The Fitzroy Method ~ Model Lesson Plan for Teaching
Digraphs (EXAMPLE: Reader 9)

Classroom teacher:	Date:	Time: 60 minutes

Materials: (1) *Reader 9 **My Pup***;   (2) *Word Skills* Sheet 9A;
                         (3) Dr Seuss' book *Mr Brown Can Moo! Can You?*

General Objective:

- To develop students' English skills – listening, speaking, reading and writing.

Particular Objectives:

- To introduce English digraphs, by means of the digraph 'oo' as in roof.
- To complete *Word Skills* sheet 9A.

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5 min

REVIEW: listen and say

ACTIVITY
Using the *Good Ears* game:

- Firstly, teacher sounds out several words (in separate sounds),
  e.g., the word *f! r! o! g!* or *j! u! m! p!*
- Then, teacher chooses students to say each word in normal speech.
- Finally, teacher writes each word on the board.

5 min

ACTIVITY
Using the *Good Ears* game again:

- Teacher sounds out several words or non-words in separate sounds
  e.g., words or non-words like *l! e! m! o! n!* or   *m! i! t! b! l*.
- Teacher chooses students to tell whether each set of letters is a real
  English word or not a word.
- Students repeat these in separate sounds and then try to say them in
  normal speech e.g. *l! e! m! o! n!   lemon   m! i! t! b! l!   mitbl*.

5 min

REVIEW: listen, say and write

ACTIVITY
- Students listen while teacher says a word,
  e.g., ***jump, jumps, lot, lots, hop, hops, have, go, said, for.***
- Students repeat the word.
- Students write the word.
- Note: if teacher uses words of more than one syllable, she sounds out their
  component syllables, e.g., ***pic nic*** for ***picnic.***
- Teacher writes the word correctly on the board.
- Students correct their own work.

LESSON OF TODAY: cooking letters *o* and *o* to make *oo* as in *roof*.

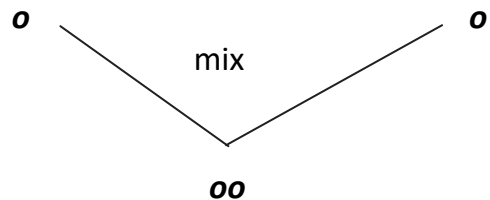INTRODUCTION

<table><tr><td>5 min</td></tr></table>

- Teacher discusses with children the process involved in cooking a cake.
- Teacher asks what ingredients are needed for cooking a cake.
- Students volunteer the answer: eggs, butter sugar, flour, milk, etc.
- Teacher asks what is done with these ingredients.
- Students explain that the ingredients are mixed together, that the mixture. is placed in a hot oven and is then cooked until ready.
- Teacher asks if it is possible to get the eggs back.
- Students, with help from the teacher if necessary, arrive at the answer 'no', that everything is now changed. It is not butter, sugar, eggs, flour & milk now, but a **new thing**, a cake. It is now a different thing from all the ingredients that went into it, and you can't get them back again. They have been **cooked**.
- Teacher explains that it is like this with letters. Sometimes when we put certain letters together, they mix to make a **new sound**, quite different from the sounds of the original letters.

COOKING WITH LETTERS to make *oo*

5 min

- Teacher writes the letter *o* on left upper board, and asks what sound the letter *o* makes.
- Teacher chooses a student to give the answer: *o!*
- Teacher writes another *o* on right upper board and repeats the question & answer procedure.
- Teacher then draws on the board:

o   mix   *o*

oo

- Teacher explains that once an *o* and an *o* are mixed together, they never again say *o! o!* but now make the sound *oo!* as in *roof*.

ACTIVITY

5 min

Hear and say *oo* words:

- Teacher sounds out each word, e.g., *r! oo! f!   roof.*
- Students repeat the same: *r! oo! f!   roof.*
- Hear and say *boot, food, zoo, moon, too, soon, room, broom.*

REMINDER

The above COOKING WITH LETTERS can be performed with any **digraph.**

5 min	**LISTENING** Teacher reads to class: *Mr Brown Can Moo! Can You?* by Dr. Seuss.
10 min	**WRITING** Students complete *Word Skills* Sheet 9A.
5 min	**SPEAKING** Students **read aloud** these *oo* sentences: 1) I was too hot. 2) Yes, I can jog too. 3) The pig was too fat. 4) I can yell too. 5) Tom was too cold.
10 min	**WRITING** Students read and write these words: zoo _____ too _____ moo _____ boo _____ boot _____ root _____ room _____ broom _____ soon _____ roof _____ food _____ hoot _____ moon _____ balloon _____ WRITING [for fast finishers] • Copy the sentences above • Remember to start at the far left of the page. • Remember that there are spaces between words. • Remember that sentences end with full stops.