to write the number of **vowels** contained in each of the following words: 'runner', 'explanation' & 'softly'.
7. Get learners to circle the noun phrases in the following sentences: The funny clown tripped over his feet. It was the dog from the dark forest.
8. Get learners to circle the verb phrases in the following sentences: He would never have lost if it weren't for the magic frog. Will you come to my house.
9. Give learners a short spelling test using the following words: any, treasure, medicine, biscuit, senior.
10. Get learners to punctuate the following sentences: bob said if you don't leave now there will be problems how did you do that the frog asked

Story 53: Athlete Pete

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 53 Word List	Old Sound: <i>ought</i> as in <i>bought</i>
Fitzroy Word Skills 6a		New Sound: <i>e-e</i> as in <i>Pete</i> , <i>u</i> as in <i>music</i>	
Fitzroy Reader: <i>Athlete Pete</i>		Special Words: eccentric, twilight, pursuit, conscientious, gymnasium & coherent	

Story Teaching Sequence

Part 1

- Teach the ‘**digraph**’ **e-e** as in **Pete** (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm **e-e** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound. Next, teach this rule: when we write the letter **e**, then another letter, then an **e**, this final **e** makes the **e** sound its name **e** (i.e. the long vowel sound). Learners should learn to say this whole point by rote.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘With the final note written, the musical piece was **complete**.’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **ought** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 53** to find examples of words that use the new sound **e-e**. 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 new sound **e-e** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **e-e**.
- Teach the **single letter extra sound u** as in **music** (a *single letter extra sound* is a letter that changes its basic sound e.g. the *i* in ‘find’). To do so:
 - Get learners to brainstorm **u** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘The monument stood in front of them.’). If this is too difficult, help them out with some words using this sound (e.g. stupid, learner, music, human, duty, usual, pupil etc. Turn to page ii. from Reader 53 for further examples). Learners should write these sentences in their exercise books. For fun – and *to engage the right side*

of the brain – get learners to write words with the new sound **u** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.

- c. Get learners to scan **Reader 53** to find examples of words that use the new sound **u**. 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 new sound **u** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **u**.
3. Do **Word Skills Sheet 53A** of the Fitzroy Word Skills 6a.
4. **Scan** Reader 53 for the **special words** 'eccentric', 'twilight', 'pursuit', 'conscientious', 'gymnasium' & 'coherent'. Scanning means looking for words (e.g. 'coherent') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
5. Dictate the following sentences to your learners:
 - a. His dream of transforming himself into the strongest man in the village was considered by many to be an eccentric pursuit.
 - b. He was conscientious learner of the sport and that meant staying in the gymnasium until twilight each day.

Get learners to write out any word they spell incorrectly three times in their exercise book.

READER 53

e-e as in **Pete**
u as in **music**

SOUNDING WORDS

scene	sphere	millipede
stampede	athlete	Pete
delete	theme	supreme
these	compete	centipede
concrete	extreme	unite
museum	jury	junior
universe	uniform	tutor
pupil	student	duty
stupid	music	human

SPECIAL WORDS

Hugh	twilight	pursuit
gruelling	eccentric	conscientious
honesty	gymnasium	coherent

SENTENCE

Pete, the eccentric centipede, was conscientious about his duty.

6. Go through the *words we know* list of words found on page i of *Athlete Pete*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
7. Examine the list of words used in Reader 53 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember: One way to help learners remember certain words is by looking at their **etymology**. That is to say, to study where the word comes from. For instance, the word '**centipede**' come from two Latin words 'centum' meaning 'one hundred' and 'pes or ped' meaning 'foot'. So what we are talking about is a creature (technically an *arthropod*) that has a lot of legs (so many it seems like one hundred). If you talk about the etymology of a word with learners this will often greatly enhance their ability to remember its meaning because it draws their attention to it and gets them to think about its component parts. To make it easier still for them to remember the word, however, it helps if you can cite some other words that use the same roots (in this case 'centum' and 'pes, ped' (for instance 'cent' [there are 100 of them in a dollar] and 'pedal' [you put your foot on a bike pedal])). Doing this will help them to remember the meaning of the roots to a word and, in turn, its meaning. Naturally, if you combine this with the methods we have

already taught to involve learners in the learning process then you will get even better results.

Note: There may be too many new words or expressions in the Reader to permit spending so much time on each one. If so, simply choose the most important words to devote more time to, and do your best with the others, remembering the principles we have been teaching for bringing words alive in the memory banks of a learner.

8. Do **Word Skills Sheet 53B** of the Fitzroy Word Skills 6a.

Part 2

1. Get learners to take turns reading out **paragraphs** in *Athlete Pete* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills Sheet 53F** of Fitzroy Word Skills 6a.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 53 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both how many sounds there are in each word then what the sounds are**.
4. Spend 5-10 minutes revising the list of words used in Reader 53 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills Sheet 53C** from Fitzroy Word Skills 6a.

New Vocabulary: If you are introducing large words like '**comparison**' and '**superlative**' then you would do well to give learners a memory aid to help them remember such words. Sometimes it is as simple as looking at the word and seeing if there isn't a part of it that can provide a clue to its meaning. For instance, 'comparison' and 'comparative' both come from 'compare'. So if we are talking about 'comparative adjectives' then we are talking about adjectives that compare one thing to another. Or take the word 'superlative'. Unless we do something it will be forgotten almost straight away due to its length; but if we examine it carefully we see that the first part of it is 'super'. This gives us a clue to its meaning. Get learners to think of, say, Superman. He is most likely the *strongest* and *fastest* man on Earth. He is really the best at everything because he is Super-man. Likewise, 'superlatives' talk about people and things that are the best or most of something (e.g. fattest, most beautiful, largest etc.). So point this out to learners and there is a good chance they will remember a word like 'superlative' despite its length.

Part 3

1. Do **Word Skills Sheet 53D** from Fitzroy Word Skills 6a.
2. Do **Word Skills Sheet 53E** from Fitzroy Word Skills 6a.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 53** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able

to **steal** words, the rest of the rules of the game are the same:

- 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. 15 minutes have 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).

4. Revise the old sound **ought** as in **bought**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills** Sheet **53G** from Fitzroy Word Skills 6a.
6. Do **Word Skills** Sheet **53H** from Fitzroy Word Skills 6a.

Character Description: It is easy for learners to get lazy and use the same descriptions time and time again. For this exercise, try to get them to describe their non-human character with at least *three unique descriptions*. Get them to be specific (i.e. don't have them say 'it was, big and ugly'; instead, encourage them to write something like, 'It had huge fangs that dripped with blood and saliva, a pointed horn that curled up out of its skull and a scaly green skin that made it look like a walking fish.'). If learners use boring, all-too-common descriptions, get them rewrite with fresher descriptions.

Note: If you do not have time to do all of the exercises listed in this work sheet, do **subjects to write about** in class and set the final two exercises for homework.

Part 4 - Literature and Advanced Grammar

1. Read out loud to your learners chapters 5 and 6 of *The Wonderful Wizard of Oz* by L. Frank Baum. As you read, explain to your learners any words they might not understand. You do not need learners to remember these words long-term, it is enough to make sense of the story for them as you read.

2. Discuss chapters 5 and 6 of *The Wonderful Wizard of Oz* with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
3. Do **Word Skills Sheet 53I** (Turns of Phrase) from *Fitzroy Word Skills 6a*.
4. Do **Word Skills Sheet 53J** from *Fitzroy Word Skills 6a*.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills Sheet 53K** from *Fitzroy Word Skills 6a*.
2. Do **Word Skills Sheet 53L** from *Fitzroy Word Skills 6a*.

Comparatives and Superlatives: Help learners understand the rule given on this work sheet. Practice the following sentences with them before they complete the exercises in 53L to make sure they understand the use of comparatives and superlatives. For sentences **a** and **b** insert the **comparative** form of the word in brackets into the sentence. For **c** and **d** insert the **superlative** form of the word in brackets.

- a. Mark seemed * than Gina. (smart)
 - b. That was even * than last time. (incredible)
 - c. Of all of the group, Sally was without doubt the *. (beautiful)
 - d. He was the * runner in the entire school. (fast)
3. **The Five Senses.** In this exercise - like in the previous lesson - we continue to work with the senses in order to create richer and more interesting prose. Here we deal with the last of the five sense: touch.
Exercises using the sense of touch: Get learners to write out several sentences using the sense of touch (e.g. 'She slid her hands through the silky fabric over to her husband's hairy arm.') The sentences don't need to be brilliant; the idea is simply to get learners used to using senses other than sight. By isolating one sense and practising it, learners will later on find it easy to integrate it in their prose.

Note: Learners don't need to use the verb 'touch' in their description (e.g. He touched the slimy snail.). They can; but it is often better just to evoke the sense of touch without mentioning it directly.

The Five Senses in Practice: One final point regarding the senses needs to be made clear: they should not all be used as frequently as each other! You generally wouldn't want, for instance, 20% of your descriptions to contain the sense of taste. That would be ridiculous (unless, of course, you were describing a feast). In actual fact, the sense of sight will still dominate (used perhaps 80+% of the time). Next you will probably have hearing, then smell, then touch and taste. They make up the final 10-20%. Since the non-sight senses at most only account for about 20 percent of most prose descriptions, then they might seem somewhat irrelevant. It is amazing how much your learners' prose will improve, however, when they integrate all five senses. It is like adding salt and pepper to a dish. You don't need much, but without them it will generally be extremely bland.

4. Do **Word Skills Sheet 53M** from *Fitzroy Word Skills 6a*.
5. Do **Word Skills Sheet 53N** from *Fitzroy Word Skills 6a*.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 53 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 53). Get learners to invent as many more words as they can using the special sound **e-e** as in **Pete** and **u** as in **music**.
3. Revise the **special words** 'eccentric', 'twilight', 'pursuit', 'conscientious', 'gymnasium' & 'coherent'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'The **pursuit** of his dream to own a **gymnasium** was **coherent** with his life's philosophy, even if a little **eccentric** given that he was already in the **twilight** of his life.' = 5 points).
4. Give learners a **dictation test** from page 9 of *Athlete Pete*.
5. Divide learners up into pairs (or, if you don't have enough copies of *Athlete Pete*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 53. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Athlete Pete* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Get learners to write the number of consonants contained in each of the following words: 'particular', 'several' & 'bullet'.
7. Get learners to write both the comparative and superlative adjective for the following uncomparated adjectives: dark, slimy, timid & hot.
8. Give learners a short spelling test using the following words: laugh, Russia, oar, obey, soar, session, they.
9. Get learners to punctuate the following sentences: i am not willing bob said to be your slave i don't know he screamed what you want

Story 54: Meeting the Challenge

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 54 Word List	Old Sound: <i>e-e</i> as in <i>Pete</i> , <i>u</i> as in <i>music</i>
Fitzroy Word Skills 6a		New Sound: <i>a</i> as in <i>path</i>	
Fitzroy Reader: <i>Meeting the Challenge</i>		Special Words: precious, conscious, bruise, stomach, triumph, squad, efficiency & quality	

Story Teaching Sequence

Part 1

- Teach the ‘**digraph**’ *a* as in *path* (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm *a* words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘Would you like to have a **bath**?’). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound *a* in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 54** to find examples of words that use the new sound *a*. 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 new sound *a* and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound *a*.
- Do **Word Skills Sheet 54A** of the Fitzroy Word Skills 6a.
- Scan Reader 54 for the special words ‘precious’, ‘conscious’, ‘bruise’, ‘stomach’, ‘triumph’, ‘squad’, ‘efficiency’ & ‘quality’. Scanning means looking for words (e.g. ‘squad’) 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - He held onto his precious equipment despite being barely conscious, having a bad bruise on his stomach and an injured neck.
 - Their efficiency and high quality training helped the squad triumph.

Get learners to write out any word they spell incorrectly three times in their exercise book.

- Go through the words we know list of words found on page i of Meeting the Challenge. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
- Examine the list of words used in Reader 54 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Onomatopoeia: Explain to learners that many *words make a sound that is a clue to their meaning*. Words like ‘quack’, ‘plop’, ‘squish’ or (from Reader 54) ‘thumping’. To help learners remember their meaning, get them to ‘enact’ the words, making sure to emphasize their sound. For instance, you could get learners to pretend to drop a stone with a ‘plop’ into some water. As the imaginary stone strikes the water, get them to say ‘plop’. If you wish, tell learners that words like ‘plop’ and ‘thump’ are *onomatopoeic*. If they forget the term it isn’t a problem. Next time you have an onomatopoeic word simply ask them what sort of word it is and remind them if need be. Eventually they will remember.

Note: There may be too many new words or expressions in the Reader to permit spending so much time on each one. If so, simply choose the most important words to devote more time to, and do your best with the others, remembering the principles we have been teaching for bringing words alive in the memory banks of a learner.

- Do **Word Skills Sheet 54B** of the Fitzroy Word Skills 6a.

Part 2

- Get learners to take turns reading out **paragraphs** in *Meeting the Challenge* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
- Do **Word Skills Sheet 54F** of Fitzroy Word Skills 6a.
- Play **Number Ears** with learners using the **words we’ve used** list at the end of Reader 54 (page iii). Read out an appropriate number of these words given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
- Spend 5-10 minutes revising the list of words used in Reader 54 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
- Do **Word Skills Sheet 54C** from Fitzroy Word Skills 6a.

Part 3

- Do **Word Skills Sheet 54D** from Fitzroy Word Skills 6a.

READER 54

a as in path

SOUNDING WORDS

fast	mask	bath	path
task	asked	gasp	grasp
rasp	past	fasten	lasted
calm	graft	ghastly	blasted
castle	forecast	demanding	
gasping	overcast	grandfather	

SPECIAL WORDS

bruise	stomach	triumph
precarious	conscious	squad
efficiency	quality	

SENTENCE

The pupil asked his teacher politely about the demanding task.

2. Do **Word Skills Sheet 54E** from Fitzroy Word Skills 6a.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 54** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **e-e** as in **Pete** and **u** as in **music**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills Sheet 54G** from Fitzroy Word Skills 6a.
6. Do **Word Skills Sheet 54H** from Fitzroy Word Skills 6a. If you do not have time to do all of the exercises listed in this work sheet, do **subjects to write about** in class and set the final two exercises for homework.

Part 4 - Literature and Advanced Grammar

1. Read out loud to your learners chapters 7 and 8 of The Wonderful Wizard of Oz by L. Frank Baum. As you read, explain to your learners any words they might not understand. You do not need learners to

remember these words long-term, it is enough to make sense of the story for them as you read.

2. Discuss chapters 7 and 8 of *The Wonderful Wizard of Oz* with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
3. Do **Word Skills** Sheet **54I** (Homonyms) from Fitzroy Word Skills 6a.
4. Do **Word Skills** Sheet **54J** from Fitzroy Word Skills 6a.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills** Sheet **54K** from Fitzroy Word Skills 6a.
2. Do **Word Skills** Sheet **54L** from Fitzroy Word Skills 6a.
3. Discuss '**point of view**' with your learners. Explain that the two most common sorts of point of view in a story are the **1st person** (singular and plural) and the **3rd person** (singular). The first person singular uses the 'I' (e.g. 'I went to the corner store.') The 1st person plural uses the 'we' (e.g. 'We went to the corner store.') The 3rd person (singular) use 'he', 'she' or 'it' (e.g. 'He / she / it went to the corner store.'). Where learners often go wrong with point of view is that they describe things that are **impossible** from the *point of view* they are using. Here is an example: "I was walking to the corner store when I saw my good friend Tom. Tom was thinking that I was a really great bloke." The obvious problem with this passage is that the narrator (the 'I') has no way of knowing what Tom was thinking. He could guess (e.g. 'From the grin on Tom's face he looked like he must have been thinking what a great bloke I am...'), but he can't know for certain. The sentence, therefore, contains an error in *point of view*. Read the following sentences to your learners and see if they can spot problems in point of view: 'He stared at the brick wall of his prison cell. On the other side of it *he could see* three parked police cars.' 'I saw a man for the first time in my life. No one had ever told me anything about him before. He was asleep on a park bench. *He was a lawyer.*'
4. Do **Word Skills** Sheet **54M** from Fitzroy Word Skills 6a.
5. Do **Word Skills** Sheet **54N** from Fitzroy Word Skills 6a.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 54 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 54). Get learners to invent as many more words as they can using the special sound **a** as in **path**.
3. Revise the **special words** 'precious', 'conscious', 'bruise', 'stomach', 'triumph', 'squad', 'efficiency' & 'quality'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'Due to the **efficiency** and **quality** of his tactics, the **squad** had a great **triumph**; but by the end of the game he had a **bruise** on his **stomach**, felt exhausted and was only just **conscious** of his friends around him who kept telling him how **precious** a victory it was.' = 8 points).
4. Give learners a **dictation test** from page 14 of *Meeting the Challenge*.
5. Divide learners up into pairs (or, if you don't have enough copies of *Meeting the Challenge*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 54. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second

learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Meeting the Challenge* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.

6. Get learners to circle the pronouns in the following sentences: The man didn't know what he would do with her hat, but he was happy to take hers off her. He was happy just to sit under his tree and reflect on what he would do with his life.
7. Get learners to tell you in their own words what a *homonym* is. Ask them for some examples. If they can't think of any, help them (e.g. coach [a bus] and coach [trainer]).
8. Give learners a short spelling test using the following words: there, talk, police, magazine, squash, quality, quarrel, marine & chalk.
9. Get learners to define the following words: knack, hypothermia, staunch & contagious.
10. Get learners to sort the following words into the correct category (gender), i.e. masculine, feminine and common: man, people, queen, prince, rooster, actress, crowd.
11. Get learners to rewrite the following sentences using **unquoted** speech: The prince said, "I will never go to Africa as long as I live." "There are many birds in this park," the ranger whispered.

Story 55: Transported

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 55 Word List	Old Sound: <i>a</i> as in <i>path</i>
Fitzroy Word Skills 6a		New Sound: <i>y</i> as in <i>myth</i>	
Fitzroy Reader: <i>Transported</i>		Special Words: cello, Beethoven, capsule, buildings, vapour & decisively	

Story Teaching Sequence

Part 1

- Teach the **'digraph' y** as in *myth* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **y** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'John said the **crystals** helped him to meditate better.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **y** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 55** to find examples of words that use the new sound **y**. 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 new sound **y** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **y**.
- Do **Word Skills** Sheet **55A** of the Fitzroy Word Skills 6a.
- Scan** Reader 55 for the **special words** 'cello', 'Beethoven', 'capsule', 'buildings', 'vapour' & 'decisively'. Scanning means looking for words (e.g. 'capsule') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - In each of the buildings, learners used to play Beethoven on the cello.
 - The capsule shot decisively up into the sky and into a thick cloud of vapour that hovered above the building.

Get learners to write out any word they spell incorrectly three times in their exercise book.

- Go through the *words we know* list of words found on page i of *Transported*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
- Examine the list of words used in Reader 55 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know. Remember to be creative in your methods for helping learners remember new words. Remember to bring the words alive in some way. And don't forget to actively involve learners in the learning process. That way they have a much better chance of remembering new words.
- Do **Word Skills Sheet 55B** of the Fitzroy Word Skills 6a.

Part 2

- Get learners to take turns reading out paragraphs in *Transported* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
- Do **Word Skills Sheet 55F** of Fitzroy Word Skills 6a.
- Play **Number Ears** with learners using the *words we've used* list at the end of Reader 55 (page iii). Read out as many of these words as you can given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
- Spend 5-10 minutes revising the list of words used in Reader 55 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
- Do **Word Skills Sheet 55C** from Fitzroy Word Skills 6a.

Proper nouns: Explain to learners that a proper noun names a **particular** person, place or thing. Not just any old thing - a particular thing, a *special thing*; and because of that it needs a capital letter. This shows that it is important, just like names. Test learners (orally) on the following words by getting them to tell you which ones are proper nouns and which ones aren't: *abacus, Australia, pears, football, John, Singapore & chocolate*.

Part 3

- Do **Word Skills Sheet 55D** from Fitzroy Word Skills 6a.
- Do **Word Skills Sheet 55E** from Fitzroy Word Skills 6a.
- Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 55** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made

READER 55

y as in myth

SOUNDING WORDS

Cylinder	cylindrical	myth
mythical	rhythm	Sydney
typical	typically	bicycle
symphony	sympathy	crystals
mystery	mysterious	gypsy
sympathetic		

SPECIAL WORDS

cello	Beethoven	capsule
vapour	decisively	

SENTENCE

The mysterious rhythm of the drums typically lasted until dawn.

the word 'hat' and the other adds an 'e' to form 'hate') **but also by inserting letters into the word** (e.g. making 'flat' from 'fat'). Note, however, that they **cannot** steal a word by adding an 's' to the end of it and forming a plural (e.g. adding an 's' to 'apple' to make 'apples'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:

- 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. 15 minutes have 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).

4. Revise the old sounds **a** as in **path**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills** Sheet **55G** from Fitzroy Word Skills 6a.
6. Do **Word Skills** Sheet **55H** from Fitzroy Word Skills 6a.

Anecdote composition: Make sure that learners vary their responses to this section. Don't let them always write *an article from a local newspaper*, for instance. Get them to try a new form each time (e.g. a diary entry). Practising a variety of styles and forms is crucial for developing and enriching a learner's written ability. This may be testing. It may take a learner out of his comfort zone and he may complain; but don't worry. Soon his abilities will expand and he will be proud of what he has accomplished.

Note: If you do not have time to do all of the exercises listed in this work sheet, do **subjects to write about** in class and set the final two exercises for homework.

Part 4 - Literature and Advanced Grammar

1. Read out loud to your learners chapters 9 of *The Wonderful Wizard of Oz* by L. Frank Baum. Then get

them to read chapter 10 in class by themselves (they should all have their own copy). As you read, explain to your learners any words they might not understand. While they are reading by themselves in class, help them with any words or sections they don't understand. Remember that you do not need learners to remember unknown words long-term, it is enough to make sense of the story for them as it is read.

2. Discuss chapters 9 and 10 of *The Wonderful Wizard of Oz* with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
3. Do **Word Skills Sheet 55I** (Turns of Phrase) from Fitzroy Word Skills 6a.
4. Do **Word Skills Sheet 55J** from Fitzroy Word Skills 6a.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills Sheet 55K** from Fitzroy Word Skills 6a.
2. Do **Word Skills Sheet 55L** from Fitzroy Word Skills 6a.
3. Discuss '**dialogue**' with your learners. Explain that dialogue is what people say to each other and that it is a very important part of their creative writing. Tell them that there are two golden rules for writing good dialogue:
 - 1) It needs to sound natural
 - 2) It needs to be interestingIf learners break either of these rules they will never write good dialogue. **Rule 1** explains that what people say in dialogue has to be realistic. If a bomb explodes and blows off a soldier's leg, then he is unlikely to look down at his missing leg and say, 'Oh, look at that. It seems I am missing a leg.' This just wouldn't be natural. Provided he was able to speak, he would say something much **rougher**, something that would probably involve several expletives! In general, dialogue doesn't sound natural because it is too prim and proper. **Too formal**. We write: "We would not go to the university on Saturday" when we should write: "We wouldn't go to uni on Saturday". We write: "He was a very nasty person" when we should write "He was a prick". A good way to improve dialogue, therefore, is to get learners to read it out loud and ask themselves whether it sounds natural, whether it sounds like something people would actually say. **Rule 2** is equally important. Dialogue **needs to be interesting**. Because it can be natural **and** boring. Excruciatingly boring. In fact, generally dialogue that is too natural **is** boring. Why? Because when we talk we often repeat ourselves, say dull things, go around in circles until we say exactly what we want to say, add fillers like 'um', 'ah', 'well', 'you know' etc. and generally don't produce one fascinating sentence after the next. This may or not be okay in real life, but in fiction it means that the reader is going to throw your book away and never pick it up again. If he wanted to listen to all the boring things the average person says everyday he doesn't need to pick up a book! A book – fiction – is designed to create a new world for the reader to inhabit. A world that is more interesting – at least for the time it takes to read the book – than the normal world. Because if it isn't, why read the book? So when learners write dialogue, instruct them to edit out all of the boring bits. Let it be the 'best of the best', the most interesting things their characters have to say. If it isn't interesting, tell them to cut it out.
4. Do **Word Skills Sheet 55M** from Fitzroy Word Skills 6a.
5. Do **Word Skills Sheet 55N** from Fitzroy Word Skills 6a.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 55 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 55). Get learners to invent as many more words as they can using the special sound **y** as in **myth**.
3. Revise the **special words** 'cello', 'Beethoven', 'capsule', 'buildings', 'vapour' & 'decisively'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'A **capsule** filled with **vapour** was placed in each of the **buildings**, and inside each **capsule** cello music by **Beethoven** could be heard playing softly.' = 5 points [you only get one point for *capsule*, even if it is used twice.]).
4. Give learners a **dictation test** from page 13 of *Transported*.
5. Divide learners up into pairs (or, if you don't have enough copies of *Transported*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 55. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Transported* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Get learners to circle the indefinite pronouns in the following sentences: He didn't want to talk to just anybody, he wanted to talk to somebody – somebody important. Nobody is more important than anyone else. Why? Because everyone is unique and special in their own way. That is something John knew for sure.
7. Get learners to tell you in their own words what a *proper noun* is. Ask them for examples.
8. Get learners to tell you in their own words what an *abstract noun* is. Ask them for examples.
9. Give learners a short spelling test using the following words: cough, design, eight, neighbour, official, delicious & resign.
10. Get learners to define the following words: anticipate, exquisite, paralysed & magnificent.

Story 56: David and Goliath

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 56 Word List	Old Sound: y as in <i>myth</i>
Fitzroy Word Skills 6b		New Sound: i as in <i>find</i>	
Fitzroy Reader: <i>David and Goliath</i>		Special Words: fields, occurrence, quality, weapon, descend & honour	

Story Teaching Sequence

Part 1

- Teach the **single letter extra sound i** as in *find* (a *single letter extra sound* is a letter that changes its basic sound e.g. the **y** in ‘*myth*’). To do so:
 - Get learners to brainstorm **i** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. “Don’t **mind** what I tell you, I’m just joking.”). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **y** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 56** to find examples of words that use the new sound **i**. 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 new sound **i** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **i**.
- Do **Word Skills Sheet 56A** of the Fitzroy Word Skills 6b.
- Scan** Reader 56 for the **special words** ‘fields’, ‘occurrence’, ‘quality’, ‘weapon’, ‘descend’ & ‘honour’. Scanning means looking for words (e.g. ‘quality’) 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - Every day the soldier would descend into the fields to uphold the honour of his race.
 - It was an occurrence that would have shocked many, but the young boy stood still, confident in the quality of his weapon.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Go through the *words we know* list of words found on page i of *David and Goliath*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
6. Examine the list of words used in Reader 56 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know. Remember to be creative in your methods for helping learners remember new words. Remember to bring the words alive in some way. And don't forget to actively involve learners in the learning process. That way they have a much better chance of remembering new words.
7. Do **Word Skills** Sheet **56B** of the Fitzroy Word Skills 6b.

Part 2

1. Get learners to take turns reading out **paragraphs** in *David and Goliath* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **56F** of Fitzroy Word Skills 6b.
3. Play **Number Ears** with learners using the *words we've used* list at the end of Reader 56 (page iii). Read out as many of these words as you can given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5-10 minutes revising the list of words used in Reader 56 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **56C** from Fitzroy Word Skills 6b.

READER 56

i as in **climb**

SOUNDING WORDS

find	kind	wind	grind
behind	bind	mind	Goliath
ninth	climb	lion	final
mild	wild	silent	violent
child	trial	giant	iron
tiny	defiant	climax	Philistines

SPECIAL WORDS

fields	occurrence	quality
weapon	honour	

SENTENCE

The violent giant was decisively stopped by David's weapon.

Part 3

1. Do **Word Skills** Sheet **56D** from Fitzroy Word Skills 6b.
2. Do **Word Skills** Sheet **56E** from Fitzroy Word Skills 6b.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 56** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:

- 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. 15 minutes have 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).

4. Revise the old sounds **y** as in **myth**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills Sheet 56G** from Fitzroy Word Skills 6b.
6. Do **Word Skills Sheet 56H** from Fitzroy Word Skills 6b.

Conceptual Development and Education: The 'subjects for discussion' in the 'conceptual development' section are designed to help learners develop thinking skills and improve creativity. They are designed to nurture inner talents, rather than force learners to think in a certain way. Interestingly, this is in line with the original concept of 'education'. The word 'education' comes from the Latin word 'educare' meaning 'to draw or lead out'. This is very different from most education today. Today, most educators are intent on filling up learners with facts and figures rather than teaching them to think for themselves. But to be a leader in any field, to be an inventor, to create something new, you must step back from the pack, from the way things have always been done. You must think something new, do something new. Good educators know this. That is why their primary aim is to help develop learners' potential, rather than force them to think in a certain way.

Part 4 - Literature and Advanced Grammar

1. Read out loud to your learners chapter 11 of The Wonderful Wizard of Oz by L. Frank Baum. Then get them to read chapter 12 in class by themselves (they should all have their own copy). As you read, explain to your learners any words they might not understand. While they are reading by themselves in class, help them with any words or sections they don't understand. Remember that you do not need learners

to remember unknown words long-term, it is enough to make sense of the story for them as it is read.

2. Discuss chapters 11 and 12 of *The Wonderful Wizard of Oz* with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
3. Do **Word Skills Sheet 56I** (More Synonyms) from Fitzroy Word Skills 6b. This section is designed to expand learners' vocabulary. It is also useful for getting learners into the habit of searching for similar, but slightly different ways of saying the same thing. Each word has its own nuance, its own unique flavour, even if that flavour is similar to another one. The trick, therefore, is trying to get learners into the habit of choosing the most appropriate word from the options.

Task: Get out the last creative piece learners wrote and ask them to replace three words in it with synonyms. Then get them to tell you whether they prefer these words to the original words chosen. If not, are there any other synonyms that might work better than the original words?

4. Do **Word Skills Sheet 56J** from Fitzroy Word Skills 6b.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills Sheet 56K** from Fitzroy Word Skills 6b.
2. Do **Word Skills Sheet 56L** from Fitzroy Word Skills 6b.
3. An important principle in creative writing is **show, don't tell**. The idea is that if you show somebody something it will be a lot more vivid and memorable than if you just tell them about it. I could tell you that I had just seen a really horrible dog walk past my house; but if I showed you a picture of it you would undoubtedly get a much better idea of how horrible it was. Now in writing you obviously can't show someone a picture; but you can create a picture through words. In this case, we would replace the word **horrible** with a more visual description ('The dog had razor sharp teeth with bits of blood and bone stuck between them, it stank of decomposing flesh, was covered in dirt and green slime and snarled at anyone who came within ten metres of it.'). Here we **show** the horrible *rather than just say* that something is horrible. Unfortunately, a lot of writing – even published writing! – indulges in too much telling. We are told that someone is an *evil* man, but we never actually see him doing anything evil. This sort of telling doesn't ever make much of an (emotional) impact on a reader. If we saw the man torturing small learners, however, then we definitely feel ourselves responding to his actions and we would know he was evil without having to be told! Better still, we would *feel* he was evil. And it is when we start to *feel things* as a reader that we truly become involved in the reading experience. Of course, it isn't as simple as that, because to show something obviously takes a lot more time than to tell it. I could tell you that someone is brave and that would take one sentence. To show it might take several pages (e.g. I could show a man rescuing drowning people in a stormy sea, or saving someone from a group of violent youths etc.). As a general rule, therefore, you tell the boring bits (e.g. 'For five years Joseph moped about at home as he suffered from severe depression') and show the exciting bits (Joseph jumped headfirst out of the aeroplane without a parachute. He sped towards the earth, air crashing into his eyes and face, wind buffeting him, hailstones as big as lychees swirling all around...). Since your learners' creative pieces will almost always be fairly short, much of their descriptions will still need to involve telling (otherwise they will never finish their story!). What you need to get them to do, however, is insert (at a minimum) a few pieces of **showing** into everything they write. Just doing that one simple thing will hugely improve the dramatic impact and force of what they write.

Exercise: Get learners to write a paragraph that **shows** what each of the below descriptions **tells**: 1) A furious elephant 2) A glamorous lady 3) A cowardly man

4. Do **Word Skills Sheet 56M** from Fitzroy Word Skills 6b.
5. Do **Word Skills Sheet 56N** from Fitzroy Word Skills 6b.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 56 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 56). Get learners to invent as many more words as they can using the special sound *i* as in **find**.
3. Revise the **special words** 'fields', 'occurrence', 'quality', 'weapon', 'descend' & 'honour'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'It may have been an odd **occurrence**, but it caused him to **descend** into the **fields** with **weapon** in hand, determined not only to show his **quality** as a soldier, but also to uphold the **honour** of his family.' = 6 points).
4. Give learners a **dictation test** from page 12 of *David and Goliath*.
5. Divide learners up into pairs (or, if you don't have enough copies of *David and Goliath*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 56. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *David and Goliath* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Revise word endings with your learners. Get them to practise adding *er* to the following words: high (e.g. higher), fake, few.
7. Get learners to turn the following phrases into the present continuous form: 1) I have (answer: I am having) 2) I spy (answer: I am spying) 3) I swim (answer: I am swimming)
8. Give learners a short spelling test using the following words: some, double, severe, boulder, cautious, come, country, here, mouldy & ambitious.
9. Get learners to define the following words: defiant, assumption, contradiction & to survey.

Story 57: Excavations

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 57 Word List	Old Sound: <i>i</i> as in <i>find</i>
Fitzroy Word Skills 6b		New Sound: war as in <i>warm</i> , o as in <i>only</i>	
Fitzroy Reader: <i>Excavations</i>		Special Words: wholly, ancient, character, camouflage, awkward & essential	

Story Teaching Sequence

Part 1

- Teach the **'digraph' war** as in *warm* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **war** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several spoken simple sentences with words that use it (e.g. 'The ants were **swarming** all over you.'). Choose some of these to copy onto the whiteboard. Learners should then write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **war** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 57** to find examples of words that use the new sound **war**. 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 new sound **war** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **war**.
- Teach the **single letter extra sound o** as in *only* (a *single letter extra sound* is a letter that changes its basic sound e.g. the *i* in 'find'). To do so:
 - Get learners to brainstorm **o** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. '**Open** the box!'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **o** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 57** to find examples of words that use the new sound **o**. 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 new sound **o** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **o**.

3. Do **Word Skills Sheet 57A** of the Fitzroy Word Skills 6b.
4. Scan Reader 57 for the special words 'wholly', 'ancient', 'character', 'camouflage', 'awkward' & 'essential'. Scanning means looking for words (e.g. 'awkward') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.

5. Dictate the following sentences to your learners:

- a. The camouflage was essential to the trick, even if it was awkward to prepare it.
- b. The ancient character without any training was not wholly what they were looking for.

Get learners to write out any word they spell incorrectly three times in their exercise book.

6. Go through the *words we know* list of words found on page i of *Excavations*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
7. Examine the list of words used in Reader 57 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know. Remember to be creative in your methods for helping learners remember new words. Remember to bring the words alive in some way. And don't forget to actively involve learners in the learning process. That way they have a much better chance of remembering new words.

8. Do **Word Skills Sheet 57B** of the Fitzroy Word Skills 6b.

Doubling letters: One way to help learners know whether to double a letter or not, is to ask them whether the sound will change if they don't. For instance, if you have the word 'hop' and you don't double the **p**, then you will end up with the word 'hoping'. This word has a long (o) vowel sound and means something else entirely. Similar problems would occur with the word 'big' if we added 'est' without doubling the **g**. The word would then become 'bigest' which, thanks to the i-e digraph would produce an i with a long vowel sound. To keep the short (or basic) vowel sound we therefore need to double the **g**.

Part 2

1. Get learners to take turns reading out **paragraphs** in *Excavations* until the entire Reader is read. By this stage learners should be able to say almost all of 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.

READER 57

ar as in **warm**
o as in **obey**

SOUNDING WORDS

war	ward	warn
dwarf	warm	warmth
warning	wart	award
ward	reward	yodel
volcano	poetry	total
obey	open	obedient
pony	motto	opening

SPECIAL WORDS

essential	ancient	character
wholly	camouflage	awkward

SENTENCE

The ancient dwarf felt a little awkward when he read poetry.

2. Do **Word Skills** Sheet **57F** of Fitzroy Word Skills 6b.
3. Play **Number Ears** with learners using the **words we've used** list at the end of Reader 57 (page iii). Read out as many of these words as you can given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5-10 minutes revising the list of words used in Reader 57 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **57C** from Fitzroy Word Skills 6b.

Part 3

1. Do **Word Skills** Sheet **57D** from Fitzroy Word Skills 6b.

Syllables: Don't forget to remind learners that the number of letters does not determine how many syllables there are in a word. Rather, it is the **number of vowel sounds**. To demonstrate this, give them several examples of long single syllable words, like 'match', branch, 'table' & 'cruise'.

2. Do **Word Skills** Sheet **57E** from Fitzroy Word Skills 6b.
3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 57** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word 'hat' and the other adds an 'e' to form 'hate') **but also by inserting letters into the word** (e.g. making 'flat' from 'fat'). Note, however, that they **cannot** steal a word by adding an 's' to the end of it and forming a plural (e.g. adding an 's' to 'apple' to make 'apples'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

4. Revise the old sounds **i** as in **find**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills Sheet 57G** from Fitzroy Word Skills 6b.

Comprehension for Exams: Learners are often required to do comprehension exercises in exams and tests. Thanks to all of the comprehension exercises in the Fitzroy Method they should be well prepared; but there is one trick you should teach them to help them take less time on the comprehension test and get better results. The trick is a simple one: *get learners to read the comprehension questions before they read the story (or passage)*. You do not want learners to always do this since reading a text simply to find the answers to comprehension questions is not the most rewarding experience (you will miss a lot of the magic of the text because you are focused on a very small part of it); but sometimes all you care about are short-term results – and this technique will produce them. So if any of your learners needs to sit an English test that will involve comprehension, get them to practise this technique. Let them read some comprehension questions you have made up that relate to a certain passage, then give them the passage. Explain that since all they care about for this exercise are the answers to the questions, then it is even okay to skim read. They don't need to understand everything – just the answer to the questions.

6. Do **Word Skills Sheet 57H** from Fitzroy Word Skills 6b.

Written Expression: For this section, be sure to practise some of the creative writing techniques that have been taught in Word Skills books 6a and 6b. Get learners to insert in at least three places descriptions that **are not visual**. Get them to **show** at least two things in their creative piece. If there is any dialogue, make sure that it is both **natural** and **interesting**.

7. **Homework:** Learners are required to read chapter 13 of the *Wonderful Wizard of Oz* for homework. In the next lesson, this chapter will be discussed. Get learners to ask their parents any words they do not understand, look up a dictionary, or if worst comes to worst write the words down and bring them to the next class.

Part 4 - Literature and Advanced Grammar

1. Spend 10 minutes discussing chapter 13 of the *Wonderful Wizard of Oz*. If learners need help with any of the vocabulary in it, help them.
2. Read out loud to your learners chapters 14 of *The Wonderful Wizard of Oz*. Then get them to read chapter 15 in class by themselves (they should all have their own copy). As you read, explain to your learners any words they might not understand. While they are reading by themselves in class, help them with any words or sections they don't understand. Remember that you do not need learners to remember unknown words long-term, it is enough to make sense of the story for them as it is read.
3. Discuss chapters 14 and 15 of *The Wonderful Wizard of Oz* with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
4. Do **Word Skills Sheet 57I** (Homophones) from Fitzroy Word Skills 6b.

5. Do **Word Skills** Sheet **57J** from Fitzroy Word Skills 6b.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills** Sheet **57K** from Fitzroy Word Skills 6b.
2. Do **Word Skills** Sheet **57L** from Fitzroy Word Skills 6b.
3. The aim when we write fiction is to **create an imaginary world for the reader to live in**. We want to pull the reader into this world; we want him (for as long as he is reading) to actually *feel as though he is living in it*. To achieve this aim the written world needs to be both **believable** and have enough **detail** to bring it to life. A great way to achieve this is to use **specific** – i.e. very concrete – **details** in our prose. You don't need to use many. Too many details can become tedious; but a few well chosen ones can really help bring a scene or description to life. For instance, imagine you are describing a car chase through city streets. You can write 'The car sped past several buildings and then turned onto a large road,' or you could write 'The Porsche sped past a McDonald's and a 7/11 and then turned onto a multi-laned highway.' As you can see, this second description is far more vivid thanks to the concrete detail. As mentioned, however, the trick is to give just enough concrete details to bring a scene to life, and not too many. Imagine, for instance, that you need to describe a girl. You could write something like 'The girl had red hair, a long green dress with frills around the hem, pink Nike runners, freckles on her face, a crooked front tooth, a pair of golden, circular earrings, an extra long little finger and was as skinny as a broomstick.' This is not terrible, but the danger is that the reader can only keep so many images in his mind at one time, so will end up feeling overloaded with details. In the end, this can actually create a fuzzy overall impression. As a result, it is sometimes better just to write 'The girl had red hair, a long green dress with frills around the hem, and was as skinny as a broomstick.' You do lose a bit in this description; but what remains carries extra weight.

Exercise 1: Read the following pair of words to learners and ask them to tell you which of them creates a stronger impression, i.e. which one they can see more clearly: 1) man / priest 2) fast food restaurant / Pizza Hut 3) Car / Ferrari 4) grilled meat / grilled steak 5) person / girl 6) flower / rose.

Exercise 2: Go through the 'subjects to write about' story that your learners have written in exercise 57H and get them to change at least three words to make them more concrete.

4. Do **Word Skills** Sheet **57M** from Fitzroy Word Skills 6b.
5. Do **Word Skills** Sheet **57N** from Fitzroy Word Skills 6b.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 57 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 57). Get learners to invent as many more words as they can using the special sounds **war** as in **warm** and **o** as in **only**.
3. Revise the **special words** 'wholly', 'ancient', 'character', 'camouflage', 'awkward' & 'essential'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'The **ancient camouflage** was **awkward** to put on, but even if it was not **wholly essential** to hide such a big **character**, it certainly helped.' = 6 points).
4. Give learners a **dictation test** from page 16 of *Excavations*.

5. Divide learners up into pairs (or, if you don't have enough copies of *Excavations*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 57. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Excavations* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Revise word endings with your learners. Get them to practise adding 'est' to the following words: hot (e.g. hottest), big, few, near, bad.
7. Get learners to put the following words in alphabetical order: *road, river, rope, red, ram*.
8. Test learners on the number of syllables in these words: instrument (3), boat (1), mover (2), pancake (2), terrible (3).
9. Give learners a short spelling test using the following words: flood, parachute, parent, great, canary, chef, blood & area.
10. Get learners to define the following words: biography, extinct, frenzy & efficiency.
11. Ask learners the meaning of the preposition 'pre'. Get them to tell you words that contain this preposition (e.g. preview, predict, prepare etc.).
12. Get learners to use any conjunction they desire to join the following sentences: He was mad. He had a big head.

Story 58: Andrew and Diana

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 58 Word List	Old Sound: <i>war</i> as in <i>warm</i> , <i>o</i> as in <i>only</i>
Fitzroy Word Skills 6b		New Sound: <i>ie</i> as in <i>chief</i>	
Fitzroy Reader: <i>Andrew and Diana</i>		Special Words: introduced, enthusiastic, regular, voluntary, valued, assumed, organised & weird	

Story Teaching Sequence

Part 1

- Teach the **'digraph' ie** as in *chief* (a digraph is two or more letters put together to form a new sound, like 'sh' or 'ch'). To do so:
 - Get learners to brainstorm **ie** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'He had some very odd **beliefs**.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **ie** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 58** to find examples of words that use the new sound **ie**. 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 new sound **ie** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ie**.
- Do **Word Skills Sheet 58A** of the Fitzroy Word Skills 6b.
- Scan** Reader 58 for the **special words** 'introduced', 'enthusiastic', 'regular', 'voluntary', 'valued', 'assumed', 'organised' & 'weird'. Scanning means looking for words (e.g. 'voluntary') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - The enthusiastic little man introduced him to the group, telling everyone he would soon become a valued and regular member of the team.
 - It was weird how they assumed he should be organised into the group of voluntary members.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Go through the *words we know* list of words found on page i of *Andrew and Diana*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
6. Examine the list of words used in Reader 58 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know. Remember to be creative in your methods for helping learners remember new words. Remember to bring the words alive in some way. And don't forget to actively involve learners in the learning process. That way they have a much better chance of remembering new words.
7. Do **Word Skills Sheet 58B** of the Fitzroy Word Skills 6b.

Part 2

1. Get learners to take turns reading out paragraphs in *Andrew and Diana* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills Sheet 58F** of Fitzroy Word Skills 6b.
3. Play Number Ears with learners using the words we've used list at the end of Reader 58 (page iii). Read out as many of these words as you can given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5-10 minutes revising the list of words used in Reader 58 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills Sheet 58C** from Fitzroy Word Skills 6b.

Part 3

1. Do **Word Skills Sheet 58D** from Fitzroy Word Skills 6b.

Articles: Explain to learners that the word 'the' is called a *definite article*. That means it talks about something definite, something precise. If we say, 'Look at the pizza on the table' then we're not just talking about any old pizza, but *a very specific one*, the one on the table. This concept can be a little hard for non-English speaking (ESL) learners to grasp. One way to help is by actually pointing to some objects in the classroom and saying '**the**apple' or '**the** book' or '**the**...' whatever it is. With the *indefinite article* **a**, explain to learners that '**in**' before a word means 'not' (e.g. incomplete = not complete). So *indefinite* means 'not definite'. In other words we're not really sure which thing we are talking about. Which book? **A** book (but we can't exactly say which one precisely.) **A** is used when we are not talking about a particular person, place or thing.

2. Do **Word Skills Sheet 58E** from Fitzroy Word Skills 6b.

READER 58

ie as in chief

SOUNDING WORDS

chief	grief	retrieve
relief	thief	brief
believe	belief	disbelief
piece	field	niece
wield	priest	grieve
thieves	relieve	relieved

SPECIAL WORDS

regular	voluntary	valued
assumed	organised	weird
introduced	enthusiastic	

SENTENCE

They watched in disbelief as the enthusiastic chief climbed onto the volcano.

3. Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 58** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') but also by inserting letters into the word (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him.

Apart from being able to **steal** words, the rest of the rules of the game are the same:

- 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. 15 minutes have 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).

4. Revise the old sounds **war** as in **warm**, **o** as in **only**. Get learners to think of and write down as many words as they can using this digraph.
5. Do **Word Skills** Sheet **58G** from Fitzroy Word Skills 6b.
6. Do **Word Skills** Sheet **58H** from Fitzroy Word Skills 6b.

Written Expression: For this section, be sure to practise some of the creative writing techniques that have been taught in Word Skills books 6a and 6b. Get learners to insert in at least three places, descriptions **that are not visual**. Get them to **show** at least two things in their creative piece. If there is any dialogue, make sure that it is both **natural** and **interesting**.

7. **Homework:** Learners are required to read chapter 16 of the *Wonderful Wizard of Oz* for homework. In the next lesson, this chapter will be discussed. Get learners to ask their parents any words they do not understand, look up a dictionary, or if worst comes to worst write the words down and bring them to the next class.

Part 4 - Literature and Advanced Grammar

1. Spend 10 minutes discussing chapter 16 of the Wonderful Wizard of Oz. If learners need help with any of the vocabulary in it, help them.
2. Read out loud to your learners chapters 17 of The Wonderful Wizard of Oz. Then get them to read chapter 18 in class by themselves (they should all have their own copy). As you read, explain to your learners any words they might not understand. While they are reading by themselves in class, help them with any words or sections they don't understand. Remember that you do not need learners to remember unknown words long-term, it is enough to make sense of the story for them as it is read.
3. Discuss chapters 17 and 18 of The Wonderful Wizard of Oz with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
4. Do **Word Skills Sheet 58I** (Yet More Synonyms) from Fitzroy Word Skills 6b.
5. Do **Word Skills Sheet 58J** from Fitzroy Word Skills 6b.

Part 5 - Creative Writing and Advanced Grammar

1. Do Word Skills Sheet 58K from Fitzroy Word Skills 6b.

Simple English: Some people make the mistake of thinking that longer, more complex words are better than shorter, simpler ones. In fact, the opposite is generally true. Explain to learners that many words in English come from Latin and many from German. The Latin words tend to be long, the German short. If we take examples 1 and 2 from Sheet 58K we see the Latin derived words 'nourishment' and 'illumination'. The German derived equivalents are 'food' and 'light'. What readers usually find is that the shorter German words 'pack more punch'. They are more concrete, and when you read them it is easier to see what the writer is talking about. So while it is important for your learners to broaden their vocabulary, they should feel happy to choose a shorter, simpler German derived word.

2. Do **Word Skills Sheet 58L** from Fitzroy Word Skills 6b.

Exclamation marks: Many learners get into the bad habit of using too many exclamation marks. This habit can be formed texting messages on a mobile phone, or writing emails – and it can be a hard one to break. But too many exclamation marks lose their force, and if they are used too often then a reader soon won't take much notice of them. The first time a reader sees one he or she might suddenly pay attention and think 'Something dramatic is happening'. With each successive exclamation mark, however, the reader will pay less and less attention. It's like if someone always shout when they talk, you soon learn that it isn't because anything special is happening. It's just the way they talk. As a result, you won't pay them any more attention because they shout. Another key reason why learners shouldn't use too many exclamation marks is because if they are then they obviously aren't writing well in the first place. Why? Because if what they are writing is already dramatic, then chances are they don't need to nudge the reader with an exclamation mark. It's a bit like telling someone a joke and then winking at them and reminding them that it is a joke so they ought to laugh. If the joke is funny they will laugh without the prompting. If it isn't, they won't. If your learners are using a lot of exclamation marks in an attempt to build drama, then get them to rewrite what they have written in a more dramatic way so they don't need the exclamation mark. As a general rule, one exclamation mark per page is plenty. In fact, in many cases one is too many.

3. **Creative writing tip: beware adverbs.** Some good writers pride themselves on writing entire novels without adverbs. This may be taking things a little far, but the general rule to avoid using too many adverbs is a good one. Why? Because using an adverb often means you have simply not chosen the right

verb. Some examples will make this point clear. Imagine you have the sentence 'He hit him **powerfully** on the jaw.' Here we have a verb 'hit' and an adverb 'powerfully'. The writer obviously feels that 'hit' is not strong enough by itself so adds 'powerfully' to give it more force. But what would happen if instead of adding 'powerfully' the writer simply chose a better verb, e.g. 'whacked' or 'smashed' or 'thumped'? All of these verbs indicate that the person was hit 'powerfully' on the jaw, so you don't need the 'powerfully'.

Exercise 1: Get learners to replace the following verb + adverb combinations with a single, stronger verb: 1) ate hungrily (e.g. gobbled) 2) ran quickly (e.g. sprinted) 3) talked loudly (e.g. shouted) 4) talked softly (e.g. whispered) 5) moved angrily (e.g. stomped)

Exercise 2: Get your learners to look over the 'subjects to write about' section from work sheet 58H, and replace any verb + adverb combinations that they have used with a stronger verb. If they can't find any, get them to look over some other creative piece that they have written and do the same.

4. Do **Word Skills** Sheet **58M** from Fitzroy Word Skills 6b.

Prefixes: To help learners remember a word like 'prefix' it is helpful to break it down into its component parts: 'pre', meaning 'before', and 'fix', meaning 'fix' or 'attach to'. Once you do that the word is easy to remember: it is something that goes before a word and gets fixed onto it.

5. Do **Word Skills** Sheet **58N** from Fitzroy Word Skills 6b.

Part 6 – Reader Revision and Tests

1. Use the words we've used page at the end of Reader 58 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 58). Get learners to invent as many more words as they can using the special sound **ie** as in **chief**.
3. Revise the **special words** 'introduced', 'enthusiastic', 'regular', 'voluntary', 'valued', 'assumed', 'organised' & 'weird'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'We were **introduced** into our groups by an **enthusiastic** man who must have **assumed** we all **valued** a **regular** life, rather than something a little more **weird** and exciting.' = 6 points).
4. Give learners a **dictation test** from page 16 of *Andrew and Diana*.
5. Divide learners up into pairs (or, if you don't have enough copies of *Andrew and Diana*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 58. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Andrew and Diana* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Revise word endings with your learners. Get them to practise adding **-ed** to the following words: prove (e.g. proved), pride, compose, smash & pop.
7. Give learners a short spelling test using the following words: business, group, souvenir, ceiling, conquer, mosque, receive, soup, deceive & antique.
8. Get learners to define the following words: expertise, voluntary, compulsory, posture, regularity.
9. Ask learners the meaning of the word 'prefix'. Get them to tell you what two parts the word 'prefix' are made from and what they mean.

Story 59: Lost and Won

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 59 Word List	Old Sound: <i>ie</i> as in <i>chief</i>
Fitzroy Word Skills 6b		New Sound: <i>o</i> as in <i>won</i>	
Fitzroy Reader: <i>Lost and Won</i>		Special Words: official, collision, vaguely, knowledge, circumstances, unison, champion & echoed	

Story Teaching Sequence

Part 1

- Teach the **single letter extra sound o** as in **won** (a *single letter extra sound* is a letter that changes its basic sound e.g. the *i* in 'find'). To do so:
 - Get learners to brainstorm **o** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. 'He made a lot of **money** that day.'). Learners should write these sentences in their exercise books. For fun – and *to engage the right side of the brain* – get learners to write words with the new sound **o** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 59** to find examples of words that use the new sound **o**. 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 new sound **o** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **o**.
- Do **Word Skills Sheet 59A** of the Fitzroy Word Skills 6b.
- Scan** Reader 59 for the **special words** 'official', 'collision', 'vaguely', 'knowledge', 'circumstances', 'unison', 'champion' & 'echoed'. Scanning means looking for words (e.g. 'champion') 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - The official echoed the words of the champion when he said something about a collision making the circumstances hard to understand.
 - They all clapped in unison at the knowledge and learning she demonstrated, but she was only vaguely aware of the crowd.

Get learners to write out any word they spell incorrectly three times in their exercise book.

5. Go through the *words we know* list of words found on page i of *Lost and Won*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
6. Examine the list of words used in Reader 59 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know.

Remember to be creative in your methods for helping learners remember new words. Remember to bring the words alive in some way. And don't forget to actively involve learners in the learning process. That way they have a much better chance of remembering new words.

7. Do **Word Skills** Sheet **59B** of the Fitzroy Word Skills 6b. In the old days, many teachers used to teach learners lessons by getting them to **repeats things out loud**. This isn't as common anymore, but it can be still helpful at times. The '*i before e except after c*' rule is one such case. To get learners to remember it, get them to chant the rule out for a minute. After that they will almost certainly remember it.

Note: Do remind them that many rules have an exception or two, and this one does too, most obviously the words 'weird' and 'seize'.

Part 2

1. Get learners to take turns reading out **paragraphs** in *Lost and Won* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
2. Do **Word Skills** Sheet **59F** of Fitzroy Word Skills 6b.
3. Play **Number Ears** with learners using the words we've used list at the end of Reader 59 (page iii). Read out as many of these words as possible given your time frame and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
4. Spend 5-10 minutes revising the list of words used in Reader 59 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
5. Do **Word Skills** Sheet **59C** from Fitzroy Word Skills 6b.

Punctuation: Learners will often be able to punctuate when given a worksheet to do. Sometimes, however, they forget what they have learned when they write their own

work. If they are ever unsure how to punctuate a sentence then be sure to get them to read it out loud, listening to the pauses and emphasis. In most cases – if they listen carefully to their reading voice – they will be able to work out on their own how the sentence should be punctuated.

READER 59

O as in **won**

SOUNDING WORDS

won	none	wonderful
cover	other	mother
brother	above	dozen
come	month	once
son	oven	another

SPECIAL WORDS

official	collision	vaguely
unison	echoed	champion
knowledge	circumstances	

SENTENCE

None of the brothers had any knowledge of the circumstances, and at once they gave the reward to the thieves!

6. Do **Word Skills** Sheet **59E** from Fitzroy Word Skills 6b. If there is not time to finish it off in class, have learners complete it for homework.

Part 3

1. Do **Word Skills** Sheet **59D** from Fitzroy Word Skills 6b.
2. Play the **Alphabetics Game** with learners for approximately **fifteen minutes** (you will need to have prepared the cards beforehand), using all cards **up to and including level 59** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') **but also by inserting letters into the word** (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

3. Revise the old sound **ie** as in **chief**. Get learners to think of and write down as many words as they can using this digraph.
4. Do **Word Skills** Sheet **59G** from Fitzroy Word Skills 6b.
5. Do **Word Skills** Sheet **59H** from Fitzroy Word Skills 6b.

Written Expression: For this section, be sure to practise some of the creative writing techniques that have been taught in Word Skills books 6b and 6b. Get learners to insert in at least three places, descriptions

that are not visual. Get them to **show** at least two things in their creative piece. If there is any dialogue, make sure that it is both **natural** and **interesting**.

6. **Homework:** Learners are required to read chapter 19 of the *Wonderful Wizard of Oz* for homework. In the next lesson, this chapter will be discussed. Get learners to ask their parents any words they do not understand, look up a dictionary, or if worst comes to worst write the words down and bring them to the next class.

Part 4 - Literature and Advanced Grammar

1. Spend 10 minutes discussing chapter 19 of the *Wonderful Wizard of Oz*. If learners need help with any of the vocabulary in it, help them.
2. Read out loud to your learners chapter 20 of *The Wonderful Wizard of Oz*. Then get them to read chapter 21 in class by themselves (they should all have their own copy). As you read, explain to your learners any words they might not understand. While they are reading by themselves in class, help them with any words or sections they don't understand. Remember that you do not need learners to remember unknown words long-term, it is enough to make sense of the story for them as it is read.
3. Discuss chapters 20 and 21 of *The Wonderful Wizard of Oz* with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
4. Do **Word Skills Sheet 59I** (Homographs) from Fitzroy Word Skills 6b.
5. Do **Word Skills Sheet 59J** from Fitzroy Word Skills 6b.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills Sheet 59K** from Fitzroy Word Skills 6b.

Newspaper Headlines: To write a good newspaper headline, learners need to come up with something 'short and punchy'. It needs to capture the reader's immediate interest in just a few words. It doesn't need to tell him everything, just get him interested.

2. Do Word Skills Sheet 59L from Fitzroy Word Skills 6b. Two-part verbs (phrasal verbs) can be very difficult for English as a second language speakers. If so, don't despair. With practice they will be remembered. For now, if they are a problem, simply get learners to practise them in sentences until they get a feel for them.
3. **Creative writing tip:** *Where possible, replace a vague noun + adjective combination with a better - more concrete - noun.* Imagine a learner wrote something like a 'prickly bush'. This is not terrible, but if the learner meant a 'cactus' then it would be far better to write 'cactus' than 'prickly bush'. Or say the learner wrote 'huge house'. This is okay, but if he really means 'mansion' then it would be far better to write it. A general rule of writing is to *get rid of anything unnecessary*. If you have extra words, get rid of them. Otherwise they will dilute your prose - and diluted prose means a mediocre impact on the reader. So if you want to have the strongest possible effect on your readers then *eliminate all unnecessary words*. If you are precise with your language, this will be easy to do.

Exercise: Get learners to go through a piece of written work they have done and see if they can find an opportunity to replace a weak noun + adjective combination with a stronger noun. (e.g. 'The man

walked by the side of some **huge buildings**' becomes 'The man walked by the side of some **skyscrapers**'.)

4. Do **Word Skills Sheet 59M** from Fitzroy Word Skills 6b.
5. Do **Word Skills Sheet 59N** from Fitzroy Word Skills 6b.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 59 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 59). Get learners to invent as many more words as they can using the special sounds **ie** as in **chief**.
3. Revise the special words 'official', 'collision', 'vaguely', 'knowledge', 'circumstances', 'unison', 'champion' & 'echoed'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'The **official vaguely** understood what **circumstances** had caused the **collision**, but whatever **knowledge** she had was of no use to the **champion**.' = 6 points).
4. Give learners a **dictation test** from page 7 of *Lost and Won*.
5. Divide learners up into pairs (or, if you don't have enough copies of *Lost and Won*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 59. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *Lost and Won* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Revise with learners the rule 'i before e except after c'. See if they can think of words that conform to this pattern (e.g. grieve, conceive, believe). Help them up come up with some if necessary. Next, see if they can remember any words that do not conform to this pattern (e.g. 'seize' and 'weird').
7. Get learners to define a 'homograph' for you. Afterwards, see if they can think of any (e.g. *bow* – a type of knot or weapon OR to incline; *entrance* – the way in OR to delight; *minute* – tiny OR unit of time; *moped* – move in a gloomy manner OR motorcycle; *wind* – current of air OR turn something)
8. Give learners a short spelling test using the following words: fierce, tough, dictionary, hour, debt, comb, pierce, rough, ordinary, doubt & bomb.
9. Get learners to define the following words: unison, sympathy, mischievous, beneficial.
10. Ask learners to explain first what it means to use words 'literally' and then what it means to use words 'figuratively'. Once both terms have been clarified, get them to give you examples of both (e.g. Literally: He was a **short** man. Figuratively: He was a little **short** on intelligence.)
11. Ask learners to explain what both a hyphen and a dash are. Get them to write one sentence that uses a **dash** and another that uses a **hyphen**. Have them read these sentences out to the rest of the class.

Story 60: The Facts of Life

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Alphabetics Game	The Wonderful Wizard of Oz, by L. Frank Baum	New Words – See Reader 60 Word List	Old Sound: <i>o</i> as in <i>won</i>
Fitzroy Word Skills 6b		New Sound: <i>ch</i> as in <i>chord</i>	
Fitzroy Reader: <i>The Facts of Life</i>		Special Words: peculiar, extraordinary, traveller, journey, inferior, creature, jealousy & occupy	

Story Teaching Sequence

Part 1

- Teach the ‘**digraph**’ **ch** as in **chord** (a digraph is two or more letters put together to form a new sound, like ‘sh’ or ‘ch’). To do so:
 - Get learners to brainstorm **ch** words. Write these words on the whiteboard. Only write the words that use this particular spelling for the sound. Explain that there are often two or more ways of writing the same sound. Today we are looking at this particular spelling of the sound.
 - Get learners to invent several simple sentences with words that use it (e.g. ‘The **choir** sung very beautiful songs.’). Learners should write these sentences in their exercise books. For fun – and to *engage the right side of the brain* – get learners to write words with the new sound **ch** in a **coloured pen or pencil**. When finished, the sentences should be read out to the class.
 - Get learners to scan **Reader 60** to find examples of words that use the new sound **ch**. 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 new sound **ch** and then move straight onto the next page. That way they are forced to simply look for the words that use the new sound **ch**.
- Do **Word Skills Sheet 60A** of the Fitzroy Word Skills 6b.
- Scan** Reader 60 for the **special words** ‘peculiar’, ‘extraordinary’, ‘traveller’, ‘journey’, ‘inferior’, ‘creature’, ‘jealousy’ & ‘occupy’. Scanning means looking for words (e.g. ‘traveller’) 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 times the above special words appear on a page and then move straight onto the next page. That way they are forced to simply look for the special words without reading the rest of the text.
- Dictate the following sentences to your learners:
 - The traveller made an extraordinary journey to a peculiar place.
 - Each day the creature would occupy the dark cave, fuming with jealousy and angry that he had been treated by humans as an inferior being.

Get learners to write out any word they spell incorrectly three times in their exercise book.

- Go through the *words we know* list of words found on page i of *The Facts of Life*. Get learners to read them out. Where possible they should say these words whole, although if they need to sound some out that is fine too.
- Examine the list of words used in Reader 60 (See the Fitzroy Word Lists) and teach learners the meaning of any words they may not know. Remember to be creative in your methods for helping learners remember new words. Remember to bring the words alive in some way. And don't forget to actively involve learners in the learning process. That way they have a much better chance of remembering new words.
- Do **Word Skills** Sheet **60B** of the Fitzroy Word Skills 6b.

Part 2

- Get learners to take turns reading out **paragraphs** in *The Facts of Life* until the entire Reader is read. By this stage learners should be able to say almost all of 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.
- Do **Word Skills** Sheet **60F** of Fitzroy Word Skills 6b.
- Play Number Ears with learners using the words we've used list at the end of Reader 60 (page iii). Choose about ten of these words and get learners to tell you **both** *how many sounds there are in each word* then *what the sounds are*.
- Spend 5-10 minutes revising the list of words used in Reader 60 (See the Fitzroy Word Lists) and repeat the meaning of any words they may not know.
- Do **Word Skills** Sheet **60C** from Fitzroy Word Skills 6b.

Passive Voice: While it is useful for learners to understand what the *passive* and *active* voices are, it is perhaps even more useful to get them into the habit of using the **active**

voice. In almost all cases the active voice will produce a shorter, more powerful sentence (e.g. *Passive*: John is hit by Kate. *Active*: Kate hits John.) Another advantage of the *active voice* is that it is usually clearer and easier to read than the *passive voice* (e.g. **Passive**: They were undermined by his work. **Active**: His work undermined them.)

Exercise: Get learners to find an example of the *passive voice* being used in something they have written (or in the *Wonderful Wizard of Oz*) and have them **rewrite** it in the *active voice*.

Note: Even if it takes learners a few minutes to find an example, the exercise is so valuable that it is worth it. Writing as much as possible in the active voice is a simple way to dramatically improve most writing.

- Do **Word Skills** Sheet **60E** from Fitzroy Word Skills 6b. If there is not time to finish it off in class, have learners complete it for homework.

READER 60

ch as in chord

SOUNDING WORDS

Nicholas	chemist	chemistry
anchor	character	chord
echo	scheme	chasm
Christmas	chaos	character
Scholar	characteristic	

SPECIAL WORDS

peculiar	extraordinary	
journey	inferior	creature
jealousy	occupy	traveller

SENTENCE

The chemistry scholar knew there would soon be an extraordinary echo in the chasm.

Part 3

1. Do **Word Skills** Sheet **60D** from Fitzroy Word Skills 6b.
2. Play the **Alphabetics Game** with learners for approximately **fifteen minutes**, using all cards **up to and including level 60** (but do not use blanks). Play the advanced variation of the game where learners can **steal** (plunder) each other's words by **not only** by adding letters to them (e.g. one learners has made the word '**hat**' and the other adds an '**e**' to form '**hate**') but also by inserting letters into the word (e.g. making '**flat**' from '**fat**'). Note, however, that they **cannot** steal a word by adding an '**s**' to the end of it and forming a plural (e.g. adding an '**s**' to '**apple**' to make '**apples**'). Once a learner has added to another person's word it then becomes his. He can then take it and place it in front of him. Apart from being able to **steal** words, the rest of the rules of the game are the same:
 - 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. 15 minutes have 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).

3. Revise the old sound o as in won. Get learners to think of and write down as many words as they can using this digraph.
4. Do **Word Skills** Sheet **60G** from Fitzroy Word Skills 6b.
5. Do **Word Skills** Sheet **60H** from Fitzroy Word Skills 6b.

Written Expression: For this section, be sure to practise some of the creative writing techniques that have been taught in Word Skills books 6A and 6b. Get learners to insert in at least three places, descriptions that are not visual. Get them to **show** at least two things in their creative piece. If there is any dialogue, make sure that it is both **natural** and **interesting**.

6. **Homework:** Learners are required to read chapter 22 of the Wonderful Wizard of Oz for homework. In the next lesson, this chapter will be discussed. Get learners to ask their parents any words they do not understand, look up a dictionary, or if worst comes to worst write the words down and bring them to the next class.

Part 4 - Literature and Advanced Grammar

1. Spend 10 minutes discussing chapter 22 of the Wonderful Wizard of Oz. If learners need help with any of the vocabulary in it, help them.
2. Read out loud to your learners chapters 23 and 24 of The Wonderful Wizard of Oz. As you read, explain to your learners any words they might not understand. Remember that you do not need learners to remember unknown words long-term, it is enough to make sense of the story for them as it is read.

Note: As a teacher you should never underestimate the value of reading to your learners. This not only helps expand their vocabulary, it also instils a love of reading in them. This, perhaps, is the most valuable gift an English teacher can give her learners.

3. Discuss chapters 23 and 24 of The Wonderful Wizard of Oz with learners. Get them to explain in their own words what it is about. Get learners to tell you what they liked about it. If you wish, discuss any themes or other things that you feel are important in these chapters.
4. Do **Word Skills Sheet 60I** (More Homophones) from Fitzroy Word Skills 6b.
5. Do **Word Skills Sheet 60J** from Fitzroy Word Skills 6b.

Part 5 - Creative Writing and Advanced Grammar

1. Do **Word Skills Sheet 60K** from Fitzroy Word Skills 6b.

A Good First Line: Remind learners that just as a good heading is essential to get people reading an article, a good first line is also important. Many people will read the first line and, if it is interesting, will continue reading; but if it isn't will stop right away. The first line of an article needs to give an indication of what it talks about, but also *draw the reader in*. It needs to make the reader curious – curious enough to *need* to keep reading.

2. Do **Word Skills Sheet 60L** from Fitzroy Word Skills 6b.
3. **Creative writing tip:** *Know where you are heading. Know what effect you are trying to produce. Spend some time planning before you begin to write.* A big problem with the writing of many learners is that they write **aimlessly**. They don't know what they want to say. They start writing without having given any thought to where they are heading. This, sadly, is a bit like jumping in your car and driving in the first direction that takes your fancy only to realize later on that you actually wanted to get from Melbourne to Sydney. Unless a miracle occurs there is no chance you will arrive in Sydney. In fact, chances are you won't even arrive anywhere close. If, on the contrary, you decide first that you would like to go to Sydney and then get out a road map, then there is every chance you will get where you wish to go. So encourage learners to spend some time planning their essays and creative fiction before they start writing. Ask them what they are trying to show. Ask them – especially if it is creative fiction – what mood they are trying to create. Then ask them how they intend to do these things. This, alone, will hugely improve the quality of what they write.
4. Do **Word Skills Sheet 60M** from Fitzroy Word Skills 6b.
5. Do **Word Skills Sheet 60N** from Fitzroy Word Skills 6b.

Part 6 – Reader Revision and Tests

1. Use the *words we've used* page at the end of Reader 60 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 60). Get learners to invent as many more words as they can using the special sound **ch** as in **chord**.
3. Revise the **special words** 'peculiar', 'extraordinary', 'traveller', 'journey', 'inferior', 'creature', 'jealousy' & 'occupy'. To do so, get learners to write sentences using as many of them as possible. See who can write a sentence using the most (of these) special words (e.g. 'The **traveller** went on a most **extraordinary** and **peculiar journey** deep into a cave where a **creature** full of **jealousy** lived.' = 6 points).
4. Give learners a **dictation test** from page 15 of *The Facts of Life*.
5. Divide learners up into pairs (or, if you don't have enough copies of *The Facts of Life*, teams) and get the first learner (or team) to choose the hardest word they can find on page 1 of Reader 60. The other person (or team) then needs to spell this word out using the **names** of the letters. Next, the second learner (or team) chooses a word from the first page and the first learner (or team) needs to spell it out. The game continues in the same way for every page of the *The Facts of Life* until the last page is done. This game is a great way to test learners on the more difficult words in a Reader. It is also an excellent way to involve them in the learning process. Note how they are more animated as they test each other than they are when you test them.
6. Get learners to write a sentence first using the *passive voice* and then in the *active voice*. Next, get them to rewrite the following sentences in the active voice:
 - 1) The man was charged by the officer.
 - 2) All of the learners were loved by the teacher.
 - 3) The book was translated by Mark.
7. Show learners how to use a dictionary to look up the *etymology* (origins) of the following words: 1) sympathy, magnificent & flood. Explain (repeat) to them that English words come from many different languages.
8. Get learners to define the word *homophone* (i.e. a word with the same sound but a different spelling and meaning – e.g. *write* and *right*). See if they can think of any. If they can't help them (e.g. mourning, morning; boarder, border; dew, due etc.)
9. Give learners a short spelling test using the following words: one, calf, build, palm, fourth, your, half, done & court. Get learners to write out any word they spell incorrectly three times. Get learners to define the following words: twilight, determination, defiance & absence.

Fitzroy Games

Good Ears

The simplest game we can play in class, to teach learners that words are sounds put together in a precise order, is *Good Ears*. It is useful to play this game right from the very first day of school, since it helps make learning to read more meaningful to learners.

It motivates them to learn the sounds of the letters because they immediately see the practical benefits in doing so.

If we show them that sounds work together to form words, and that when they can read words they can read books, then they will **want** to learn.

Good Ears starts with the facilitator reciting some sounds in a random sequence and asking learners if they make sense. For example, a facilitator might say, **b! j! k! l!**, to which the learners will probably call out that it makes no sense at all.

Then the facilitator can say a word like **c! at!** (notice that the **a** and **t** are put together at first to make **cat** easier to recognize). To this, the learners will eagerly call out that it does make a word. This game is repeated several times, using real words and fake words, each time reinforcing the idea that words are sounds put together in a meaningful order.

Here are some sample words which can be used at this stage. As always, before using them, we would start by saying a couple of “gobbledygook” words (i.e.

ones that don’t really exist) and only after that inserting a real one.

Notice that we break these real words down into only **two** parts. Notice also that after sounding them out into their two parts, we get the learners to tell us what word we are saying (the word in brackets):

Words for playing Good Ears

d! og! (says **dog**)

h! en! (says **hen**)

p! ig! (says **pig**)

m! ud! (says **mud**)

b! at! (says **bat**)

t! ap! (says **tap**)

w! et! (says **wet**)

p! ot! (says **pot**)

s! un! (says **sun**)

z! ip! (says **zip**)

(You can add many more to this list.)

More Good Ears

We repeat this process until they can quickly spot and recognize the real words. After a few lessons we can test the learners by **separating all of the letters** in each word and seeing if they can still recognize the word (for example, **c! a! t!** says **cat**). We can then try them with four-letter sounding words (for example, **s! w! i! m!** says **swim**).

At several stages throughout the game we must remember to stop and remind the learners that words are made up of sounds put together in a **definite order**.

We make sure that they recognize the difference between words with the same letters (and sounds) but in different orders, for example, **c! a! t!** and **a! c! t!**

Split Ears

A more advanced version of *Good Ears* that we can then play is *Split Ears*. Here we reverse the process by first saying a word and then getting the learners to split it up into its various letter sounds. For example they can split **hen** into **h! e! n!** or **dog** into **d! o! g!** It helps to start this **separation** exercise with the words that they have already **assembled** from sounds in earlier lessons.

Later, we can choose new three-letter words for them to split up before moving on to four-letter words (like **pond**), and then still larger ones like **picnic**. As we do this, we repeat often that **listening** is important, and that if they listen carefully, they will be able to play the game well.

Number Ears

A final variation on this game is *Number Ears*. Here the facilitator says a word slowly, clearly pronouncing each distinct sound unit (for example, **th! a! t!** for **that**). She then asks learners how many sounds there are in the word. At this state it is important for the facilitator to differentiate the number of **letters** a word has and the number of **sounds** it has. **Book**, for instance, has three sounds, just as **pen** does. The reason for this is that book contains the digraph “oo” which produces only one sound.

Words for playing Number Ears

dog (3 sounds)

head (3 sounds)

peel (3 sounds)

train (4 sounds)

bend (4 sounds)

round (4 sounds)

cover (4 sounds)

Note that these are only suggestions and almost any word will do at this stage since the exercise is an oral one and the learners **do not** need to know how to spell the words at this stage.

What we are doing is training their ears to listen carefully. This is an essential phonic skill. It is by listening carefully that they will be able to develop into good spellers. Learners who are careless in this regard sometimes end up making basic mistakes like spelling **bend** as **bed**, simply because they didn’t listen properly in the first place. *Number Ears* will help avoid this type of mistake.

Martians

Here is another game to show that a word is made up of definite sounds run together in a definite order. Facilitator writes a simple word on the board e.g., **cat**. She pretends to be a Martian that has come down to Earth. The Martian tells the learners that she can read English and reads out the word written on the white board. But she reads it incorrectly, e.g., she calls the word **dog**. The Martian then asks the learners if she is right. They say no. She asks why. The learners respond, “No, that word is not

dog, it's **cat**." The facilitator then asks them if they are sure, and why. They respond that the word can't be **dog** because the letters on the board say **c! a! t!** The game begins again with the Martian making another mistake. Repeat as often as desired.

Snakes

In this game, the facilitator writes a three letter word on the board. (Later on, it can be a longer word). Learners must form another word, starting with the last letter of the facilitator's word. The game continues with learners talking it in turns to form new words, using the last letter of the word before. At times, the facilitator may need to give clues or suggestions. The aim of this game is to accelerate word-forming skills.

Brainstorming

(using the Alphabetics cards/Flash Cards)

The facilitator gives the learners a set of selected *Alphabetics* cards (those up to and including the reader level the learners are working on). The learners are then asked to work either by themselves, or in groups, or as a class, to form as many words as they can with the cards in a given amount of time. Once a

word is made, it is written down and the cards can be used again. The time taken and the number of words formed is recorded. At a later date, the learners try to improve on their number and time. The facilitator should avoid adding pressure. The game should be played in a non-stressful atmosphere.

Recycling

This little game is played by "recycling" the letters used in a word to form a new word. **Net**, for instance, could be "recycled" to form the word **ten**. **Act** becomes **cat** and **pot** becomes **top**. Other words may be **pat/tap**, **end/den**, and **nip/pin**. Hint: let the learners say the better-known word.

This game is a good precursor to the *Alphabetics* game, since it is easier to derive a word from another word by rearranging letters than to create one from an unorganized group of letter cards (*Alphabetics* cards/Flash Cards). This game helps learners develop the art of forming words and reinforces the idea that words That is to say, by creating an anagram of the word – using the same letters to form a new word, are letters strung together in a definite order.

STORIES and RHYMES helping learners to get acquainted with the LETTERS OF THE ALPHABET

The Book of Virtues: A Treasury of Great Moral Stories, edited

by William J. Bennett

This Little Puffin... Finger Plays and Nursery Games, compiled

by Elizabeth Matterson

Nursery Rhymes

illustrated by Ida R. Outhwaite

One Hundred Favourite Poems

chosen by Ian and Zenka Woodward

Victorian Readers: Third Book

Victorian Readers Fifth Book

Victoria Ministry of Education

The Walker Book of Poetry for Learners

selected by Jack Prelutsky

Well Loved Tales

retold by Vera Southgate unless otherwise stated

A

The Honest Woodman, retold from a poem

by Jean de la Fontaine (1621–1695)

Taken from The Book of Virtues

Ten Apples Up On Top! by Theo Le Sieg

William Tell, [poem] by Rev. J. H. Gurney

Taken from Victorian Readers Fifth Book

William Tell, [story]

Taken from The Book of Virtues

B

Goldilocks and the Three Bears

Taken from the Well Loved Tales

Blinky Bill and Nutsy, by Dorothy Wall

The Boy Who Cried “Wolf”, Aesop

Taken from The Book of Virtues

The Brave Mice, Aesop.

Taken from The Book of Virtues

Boats Sail on the Rivers, by Cristina Rossetti

Taken from Victorian Readers Third Book

Beauty and the Beast, retold by Clifton Johnson

Taken from The Book of Virtues

C

Dick Whittington and his cat

Taken from the Well Loved Tales

The Fox and the Crow, Aesop

Taken from The Book of Virtues

Caterpillar, by Christina Rossetti

Taken from The Walker Book of Poetry

Cats, by Eleanor Farjeon

Taken from The Walker Book of Poetry

Vespers, A. A. Milne

From his collection of works titled,

“When We Were Very Young”

The Coat-hanger Horse, Kym Lardner

The Very Hungry Caterpillar, Eric Carle

D

Hans Christian Anderson’s ‘The Ugly Duckling’, retold by

Ian Beck

David and Goliath

retold by Faye Berryman in Fitzroy Reader 56

Miss Polly, Anonymous

Taken from The Little Puffin: Finger Plays

John Brown, Rose and the Midnight Cat

by Jenny Wagner

Middlesex: Puffin Books, Penguin Books

Digger’s Mate, Helen Lunn

E

The Elves and the Shoemaker

Taken from the Well Loved Tales

The Emperor’s New Clothes

Taken from the Well Loved Tales

The Little Steam Engine, Anonymous

Taken from The Book of Virtues

F

The Frog Prince,

adapted from the Brothers Grimm

Taken from The Book of Virtues

How the Little Kite Learned to Fly, Anonymous

Taken from The Book of Virtues

The Fox and the Crow, Aesop

Taken from The Book of Virtues

G

Goldilocks and the Three Bears

Taken from the Well Loved Tales

David and Goliath, retold by Faye Berryman

in Fitzroy Reader 56

Yudisthira at Heaven's Gate, a story from the Mahabharata

Taken from The Book of Virtues

Grandmother's Table

adapted from the Brothers Grimm

Taken from The Book of Virtues

The Good Samaritan

retold by Jesse Lyman Hurlbut

Taken from The Book of Virtues

The Goose That Laid the Golden Eggs, Aesop

Taken from The Book of Virtues

Grandad's Prayers of the Earth

H

Yudisthira at Heaven's Gate, a story from the Mahabharata. Taken from The Book of Virtues

Hattie and the Fox, by Mem Fox. I

Come Over To My House, Theo Le Sieg

Hop on Pop, Dr Seuss

I

Little One-Inch, edited by Florence Sakade

If... by Sarah Perry

Incy Wincy Spider, Anonymous

Taken from The Little Puffin: Finger Plays

Hiawatha's Childhood, from the poem by Henry Wadsworth Longfellow

J

Jack and the Beanstalk

Taken from the Well Loved Tales

Jack and Jill, Anonymous

Taken from Nursery Rhymes

Jabberwocky, from Alice's Adventures in Wonderland

by Lewis Carroll

Taken from One Hundred Favourite Poems

K

The King and His Hawk

retold by James Baldwin

Taken from The Book of Virtues

How the Little Kite Learned to Fly, Anonymous

Taken from The Book of Virtues

Koala Lou, Mem Fox

What do you do with a kangaroo?

Mercer Mayer

L

The Lion and the Mouse, Aesop

Taken from The Book of Virtues

The Lorax, Dr Seuss

Oranges and Lemons, Anonymous

Taken from Nursery Rhymes

M

The Brave Mice, Aesop

Taken from The Book of Virtues

Moses in the Bulrushes

retold by J. Berg Esenwein & Marietta Stockard

Taken from The Book of Virtues

To Market, To Market, Anonymous

Taken from Nursery Rhymes

Old Mother Hubbard, Anonymous

Taken from Nursery Rhymes

Mary, Mary, Anonymous

Taken from Nursery Rhymes

Monkeys, Anonymous

Taken from The Little Puffin: Finger Plays

Manners

by Marianna Griswold Van Rensselaer

Taken from The Walker Book of Poetry

The Man Who Planted Trees

Jean Giono; translated by Jean Roberts

N

Not a Nibble! by Elizabeth Honey

The Boy and the Nuts, Aesop

Taken from The Book of Virtues

Night Comes... by Beatrice Schenk de Regniers

Taken from The Walker Book of Poetry

Nature Is, Anonymous

Taken from The Walker Book of Poetry

Queen Nefertiti, Anonymous

Taken from The Walker Book of Poetry

O

The Old Woman and her Pig

Taken from the Well Loved Tales

Old Mother Hubbard, Anonymous

Taken from Nursery Rhymes

Oranges and Lemons, Anonymous

Taken from Nursery Rhymes

Old Quin Queeribus, by Nancy Byrd Turner

Taken from The Walker Book of Poetry

P

The Old Woman and her Pig

Taken from the Well Loved Tales

The Three Little Pigs

Taken from the Well Loved Tales

Possum Magic, by Mem Fox

Potato People, by Pamela Allen

Peter, Peter, Pumpkin-Eater, Anonymous

Taken from Nursery Rhymes

What is Pink? by Christina Rossetti

Taken from One Hundred Favourite Poems

The Frog Prince

adapted from the Brothers Grimm

Taken from The Book of Virtues

Miss Polly, Anonymous

Taken from The Little Puffin: Finger Plays

Q

The Queen of Hearts, Anonymous

Taken from Nursery Rhymes

Old Quin Queeribus, by Nancy Byrd Turner

Taken from The Walker Book of Poetry

Queen Nefertiti, Anonymous

Taken from The Walker Book of Poetry

R

Rapunzel, Taken from the Well Loved Tales

Rumpelstiltskin

Taken from the Well Loved Tales

Boats Sail on the Rivers, by Cristina Rossetti

Taken from Victorian Readers Third Book

A Ring o' Roses, Anonymous

Taken from The Little Puffin: Finger Plays

Mr Rabbit & the Lovely Present

Charlotte Zolotow

S

The Swing, by Robert Louis Stevenson

Taken from Victorian Readers Third Book

Some One, by Walter de la Mare

Taken from The Walker Book of Poetry

Boats Sail on the Rivers, by Cristina Rossetti

Taken from Victorian Readers Third Book

Little Sunshine, retold by Etta Austin Blaisdell and Mary

Frances Blaisdell

Taken from The Book of Virtues

The Sneetches, by Dr Seuss

The Good Samaritan

retold by Jesse Lyman Hurlbut

Taken from The Book of Virtues

T

Thomas the Tank Engine: Thomas Goes Fishing,
based on

The Railway Series

by The Rev. W. Awdry

Tom Thumb, retold by Vernon Mills

Taken from the Well Loved Tales

Grandmother's Table

adapted from the Brothers Grimm

Taken from The Book of Virtues

The Tiger, by William Blake

Taken from One Hundred Favourite Poems

I'm a Little Teapot, Anonymous

Taken from The Little Puffin: Finger Plays

U

Hans Christian Anderson's 'The Ugly Duckling', retold by Ian Beck

The Swing, by Robert Louis Stevenson

Taken from Victorian Readers: Third Book

Manners

by Marianna Griswold Van Rensselaer

Taken from The Walker Book of Poetry

V

Patrick, by Quentin Blake

V for Vanishing – An Alphabet of Endangered Animals, by Patricia Mullins

W

William Tell, [poem] by Rev. J. H. Gurney

Taken from Victorian Readers Fifth Book

William Tell, [story]

Taken from The Book of Virtues

The Boy Who Cried "Wolf", Aesop

Taken from The Book of Virtues

The Witch! The Witch! by Eleanor Farjeon

Taken from The Walker Book of Poetry

Wanted – A Witch's Cat, by Shelagh McGee

Taken from The Walker Book of Poetry

Song of the Witches, by William Shakespeare

Taken from The Walker Book of Poetry

What is Pink? by Christina Rossetti

Taken from One Hundred Favourite Poems

The Honest Woodman, retold from a poem by Jean de la

Fontaine (1621–1695)

Taken from The Book of Virtues

Where the Wild Things Are, Maurice Sendak

The Widow's Broom, Chris Van Allsburg

Weary Will the Wombat, from 'The Animals Noah Forgot'

by A. B. 'Banjo' Paterson

Wombat Divine, Mem Fox

Norwood: Omnibus Books

X

Fox, Margaret Wild and Ron Brooks

Crows Nest: Allen & Unwin

Y

Yudisthira at Heaven's Gate, a story from the Mahabharata

Taken from The Book of Virtues

Symphony in Yellow, by Oscar Wilde

Taken from One Hundred Favourite Poems

What is Pink? by Christina Rossetti

Taken from One Hundred Favourite Poems

Z

Dear Zoo, Rod Campbell

Word List for the Readers

READERS 1-4

A Fat Cat

A Big Pig

Bug on a Rug

Dot

SOUNDING WORDS

bat in rat on

had hot pig

milk bug and

SPECIAL WORDS

a the of

SENTENCES

A cat met a pig.

The bug got on the dog.

READERS 5-6

The Pet Hen

Fox on the Box

SOUNDING WORDS

hen fox pet

box went off

SPECIAL WORDS

I have was to

SENTENCES

The box had a lot of pins in it.

I was hot in the sun.

READER 7

I Can Run

SOUNDING WORDS

fun dog swim

can jump lots

yell cold

SPECIAL WORDS

too with

SENTENCES

I was too cold.

I went with Mum.

READER 8

The Picnic

SOUNDING WORDS

picnic us pond

will six is ten

SPECIAL WORDS

for go said

SENTENCES

Jet said to go for a picnic.

It was fun for us.

READER 9

My Pup

SOUNDING WORDS

roof room food

cool pool soon

SPECIAL WORDS

name like

my play

SENTENCES

I like to play in the pool.

My room is cool.

READER 10

John and His Fox

SOUNDING WORDS

rock fell soft

red tent back

lick doll

SPECIAL WORDS

John very

SENTENCES

John had a very soft doll.

The tent was at the back of
the rock.

Fitzroy Supplementary Games

WHAT AM I? (GAME)

Game level: Beginner

Materials Needed:

Headbands (optional), sticky tape, small flashcards and letter cards (lower and upper case).

Instructions: Make some small 'letter cards' (lower case, upper case or pictures), and have learners pick one each at random without looking at it. Tape this card directly onto their forehead or give learners headbands and tape the letter to those.

Learners must then walk around the classroom and try and find their match (i.e. someone with the same letter or picture card that represents the letter). Learners must give clues to one another to help figure out what letter or picture is on their head. For example, if a student has an apple on his forehead, learners could give him the following clues: it is something you eat, it can be red or green, crunchy etc. until the student guesses correctly that he has an apple. He must then go and search for the person with the letter a (lower or upper case).

Alternatively, learners could be allowed to ask yes/no questions about the picture/letter they have, e.g. Can I eat it? Is it round? etc. Learners answering questions may only answer yes or no.

SNAP/SOUND

Game Level: Beginner

Materials Needed: Letter cards (include 3 or more sets of 26 letters.). These cards can be made from the letter pre-existing sets of letter cards can be used. Another alternative is to use the letter cards found in the Alphabetics Game. If the Alphabetics Game is used, blanks and digraphs must be removed before the game can begin.

A more advanced variation of the game can include alphabet image flashcards (have cards with a representative image of all 26 letters of the alphabet, e.g. a picture of an apple for the letter a.). These can be mixed together with the regular letter cards and, in this variation, pictures of things can be paired with letters (e.g. a picture of an 'apple' will be paired with an 'a').

Instructions: Deal out all letter or image cards to players (one at a time). Then get players to take turns turning over the top card on their pile. When someone turns up a card that matches a card already face up on another player's pile (e.g. an 'a' with an 'a' or picture of an 'a' sounding word, e.g. 'apple'), the first person to notice the two matched cards calls out "Snap!" He then wins both piles and adds the other player's cards to the bottom of his pile, face-down.

The aim of the game is to obtain the most cards.

Note: This game can be also be played using lower and upper case letters. Also, instead of players saying 'SNAP', a variation is to get them to yell out the sound of the letter. Again, chants, counting, etc. should be added in.

GO FISH

Game Level: beginner

Materials Needed: Letter cards (include all 26 letters – you can use either 1 or 2 sets), alphabet image flashcards (have cards with a representative image of all 26 letters of the alphabet, e.g. a picture of an apple for the letter a).

Variation for beginner learners: If learners have not yet learned the entire alphabet, you can simply use those letters that they already know. If you do this, make sure that there is always a corresponding letter card for an image card (i.e. if you have an image of an 'apple' then you need to make sure you have a letter 'a' in the deck).

Instructions: Mix the letter and image flashcards together. Deal each student 5 cards (or get learners to deal the cards) and put the rest of the cards in a deck in front of them. Learners then take it in turns asking each other for specific cards (e.g. 'Do you have an apple?' if they have an A in their hand, or 'Do you have an A if they have an 'apple' image card in their hand [here get learners to say the sound of the letter or both letter and sound])). If the person they ask has the matching card asked for (i.e. an image for their letter, or a letter for their image),

that card is handed over and the student who asked for it obtains a pair. This pair is then put down on a separate pile on the table, to be counted at the end of the game. If the person does not have the card requested they say, 'Go fish,' and the person who asked for it picks up a card from the remaining deck. Any pairs made by picking up a card are also placed in the separate pile.

The game ends after either an allotted period of time has been used up, or after all the cards in the deck have been used. The winner is the player with the most pairs.

Keep the learners speaking – e.g. learners could chant the sound of the letter for each pair they make before placing it on their separate pile. At the end of the game – if you wish – you can also have learners return the cards to the middle by chanting (in alphabetical order) all the pairs from a-z. As each pair is chanted, the student who has that pair places the cards in the middle. This also ensures no cards go missing.

LETTER SWAT

Game Level: Beginner

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. in image of an apple for the sound 'a!'), 2 fly swats (or paper etc. on a stick).

Instructions: This game has several variations in which learners compete to identify letters or image flashcards (arranged on the whiteboard/walls etc. of a classroom) from a letter sound clue given by the facilitator.

Learners compete in pairs. The competing learners are both given a fly swat with which they hit the letter or image flashcards. In all cases, it is best if the learners also speak. Teach them a chant to say when they identify and hit these cards (it might simply be to chant the sound of the letter). Where teams are used, the team might be asked to say a chant before a point is awarded.

- This game may be played in the following ways:
- The facilitator calls out a sound and the learners race to hit the letter that makes that sound.
- The facilitator calls out a sound and the learners race to hit the image flashcard for that sound.
- The facilitator calls out a sound and the learners race to hit first the letter and then the image flashcard, with points awarded for both.

Alternatively, the facilitator could call out a letter and learners race to hit the image flashcard or the sound that letter makes, or at the most basic level to merely identify the letter called out.

This game can be played with the class split up into teams or it can be played individually (with learners being timed as an option to add excitement). This game is often best played at high speed to keep all involved, with learners having to immediately hand the fly swat to the next student in line (for their respective teams), and the facilitator saying the next sound very quickly after the first has been identified.

SIDEWALK CHALK

Game Level: Beginner

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), large area (floor or ground) on which learners are permitted to write/draw, chalk. (If you have no suitable areas to write/draw on, you can play a variation of this game by writing/drawing on large sheets of paper spread out on the floor).

Instructions: Facilitators can use sidewalk chalk in a number of ways:

- Learners are asked to write letters on the 'sidewalk' that correspond to images from flashcards that the facilitator holds up (e.g. if a facilitator holds up the picture of an 'apple', a student will need to write the letter a).
- The facilitator holds up a capital letter card and gets the student to write the lower case version (and vice versa).

- Learners are asked to write out the alphabet in order.
 - The facilitator could write the letters out randomly on the area. This could be done in advance or with the learners saying a chant as the letters are written. The facilitator then calls out a sound and learners have to find the letter that makes that sound. Learners can be asked to run, hop, skip, jump, etc. to that letter (while chanting!). The vocabulary associated with different ways of moving can be taught here. Extra difficulty can be added by having learners stand in front of, beside, behind, etc. the letter, thus teaching them prepositions at the same time.
 - The learners (or facilitator) draw a large path on the sidewalk, which they will then get learners to move along (running, hopping, skipping, jumping, etc.) while chanting a letter or sound called out by the facilitator.
- There are many other variations for sidewalk chalk that can be created by the imaginative facilitator. Do not feel limited to the ones suggested above.

FISHING

Game Level: Beginner

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), magnetic letters, sticks (chopsticks), string and magnets, basins or bowls. Alternatively, paper or card can be used with paper clips or magnetic strips attached (to allow them to be picked up by a magnet). 26 pieces are needed for each group, and the letters of the alphabet are written on these. Where paper/card is used and time permits, these can be cut into the shape of fish, though learners will enjoy the game regardless of the shape of the paper.

Instructions: The magnetic letters or fish are placed face up in a basin. Fishing rods are made by tying one end of a piece of string to the magnet and the other to a stick. Learners fish for letters using these rods. The letter to be caught can be chosen by learners flipping a card from the top of a deck made from either the letter or image flashcards, or by the facilitator calling out a letter or sound.

Depending upon resources and time, learners can compete to catch fish in one basin (with the person catching the fish receiving a point), or fish in separate basins (with the first to catch the fish getting the point or an extra point). Two people fishing at the one time in one basin is usually enough. Where teams are used, the other learners should be kept involved. For instance, the facilitator could ask the learners to say a chant or sentence when a letter is caught. Teams can also be asked to make simple words, e.g. c-a-t, with three learners needing to catch the fish while receiving help from their team mates. Where words are to be made, vowels (and perhaps all letters) should be replaced or extra vowels added initially.

Learners can also randomly catch fish, chanting the letters as they are caught, with the team catching the most fish winning. More advanced learners could be asked to try and create words using the letters they fish out (for bonus points). Learners could also be allowed to fish for any letter, but then have to say a chant (or create a sentence using the object on the image flashcard for that letter). Again, imaginative facilitators can create many variations of this game.

ALPHABET SOUP

Game Level: Beginner

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), chopsticks or spoons, basins or bowls, magnetic letters (alternatively, the 26 letters can be written on pieces of paper or card (for each group) where magnetic letters are not available).

Instructions: This game is based upon Fishing above. As with that game, the facilitator places the letters into a large basin or bowl. The difference is that the learners have to get the letters out using chopsticks or spoons. Again, the facilitator should ensure that all are involved and speaking as much as possible.

ALPHABET SCAVENGER HUNT

Game Level: Beginner

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!').

Instructions: The facilitator hides the letter or image flashcards (or a selection of them, e.g. the various letters being learned) around the classroom or throughout an outside area when one is available. Cards are then prepared with clues or riddles on them combining information about the letter to be found and its location e.g. 'This letter is short but throws its hat into the air (through the roof) to try to make it appear tall'; 'it sounds like... and it is behind the thing where rubbish/garbage is placed (to indicate that the i-card is to be found behind the rubbish bin/garbage can)'. Alternatively, the facilitator could give spoken clues or use mime to indicate which letter is to be found and where it is hidden. Learners should be encouraged to put into words any miming.

Letters can be found in alphabetical order or the facilitator can select another order to make the game more challenging. Set the learners a task once a letter has been found e.g. chant the letter, sound an object on the image flashcard; arrange the letters in alphabetical order; say which letter you have found and where it was, etc. The facilitator can use this activity to practise prepositions, place words, classroom objects, etc.

TWISTER

Game Level: Beginner

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), a spinner (divided into four equal sections or quarters), and an old sheet (or chalk and an open space that may be drawn on, or a large sheet of strong paper).

Instructions: The four sections/quarters of the spinner should be labelled as follows:

- LH [for left hand];
- LF [for left foot];
- RH [for right hand]; and
- RF [for right foot].

A large "board" or playing area is created by drawing letters with a marker on the sheet/paper or in chalk on the floor. Alternatively, the flashcards could be taped to the floor (to prevent them from slipping). The learners playing the game will stand on this "board". This is the same as the original game Twister except that letters are used on the "board" instead of colour. Different "boards" can be created depending on the letters (or material) being learned.

The letter or image flashcards are shuffled and then placed face down in a pile next to the spinner. The facilitator or learners will then turn one card over to indicate the letter learners will place a part of their body on, and the spinner is spun to indicate which body part this will be. If a D is turned over and RF is spun, for instance, the learners playing must place their right feet upon a letter D on the "board". Their right feet must stay upon the D until they are asked to place them elsewhere. Another letter is turned over and the spinner is spun again. Learners must again place the body part as indicated by these. Learners should end up having to place all four body parts (hands and feet) on letters, moving one each turn as required by the cards and spinner. A student is out when he or she is unable to place the body part indicated by the spinner on the letter indicated by the card without falling or moving another body part from its letter/location to do so. Another student then takes that student's place. Learners will find themselves twisting or reaching around, over, behind and under other learners to reach the letters required.

Facilitators who are unfamiliar with the game Twister should find a copy of this game to see how it is played (or they may wish to watch an online video of it). Several "boards" would allow all learners to play at the one time.

As with all the games and activities, learners should be encouraged to speak: letters, sounds and objects can be chanted; learners can say what action they are performing e.g. 'Put my/your right hand on the letter D'; and other language that the facilitator might teach e.g. 'Excuse me while I reach behind you' (particularly useful in countries where English is not a first language).

SAND or RICE or FINGER PAINT WRITING

Game Level: Beginner to advanced

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), sand, rice or paint, and trays or butcher paper to place these on.

Note: This activity may be messy and often works best outdoors.

Instructions: Get trays of sand or rice and have kids practice writing the letters in these materials using their finger, a pencil, stick, etc. Where paper is used with rice or sand, glue can also be used to stick the sand or rice to the paper in the shape of the desired letter.

Where paint is used, learners can finger paint letters or words onto a big mural along with any associated objects they have learnt. Hang it in the classroom. Refer to it when learners need to be reminded of a letter, sound or object represented there.

Advanced variation: You can also play this game with special words and vocabulary lists. Here the facilitator will read out the chosen words and learners must write them in the sand or rice.

BINGO

Game Level: Beginner to advanced.

Materials Needed: Image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), bingo cards. The bingo cards may have any number of squares – this often depends upon the number of letters/sounds being used in the game. These cards can be prepared in advance by the facilitator who fills in the letters. Each card should have different letters. Alternatively, learners can be given a list of letters or sounds from which to choose (quickly written on the whiteboard or by putting up the letter or image flashcards) and then fill in a blank bingo cards with their own selection of these.

Sound Bingo using letters: The facilitator calls out the sounds of the letters the learners are to be tested on – one at a time. If learners have a letter that is called out on their bingo card, they cross it off as it is called out. Whoever crosses off all of his or her letters first wins.

Sound Bingo using Pictures: Hold up flashcards with images that represent the sound of a letter (e.g. an 'apple' for the letter 'a'). Next, have learners cross off letters on their bingo card as they are represented by the flashcards being held up. Whoever crosses off all of his or her letters first wins.

Chants: There are several opportunities to have the learners chant here. If the facilitator chooses to have the learners make their own bingo cards – choosing from either letters on the board or flashcards – it is easy to quickly run through the list. Learners can also chant when the facilitator holds up the letter or image cards during the game, or each time a student crosses off a letter.

Here are a couple of chants that could be used:

- 'A'...a-a-a! (with the learners saying the name of the letter followed by its sound);
- a! for 'apple' a! for 'apple!' (with learners saying the sound and the picture on the flashcard that is associated with that letter).

Bingo Using Words: Bingo can also be played using special words and words taken from vocabulary lists (this is particularly useful in countries where English is not a first language). This will aid spelling and, where vocabulary lists are used, improve comprehension. (Note: Be sure to discuss the meaning of each word as it comes up.)

CONCENTRATION/MEMORY

Game Level: Beginner to advanced.

Materials Needed: Letter cards (include all 26 letters), alphabet image flashcards (have cards with a representative image of all 26 letters of the alphabet, e.g. a picture of an apple for the letter a.)

Instructions: Have learners line up the letter and image flashcards face down in rows (shuffle them so they are not in alphabetical order) in 2 different sets. Next, get learners to take it in turns to turn two cards face up – one from each set (image and letter cards). The aim is to match a letter with the associated image ('d' with a 'dog' etc.). If a student finds a pair, he or she wins those cards and then has another turn. If no pair has been found the cards are turned face down once more and the next player gets to turn over two cards (one of each type of card: letter and image). The game ends when all of the pairs have been found. The winner is the player who ends up with the most pairs of cards.

This game can also be played with lower and upper case cards instead of image cards. The aim here is to match the lower and upper case letters (e.g. 'a' with 'A').

Advanced variation: You can also play this game with special words and vocabulary lists. Here you simply use two sets of each word being used. These words are then paired.

If you can create a picture card from one of the words being used, you may use this to replace the second (duplicate) card.

BLACKBOARD PAINTING

Game Level: Beginner to advanced

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), small individual blackboards or (where these are not available) the class blackboard, paintbrushes and buckets of water or chalk.

Whiteboards and markers may be used where blackboards are not available.

Instructions: Learners use chalk or paintbrushes with water to write out letters on the board. This exercise can be used for writing practice where required, but it becomes an enjoyable game when turned into a race. Races can be played at high speed with 2-3 teams competing. Each team is given their own or one-third of a large blackboard (or whiteboard). The teams line up facing their board (or section of board). The facilitator calls out a letter, sound or object from an image flashcard and the first student for each team races to write the matching letter and then hand the brush/chalk/marker to the next team member in line before heading to the back of the line. The facilitator should keep things moving quickly to keep all involved. The first team to write each letter correctly gets a point (alternatively, scoring could be 3-2-1 in order of first to last).

Kids love doing this for some reason! If there are no blackboards – use the whiteboard and markers.

Teams can also race to write the alphabet out in order (here learners take it in turns to write the letters - one after the next).

Chanting by the learners writing the letters or their teams can be added here. Also, allowing team mates to call out instructions can be a good way to get learners speaking. Assist the learners by teaching language they could use to help their team mates when in difficulty, e.g. "Don't forget..."

Advanced variation: You can also play this game with special words and vocabulary lists. Here the facilitator will read out the chosen words and learners must write them on the board. If you wish, you can award learners 2 points for every correctly written word without assistance, and 1 point if they write the word correctly with the help of their teammates.

BASEBALL

Game Level: Beginner to advanced

Materials Needed: Letter cards (include all 26 letters), image flashcards for the letters of the alphabet (e.g. an image of an apple for the sound 'a!'), board magnets, two lists of spelling words.

Instructions: Draw a baseball diamond on the board and use plastic figurines or little "people" magnets as the

“runners” (a face on a round whiteboard magnet works well). Assign a student to record the outs, the hits and the runs. Divide the class into two teams and have these teams line up in “batting” order. Each batter will be given a word to spell in turn. The facilitator can “pitch” – by choosing the word that the student “batter” must spell – or alternatively, the facilitator could give a list of words to each team with the players on the “fielding” team taking it in turns to “pitch” by reading (and crossing off) one word each from the list for the “batters” to spell. The lists of words created by the facilitator should be based upon or taken from words learnt (or to be learnt) when studying a particular reader, i.e. words that practise the spelling rules or digraphs taught in that reader. Teams can also be asked to prepare their own list of words using a particular digraph or words taken from a list of those studied. Games using special words or selected vocabulary can also be played.

To record a hit, a student “batter” has to spell the word “pitched” correctly. An incorrect answer results in the student being out. Where a word is spelt correctly, a hit is recorded, and each hit allows a batter and any runners to advance one base (around the baseball diamond which has four bases on it). Where four words are spelt correctly (in any innings), a team will therefore score a run. The team with the most runs wins.

Alternatively, incorrect attempts could be strikes. Innings can then be played until there are three outs, with the subsequent innings for each team starting at the next batter in order. A variation of this is where a member of the fielding side (other than the “pitcher”) is asked to spell the word that the batter got wrong, with only a correct spelling causing the batter to be out (the batter is otherwise “pitched” another word). A cut-throat version of the game has an incorrect spelling meaning the batter is out, and allows the fielding team the chance to spell the word correctly and, as a result, record a second out against the batting team.

AMAZING RACE

Game Level: Middle to advanced

Materials Needed: White/blackboard and markers/chalk. Where smaller or several boards are available, each team can be given its own board. Otherwise, the main board is divided into three sections by drawing two lines down the board to divide it into thirds.

Instructions: Learners are divided into three teams. These teams line up, each facing its third of the whiteboard. The facilitator writes three different phonics rules or digraphs on the board, for example in column 1, the facilitator could write ‘ai’, in column 2 ‘oa’ and in column 3 ‘ir’. When the facilitator says go, the first student for each team runs to the board and writes a word using the digraph indicated. These learners then hand the marker to the next student in line before heading to the back of the line. The game works best when a timer is used and a limit of 2-3 minutes is given, though some facilitators like to play until the teams can no longer think of any words. Any words written after the time period has expired do not count.

As noted, learners must go in order, “race” to the board and write a word (spelling it correctly, of course!) that fits that column’s sound. A student in group 1 could write words like ‘rain’, ‘train’, ‘braid’, ‘trail’, etc. Learners in Group 2 might write ‘boat’, ‘goat’, ‘float’, ‘foam’, ‘soap’, etc. Learners in Group 3 might write ‘bird’, ‘first’, ‘birthday’, ‘sir’, etc. To avoid learners becoming stuck, the facilitator may decide to allow teammates to assist by calling out words or spellings. Alternatively, the facilitator may allow learners to correct each other’s spellings or only offer assistance once an attempt has been made. If the student writes a child’s name, it must not only be spelled correctly, but it should have a capital letter! Each team’s score is the number of correctly spelt words that it has written. This score is recorded, and then the words written are erased. Where time allows, the teams then change positions (or the facilitator changes the location of the digraphs) and they play again, this time using one of the other two digraphs. This is repeated a third time so that all three teams write words using all three digraphs. The winning team is the one with the highest total score from all three rounds. Teams should of course aim to beat the other teams’ previous scores, as subsequent teams have the advantage of having already seen the other teams’ attempts.

COMPREHENSION SEQUENCE CARDS

Game Level: Middle to advanced

Materials Needed: Photocopies of pictures from a well-known story.

Instructions: Copy the pictures from a well-known or easily understood story. The teaching materials – particularly the reader being studied – are perfect for this. Use these photocopies to create sequence cards. The learners then have to work out – using the pictures – the correct sequence of events, and place the pictures in this correct sequence. The facilitator should model and teach vocabulary associated with each sequence e.g. 'First...', 'Second...', 'Then...' 'Finally...' As the learners become more advanced, they can be asked to recreate the story in either written or spoken form (or create if the original is easily understood but not known). Learners can be asked to work individually or in teams. Teams can present the whole story together or break it into sections to be presented by individual team members or smaller groups within the team. This activity works well with learners working by themselves initially before joining together to compare and discuss their sequencing. For some pictures/stories, learners could be asked to come up with a sequence other than that of the original. This activity can also be paired with a dictation, particularly where the pictures are taken from the reader being studied (or one previously studied), with the facilitator dictating the words that accompany one of the pictures for the learners to write.

NEWSPAPER/MAGAZINE SCAVENGER HUNT

Game Level: Advanced

Materials Needed: Pages from magazines, newspapers or books

Instructions: The facilitator assigns a digraph, spelling or special words list for the learners to find. The facilitator then hands out pages from the magazines, newspapers or books and has learners search through them to find as many words as possible from these lists. These words are then cut out and pasted onto a big piece of paper. Learners can do this individually or in a group. Assisted by the facilitator, learners should look at how the words are used and the context in which they are used. Where learners have different pages, classmates should share this information.