



Alphabet Book Mm

Word Count: 20

Quick Quiz	Reading: Writing:
New High-Frequency Word	
Quick Read	
Quick Check	
Quick Write	
New Skill	Mm
New Book	Alphabet Book Mm

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *m* on the board. Tell the students that the name of this letter is *m*. Write the upper case *M* on the board. Tell the students that little *m* and big *m* look the same.
- Read the letter *m* to the students so they know the sound it makes. Have them read it again with you.
- Say *Monday* slowly. Ask the students to listen for the / *m* / sound at the beginning as you say the word *Monday* slowly again.
- Write *Monday* on the board. Read what you have written to the students. Have them read the word *Monday* with you. Circle the letter *m*.
Say: *Monday starts with the letter m.*

- Say *Mark* slowly. Ask the students to listen for the / m / sound at the beginning as you say the word *Mark* slowly again.
- Write *Mark* on the board. Read what you have written to the students. Point out that *Mark* starts with a capital *M* because it is someone's name. Have them read the word *Mark* with you. Circle the letter *M*.
Say: *Mark starts with the letter M.*
- Write *mop*, *Monday* and *mess* on the board. Read the words slowly emphasising the / m / sound.
- Invite volunteers to circle the letter that makes the / m / sound and say the letter's name and sound.
- Show the students how to write the letter *m*.
- Have the students write *m* in the air with their fingers while still looking at the board.
- Have them write *m* on the floor or table with their fingers.
- Have them write *m* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Mm*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter m.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with *m*. They will see these things again in the book as they read it.
 - Point to and identify *magnet*, *man*, *map*, *monkey*, *mountain*.
 - Have the students open their books to the title page. Have them look for *m* at the top and bottom of the page. Tell them that *m* comes near the middle of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *You can use a magnet to pick up things made of metal. A map tells you where in the world places are. You can find maps in a book called an atlas. A road map tells you how to get from place to place. You use a road map when you travel in the car. A monkey is an animal that you can see in the zoo. Monkeys have long tails. They use their tails to help them swing through the trees. Mountains are big hills.*
 - Have the students read the picture glossary on page 12.
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- Invite the students to read the title again and open their books to page 2.
 - Tell the students that you want them to point to each word as they read it.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary. Check that they are pointing correctly.

- After reading, check comprehension by asking these questions:
What is the name of the animal in the book?
What can pick up metal things?
Who is waving?
What does a mountain look like?
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Mm* again.



Alphabet Book Tt

Word Count: 10

Quick Quiz	Reading: Writing: Letter Recognition: <i>m</i>
New High-Frequency Word	a
Quick Read	
Quick Check	Alphabet Book Mm
Quick Write	
New Skill	Tt
New Book	Alphabet Book Tt

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *m*.
- Hold up the card.
Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *m*.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *a*.
- Hold up the *a* word card for the students to see.
- Have them read the word together.
- Have the students write *a* in the air with their fingers while still looking at the card.
- Have them write *a* on the floor or table with their fingers.
- Have them write *a* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Mm*.
- Check comprehension by asking students to recall the things they read about in *Mm*.
- Explain the task to the students. Say: *I'm going to hear one student read the book aloud. I'm not going to help the person reading. I want to see what they can do when they read by themselves. The rest of you will follow along in your books. If the reader makes a mistake, don't call out.*
- Work with one student while the others follow the text silently.
- Remind the students to point to each word as they read or follow along.
- Use the *Mm* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it.* If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *t* on the board. Tell the students that the name of this letter is *t*. Write the upper case *T* on the board. Tell the students that little *t* and big *T* look a little the same.
- Read the letter *t* to the students so they know the sound it makes. Have them read it again with you.
- Say *tame* slowly. Ask the students to listen for the /*t*/ sound at the beginning as you say the word *tame* slowly again.
- Write *tame* on the board. Read what you have written to the students. Have them read the word *tame* with you. Circle the letter *t*.
Say: *tame starts with the letter t.*

- Say *Tom* slowly. Ask the students to listen for the / t / sound at the beginning as you say the word *Tom* slowly again.
- Write *Tom* on the board. Read what you have written to the students. Point out that Tom starts with a capital *T* because it is someone's name.
- Have them read the word *Tom* with you. Circle the letter *T*.
Say: *Tom starts with the letter T.*
- Write *top*, *tan* and *tell* on the board. Read the words slowly emphasising the / t / sounds.
- Invite volunteers to circle the letter that makes the / t / sound and say the letter's name and sound.
- Show the students how to write the letter *t*.
- Have the students write *t* in the air with their fingers while still looking at the board.
- Have them write *t* on the floor or table with their fingers.
- Have them write *t* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Tt*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter t.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with *t*. They will see these things again in the book as they read it.
 - Point to and identify *table*, *tadpole*, *telephone*, *tent*, *tiger*.
 - Have the students open their books to the title page. Have them look for *t* at the top and bottom of the page. Tell them that *t* comes in the second half of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *Tadpoles turn into frogs. They grow legs and lose their tail as they grow into frogs. You can see tadpoles in ponds at certain times of the year. Some people stay in tents when they go camping. A tiger is a big wild cat. You can tell that this animal is a tiger and not a lion because it has stripes.*
 - Have the students read the picture glossary on page 12.
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- Tell the students they should look for the words that start with *t* to help them as they read.
 - Tell them also that the new word *a* that they learned earlier in the lesson is in this book. It is a capital *A*. Knowing this word will help them with their reading. Write capital *A* on the board for the students to see as it has not yet been taught.
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- Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Tell the students that you want them to point to each word as they read it
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary. Check that they are pointing correctly.

- After reading, check comprehension by asking these questions:
What do you use if you want to talk to someone far away?
What is a big stripy cat called?
What is a baby frog called?
What can you stay in when you go camping?
- Have students turn to page 2 and find and read *tent*.
- Have the students find and read *table* on page 4.
- Have them find and read *tiger* on page 6.
- Have them find and read the words starting with *t* on pages 8 and 10.
- Have the students go through the book looking for *a* and rereading the sentences with *a* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Tt* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Aa

Word Count: 10

Quick Quiz	Reading: <i>a</i> Writing: <i>a</i> Letter recognition: <i>m, t</i>
New High-Frequency Word	an
Quick Read	Alphabet Book Mm
Quick Check	Alphabet Book Tt
Quick Write	<i>A top</i>
New Skill	Aa
New Book	Alphabet Book Aa

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *m, t*.
- Hold up the cards.
- Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *m* or *t*.
- Use the following word card: *a*.
- Hold up the card. The student who says the word right first holds it.
- Dictate the following word for the students to write: *a*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *an*.
- Hold up the *an* word card for the students to see.
- Have them read the word together.
- Have the students write *an* in the air with their fingers while still looking at the card.
- Have them write *an* on the floor or table with their fingers.
- Have them write *an* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following book: *Mm*.
- Have the students read the book independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Tt*.
- Check comprehension by asking students to recall the things they read about in *Tt*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Tt* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *A top.*
- Tell the students to start their sentence with a capital letter. If they cannot remember what capital *A* looks like, write it on the board for them to copy.
- Introduce the hearing sounds in words task.
Say: *I'm going to show you how to hear the sounds in the word top so that you will be able to spell it.*
- Say *top* slowly breaking the word into its separate sounds or phonemes: *t - o - p.*
- Say *t - o - p* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *t - o - p* with you as they clap.
- Tell the students that there are three sounds in *top*.
- Draw a box on the board and divide it into three.

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- Ask the students which letter has a / *t* / sound.
- Write the letter *t* in the first box.

t		
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- Have the students say *t - o - p* again. Ask them the second sound they can hear.
- Tell them the / *o* / sound is represented by the letter *o*. Write an *o* in the next box.

t	o	
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- Have the students say *t - o - p* again. Ask them the sound at the end of *top*.
- Tell them the / *p* / sound is represented by the letter *p*. Write a *p* in the last box.

t	o	p
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- Tell the students to leave a finger space after *A* and write *top* into their sentence.
- Show the students how to put a full stop at the end of their sentence. Tell them that a full stop shows that the sentence has ended.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *a* on the board. Tell the students that the name of this letter is *a*. Write the upper case *A* on the board. Tell the students that little *a* and big *A* don't look the same so they will have to remember both of them.
- Read the letter *a* to the students so they know the sound it makes. Have them read it again with you.
- Say *alligator* slowly. Ask the students to listen for the / *a* / sound at the beginning as you say the word *alligator* slowly again.
- Write *alligator* on the board. Read what you have written to the students. Have them read the word *alligator* with you. Circle the letter *a*. Say: *Alligator starts with the letter a.*
- Say *Andy* slowly. Ask the students to listen for the / *a* / sound at the beginning as you say the word *Andy* slowly again.

- Write *Andy* on the board. Read what you have written to the students. Draw the student's attention to the capital *A* because it is someone's name. Have them read the word *Andy* with you. Circle the letter *A*. Say: *Andy starts with the letter a.*
- Write *add, and* and *at* on the board. Read the words slowly emphasising the / *a* / sound
- Invite volunteers to circle the letter that makes the / *a* / sound and say the letter's name and sound.
- Show the students how to write the letter *a*.
- Have the students write *a* in the air with their fingers while still looking at the board.
- Have them write *a* on the floor or table with their fingers.
- Have them write *a* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Aa*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter a.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with *a*. They will see these things again in the book as they read it.
 - Point to and identify *ambulance, ant, apple, arrow, acrobat*.
 - Have the students open their books to the title page. Have them look for *a* at the top and bottom of the page. Tell them that *a* is the first letter in the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *An ambulance is the vehicle used to take sick or injured people to the hospital. You can see an ambulance at a road accident if someone is hurt. An ant is a little insect. An arrow like this one is a road sign. It tells you which way to go. An acrobat can swing through hoops the air. Acrobats also swing on a swing called a trapeze.*
 - Have the students read the picture glossary on page 12.
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- Tell the students they should look for the words that start with *a* to help them as they read.
 - Tell them also that the new word *an* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *an* word card to remind students.
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- Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.
 - Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What is the name of a fruit starting with a?
What do you use to cut wood?
What does an arrow tell you?
Which thing in the book is an insect?
- Have students turn to page 2 and find and read *acrobat*.
- Have the students find and read *ant* on page 4.
- Have them find and read *apple* on page 6.
- Have them find and read the words starting with *a* on pages 8 and 10.
- Have the students go through the book looking for *an* and rereading the sentences with *an* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Aa* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Ss

Word Count: 10

Quick Quiz	Reading: <i>a, an</i> Writing: <i>a, an</i> Letter Recognition: <i>m, t, a</i>
New High-Frequency Word	the
Quick Read	Alphabet Book Mm Alphabet Book Tt
Quick Check	Alphabet Book Aa
Quick Write	<i>An ant.</i>
New Skill	Ss
New Book	Alphabet Book Ss

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *m, t, a*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *m, t, or a*.
- Use the following word cards: *a, an*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *a, an*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *the*.
- Hold up the *the* word card for the students to see.
- Have them read the word together.
- Have the students write *the* in the air with their fingers while still looking at the card.
- Have them write *the* on the floor or table with their fingers.
- Have them write *the* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Mm, Tt*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Aa*.
- Check comprehension by asking students to recall the things they read about in *Aa*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Aa* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *An ant.*
- Tell the students to start their sentence with a capital letter. Have them write the first word *An*.
- Revise the hearing sounds in words task.
Say: I'm going to show you how to hear the sounds in the word ant so that you will be able to spell it.
- Say *ant* slowly breaking the word into its separate sounds or phonemes: *a - n - t*.
- Say *a - n - t* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *a - n - t* with you as they clap.
- Tell the students that there are three sounds in *ant*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *ant*. Ask them which letter has the / *a* / sound
- Write the letter *a* in the first box.

a		
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- Have the students say *a - n - t* again. Ask them the second sound they can hear.
- Tell them the / *n* / sound is represented by the letter *n*. Write an *n* in the next box.

a	n	
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- Have the students say *a - n - t* again. Ask them the sound at the end of *ant*.
- Ask them which letter has the / *t* / sound and write it in the last box.

a	n	t
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- Tell the students to leave a finger space after *An* and write *ant* into their sentence. Draw the students attention to the similarity between the sounds and letters of *an* and *ant*.
- Show the students how to put a full stop at the end of their sentence. Tell them that a full stop shows that the sentence has ended.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *s* on the board. Tell the students that the name of this letter is *s*. Write the upper case *S* on the board. Tell the students that little *s* and big *S* look the same.
- Read the letter *s* to the students so they know the sound it makes. Have them read it again with you.
- Say *salt* slowly. Ask the students to listen for the / *s* / sound at the beginning as you say the word *salt* slowly again.
- Write *salt* on the board. Read what you have written to the students. Have them read the word *salt* with you. Circle the letter *s*.
Say: Salt starts with the letter s.

- Say *Sunday* slowly. Ask the students to listen for the / s / sound at the beginning as you say the word *Sunday* slowly again.
- Write *Sunday* on the board. Read what you have written to the students. Draw the student's attention to the capital S because it is the name of one of the days of the week. Have them read the word *Sunday* with you. Circle the letter S.
Say: *Sunday starts with the letter s.*
- Write *sip*, *Sam* and *set* on the board. Read the words slowly emphasising the / s / sound
- Invite volunteers to circle the letter that makes the / s / sound and say the letter's name and sound.
- Show the students how to write the letter s.
- Have the students write s in the air with their fingers while still looking at the board.
- Have them write s on the floor or table with their fingers.
- Have them write s three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Ss*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter s.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with s. They will see these things again in the book as they read it.
 - Point to and identify *sack*, *sandwich*, *sock*, *submarine*, *sun*.
 - Have the students open their books to the title page. Have them look for s at the top and bottom of the page. Tell them that s is in the second half of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *A sack is like a big bag. People use sacks to carry things. A submarine is a boat that can stay under water for a very long time. You can see sailors on a submarine. A submarine has a periscope that lets a sailor see what is above the water while the submarine is still below the surface.*
 - Have the students read the picture glossary on page 12.
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- Tell the students they should look for the words that start with s to help them as they read.
 - Tell them also that the new word *the* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *the* word card to remind students.
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- Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.
 - Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What is the name of a boat that can stay under water?
What do you wear on your feet?
What is a sandwich made of?
Which is in the sky that keeps you warm?
- Have students turn to page 2 and find and read *sun*.
- Have the students find and read *sock* on page 4.
- Have them find and read *sack* on page 6.
- Have them find and read the words starting with *s* on pages 8 and 10.
- Have the students go through the book looking for *the* and rereading the sentences with *the* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Ss* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Pp

Word Count: 15

Quick Quiz	Reading: <i>a, an, the</i> Writing: <i>a, an, the</i> Letter Recognition: <i>m, t, a, s</i>
New High-Frequency Word	like
Quick Read	Alphabet Book Tt Alphabet Book Aa
Quick Check	Alphabet Book Ss
Quick Write	<i>The sun.</i>
New Skill	Pp
New Book	Alphabet Book Pp

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *m, t, a, s*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *m, t, a, or s*.
- Use the following word cards: *a, an, the*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *a, an, the*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *like*.
- Hold up the *like* word card for the students to see.
- Have them read the word together.
- Have the students write *like* in the air with their fingers while still looking at the card.
- Have them write *like* on the floor or table with their fingers.
- Have them write *like* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Aa, Tt*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ss*.
- Check comprehension by asking students to recall the things they read about in *Ss*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Ss* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *The sun*.
- Tell the students to start their sentence with a capital letter. Have them write the first word *The*.
- Revise the hearing sounds in words task.
Say: *I'm going to show you how to hear the sounds in the word sun so that you will be able to spell it.*
- Say *sun* slowly breaking the word into its separate sounds or phonemes: *s - u - n*.
- Say *s - u - n* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *s - u - n* with you as they clap.
- Tell the students that there are three sounds in *sun*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *sun*. Ask them which letter has the / *s* / sound.
- Write the letter *s* in the first box.

s		
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- Have the students say *s - u - n* again. Ask them the second sound they can hear.
- Tell them the / *u* / sound is represented by the letter *u*. Write a *u* in the next box.

s	u	
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- Have the students say *s - u - n* again. Ask them the sound at the end of *sun*.
- Ask them which letter has the / *n* / sound. Tell them it is the same sound as they hear in the middle of *ant*. Write *n* in the last box.

s	u	n
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- Tell the students to leave a finger space after *The* and write *sun* into their sentence.
- Remind the students to put a full stop at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *p* on the board. Tell the students that the name of this letter is *p*. Write the upper case *P* on the board. Tell the students that little *p* and big *P* look the same.
- Read the letter *p* to the students so they know the sound it makes. Have them read it again with you.
- Say *park* slowly. Ask the students to listen for the / *p* / sound at the beginning as you say the word *park* slowly again.
- Write *park* on the board. Read what you have written to the students. Have them read the word *park* with you. Circle the letter *p*.
Say: *Park starts with the letter p.*
- Say *Peter* slowly. Ask the students to listen for the / *p* / sound at the beginning as you say the word *Peter* slowly again.

- Write *Peter* on the board. Read what you have written to the students. Draw the student's attention to the capital *P* because it is someone's name. Have them read the word *Peter* with you. Circle the letter *P*.
Say: *Peter starts with the letter p.*
- Write *pie*, *Pam* and *pet* on the board. Read the words slowly emphasising the / *p* / sound
- Invite volunteers to circle the letter that makes the / *p* / sound and say the letter's name and sound.
- Show the students how to write the letter *p*.
- Have the students write *p* in the air with their fingers while still looking at the board.
- Have them write *p* on the floor or table with their fingers.
- Have them write *p* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Pp*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter p.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with *p*. They will see these things again in the book as they read it.
 - Point to and identify *painting, parrots, pandas, pigs, pizza*.
 - Have the students open their books to the title page. Have them look for *p* at the top and bottom of the page. Tell them that *p* is in the second half of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *Parrots are very colourful birds. Some people keep parrots for pets and teach them to talk. Pandas are animals that live in China. You can see pandas in zoos, too. Pandas eat bamboo. Pigs are raised so that people can eat their meat. The meat is called pork. The black things on the pizza are called olives. Olives grow on trees.*
 - Point out the *s* ending on *pandas, pigs, and parrots*. Tell students that an *s* is added to a word to show that there is more than one. One parrot, two parrots. One pig, three pigs.
 - Have the students read the picture glossary on page 12.
-
- Tell the students they should look for the words that start with *p* to help them as they read.
 - Tell them also that the new word *like* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *like* word card to remind students.
-
- Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.

- Have the students read the book aloud independently.
 - Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What is a thing in the book that you can do?
What is raised for pork?
What in the book can you eat?
Which animal in the book can you teach to talk?
- Have students turn to page 2 and find and read *pigs*.
 - Have the students find and read *parrots* on page 4.
 - Have them find and read *pizza* on page 6.
 - Have them find and read the words starting with *p* on pages 8 and 10.
 - Have the students go through the book looking for *like* and rereading the sentences with *like* in them.
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Pp* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Cc

Word Count: 20

Quick Quiz	Reading: <i>a, an, the, like</i> Writing: <i>a, an, the, like</i> Letter Recognition: <i>m, t, a, s, p</i>
New High-Frequency Word	am
Quick Read	Alphabet Book Aa Alphabet Book Ss
Quick Check	Alphabet Book Pp
Quick Write	<i>I like pets.</i>
New Skill	Cc
New Book	Alphabet Book Cc

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *m, t, a, s, p*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *m, t, a, s* or *p*.
- Use the following word cards: *a, an, the, like*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *a, an, the, like*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *am*.
- Hold up the *am* word card for the students to see.
- Have them read the word together.
- Have the students write *am* in the air with their fingers while still looking at the card.
- Have them write *am* on the floor or table with their fingers.
- Have them write *am* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Aa*, *Ss*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Pp*.
- Check comprehension by asking students to recall the things they read about in *Pp*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Pp* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *I like pets*.
- Tell the students to start their sentence with a capital letter. Have them write the first two words *I like*. Remind the students that they know how to write *like*. Allow them to refer to the *like* card if necessary. Remind them to leave a finger space between the words.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word pets so that you will be able to spell it.*
- Say *pets* slowly breaking the word into its separate sounds or phonemes: *p - e - t - s*.
- Say *p - e - t - s* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *p - e - t - s* with you as they clap.
- Tell the students that there are four sounds in *pets*.
- Draw a box on the board and divide it into four.

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- Ask the students which sound they can hear at the beginning of *pets*. Ask them which letter has the / *p* / sound.
- Write the letter *p* in the first box.

p			
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- Have the students say *p - e - t - s* again. Ask them the second sound they can hear.
- Tell them the / *e* / sound is represented by the letter *e*. Write an *e* in the next box.

p	e		
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- Have the students say *p - e - t - s* again. Ask them the next sound in *pets*.
- Ask them which letter has the / *t* / sound. Write *t* in the next box.

p	e	t	
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- Have the students say *p - e - t - s* again. Ask them the last sound in *pets* and the letter you should write. Write *s* in the last box.

p	e	t	s
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- Tell the students to leave a finger space after *like* and write *pets* into their sentence.
- Remind the students to put a full stop at the end of their sentence.
- Write *pet* on the board. Have the students read the word with you. Write an *s* on the end of *pets* and have the students read the word with you again. Tell the students that putting the *s* on the end means that there is more than one pet. Tell them that another way they could have spelled *pets* was to listen for the sounds in *pet* and then add the *s*.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *c* on the board. Tell the students that the name of this letter is *c*. Write the upper case *C* on the board. Tell the students that little *c* and big *C* look the same.
- Read the letter *c* to the students so they know the sound it makes. Have them read it again with you.

- Say *caterpillar* slowly. Ask the students to listen for the / c / sound at the beginning as you say the word *caterpillar* slowly again.
- Write *caterpillar* on the board. Read what you have written to the students. Have them read the word *caterpillar* with you. Circle the letter c.
Say: *Caterpillar starts with the letter c.*
- Say *Caroline* slowly. Ask the students to listen for the / c / sound at the beginning as you say the word *Caroline* slowly again.
- Write *Caroline* on the board. Read what you have written to the students. Draw the student's attention to the capital C because it is someone's name. Have them read the word *Caroline* with you. Circle the letter C.
Say: *Caroline starts with the letter c.*
- Write *can*, *Canada* and *cab* on the board. Read the words slowly emphasising the / c / sound
- Invite volunteers to circle the letter that makes the / c / sound and say the letter's name and sound.
- Show the students how to write the letter c.
- Have the students write c in the air with their fingers while still looking at the board.
- Have them write c on the floor or table with their fingers.
- Have them write c three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Cc*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter c.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with c. They will see these things again in the book as they read it.
- Point to and identify *cake*, *car*, *cat*, *computer*, *cup*.
- Have the students open their books to the title page. Have them look for c at the top and bottom of the page. Tell them that c is the third letter of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *This cake is a birthday cake. I know that because it has candles on it. This colour of this cat is called ginger. You don't see cars like this one on the road.*
- Tell the students that in this book the things in the photos are telling the reader what they are.
- Have the students read the picture glossary on page 12.
- Tell the students they should look for the words that start with c to help them as they read.
- Tell them also that the new word *am* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading.

Hold up the *am* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.
 - Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.
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- After reading, check comprehension by asking these questions:
What in the book can you drink from?
What is a ginger colour?
What has a screen?
What in the book can you eat?
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- Have students turn to page 2 and find and read *car*.
 - Have the students find and read *cat* on page 4.
 - Have them find and read *cup* on page 6.
 - Have them find and read the words starting with *c* on pages 8 and 10.
 - Have the students go through the book looking for *am* and rereading the sentences with *am* in them.
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- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Cc* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Zz

Word Count: 20

Quick Quiz	Reading: <i>a, an, the, like, am</i> Writing: <i>a, an, the, like, am</i> Letter Recognition: <i>t, a, s, p, c</i>
New High-Frequency Word	it
Quick Read	Alphabet Book Ss Alphabet Book Pp
Quick Check	Alphabet Book Cc
Quick Write	<i>I am a cat.</i>
New Skill	Zz
New Book	Alphabet Book Zz

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *t, a, s, p, c*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *t, a, s, p, c*.
- Use the following word cards: *a, an, the, like, am*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *a, an, the, like, am*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *it*.
- Hold up the *it* word card for the students to see.
- Have them read the word together.
- Have the students write *it* in the air with their fingers while still looking at the card.
- Have them write *it* on the floor or table with their fingers.
- Have them write *it* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Ss, Pp*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Cc*.
- Check comprehension by asking students to recall the things they read about in *Cc*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Cc* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *I am a cat.*
- Tell the students to start their sentence with a capital letter. Have them write the first three words *I am a*. Remind the students that they know how to write all these words. Allow them to refer to the *am* card if necessary. Remind them to leave a finger space between the words.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word cat so that you will be able to spell it.*
- Say *cat* slowly breaking the word into its separate sounds or phonemes: *c - a - t*.
- Say *c - a - t* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *c - a - t* with you as they clap.
- Tell the students that there are three sounds in *cat*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *cat*. Ask them which letter has the / *c* / sound. Praise any student who says *k* and point out that *c* and *k* often make the same sound
- Write the letter *c* in the first box.

c		
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- Have the students say *c - a - t* again. Ask them the second sound they can hear.
- Tell them the / *a* / sound is represented by the letter *a*. It makes the same sound as the *a* in *am*. Write an *a* in the next box.

c	a	
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- Have the students say *c - a - t* again. Ask them the next sound in *cat*.
- Ask them which letter has the / *t* / sound. Write *t* in the next box.

c	a	t
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- Tell the students to leave a finger space after *a* and write *cat* into their sentence.
- Remind the students to put a full stop at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *z* on the board. Tell the students that the name of this letter is *z*. Write the upper case *Z* on the board. Tell the students that little *z* and big *Z* look the same.
- Read the letter *z* to the students so they know the sound it makes. Have them read it again with you.
- Say *zoo* slowly. Ask the students to listen for the / *z* / sound at the beginning as you say the word *zoo* slowly again.
- Write *zoo* on the board. Read what you have written to the students. Have them read the word *zoo* with you. Circle the letter *z*
Say: *Zoo* starts with the letter *z*.

- Say *Zack* slowly. Ask the students to listen for the / z / sound at the beginning as you say the word *Zack* slowly again.
- Write *Zack* on the board. Read what you have written to the students. Draw the student's attention to the capital Z because it is someone's name. Have them read the word *Zack* with you. Circle the letter Z.
Say: *Zack starts with the letter z.*
- Write *zest*, *Zambia* and *zone* on the board. Read the words slowly emphasising the / z / sound
- Invite volunteers to circle the letter that makes the / z / sound and say the letter's name and sound.
- Show the students how to write the letter z.
- Have the students write z in the air with their fingers while still looking at the board.
- Have them write z on the floor or table with their fingers.
- Have them write z three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Zz*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter z.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with z. They will see these things again in the book as they read it.
- Point to and identify the letter z, *zero*, *zebra*, *zipper*, *zig-zag*.
- Have the students open their books to the title page. Have them look for z at the top and bottom of the page. Tell them that z is the last letter of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *This letter z starts the word zoo. This sign is outside a zoo. Look at the animals on the letters. The number zero looks like a big O. Some people call this a zip. This book calls it a zipper. A zig-zag line is one that goes from side to side*
- Tell the students that the sentences in this book start with the word *it*. Because *it* is at the beginning of the sentence it will have a capital *I*. Write *It* and *it* on the board so the students can see both forms of the word.
- Have the students read the picture glossary on page 12.
- Tell the students they should look for the words that start with z to help them as they read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What does a zipper do?
How is a zebra different from a horse?
Where was the zig-zag line drawn?
What number looks like a capital O?
- Have students turn to page 2 and find and read *zoo*.
- Have the students find and read *zero* on page 4.
- Have them find and read *zebra* on page 6.
- Have them find and read the words starting with *z* on pages 8 and 10.
- Have the students go through the book looking for *it* and rereading the sentences with *it* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Zz* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book II

Word Count: 21

Quick Quiz	Reading: <i>an, the, like, am, it</i> Writing: <i>an, the, like, am, it</i> Letter Recognition: <i>a, s, p, c, z</i>
New High-Frequency Word	is
Quick Read	Alphabet Book Pp Alphabet Book Cc
Quick Check	Alphabet Book Zz
Quick Write	<i>It is a zebra</i>
New Skill	li
New Book	Alphabet Book II

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *a, s, p, c, z*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *a, s, p, c, or z*.
- Use the following word cards: *an, the, like, am, it*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *an, the, like, am, it*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *is*.
- Hold up the *is* word card for the students to see.
- Have them read the word together.
- Have the students write *is* in the air with their fingers while still looking at the card.
- Have them write *is* on the floor or table with their fingers.
- Have them write *is* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following book: *Cc, Pp*.
- Have the students read the book independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Zz*.
- Check comprehension by asking students to recall the things they read about in *Zz*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Zz* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *It is a zebra.*
- Tell the students to start their sentence with a capital letter. Have them write *it* with a capital *I*.
- Have the students write *is*. Remind them to leave a finger space between the words and then have them write *a*.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word zebra so that you will be able to spell it.*
- Say *zebra* slowly breaking the word into its separate sounds or phonemes: *z - e - b - r*.
- Say *z - e - b - r* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *z - e - b - r* with you as they clap.
- Tell the students that there are four sounds in *zebra*.
- Draw a box on the board and divide it into four.

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- Ask the students which sound they can hear at the beginning of *zebra*. Ask them which letter has the /z/ sound.
- Write the letter *z* in the first box.

z			
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- Have the students say *z - e - b - r* again. Ask them the second sound they can hear.
- Tell them the /e/ sound is represented by the letter *e*. Write an *e* in the next box.

z	e		
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- Have the students say *z - e - b - r* again. Ask them the next sound in *zebra*.
- Tell them the letter *b* has the /b/ sound. Write *b* in the next box.

z	e	b	
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- Have the students say *z - e - b - r* again. Ask them the last sound in *zebra*. Tell them the letter *r* makes the /r/ sound. Write *r* in the last box.

z	e	b	r
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- Explain to the students that even though there are four sounds in *zebra*, there are five letters. Write *a* next to *r* in the last box.

z	e	b	ra
---	---	---	----

- Tell the students to leave a finger space after *a* and write *zebra* into their sentence.
- Remind the students to put a full stop at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *I* on the board. Tell the students that the name of this letter is *i*. Write the upper case *I* on the board. Remind the students that they know the capital *I* because they have seen it in the books they have read.
- Read the letter *i* to the students so they know the sound it makes. Have them read it

again with you.

- Say *imp* slowly. Ask the students to listen for the /i/ sound at the beginning as you say the word *imp* slowly again.
- Write *imp* on the board. Read what you have written to the students. Have them read the word *imp* with you. Circle the letter *i*.
Say: *Imp starts with the letter i.*
- Say *Isabella* slowly. Ask the students to listen for the /i/ sound at the beginning as you say the word *Isabella* slowly again.
- Write *Isabella* on the board. Read what you have written to the students. Draw the student's attention to the capital *I* because it is someone's name. Have them read the word *Isabella* with you. Circle the letter *I*.
Say: *Isabella starts with the letter i.*
- Write *inch*, *Italy* and *inlet* on the board. Read the words slowly emphasising the /i/ sound.
- Invite volunteers to circle the letter that makes the /i/ sound and say the letter's name and sound.
- Show the students how to write the letter *i*.
- Have the students write *i* in the air with their fingers while still looking at the board.
- Have them write *i* on the floor or table with their fingers.
- Have them write *i* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Ii*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter i.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with *i*. They will see these things again in the book as they read it.
 - Point to and identify *igloo*, *insect*, *ink pen*, *impala*, *invitation*.
 - Have the students open their books to the title page. Have them look for *i* at the top and bottom of the page. Tell them that *i* is in the first half of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *An igloo is made of snow. Inuits used to build igloos to stay in while they were out hunting. Markers are pens that have ink in. When they run out you have to throw them away. There are some pens that you can refill with ink when they run dry. An impala is an animal like a deer. An invitation is something you might send to someone to ask them to come to a party or a wedding.*
 - Have the students read the picture glossary on page 12.
-
- Tell the students they should look for the words that start with *I* to help them as they read.
 - Tell them also that the new word *is* that they learned earlier in the lesson is in this book.

They should look for *is* to help them read.

- Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.
 - Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.
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- After reading, check comprehension by asking these questions:
What is an igloo?
Does an insect have legs and wings?
What animal looks like a deer?
When would you send an invitation?
-
- Have students turn to page 2 and find and read *igloo*.
 - Have the students find and read *insect* on page 4.
 - Have them find and read *ink pen* on page 6.
 - Have them find and read the words starting with *i* on pages 8 and 10.
 - Have the students go through the book looking for *is* and rereading the sentences with *is* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Ii* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Ff

Word Count: 21

Quick Quiz	Reading: <i>the, like, am, it, is</i> Writing: <i>the, like, am, it, is</i> Letter Recognition: <i>s, p, c, z, i</i>
New High-Frequency Word	this
Quick Read	Alphabet Book Cc Alphabet Book Zz
Quick Check	Alphabet Book li
Quick Write	<i>Is it an ink pen?</i>
New Skill	Ff
New Book	Alphabet Book Ff

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *s, p, c, z, i*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *s, p, c, z* or *i*.
- Use the following word cards: *the, like, am, it, is*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *the, like, am, it, is*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *this*.
- Hold up the *this* word card for the students to see.
- Have them read the word together.
- Have the students write *this* in the air with their fingers while still looking at the card.
- Have them write *this* on the floor or table with their fingers.
- Have them write *this* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Cc, Zz*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *li*.
- Check comprehension by asking students to recall the things they read about in *li*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *li* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Is it an ink pen?*
- Tell the students to start their sentence with a capital letter. Have them write *is* with a capital *I*.
- Tell the students they know how to write the next two words. Remind them to leave a finger space between the words and then have them write *it* and *an*.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word ink so that you will be able to spell it.*
- Say *ink* slowly breaking the word into its separate sounds or phonemes: *i - n - k*.
- Say *i - n - k* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *i - n - k* with you as they clap.
- Tell the students that there are three sounds in *ink*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *ink*. Ask them which letter has the /i/ sound.
- Write the letter *i* in the first box.

i		
---	--	--

- Have the students say *i - n - k* again. Ask them the second sound they can hear.
- Tell them the /n/ sound is represented by the letter *n*. Write a *n* in the next box.

i	n	
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- Have the students say *i - n - k* again. Ask them the sound at the end of *ink*.
- Tell them the letter *k* has the /k/ sound at the end of a word. Write *k* in the last box.

i	n	k
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- Remind the students to leave a finger space before they write *ink* into their sentence.
- Ask the students what letter will start the word *pen*. Have them say the word slowly if they need to. Invite them to write *p* in their sentence and show them how to finish writing *pen*.
- Tell the students that this sentence is a question. They need to put a question mark on the end. Draw a question mark on the board for them to copy.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *f* on the board. Tell the students that the name of this letter is *f*. Write the upper case *F* on the board. Tell the students that big *F* and little *f* look similar.
- Read the letter *f* to the students so they know the sound it makes. Have them read it again with you.
- Say *fog* slowly. Ask the students to listen for the /f/ sound at the beginning as you say the word *fog* slowly again.

- Write *fog* on the board. Read what you have written to the students. Have them read the word *fog* with you. Circle the letter *f*.
Say: *Fog starts with the letter f.*
- Say *Faith* slowly. Ask the students to listen for the / *f* / sound at the beginning as you say the word *Faith* slowly again.
- Write *Faith* on the board. Read what you have written to the students. Draw the student's attention to the capital *F* because it is someone's name. Have them read the word *Faith* with you. Circle the letter *F*.
Say: *Faith starts with the letter f.*
- Write *five*, *February* and *forest* on the board. Read the words slowly emphasising the / *f* / sound
- Invite volunteers to circle the letter that makes the / *f* / sound and say the letter's name and sound.
- Show the students how to write the letter *f*.
- Have the students write *f* in the air with their fingers while still looking at the board.
- Have them write *f* on the floor or table with their fingers.
- Have them write *f* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Ff*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter f.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with *f*. They will see these things again in the book as they read it.
 - Point to and identify *fan, fish, fire, fire truck, feather*.
 - Have the students open their books to the title page. Have them look for *f* at the top and bottom of the page. Tell them that *f* is in the first half of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *A fan keeps you cool when it is very hot. Some people have fans in the ceiling of their rooms. Some people don't have fans, they have air conditioning to keep them cool. Birds have feathers on their bodies.*
 - Have the students read the picture glossary on page 12.
-
- Tell the students they should look for the words that start with *f* to help them as they read.
 - Tell them also that the new word *this* that they learned earlier in the lesson is in this book. They should look for *this* to help them read. Tell them that in this book, *this* starts with a capital *T*.
 - Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
Why do people have fans?
Where would you find a fish?
What are the people doing around the fire?
What on a fire truck helps the firefighters climb onto roofs?
- Have students turn to page 2 and find and read *fan*.
- Have the students find and read *fish* on page 4.
- Have them find and read *fire* on page 6.
- Have them find and read the words starting with *f* on pages 8 and 10.
- Have the students go through the book looking for *this* and rereading the sentences with *this* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Ff* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Dd

Word Count: 20

Quick Quiz	Reading: <i>like, am, it, is, this</i> Writing: <i>like, am, it, is, this</i> Letter Recognition: <i>p, c, z, i, f</i>
New High-Frequency Word	we
Quick Read	Alphabet Book Zz Alphabet Book li
Quick Check	Alphabet Book Ff
Quick Write	<i>Is this a fish?</i>
New Skill	Dd
New Book	Alphabet Book Dd

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *p, c, z, i, f*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *p, c, z, i or f*.
- Use the following word cards: *like, am, it, is, this*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *like, am, it, is, this*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *we*.
- Hold up the *we* word card for the students to see.
- Have them read the word together.
- Have the students write *we* in the air with their fingers while still looking at the card.
- Have them write *we* on the floor or table with their fingers.
- Have them write *we* three times. Encourage them to write without looking at the card. Allow them to check if they need to

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *li*, *Zz*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ff*.
- Check comprehension by asking students to recall the things they read about in *Ff*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Ff* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Is this a fish?*
- Tell the students to start their sentence with a capital letter. Have them write *is* with a capital *I*.
- Tell the students they know how to write the next two words. Remind them to leave a finger space between the words and then have them write *this* and *a*.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word fish so that you will be able to spell it.*
- Say *fish* slowly breaking the word into its separate sounds or phonemes: *f – i – sh*.
- Say *f – i – sh* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *f – i – sh* with you as they clap.
- Tell the students that there are three sounds in *fish*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *fish*. Ask them which letter has the / *f* / sound.
- Write the letter *f* in the first box.

f		
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- Have the students say *f – i – sh* again. Ask them the second sound they can hear.
- Ask them which letter has the / *i* / sound. Write *i* in the next box.

f	i	
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- Have the students say *f – i – sh* again. Ask them the sound at the end of *fish*.
- Tell them the / *sh* / sound has two letters *s* and *h*. When they see *s* and *h* together they make the / *sh* / sound like on the end of *fish* and *dish* or at the beginning of *she*, *shoe* and *shed*. Write *fish*, *dish*, *she*, *shoe* and *shed* on the board and circle the letters *s* and *h*. Write *sh* in the last box.

f	i	sh
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- Remind the students to leave a finger space before they write *fish* into their sentence.
- Tell the students that this sentence is a question. They need to put a question mark on the end. Draw a question mark on the board for them to copy.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *d* on the board. Tell the students that the name of this letter is *d*. Write the upper case *D* on the board. Tell the students that they need to learn big and little *D* because they don't look the same.
- Read the letter *d* to the students so they know the sound it makes. Have them read it again with you.
- Say *damp* slowly. Ask the students to listen for the / *d* / sound at the beginning as you say the word *damp* slowly again.

- Write *damp* on the board. Read what you have written to the students. Have them read the word *damp* with you. Circle the letter *d*.
Say: *Damp starts with the letter d.*
- Say *David* slowly. Ask the students to listen for the / *d* / sound at the beginning as you say the word *David* slowly again.
- Write *David* on the board. Read what you have written to the students. Draw the student's attention to the capital *D* because it is someone's name. Have them read the word *David* with you. Circle the letter *D*.
Say: *David starts with the letter d.*
- Write *down*, *December* and *doze* on the board. Read the words slowly emphasising the / *d* / sound.
- Invite volunteers to circle the letter that makes the / *d* / sound and say the letter's name and sound.
- Show the students how to write the letter *d*.
- Have the students write *d* in the air with their fingers while still looking at the board.
- Have them write *d* on the floor or table with their fingers.
- Have them write *d* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Dd*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter d.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *d*. They will see these things again in the book as they read it.
- Point to and identify *dad*, *dog*, *deer*, *duck*, *donkey*.
- Have the students open their books to the title page. Have them look for *d* at the top and bottom of the page. Tell them that *d* is near the beginning of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *Most dogs can swim, but some dogs like the water more than others. Ducks like water, too. You often see ducks swimming in a pond. Baby ducks are called ducklings. Donkeys look like horses, but they make a noise called a bray. Horses neigh.*
- Have the students read the picture glossary on page 12.
- Tell the students they should look for the words that start with *d* to help them as they read.
- Tell them also that the new word *we* that they learned earlier in the lesson is in this book. They should look for *we* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What looks like a horse?
What is the dog doing in this book?
What do you go through to get into a house?
Where might you see a duck?
- Have students turn to page 2 and find and read *dad*.
- Have the students find and read *dog* on page 4.
- Have them find and read *door* on page 6.
- Have them find and read the words starting with *d* on pages 8 and 10.
- Have the students go through the book looking for *we* and rereading the sentences with *we* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Dd* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Ee

Word Count: 20

Quick Quiz	Reading: <i>am, it, is, this, we</i> Writing: <i>am, it, is, this, we</i> Letter Recognition: <i>c, z, i, f, d</i>
New High-Frequency Word	Here
Quick Read	Alphabet Book Ii Alphabet Book Ff
Quick Check	Alphabet Book Dd
Quick Write	<i>We like this dog.</i>
New Skill	Ee
New Book	Alphabet Book Ee

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *c, z, i, f, d*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *c, z, i, f, d*.
- Use the following word cards: *am, it, is, this, we*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *am, it, is, this, we*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *here*.
- Hold up the *here* word card for the students to see.
- Have them read the word together.
- Have the students write *here* in the air with their fingers while still looking at the card.
- Have them write *here* on the floor or table with their fingers.
- Have them write *here* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *li*, *Ff*.
- Have the students read the book independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Dd*.
- Check comprehension by asking students to recall the things they read about in *Dd*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Dd* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *We like this dog.*
- Tell the students to start their sentence with a capital letter. Have them write *we* with a capital *W*.
- Tell the students they know how to write the next two words. Remind them to leave a finger space between the words and then have them write *like* and *this*.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word dog so that you will be able to spell it.*
- Say *dog* slowly breaking the word into its separate sounds or phonemes: *d - o - g*.
- Say *d - o - g* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *d - o - g* with you as they clap.
- Tell the students that there are three sounds in *dog*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *dog*. Ask them which letter has the / *d* / sound.
- Write the letter *d* in the first box.

d		
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- Have the students say *d - o - g* again. Ask them the second sound they can hear.
- Tell them which letter has the / *o* / sound. Write *o* in the next box.

d	o	
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- Have the students say *d - o - g* again. Ask them the sound at the end of *dog*.
- Tell them the / *g* / sound is made by the letter *g*. Write *g* in the last box.

d	o	g
---	---	---

- Remind the students to leave a finger space before they write *dog* into their sentence.
- Tell the students to put a full stop at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *e* on the board. Tell the students that the name of this letter is *e*. Write the upper case *E* on the board. Tell the students that they need to learn big and little *e* because they don't look the same.
- Read the letter *e* to the students so they know the sound it makes. Have them read it again with you.
- Say *edge* slowly. Ask the students to listen for the / *e* / sound at the beginning as you say the word *edge* slowly again.
- Write *edge* on the board. Read what you have written to the students. Have them read the word *edge* with you. Circle the letter *e* at the beginning of *edge*. Say: *Edge starts with the letter e.*

- Say *Emily* slowly. Ask the students to listen for the / e / sound at the beginning as you say the word *Emily* slowly again.
- Write *Emily* on the board. Read what you have written to the students. Draw the student's attention to the capital *E* because it is someone's name. Have them read the word *Emily* with you. Circle the letter *E*. Say: *Emily starts with the letter e.*
- Write *entrance*, *Emma* and *ever* on the board. Read the words slowly emphasising the / e / sound
- Invite volunteers to circle the letter that makes the / e / sound and say the letter's name and sound.
- Show the students how to write the letter *e*.
- Have the students write *e* in the air with their fingers while still looking at the board.
- Have them write *e* on the floor or table with their fingers.
- Have them write *e* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Ee*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter e.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with *e*. They will see these things again in the book as they read it.
 - Point to and identify *egg*, *elk*, *exit*, *elephant*, *envelope*.
 - Have the students open their books to the title page. Have them look for *e* at the top and bottom of the page. Tell them that *e* is near the beginning of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *An elk is a big deer. Another name for an elk is a moose. This exit sign is on a road. It tells a motorist that they can turn off the road. You can see signs with exit on them in lots of places. You can see elephants like this one in Africa. When you write someone a letter, you put it in an envelope to send it. You write the person's address on the envelope.*
 - Have the students read the picture glossary on page 12.
-
- Tell the students they should look for the words that start with *e* to help them as they read.
 - Tell them also that the new word *here* that they learned earlier in the lesson is in this book. Tell them that *here* in this book has a capital *H* because it is the start of the sentence. They should look for *here* to help them read.
 - Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What animal looks like a big deer?
What animal has big ears and a trunk?
What do you put a letter in to send it to someone?
Where was the egg in this book?
- Have students turn to page 2 and find and read *egg*.
- Have the students find and read *elk* on page 4.
- Have them find and read *exit* on page 6.
- Have them find and read the words starting with *e* on pages 8 and 10.
- Have the students go through the book looking for *here* and rereading the sentences with *here* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Ee* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Bb

Word Count: 25

Quick Quiz	Reading: <i>it, is, this, we, here</i> Writing: <i>it, is, this, we, here</i> Letter recognition: <i>z, i, f, d, e</i>
New High-Frequency Word	on
Quick Read	Alphabet Book Ff Alphabet Book Dd
Quick Check	Alphabet Book Ee
Quick Write	<i>Here is an egg.</i>
New Skill	Bb
New Book	Alphabet Book Bb

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *z, i, f, d, e*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *z, i, f, d* or *e*.
- Use the following word cards: *it, is, this, we, here*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *it, is, this, we, here*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *on*.
- Hold up the *on* word card for the students to see.
- Have them read the word together.
- Have the students write *on* in the air with their fingers while still looking at the card.
- Have them write *on* on the floor or table with their fingers.
- Have them write *on* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Dd, Ff*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ee*.
- Check comprehension by asking students to recall the things they read about in *Ee*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Ee* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Here is an egg.*
- Tell the students to start their sentence with a capital letter. Have them write here with a capital *H*. Show the students how to write a capital *H* if necessary.
- Tell the students they know how to write the next two words. Remind them to leave a finger space between the words and then have them write *is* and *an*.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word egg so that you will be able to spell it.*
- Say *egg* slowly breaking the word into its separate sounds or phonemes: *e – g*.
- Say *e – g* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *e – g* with you as they clap.
- Tell the students that there are two sounds in *egg*.
- Draw a box on the board and divide it into two.

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- Ask the students which sound they can hear at the beginning of *egg*. Ask them which letter has the / *e* / sound
- Write the letter *e* in the first box.

e	
---	--

- Have the students say *e – g* again. Ask them the second sound they can hear.
- Tell them which letter has the / *g* / sound. Write *g* in the next box.

e	g
---	---

- Tell the students that / *e* / and / *g* / are the only two sounds in *egg* but there are three letters.
- Tell them the other letter is another *g*. Write another *g* in the last box.

e	gg
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- Remind the students to leave a finger space before they write *egg* into their sentence.
- Tell the students to put a full stop at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *b* on the board. Tell the students that the name of this letter is *b*. Write the upper case *B* on the board. Tell the students that they need to learn *big* and little *b* because they don't look exactly the same.
- Read the letter *b* to the students so they know the sound it makes. Have them read it again with you.
- Say *bank* slowly. Ask the students to listen for the / *b* / sound at the beginning as you say the word *bank* slowly again.
- Write *bank* on the board. Read what you have written to the students. Have them read the word *bank* with you. Circle the letter *b* at the beginning of *bank*. Say: *Bank starts with the letter b.*

- Say *Benjamin* slowly. Ask the students to listen for the / b / sound at the beginning as you say the word *Benjamin* slowly again.
- Write *Benjamin* on the board. Read what you have written to the students. Draw the student's attention to the capital *B* because it is someone's name. Have them read the word *Benjamin* with you. Circle the letter *B*. Say: *Benjamin starts with the letter b.*
- Write *bone*, *Bulgaria* and *bean* on the board. Read the words slowly emphasising the / b / sound
- Invite volunteers to circle the letter that makes the / b / sound and say the letter's name and sound.
- Show the students how to write the letter *b*.
- Have the students write *b* in the air with their fingers while still looking at the board.
- Have them write *b* on the floor or table with their fingers.
- Have them write *b* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Bb*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter b.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *b*. They will see these things again in the book as they read it.
- Point to and identify *bed, box, bike, boat, bull*.
- Have the students open their books to the title page. Have them look for *b* at the top and bottom of the page. Tell them that *b* is the second letter of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *There are many different kinds of beds. Some people have a mat on the floor for a bed. This box must be full or the boy couldn't stand on it. Some boxes are made of wood. The boy could stand on a wooden box. This bike is a mountain bike. The man wears a helmet to protect his head if he falls off. A boat like this with a sail is called a sailboat or a yacht. The wind makes these boats go. The man is riding a bull at a rodeo. He has to see how long he can stay on the bull before it bucks him off.*
- Have the students read the picture glossary on page 12.
- Tell the students they should look for the words that start with *b* to help them as they read.
- Tell them also that the new word *on* that they learned earlier in the lesson is in this book. They should look for *on* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What animal does a person ride at a rodeo?
What was the man with the helmet on?
What has a sail?
Where was the boy standing?
- Have students turn to page 2 and find and read *bed*.
- Have the students find and read *box* on page 4.
- Have them find and read *bike* on page 6.
- Have them find and read the words starting with *b* on pages 8 and 10.
- Have the students go through the book looking for *on* and rereading the sentences with *on* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Bb* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Rr

Word Count: 20

Quick Quiz	Reading: <i>is, this, we, here, on</i> Writing: <i>is, this, we, here, on</i> Letter Recognition: <i>i, f, d, e, b</i>
New High-Frequency Word	my
Quick Read	Alphabet Book Dd Alphabet Book Ee
Quick Check	Alphabet Book Bb
Quick Write	<i>I am on the box.</i>
New Skill	Rr
New Book	Alphabet Book Rr

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *i, f, d, e, b*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *i, f, d, e, b*.
- Use the following word cards: *is, this, we, here, on*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *is, this, we, here, on*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *my*.
- Hold up the *my* word card for the students to see.
- Have them read the word together.
- Have the students write *my* in the air with their fingers while still looking at the card.
- Have them write *my* on the floor or table with their fingers.
- Have them write *my* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Dd, Ee*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Bb*.
- Check comprehension by asking students to recall the things they read about in *Bb*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Bb* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *I am on the box.*
- Tell the students to start their sentence with a capital letter. Remind them that they can write *I am on* and *the*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word box so that you will be able to spell it.*
- Say *box* slowly breaking the word into its separate sounds or phonemes: *b – o – x.*
- Say *b – o – x* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *b – o – x* with you as they clap.
- Tell the students that there are three sounds in *box*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *box*. Ask them which letter has the / *b* / sound.
- Write the letter *b* in the first box.

b		
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- Have the students say *b – o – x* again. Ask them the second sound they can hear.
- Tell them which letter has the / *o* / sound. Write *o* in the next box.

b	o	
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- Have the students say *b – o – x* again. Ask them the sound at the end of *box*.
- Tell them the / *x* / sound is made by the letter *x*. Write *x* in the last box.

b	o	x
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- Remind the students to leave a finger space before they write *box* into their sentence.
- Tell the students to put a full stop at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *r* on the board. Tell the students that the name of this letter is *r*. Write the upper case *R* on the board. Tell the students that they need to learn big and little *r* because they don't the same.
- Read the letter *r* to the students so they know the sound it makes. Have them read it again with you.
- Say *rent* slowly. Ask the students to listen for the / *r* / sound at the beginning as you say the word *rent* slowly again.
- Write *rent* on the board. Read what you have written to the students. Have them read the word *rent* with you. Circle the letter *r* at the beginning of *rent*.
Say: *Rent starts with the letter r.*
- Say *Ryan* slowly. Ask the students to listen for the / *r* / sound at the beginning as you say the word *Ryan* slowly again.

- Write *Ryan* on the board. Read what you have written to the students. Draw the student's attention to the capital *R* because it is someone's name. Have them read the word *Ryan* with you. Circle the letter *R*.
Say: *Ryan starts with the letter r.*
- Write *red, Rachel* and *road* on the board. Read the words slowly emphasising the /r/ sound
- Invite volunteers to circle the letter that makes the /r/ sound and say the letter's name and sound.
- Show the students how to write the letter *r*.
- Have the students write *r* in the air with their fingers while still looking at the board.
- Have them write *r* on the floor or table with their fingers.
- Have them write *r* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Rr*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter r.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *r*. They will see these things again in the book as they read it.
- Point to and identify *rat, ring, rock, rabbit, rainbow*.
- Have the students open their books to the title page. Have them look for *r* at the top and bottom of the page. Tell them that *r* is in the second half of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *A rat looks like a big mouse. Some people keep rats as pets. This ring has diamonds in it. The band is made of gold. This is a rock. Some people have a pet rock. People keep rabbits for pets, too. Some people call rabbits bunnies. You can see a rainbow when it is raining and the sun is shining. Some people think rainbows bring them good luck. They can say, "this is my rainbow." You can always see the same colours in a rainbow.*
- Have the students read the picture glossary on page 12.
- Tell the students they should look for the words that start with *r* to help them as they read.
- Tell them also that the new word *my* that they learned earlier in the lesson is in this book. They should look for *my* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What is the band of the ring made of?
What animal looks like a mouse?
What in this book can people keep as pets?
What can you see when it is raining and the sun is shining?
- Have students turn to page 2 and find and read *rat*.
- Have the students find and read *ring* on page 4.
- Have them find and read *rock* on page 6.
- Have them find and read the words starting with *r* on pages 8 and 10.
- Have the students go through the book looking for *my* and rereading the sentences with *my* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Rr* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Kk

Word Count: 20

Quick Quiz	Reading: <i>this, we, here, on, my</i> Writing: <i>this, we, here, on, my</i> Letter Recognition: <i>f, d, e, b, r</i>
New High-Frequency Word	you
Quick Read	Alphabet Book Ee Alphabet Book Bb
Quick Check	Alphabet Book Rr
Quick Write	<i>Here is my rat.</i>
New Skill	Kk
New Book	Alphabet Book Kk

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *f, d, e, b, r*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *f, d, e, b, r*.
- Use the following word cards: *this, we, here, on, my*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *this, we, here, on, my*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *you*.
- Hold up the *you* word card for the students to see.
- Have them read the word together.
- Have the students write *you* in the air with their fingers while still looking at the card.
- Have them write *you* on the floor or table with their fingers.
- Have them write *you* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Bb, Ee*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Rr*.
- Check comprehension by asking students to recall the things they read about in *Rr*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Rr* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Here is my rat.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *Here is* and *my*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word rat so that you will be able to spell it.*
- Say *rat* slowly breaking the word into its separate sounds or phonemes: *r - a - t.*
- Invite the students to clap with you as you say the word again.
- Invite the students to say *r - a - t* with you as they clap.
- Ask the students how many sounds there are in *rat*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *rat*. Ask them which letter has the /r/ sound.
- Invite a volunteer to show you where to write the letter *r*. Write it in the first box.

r		
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- Have the students say *r - a - t* again. Ask them the second sound they can hear.
- Ask them which letter has the /a/ sound.
- Invite a volunteer to show you where to write the letter *a*.
- Write *a* in the next box.

r	a	
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- Have the students say *r - a - t* again. Ask them the sound at the end of *rat*.
- Ask which letter you will write in the last box.

r	a	t
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- Remind the students to leave a finger space before they write *rat* into their sentence.
- Ask the students what they need to put at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *k* on the board. Tell the students that the name of this letter is *k*. Write the upper case *K* on the board. Tell the students that they big and little *k* look alike.
- Read the letter *k* to the students so they know the sound it makes. Have them read it again with you. Tell the students that *k* usually makes the same sound as *c*.
- Demonstrate by writing *cat* and *kitten* on the board and reading the words.
- Say *kindergarten* slowly. Ask the students to listen for the /k/ sound at the beginning as you say the word *kindergarten* slowly again.
- Write *kindergarten* on the board. Read what you have written to the students. Have them read the word *kindergarten* with you. Invite a volunteer to circle the letter *k* at the beginning of *kindergarten*.

Say: *Which letter starts kindergarten?*

- Say *Kate* slowly. Ask the students to listen for the /k/ sound at the beginning as you say the word *Kate* slowly again.
- Write *Kate* on the board. Read what you have written to the students. Draw the student's attention to the capital *K* because it is someone's name. Have them read the word *Kate* with you. Invite a volunteer to circle the letter *K*.
- Write *kept*, *Kenya* and *kick* on the board. Read the words slowly emphasising the /k/ sound. Point out the *k* on the beginning and end of *kick*.
- Invite volunteers to circle the letter that makes the /k/ sound and say the letter's name and sound.
- Show the students how to write the letter *k*.
- Have the students write *k* in the air with their fingers while still looking at the board.
- Have them write *k* on the floor or table with their fingers.
- Have them write *k* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Kk*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter k.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *k*. They will see these things again in the book as they read it.
- Point to and identify *key*, *kid*, *kite*, *kitten*, *kangaroo*.
- Have the students open their books to the title page. Have them look for *k* at the top and bottom of the page. Tell them that *k* is near the middle of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *You use a key to lock something. This is a door key. It locks a door. This is a kid. A kid is a name for a baby goat. Some people also call children, kids. You can fly a kite on a windy day. A kite will not fly if it is not windy. This kitten is a baby cat. This animal is a kangaroo. Kangaroos live in Australia. They use their tail and back legs to bound across the ground.*
- Have the students read the picture glossary on page 12.

- Tell the students they should look for the words that start with *k* to help them as they read.
- Tell them also that the new word *you* that they learned earlier in the lesson is in this book. They should look for *you* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What animal lives in Australia?
What do you use to lock something?
What do you call a baby goat?
What needs wind to make it fly?
- Have students turn to page 2 and find and read *key*.
- Have the students find and read *kid* on page 4.
- Have them find and read *kite* on page 6.
- Have them find and read the words starting with *k* on pages 8 and 10.
- Have the students go through the book looking for *you* and rereading the sentences with *you* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Kk* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Oo

Word Count: 20

Quick Quiz	Reading: <i>we, here, on, my, you</i> Writing: <i>we, here, on, my, you</i> Letter Recognition: <i>d, e, b, r, k</i>
New High-Frequency Word	are
Quick Read	Alphabet Book Bb Alphabet Book Rr
Quick Check	Alphabet Book Kk
Quick Write	<i>You are a kid.</i>
New Skill	Oo
New Book	Alphabet Book Oo

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *d, e, b, r, k*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *d, e, b, r, or k*.
- Use the following word cards: *we, here, on, my, you*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *we, here, on, my, you*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *are*.
- Hold up the *are* word card for the students to see.
- Have them read the word together.
- Have the students write *are* in the air with their fingers while still looking at the card.
- Have them write *are* on the floor or table with their fingers.
- Have them write *are* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Bb, Rr*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Kk*.
- Check comprehension by asking students to recall the things they read about in *Kk*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Kk* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *You are a kid.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *you are* and *a*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word kid so that you will be able to spell it.*
- Say *kid* slowly breaking the word into its separate sounds or phonemes: *k - i - d*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *k - i - d* with you as they clap.
- Ask the students how many sounds there are in *kid*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *kid*. Ask them which letter has the /k/ sound.
- Invite a volunteer to show you where to write the letter *k*. Write it in the first box.

k		
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- Have the students say *k - i - d* again. Ask them the second sound they can hear.
- Ask them which letter has the /i/ sound.
- Invite a volunteer to show you where to write the letter *i*.
- Write *i* in the next box.

k	i	
---	---	--

- Have the students say *k - i - d* again. Ask them the sound at the end of *kid*.
- Ask which letter you will write in the last box.

k	i	d
---	---	---

- Remind the students to leave a finger space before they write *kid* into their sentence.
- Ask the students what they need to put at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *o* on the board. Tell the students that the name of this letter is *o*. Write the upper case *O* on the board. Tell the students that they big and little *o* look alike.
- Read the letter *o* to the students so they know the sound it makes. Have them read it again with you.
- Say *offer* slowly. Ask the students to listen for the /o/ sound at the beginning as you say the word *offer* slowly again.
- Write *offer* on the board. Read what you have written to the students.
- Have them read the word *offer* with you. Invite a volunteer to circle the letter *o* at the beginning of *offer*.
Say: *Which letter starts offer?*

- Say *Oliver* slowly. Ask the students to listen for the / o / sound at the beginning as you say the word *Oliver* slowly again.
- Write *Oliver* on the board. Read what you have written to the students. Draw the student's attention to the capital O because it is someone's name. Have them read the word *Oliver* with you. Invite a volunteer to circle the letter O.
- Write *oblong*, *October* and *odd* on the board. Read the words slowly emphasising the / o / sound.
- Invite volunteers to circle the letter that makes the / o / sound and say the letter's name and sound.
- Show the students how to write the letter o.
- Have the students write o in the air with their fingers while still looking at the board.
- Have them write o on the floor or table with their fingers.
- Have them write o three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Oo*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter o.*
 - Discuss the cover photos. Tell the students that many of the things on the cover start with o. They will see these things again in the book as they read it.
 - Point to and identify *otter*, *olive*, *ostrich*, *octopus*, *orange*.
 - Have the students open their books to the title page. Have them look for o at the top and bottom of the page. Tell them that o is in the second half of the alphabet.
 - Take a picture walk discussing each photo in the book.
 - To ensure and extend understanding say things such as: *An otter is a little animal that eats fish. You see it mostly in water. It has webbed feet to help it swim. Olives grow on trees. They have a bitter taste. Ostriches are very big birds. They are so big that they cannot fly. You can see an octopus in the water. They have eight arms called tentacles. You have to peel an orange before you can eat it.*
 - Tell the students that the sentences in this book are all questions, asking the objects in the photos what they are.
 - Have the students read the picture glossary on page 12.
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- Remind the students they should look for the words that start with o to help them as they read.
 - Remind them also that the new word *are* that they learned earlier in the lesson is in this book. They should look for *are* to help them read. Tell them that *are* is in this book has a capital a because it starts the sentence.
 - Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.

- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What animal has eight arms?
What animal has webbed feet?
What do you have to peel before you can eat it?
What bird can't fly?
- Have students turn to page 2 and find and read *otter*.
- Have the students find and read *olive* on page 4.
- Have them find and read *ostrich* on page 6.
- Have them find and read the words starting with *o* on pages 8 and 10.
- Have the students go through the book looking for *are* and rereading the sentences with *are* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Oo* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Hh

Word Count: 25

Quick Quiz	Reading: <i>here, on, my, you, are</i> Writing: <i>here, on, my, you, are</i> Letter Recognition: <i>e, b, r, k, o</i>
New High-Frequency Word	in
Quick Read	Alphabet Book Rr Alphabet Book Kk
Quick Check	Alphabet Book Oo
Quick Write	<i>You are a frog.</i>
New Skill	Hh
New Book	Alphabet Book Hh

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *e, b, r, k, o*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *e, b, r, k, o*.
- Use the following word cards: *here, on, my, you, are*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *here, on, my, you, are*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *in*.
- Hold up the *in* word card for the students to see.
- Have them read the word together.
- Have the students write *in* in the air with their fingers while still looking at the card.
- Have them write *in* on the floor or table with their fingers.
- Have them write *in* three times. Encourage them to write without looking at the card. Allow them to check if they need to

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Kk, Rr*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Oo*.
- Check comprehension by asking students to recall the things they read about in *Oo*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Oo* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *You are a frog.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *you are* and *a*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word frog so that you will be able to spell it.*
- Say *frog* slowly breaking the word into its separate sounds or phonemes: *f - r - o - g*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *f - r - o - g* with you as they clap.
- Ask the students how many sounds there are in *frog*.
- Draw a box on the board and divide it into four.

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- Ask the students which sound they can hear at the beginning of *frog*. Ask them which letter has the /f/ sound.
- Invite a volunteer to show you where to write the letter *f*.

f			
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- Have the students say *f - r - o - g* again. Ask them the second sound they can hear.
- Ask them which letter has the /r/ sound.
- Invite a volunteer to show you where to write the letter *r*.

f	r		
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- Have the students say *f - r - o - g* again. Ask them the next sound and letter in *frog*.
- Invite a volunteer to write *o* in the next box.

f	r	o	
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- Have the students say *f - r - o - g* again. Ask them the last sound in *frog*. Tell them the letter *g* makes the /g/ sound. Write *g* in the last box.

f	r	o	g
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- Remind the students to leave a finger space before they write *frog* into their sentence.
- Ask the students what they need to do to show this is the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *h* on the board. Tell the students that the name of this letter is *h*. Write the upper case *H* on the board. Tell the students that they need to learn big and little *h* because they don't look alike.
- Read the letter *h* to the students so they know the sound it makes. Have them read it again with you.
- Say *handle* slowly. Ask the students to listen for the /h/ sound at the beginning as you say the word *handle* slowly again.
- Write *handle* on the board. Read what you have written to the students.

- Have them read the word *handle* with you. Invite a volunteer to circle the letter *h* at the beginning of *handle*.
Say: *Which letter starts handle?*
- Say *Harry* slowly. Ask the students to listen for the / *h* / sound at the beginning as you say the word *Harry* slowly again.
- Write *Harry* on the board. Read what you have written to the students. Draw the student's attention to the capital *H* because it is someone's name. Have them read the word *Harry* with you. Invite a volunteer to circle the letter *H*.
- Write *hat*, *Hailey* and *hop* on the board. Read the words slowly emphasising the / *h* / sound.
- Invite volunteers to circle the letter that makes the / *h* / sound and say the letter's name and sound.
- Show the students how to write the letter *h*.
- Have the students write *h* in the air with their fingers while still looking at the board.
- Have them write *h* on the floor or table with their fingers.
- Have them write *h* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Hh*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter h.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *h*. They will see these things again in the book as they read it.
- Point to and identify *hut*, *hotel*, *house*, *hedge*, *helicopter*.
- Have the students open their books to the title page. Have them look for *h* at the top and bottom of the page. Tell them that *h* is in the first half of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *A hut is like a shed. Some children have huts to play in. Sometimes huts can be in a tree. A hotel is a place that you can go to stay for a holiday. You pay to stay in a hotel room. A hedge is a line of bushes or trees planted very close together. Some people use hedges instead of walls or fences. A helicopter has a rotor on top. The rotor goes around to help the helicopter fly.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *h* to help them as they read.
- Remind them also that the new word *in* that they learned earlier in the lesson is in this book. They should look for *in* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What has a rotor to help it fly?
Where can you go and stay for a holiday?
What is a hedge?
What is a hut?
- Have students turn to page 2 and find and read *hut*.
- Have the students find and read *hotel* on page 4.
- Have them find and read *house* on page 6.
- Have them find and read the words starting with *h* on pages 8 and 10.
- Have the students go through the book looking for *in* and rereading the sentences with *in* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Hh* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Ll

Word Count: 25

Quick Quiz	Reading: on, my, you, are, in Writing: on, my, you, are, in Letter Recognition: b, r, k, o, h
New High-Frequency Word	can
Quick Read	Alphabet Book Kk Alphabet Book Oo
Quick Check	Alphabet Book Hh
Quick Write	<i>You are in a hut.</i>
New Skill	Ll
New Book	Alphabet Book Ll

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *b, r, k, o, h*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *b, r, k, o, h*.
- Use the following word cards: *on, my, you, are, in*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *on, my, you, are, in*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *can*.
- Hold up the *can* word card for the students to see.
- Have them read the word together.
- Have the students write *can* in the air with their fingers while still looking at the card.
- Have them write *can* on the floor or table with their fingers.
- Have them write *can* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Kk*, *Oo*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Hh*.
- Check comprehension by asking students to recall the things they read about in *Hh*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Hh* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *You are in a hut.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *you are in* and *a*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word hut so that you will be able to spell it.*
- Say *hut* slowly breaking the word into its separate sounds or phonemes: *h - u - t*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *h - u - t* with you as they clap.
- Ask the students how many sounds there are in *hut*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *hut*. Ask them which letter has the / *h* / sound.
- Invite a volunteer to show you where to write the letter *h*. Write it in the first box.

h		
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- Have the students say *h - u - t* again. Ask them the second sound they can hear.
- Tell them which letter has the / *u* / sound.
- Invite a volunteer to show you where to write the letter *u*.
- Write *u* in the next box.

h	u	
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- Have the students say *h - u - t* again. Ask them the sound at the end of *hut*.
- Ask which letter you will write in the last box.

h	u	t
---	---	---

- Remind the students to leave a finger space before they write *hut* into their sentence.
- Ask the students what they need to do to show this is the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *l* on the board. Tell the students that the name of this letter is *l*. Write the upper case *L* on the board. Tell the students that they need to learn big and little *l* because they don't look alike.
- Read the letter *l* to the students so they know the sound it makes. Have them read it again with you.
- Say *lollipop* slowly. Ask the students to listen for the / *l* / sound at the beginning as you say the word *lollipop* slowly again.
- Write *lollipop* on the board. Read what you have written to the students.
- Have them read the word *lollipop* with you. Invite a volunteer to circle the letter *l* at the beginning of *lollipop*.

Say: *Which letter starts lollipop?*

- Ask the students to look for more *l*s in *lollipop*. Say *lollipop* emphasising the medial /l/ sound. Have the students say *lollipop* again with you.
- Say *Lauren* slowly. Ask the students to listen for the /l/ sound at the beginning as you say the word *Lauren* slowly again.
- Write *Lauren* on the board. Read what you have written to the students. Draw the student's attention to the capital *L* because it is someone's name. Have them read the word *Lauren* with you. Invite a volunteer to circle the letter *L*.
- Write *little*, *London* and *land* on the board. Read the words slowly emphasising the /l/ sound.
- Invite volunteers to circle the letter that makes the /l/ sound and say the letter's name and sound.
- Show the students how to write the letter *l*.
- Have the students write *l* in the air with their fingers while still looking at the board.
- Have them write *l* on the floor or table with their fingers.
- Have them write *l* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Ll*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter l.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *l*. They will see these things again in the book as they read it.
- Point to and identify *lamp*, *lamb*, *lemon*, *ladder*, *lettuce*.
- Have the students open their books to the title page. Have them look for *l* at the top and bottom of the page. Tell them that *l* is in the middle of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *a lamp is a light. Some children have a lamp by their bed so they can read a book in bed. A lamb is a baby sheep. A lemon is a fruit. It is sour. You use a ladder so you can reach things that are up high. A lettuce is a vegetable. People make a salad with lettuce. You can also put lettuce in a sandwich.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *l* to help them as they read.
- Remind them also that the new word *can* that they learned earlier in the lesson is in this book. They should look for *can* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.
 - After reading, check comprehension by asking these questions:
What would you do with a lettuce?
What is a baby sheep called?
What would you use reach things up high?
What is a lemon?
 - Have students turn to page 2 and find and read *lamp*.
 - Have the students find and read *lamb* on page 4.
 - Have them find and read *lemon* on page 6.
 - Have them find and read the words starting with *l* on pages 8 and 10.
 - Have the students go through the book looking for *can* and rereading the sentences with *can* in them.
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- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Ll* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Uu

Word Count: 25

Quick Quiz	Reading: <i>my, you, are, in, can</i> Writing: <i>my, you, are, in, can</i> Letter Recognition: <i>r, k, o, h, l</i>
New High-Frequency Word	see
Quick Read	Alphabet Book Oo Alphabet Book Hh
Quick Check	Alphabet Book Ll
Quick Write	<i>Can you get a fish?</i>
New Skill	Uu
New Book	Alphabet Book Uu

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *r, k, o, h, l*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *r, k, o, h, l*.
- Use the following word cards: *my, you, are, in, can*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *my, you, are, in, can*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – see.
- Hold up the see word card for the students to see.
- Have them read the word together.
- Have the students write see in the air with their fingers while still looking at the card.
- Have them write see on the floor or table with their fingers.
- Have them write see three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following book: *Hh, Oo*.
- Have the students read the book independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ll*.
- Check comprehension by asking students to recall the things they read about in *Ll*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Ll* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Can you get a fish?*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *Can* and *you*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word get so that you will be able to spell it.*
- Say *get* slowly breaking the word into its separate sounds or phonemes: *g - e - t*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *g - e - t* with you as they clap.
- Ask the students how many sounds there are in *get*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *get*. Tell them which letter has the / *g* / sound.
- Invite a volunteer to show you where to write the letter *g*. Write it in the first box.

g		
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- Have the students say *g - e - t* again. Ask them the second sound they can hear. Ask them which letter has the / *e* / sound.
- Invite a volunteer to show you where to write the letter *e*.
- Write *e* in the next box.

g	e	
---	---	--

- Have the students say *g - e - t* again. Ask them the sound at the end of *get*.
- Ask which letter you will write in the last box.

g	e	t
---	---	---

- Remind the students to leave a finger space before they write *get* into their sentence. Tell them to continue writing the word *a*.
- Ask the students to say *fish* and write the first letter into their sentence. Have them say *fish* again and write the second letter. Tell them how to finish writing *fish*.
- Ask the students what they need to do to show this is the end of their sentence. Remind them it is a question.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *u* on the board. Tell the students that the name of this letter is *u*. Write the upper case *U* on the board. Tell the students that big and little *u* look alike.
- Read the letter *u* to the students so they know the sound it makes. Have them read it again with you.
- Say *under* slowly. Ask the students to listen for the / *u* / sound at the beginning as you say the word *under* slowly again.

- Write *under* on the board. Read what you have written to the students.
- Have them read the word *under* with you. Invite a volunteer to circle the letter *u* at the beginning of *under*.
Say: *Which letter starts under?*
- Say *Umbria* slowly. Ask the students to listen for the / *u* / sound at the beginning as you say the word *Umbria* slowly again.
- Write *Umbria* on the board. Read what you have written to the students. Draw the student's attention to the capital *U* because it is the name of a place. Have them read the word *Umbria* with you. Invite a volunteer to circle the letter *U*.
- Write *upend*, *Ulster* and *unfit* on the board. Read the words slowly emphasising the / *u* / sound.
- Invite volunteers to circle the letter that makes the / *u* / sound and say the letter's name and sound.
- Show the students how to write the letter *u*.
- Have the students write *u* in the air with their fingers while still looking at the board.
- Have them write *u* on the floor or table with their fingers.
- Have them write *u* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Uu*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter u.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *u*. They will see these things again in the book as they read it.
- Point to and identify *umbrella*, *uncle*, *undershirt*, *underpants*, *underarm*.
- Have the students open their books to the title page. Have them look for *u* at the top and bottom of the page. Tell them that *u* is in near the end of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *You use an umbrella to keep dry in the rain. Your uncle is your father or mother's brother. An undershirt is t-shirt that you wear under an ordinary shirt. Your underarm is also called your armpit.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *u* to help them as they read.
- Remind them also that the new word *see* that they learned earlier in the lesson is in this book. They should look for *see* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What is another name for your armpit?
What do you call your mother's brother?
What do you call a t-shirt you wear under your shirt?
What keeps the rain off you?
- Have students turn to page 2 and find and read *umbrella*.
- Have the students find and read *uncle* on page 4.
- Have them find and read *undershirt* on page 6.
- Have them find and read the words starting with *u* on pages 8 and 10.
- Have the students go through the book looking for *see* and rereading the sentences with *see* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Uu* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Nn

Word Count: 25

Quick Quiz	Reading: <i>you, are, in, can, see</i> Writing: <i>you, are, in, can, see</i> Letter Recognition: <i>k, o, h, l, u</i>
New High-Frequency Word	she
Quick Read	Alphabet Book Hh Alphabet Book Ll
Quick Check	Alphabet Book Uu
Quick Write	<i>Can you see my uncle?</i>
New Skill	Nn
New Book	Alphabet Book Nn

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *k, o, h, l, u*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *k, o, h, l, u*.
- Use the following word cards: *you, are, in, can, see*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *you, are, in, can, see*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *she*.
- Hold up the *she* word card for the students to see.
- Have them read the word together.
- Have the students write *she* in the air with their fingers while still looking at the card.
- Have them write *she* on the floor or table with their fingers.
- Have them write *she* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Hh, Ll*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Uu*.
- Check comprehension by asking students to recall the things they read about in *Uu*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Uu* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Can you see my uncle?*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *Can you see* and *my*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word uncle so that you will be able to spell it.*
- Say *uncle* slowly breaking the word into its separate sounds or phonemes: *u - n - c - l*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *u - n - c - l* with you as they clap.
- Ask the students how many sounds there are in *uncle*.
- Draw a box on the board and divide it into four.

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- Ask the students which sound they can hear at the beginning of *uncle*. Ask them which letter has the /*u*/ sound and where you should write it.
- Write the letter *u* in the first box.

u			
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- Have the students say *u - n - c - l* again. Ask them the second sound they can hear.
- Tell them the /*n*/ sound is represented by the letter *n*. Ask the students where you should write *n*.

u	n		
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- Have the students say *u - n - c - l* again. Ask them the next sound in *uncle* and what letter you should write. If the students say *k*, praise them for getting the sound right and point out that in this case it's the letter *c* that makes the /*c*/ sound.
- Write *c* in the next box.

u	n	c	
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- Have the students say *u - n - c - l* again. Ask them the letter for the last sound in *uncle*. Write *l* in the last box.

u	n	c	l
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- Explain to the students that even though there are four sounds in *uncle*, there are five letters. Write *e* next to *l* in the last box.

u	n	c	le
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- Tell the students to leave a finger space after *my* and write *uncle* into their sentence.
- Remind the students to end their sentence with a question mark.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *n* on the board. Tell the students that the name of this letter is *n*. Write the upper case *N* on the board. Tell the students that they have to remember big and little *n* because they don't look alike.

- Read the letter *n* to the students so they know the sound it makes. Have them read it again with you.
- Say *neat* slowly. Ask the students to listen for the / *n* / sound at the beginning as you say the word *neat* slowly again.
- Write *neat* on the board. Read what you have written to the students.
- Have them read the word *neat* with you. Invite a volunteer to circle the letter *n* at the beginning of *neat*.
Say: *Which letter starts neat?*
- Say *Noah* slowly. Ask the students to listen for the / *n* / sound at the beginning as you say the word *Noah* slowly again.
- Write *Noah* on the board. Read what you have written to the students. Draw the student's attention to the capital *N* because it is someone's name. Have them read the word *Noah* with you. Invite a volunteer to circle the letter *N*.
- Write *note*, *November* and *night* on the board. Read the words slowly emphasising the / *n* / sound.
- Invite volunteers to circle the letter that makes the / *n* / sound and say the letter's name and sound.
- Show the students how to write the letter *n*.
- Have the students write *n* in the air with their fingers while still looking at the board.
- Have them write *n* on the floor or table with their fingers.
- Have them write *n* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Nn*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter n.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *n*. They will see these things again in the book as they read it.
- Point to and identify *net, nest, nurse, needle, number*.
- Have the students open their books to the title page. Have them look for *n* at the top and bottom of the page. Tell them that *n* is in the middle of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *This is a net that people use to catch fish. Birds make nests to lay their eggs in. This is a big nest for big birds. It is high up on the top of a tree. Nurses work in hospitals. They look after sick people. You use a needle to sew with. Needles have very sharp points. This number is 93. It is the number of someone's house.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *n* to help them as they read.

- Remind them also that the new word *she* that they learned earlier in the lesson is in this book. They should look for *she* to help them read.
 - Invite the students to read the title again and open their books to page 2.
 - Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.
 - Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
Who works in a hospital?
What do you use to catch fish?
What has a sharp point that you use for sewing?
Where do birds lay their eggs?
- Have students turn to page 2 and find and read *net*.
 - Have the students find and read *nest* on page 4.
 - Have them find and read *nurse* on page 6.
 - Have them find and read the words starting with n on pages 8 and 10.
 - Have the students go through the book looking for *she* and rereading the sentences with *she* in them.
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Nn* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Gg

Word Count: 21

Quick Quiz	Reading: <i>are, in, can, see, she</i> Writing: <i>are, in, can, see, she</i> Letter Recognition: <i>o, h, l, u, n</i>
New High-Frequency Word	look
Quick Read	Alphabet Book Ll Alphabet Book Uu
Quick Check	Alphabet Book Nn
Quick Write	<i>She can see the nest.</i>
New Skill	Gg
New Book	Alphabet Book Gg

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *o, h, l, u, n*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *o, h, l, u, n*.
- Use the following word cards: *are, in, can, see, she*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *are, in, can, see, she*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *look*.
- Hold up the *look* word card for the students to see.
- Have them read the word together.
- Have the students write *look* in the air with their fingers while still looking at the card.
- Have them write *look* on the floor or table with their fingers.
- Have them write *look* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Uu, Ll*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Nn*.
- Check comprehension by asking students to recall the things they read about in *Nn*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Nn* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *She can see the nest.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *She can see* and *the*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word nest so that you will be able to spell it.*
- Say *nest* slowly breaking the word into its separate sounds or phonemes: *n - e - s - t.*
- Invite the students to clap with you as you say the word again.
- Invite the students to say *n - e - s - t* with you as they clap.
- Ask the students how many sounds there are in *nest*.
- Draw a box on the board and divide it into four.

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- Ask the students which sound they can hear at the beginning of *nest*. Ask them which letter has the / *n* / sound and where you should write it.
- Write the letter *n* in the first box.

n			
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- Have the students say *n - e - s - t* again. Ask them the second sound they can hear.
- Ask them the letter for the next sound and where you should write it.

n	e		
---	---	--	--

- Have the students say *n - e - s - t* again. Ask them the next sound in *nest* and what letter you should write.
- Write *s* in the next box.

n	e	s	
---	---	---	--

- Have the students say *n - e - s - t* again. Ask them the letter for the last sound in *nest*. Invite a volunteer to write *t* in the last box.

n	e	s	t
---	---	---	---

- Tell the students to leave a finger space and write *nest* into their sentence.
- Remind the students to end their sentence with a full stop.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *g* on the board. Tell the students that the name of this letter is *g*. Write the upper case *G* on the board. Tell the students that they have to remember big and little *g* because they don't look alike.
- Read the letter *g* to the students so they know the sound it makes. Have them read it again with you.
- Say *gasp* slowly. Ask the students to listen for the / *g* / sound at the beginning as you say the word *gasp* slowly again.
- Write *gasp* on the board. Read what you have written to the students.

- Have them read the word *gasp* with you. Invite a volunteer to circle the letter *n* at the beginning of *gasp*.
Say: *Which letter starts gasp?*
- Say *Gavin* slowly. Ask the students to listen for the / *g* / sound at the beginning as you say the word *Gavin* slowly again.
- Write *Gavin* on the board. Read what you have written to the students. Draw the student's attention to the capital *G* because it is someone's name. Have them read the word *Gavin* with you. Invite a volunteer to circle the letter *G*.
- Write *gorilla*, *Gabriella* and *game* on the board. Read the words slowly emphasising the / *g* / sound.
- Invite volunteers to circle the letter that makes the / *g* / sound and say the letter's name and sound.
- Show the students how to write the letter *g*.
- Have the students write *g* in the air with their fingers while still looking at the board.
- Have them write *g* on the floor or table with their fingers.
- Have them write *g* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Gg*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter g.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *g*. They will see these things again in the book as they read it.
- Point to and identify *gate, girl, garage, garden, golf club*.
- Have the students open their books to the title page. Have them look for *g* at the top and bottom of the page. Tell them that *g* is in the first half of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *This is a big wooden gate. This girl is dressed up. She is going to a party. This building is a garage. Two cars can fit in this garage. This garden is full of flowers. The tall flowers are called tulips. This is a golf club. People use a golf club to hit a little white ball. They have to hit the ball a long way and then hit it into a little hole.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *g* to help them as they read.
- Remind them also that the new word *look* that they learned earlier in the lesson is in this book. They should look for *look* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
Where can you see lots of flowers?
What is the name of a building for cars?
What do you use a golf club for?
Where is the girl going?
- Have students turn to page 2 and find and read *gate*.
- Have the students find and read *girl* on page 4.
- Have them find and read *garage* on page 6.
- Have them find and read the words starting with *g* on pages 8 and 10.
- Have the students go through the book looking for *look* and rereading the sentences with *look* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Gg* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Qq

Word Count: 21

Quick Quiz	Reading: <i>in, can, see, she, look</i> Writing: <i>in, can, see, she, look</i> Letter Recognition: <i>h, l, u, n, g</i>
New High-Frequency Word	at
Quick Read	Alphabet Book Uu Alphabet Book Nn
Quick Check	Alphabet Book Gg
Quick Write	<i>Look at this gift.</i>
New Skill	Qq
New Book	Alphabet Book Qq

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *h, l, u, n, g*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *h, l, u, n, g*.
- Use the following word cards: *in, can, see, she, look*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *in, can, see, she, look*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *at*.
- Hold up the *at* word card for the students to see.
- Have them read the word together.
- Have the students write *at* in the air with their fingers while still looking at the card.
- Have them write *at* on the floor or table with their fingers.
- Have them write *at* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following book: *Uu, Nn*.
- Have the students read the book independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Gg*.
- Check comprehension by asking students to recall the things they read about in *Gg*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Gg* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Look at this gift.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *look at* and *this*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word gift so that you will be able to spell it.*
- Say *gift* slowly breaking the word into its separate sounds or phonemes: *g - i - f - t*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *g - i - f - t* with you as they clap.
- Ask the students how many sounds there are in *gift*.
- Draw a box on the board and divide it into four.

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- Ask the students which sound they can hear at the beginning of *gift*. Ask them which letter has the / *g* / sound and where you should write it.
- Write the letter *g* in the first box.

g			
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- Have the students say *g - i - f - t* again. Ask them the second sound they can hear.
- Ask them the letter for the next sound and where you should write it.

g	i		
---	---	--	--

- Have the students say *g - i - f - t* again. Ask them the next sound in *gift* and what letter you should write.
- Write *f* in the next box.

g	i	f	
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- Have the students say *g - i - f - t* again. Ask them the letter for the last sound in *gift*. Invite a volunteer to write *t* in the last box.

g	i	f	t
---	---	---	---

- Tell the students to leave a finger space and write *gift* into their sentence.
- Remind the students to end their sentence with a full stop.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *q* on the board. Tell the students that the name of this letter is *q*. Write the upper case *Q* on the board. Tell the students that they have to remember big and little *q* because they don't look alike.
- Read the letter *q* to the students so they know the sound it makes. Have them read it again with you.
- Say *quince* slowly. Ask the students to listen for the / *q* / sound at the beginning as you say the word *quince* slowly again.
- Write *quince* on the board. Read what you have written to the students.

- Have them read the word *quince* with you. Invite a volunteer to circle the letter *q* at the beginning of *quince*.
Say: *Which letter starts quince?*
- Say *Quinlan* slowly. Ask the students to listen for the / *q* / sound at the beginning as you say the word *Quinlan* slowly again.
- Write *Quinlan* on the board. Read what you have written to the students. Draw the student's attention to the capital *Q* because it is someone's name. Have them read the word *Quinlan* with you. Invite a volunteer to circle the letter *Q*.
- Write *quiet*, *Queensgate* and *quarter* on the board. Read the words slowly emphasising the / *q* / sound.
- Invite volunteers to circle the letter that makes the / *q* / sound and say the letter's name and sound.
- Draw the students' attention to the fact that *q* is followed by *u*.
- Show the students how to write the letter *q*.
- Have the students write *q* in the air with their fingers while still looking at the board.
- Have them write *q* on the floor or table with their fingers.
- Have them write *q* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Qq*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter q.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *q*. They will see these things again in the book as they read it.
- Point to and identify *quilt*, *quarry*, *quail*, *quill*, *question mark*.
- Have the students open their books to the title page. Have them look for *q* at the top and bottom of the page. Point out that *q* is in the last half of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *Some people have a quilt on their bed. The quilt keeps them warm when they're in bed. A quarry is a place where big machines dig up stones. At some quarries people grind the stone into sand. You can see quail on the grass. Often you can see a whole family of quail together. Long ago people used a quill to write with. They made the quill from a bird's feather. This sign has a question mark like the one you end some of your sentences with.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *q* to help them as they read.
- Remind them also that the new word *at* that they learned earlier in the lesson is in this book. They should look for *at* to help them read.
- Invite the students to read the title again and open their books to page 2.

- Read the first page with them to establish the sentence pattern.
 - Have the students read the book aloud independently.
 - Tell the students to point to each word as they read it.
 - Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What is the little grey bird called?
What can you put on your bed to keep you warm?
What is a quill?
What can you go on a sign and at the end of a sentence?
- Have students turn to page 2 and find and read *quilt*.
 - Have the students find and read *quarry* on page 4.
 - Have them find and read *quail* on page 6.
 - Have them find and read the words starting with *q* on pages 8 and 10.
 - Have the students go through the book looking for *at* and rereading the sentences with *at* in them.
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Qq* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Jj

Word Count: 25

Quick Quiz	Reading: <i>can, see, she, look, at</i> Writing: <i>can, see, she, look, at</i> Letter Recognition: <i>l, u, n, g, q</i>
New High-Frequency Word	will
Quick Read	Alphabet Book Nn Alphabet Book Gg
Quick Check	Alphabet Book Qq
Quick Write	<i>Look at this quilt.</i>
New Skill	Jj
New Book	Alphabet Book Jj

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *l, u, n, g, q*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *l, u, n, g, q*.
- Use the following word cards: *can, see, she, look, at*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *can, see, she, look, at*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *will*.
- Hold up the *will* word card for the students to see.
- Have them read the word together.
- Have the students write *will* in the air with their fingers while still looking at the card.
- Have them write *will* on the floor or table with their fingers.
- Have them write *will* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Gg, Nn*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Qq*.
- Check comprehension by asking students to recall the things they read about in *Qq*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Qq* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Look at this quilt.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *look at* and *this*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word quilt so that you will be able to spell it.*
- Say *quilt* slowly breaking the word into its separate sounds or phonemes: *qu - i - l - t*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *qu - i - l - t* with you as they clap.
- Ask the students how many sounds there are in *quilt*.
- Draw a box on the board and divide it into four.

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- Ask the students which sound they can hear at the beginning of *quilt*. Ask them which letter has the / *q* / sound and where you should write it.
- Write the letter *q* in the first box. Remind the students that *q* is followed by *u* and write that in the first box, too.

qu			
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- Have the students say *qu - i - l - t* again. Ask them the second sound they can hear.
- Ask them the letter for the next sound and where you should write it.

qu	i		
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- Have the students say *qu - i - l - t* again. Ask them the next sound in *quilt* and what letter you should write.
- Write *l* in the next box.

qu	i	l	
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- Have the students say *qu - i - l - t* again. Ask them the letter for the last sound in *quilt*. Invite a volunteer to write *t* in the last box.

qu	i	l	t
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- Tell the students to leave a finger space and write *quilt* into their sentence.
- Remind the students to end their sentence with a full stop.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *j* on the board. Tell the students that the name of this letter is *j*. Write the upper case *J* on the board. Tell the students that they have to remember big and little *j* because they don't look exactly alike.
- Read the letter *j* to the students so they know the sound it makes. Have them read it again with you.
- Say *juice* slowly. Ask the students to listen for the / *j* / sound at the beginning as you say the word *juice* slowly again.

- Write *juice* on the board. Read what you have written to the students.
- Have them read the word *juice* with you. Invite a volunteer to circle the letter *j* at the beginning of *juice*.
Say: *Which letter starts juice?*
- Say *Jacob* slowly. Ask the students to listen for the /j/ sound at the beginning as you say the word *Jacob* slowly again.
- Write *Jacob* on the board. Read what you have written to the students. Draw the student's attention to the capital *J* because it is someone's name. Have them read the word *Jacob* with you. Invite a volunteer to circle the letter *J*.
- Write *jog*, *January* and *jersey* on the board. Read the words slowly emphasising the /j/ sound.
- Invite volunteers to circle the letter that makes the /j/ sound and say the letter's name and sound.
- Show the students how to write the letter *j*.
- Have the students write *j* in the air with their fingers while still looking at the board.
- Have them write *j* on the floor or table with their fingers.
- Have them write *j* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Jj*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter j.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *j*. They will see these things again in the book as they read it.
- Point to and identify *jet*, *jeans*, *jellyfish*, *jaguar*, *jewels*.
- Have the students open their books to the title page. Have them look for *j* at the top and bottom of the page. Point out that *j* is in the first half of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *Many big planes are jets. Jeans are made of fabric called denim. You can see jellyfish when you are swimming at the beach. Some jellyfish sting you if they touch you. The sting really hurts. A jaguar is a big wild cat. They have spots on their fur like leopards. These jewels are diamonds and pearls. Diamonds and rubies are jewels, too.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *j* to help them as they read.
- Remind them also that the new word *will* that they learned earlier in the lesson is in this book. They should look for *will* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.

- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What can sting you while you're swimming?
What is a name for pearls and diamonds?
What is wild cat that looks like a leopard called?
What trousers are made of denim?
- Have students turn to page 2 and find and read *jet*.
- Have the students find and read *jeans* on page 4.
- Have them find and read *jellyfish* on page 6.
- Have them find and read the words starting with *j* on pages 8 and 10.
- Have the students go through the book looking for *will* and rereading the sentences with *will* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Jj* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Vv

Word Count: 25

Quick Quiz	Reading: <i>see, she, look, at, will</i> Writing: <i>see, she, look, at, will</i> Letter Recognition: <i>u, n, g, q, j</i>
New High-Frequency Word	he
Quick Read	Alphabet Book Gg Alphabet Book Qq
Quick Check	Alphabet Book Jj
Quick Write	<i>We will see a jet.</i>
New Skill	Vv
New Book	Alphabet Book Vv

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *u, n, g, q, j*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *u, n, g, q, j*.
- Use the following word cards: *see, she, look, at, will*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *see, she, look, at, will*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *he*.
- Hold up the *he* word card for the students to see.
- Have them read the word together.
- Have the students write *he* in the air with their fingers while still looking at the card.
- Have them write *he* on the floor or table with their fingers.
- Have them write *he* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Gg, Qq*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Jj*.
- Check comprehension by asking students to recall the things they read about in *Jj*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Jj* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *We will see a jet.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *we will see* and *a*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word jet so that you will be able to spell it.*
- Say *jet* slowly breaking the word into its separate sounds or phonemes: *j - e - t*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *j - e - t* with you as they clap.
- Ask the students how many sounds there are in *j - e - t*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *jet*. Ask them which letter has the /j/ sound and where you should write it.
- Write the letter *j* in the first box.

j		
---	--	--

- Have the students say *j - e - t* again. Ask them the second sound they can hear.
- Ask them the letter for the next sound and where you should write it.

j	e	
---	---	--

- Have the students say *j - e - t* again. Ask them the next sound in *jet* and what letter you should write.
- Invite a volunteer to write *t* in the last box.

j	e	t
---	---	---

- Remind the students to leave a finger space and write *jet* into their sentence.
- Ask the students what they need to end their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *v* on the board. Tell the students that the name of this letter is *v*. Write the upper case *V* on the board. Tell the students that big and little *v* look alike.
- Read the letter *v* to the students so they know the sound it makes. Have them read it again with you.
- Say *video* slowly. Ask the students to listen for the /v/ sound at the beginning as you say the word *video* slowly again.
- Write *video* on the board. Read what you have written to the students.
- Have them read the word *video* with you. Invite a volunteer to circle the letter *v* at the beginning of *video*.
Say: *Which letter starts video?*
- Say *Vanessa* slowly. Ask the students to listen for the /v/ sound at the beginning as you say the word *Vanessa* slowly again.

- Write *Vanessa* on the board. Read what you have written to the students. Draw the student's attention to the capital V because it is someone's name. Have them read the word *Vanessa* with you. Invite a volunteer to circle the letter V.
- Write *veil*, *Venice* and *vent* on the board. Read the words slowly emphasising the / v / sound.
- Invite volunteers to circle the letter that makes the / v / sound and say the letter's name and sound.
- Show the students how to write the letter v.
- Have the students write v in the air with their fingers while still looking at the board.
- Have them write v on the floor or table with their fingers.
- Have them write v three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Vv*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter v.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with v. They will see these things again in the book as they read it.
- Point to and identify *van*, *vase*, *vine*, *violin*, *vegetable*.
- Have the students open their books to the title page. Have them look for v at the top and bottom of the page. Point out that v is in near the end of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *A van is bigger than a car but not as big as a truck. Many people use vans to carry things. A vase is used for holding flowers. You put water in the vase so the flowers don't die straight away. A vine is a plant with a long stem that hooks itself around things. Grapes grow on a vine. A violin is a musical instrument with strings. People pull the bow over the strings to make music. The green vegetables are zucchinis.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with v to help them as they read.
- Remind them also that the new word *he* that they learned earlier in the lesson is in this book. They should look for *he* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What can you use a van for?
What do people put flowers in?
What is a fruit that grows on a vine?
What musical instrument do you play with a bow?
- Have students turn to page 2 and find and read *van*.
- Have the students find and read *vase* on page 4.
- Have them find and read *vine* on page 6.
- Have them find and read the words starting with *v* on pages 8 and 10.
- Have the students go through the book looking for *he* and rereading the sentences with *he* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Vv* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Ww

Word Count: 30

Quick Quiz	Reading: <i>she, look, at, will, he</i> Writing: <i>she, look, at, will, he</i> Letter Recognition: <i>n, g, q, j, v</i>
New High-Frequency Word	go
Quick Read	Alphabet Book Qq Alphabet Book Jj
Quick Check	Alphabet Book Vv
Quick Write	<i>Can he see the vine?</i>
New Skill	Ww
New Book	Alphabet Book Ww

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *n, g, q, j, v*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *n, g, q, j, v*.
- Use the following word cards: *she, look, at, will, he*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *she, look, at, will, he*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *go*.
- Hold up the *go* word card for the students to see.
- Have them read the word together.
- Have the students write *go* in the air with their fingers while still looking at the card.
- Have them write *go* on the floor or table with their fingers.
- Have them write *go* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Jj, Qq*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Vv*.
- Check comprehension by asking students to recall the things they read about in *Vv*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Vv* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Can he see the vine?*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *can he see* and *the*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word vine so that you will be able to spell it.*
- Say *vine* slowly breaking the word into its separate sounds or phonemes: *v - i - n*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *v - i - n* with you as they clap.
- Ask the students how many sounds there are in *v - i - n*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *vine*. Ask them which letter has the / *v* / sound and where you should write it.
- Write the letter *v* in the first box.

v		
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- Have the students say *v - i - n* again. Ask them the second sound they can hear.
- Ask them the letter for the next sound and where you should write it.

v	i	
---	---	--

- Have the students say *v - i - n* again. Ask them the next sound in *vine* and what letter you should write.
- Invite a volunteer to write *n* in the last box.

v	i	n
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- Tell the students that there are only three sounds in *vine* but there are four letters. Tell them that there is a silent *e* on the end of *vine*. Write the *e* in the last box next to the *n*.

v	i	ne
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- Remind the students to leave a finger space and write *vine* into their sentence.
- Ask the students what they need to put at the end their sentence to show it is a question.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *w* on the board. Tell the students that the name of this letter is *w*. Write the upper case *W* on the board. Tell the students that big and little *w* look alike.
- Read the letter *w* to the students so they know the sound it makes. Have them read it again with you.
- Say *winter* slowly. Ask the students to listen for the / *w* / sound at the beginning as you say the word *winter* slowly again.
- Write *winter* on the board. Read what you have written to the students.

- Have them read the word *winter* with you. Invite a volunteer to circle the letter *w* at the beginning of *winter*.
Say: *Which letter starts winter?*
- Say *Wyatt* slowly. Ask the students to listen for the / *w* / sound at the beginning as you say the word *Wyatt* slowly again.
- Write *Wyatt* on the board. Read what you have written to the students. Draw the student's attention to the capital *W* because it is someone's name. Have them read the word *Wyatt* with you. Invite a volunteer to circle the letter *W*.
- Write *wind*, *Wednesday* and *watch* on the board. Read the words slowly emphasising the / *w* / sound.
- Invite volunteers to circle the letter that makes the / *w* / sound and say the letter's name and sound.
- Show the students how to write the letter *w*.
- Have the students write *w* in the air with their fingers while still looking at the board.
- Have them write *w* on the floor or table with their fingers.
- Have them write *w* three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Ww*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter w.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with *w*. They will see these things again in the book as they read it.
- Point to and identify *worm*, *wheel*, *water*, *wolf*, *wheelbarrow*.
- Have the students open their books to the title page. Have them look for *w* at the top and bottom of the page. Point out that *w* is in near the end of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *Worms live in the ground. You can often see them if you dig a hole in the dirt. This wheel is on a tractor. A wolf is a kind of wild dog. People use wheelbarrows in the garden to carry things around. Builders use wheelbarrows, too.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with *w* to help them as they read.
- Remind them also that the new word *go* that they learned earlier in the lesson is in this book. They should look for *go* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
Where can you see a wheel?
What is the name of a wild animal that looks like a dog?
What do people use to carry things around in the garden?
Where do worms live?
- Have students turn to page 2 and find and read *worm*.
- Have the students find and read *wheel* on page 4.
- Have them find and read *water* on page 6.
- Have them find and read the words starting with *w* on pages 8 and 10.
- Have the students go through the book looking for *go* and rereading the sentences with *go* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Ww* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Xx

Word Count: 30

Quick Quiz	Reading: <i>look, at, will, he, go</i> Writing: <i>look, at, will, he, go</i> Letter Recognition: <i>g, q, j, v, w</i>
New High-Frequency Word	and
Quick Read	Alphabet Book Jj Alphabet Book Vv
Quick Check	Alphabet Book Ww
Quick Write	<i>Go and look at the wheel.</i>
New Skill	Xx
New Book	Alphabet Book Xx

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *g, q, j, v, w*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *g, q, j, v, w*.
- Use the following word cards: *look, at, will, he, go*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *look, at, will, he, go*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *and*.
- Hold up the *and* word card for the students to see.
- Have them read the word together.
- Have the students write *and* in the air with their fingers while still looking at the card.
- Have them write *and* on the floor or table with their fingers.
- Have them write *and* three times. Encourage them to write without looking at the card. Allow them to check if they need to

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Jj, Vv*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ww*.
- Check comprehension by asking students to recall the things they read about in *Ww*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Ww* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *Go and look at the wheel.*
- Remind the students to start their sentence with a capital letter. Remind them that they can write *go and look at* and *the*.
- Remind them to leave a finger space between the words as they write.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word wheel so that you will be able to spell it.*
- Say *wheel* slowly breaking the word into its separate sounds or phonemes: *w - e - l*.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *w - e - l* with you as they clap.
- Ask the students how many sounds there are in *w - e - l*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *wheel*. Ask them which letter has the / *w* / sound and where you should write it.
- Write the letter *w* in the first box.
- Explain to the students that in the word *wheel*, there is a silent letter after the *w*. The silent letter is *h*.
- Write an *h* next to the *w* in the first box.

wh		
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- Have the students say *w - e - l* again. Ask them the second sound they can hear.
- Ask them the letter for the next sound and where you should write it.
- Explain to the students that the / *e* / sound in *wheel* has two letters. They are both *e*.

wh	ee	
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- Have the students say *w - e - l* again. Ask them the last sound in *wheel* and what letter you should write.
- Invite a volunteer to write *l* in the last box.

wh	ee	l
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- Remind the students to leave a finger space and write *wheel* into their sentence.
- Ask the students what they need to put at the end their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *x* on the board. Tell the students that the name of this letter is *x*. Write the upper case *X* on the board. Tell the students that big and little *x* look alike.
- Read the letter *x* to the students so they know the sound it makes. Have them read it again with you.
- Explain to the students that *x* does not start many words and when it does, it doesn't make the / *x* / sound. When you say the words, they have to listen for the / *x* / sound at the end of the word not the beginning.

- Say *fix* slowly. Ask the students to listen for the / x / sound at the end as you say the word *fix* slowly again.
- Write *fix* on the board. Read what you have written to the students.
- Have them read the word *fix* with you. Invite a volunteer to circle the letter x at the end of *fix*.
Say: *Which letter ends fix?*
- Say *Alex* slowly. Ask the students to listen for the / x / sound at the end as you say the word *Alex* slowly again.
- Write *Alex* on the board. Read what you have written to the students. Have them read the word *Alex* with you. Invite a volunteer to circle the letter x.
- Write *flax*, *Max* and *mix* on the board. Read the words slowly emphasising the / x / sound.
- Invite volunteers to circle the letter that makes the / x / sound and say the letter's name and sound.
- Show the students how to write the letter x.
- Have the students write x in the air with their fingers while still looking at the board.
- Have them write x on the floor or table with their fingers.
- Have them write x three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.

- Give each student a copy of the book *Xx*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that end with the letter x.*
- Discuss the cover photos. Tell the students that many of the things on the cover end with x. They will see these things again in the book as they read it.
- Point to and identify *ox*, *box*, *fox*, *six*, *mailbox*.
- Have the students open their books to the title page. Have them look for x at the top and bottom of the page. Point out that x is in near the end of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *An ox is like a bull. Oxen are used to pull ploughs in some countries. A fox is an animal like a dog. Foxes have bushy tails. There are many different kinds of mailboxes. Most people have one where they live, but you can see mailboxes on the street too.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that end with x to help them as they read.
- Remind them also that the new word *and* that they learned earlier in the lesson is in this book. They should look for *and* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.

- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking these questions:
What animal has a bushy tail?
What is a mailbox for?
What number ends in x?
What animal is like a bull?
- Have students turn to page 2 and find and read *ox*.
- Have the students find and read *box* on page 4.
- Have them find and read *fox* on page 6.
- Have them find and read the words starting with *x* on pages 8 and 10.
- Have the students go through the book looking for *and* and rereading the sentences with *and* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Xx* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Yy

Word Count: 36

Quick Quiz	Reading: <i>at, will, he, go, and</i> Writing: <i>at, will, he, go, and</i> Letter Recognition: <i>q, j, v, w, x</i>
New High-Frequency Word	for
Quick Read	Alphabet Book Vv Alphabet Book Ww
Quick Check	Alphabet Book Xx
Quick Write	<i>A fox and an ox.</i>
New Skill	Yy
New Book	Alphabet Book Yy

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *q, j, v, w, x*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *q, j, v, w, x*.
- Use the following word cards: *at, will, he, go, and*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *at, will, he, go, and*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *for*.
- Hold up the *for* word card for the students to see.
- Have them read the word together.
- Have the students write *for* in the air with their fingers while still looking at the card.
- Have them write *for* on the floor or table with their fingers.
- Have them write *for* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Ww*, *Vv*.
- Have the students read the book independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Xx*.
- Check comprehension by asking students to recall the things they read about in *Xx*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Xx* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *A fox and an ox.*
- Remind the students to start their sentence with a capital letter. Ask them to write *A*.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word fox so that you will be able to spell it.*
- Say *fox* slowly breaking the word into its separate sounds or phonemes: *f - o - x.*
- Invite the students to clap with you as you say the word again.
- Invite the students to say *f - o - x* with you as they clap.
- Ask the students how many sounds there are in *f - o - x.*
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *fox*. Ask them which letter has the / *f* / sound and where you should write it.
- Write the letter *f* in the first box.

f		
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- Have the students say *f - o - x* again. Ask them the second sound they can hear.
- Ask them the letter for the next sound and where you should write it.
- Invite a volunteer to write *o* in the next box.

f	o	
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- Have the students say *f - o - x* again. Ask them the last sound in *fox* and what letter you should write.
- Invite a volunteer to write *x* in the last box.

f	o	x
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- Remind the students to leave a finger space and write *fox* into their sentence. Remind them that they can write *and* and *an*.
- Tell the students that the best way to know how to write *ox* is to take the *f* off *fox*.
- Ask the students what they need to put at the end their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *y* on the board. Tell the students that the name of this letter is *y*. Write the upper case *Y* on the board. Tell the students that big and little *y* look alike.
- Read the letter *y* to the students so they know the sound it makes. Have them read it again with you.
- Say *yellow* slowly. Ask the students to listen for the / *y* / sound at the beginning as you say the word *yellow* slowly again.
- Write *yellow* on the board. Read what you have written to the students.
- Have them read the word *yellow* with you. Invite a volunteer to circle the letter *y* at the beginning of *yellow*.
Say: *Which letter starts yellow?*

- Say *Yolanda* slowly. Ask the students to listen for the / y / sound at the beginning as you say the word *Yolanda* slowly again.
- Write *Yolanda* on the board. Read what you have written to the students. Draw the student's attention to the capital Y because it is someone's name. Have them read the word *Yolanda* with you. Invite a volunteer to circle the letter Y.
- Write *yard*, *York* and *yes* on the board. Read the words slowly emphasising the / y / sound.
- Invite volunteers to circle the letter that makes the / y / sound and say the letter's name and sound.
- Show the students how to write the letter y.
- Have the students write y in the air with their fingers while still looking at the board.
- Have them write y on the floor or table with their fingers.
- Have them write y three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Yy*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that end with the letter y.*
- Discuss the cover photos. Tell the students that many of the things on the cover begin with y. They will see these things again in the book as they read it.
- Point to and identify *yak*, *yam*, *yo-yo*, *yacht*, *yogurt*.
- Have the students open their books to the title page. Have them look for y at the top and bottom of the page. Point out that y is the second to last letter of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *A yak is an animal like an ox. It has long shaggy hair. A yam is a kind of sweet potato. A yo-yo is a toy. You wind a string round the yo-yo. Then you hold the string and let the yo-yo drop. It goes up and down the string. Some people call a yacht a sailboat. Yogurt is made with milk. You can get different flavours.*
- Have the students read the picture glossary on page 12.
- Remind the students they should look for the words that start with y to help them as they read.
- Remind them also that the new word *for* that they learned earlier in the lesson is in this book. They should look for *for* to help them read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What animal has shaggy hair?
What is another name for a sailboat?
What is a yam?
What is a yo-yo?
- Have students turn to page 2 and find and read *yak*.
- Have the students find and read *yam* on page 4.
- Have them find and read *yo-yo* on page 6.
- Have them find and read the words starting with *y* on pages 8 and 10.
- Have the students go through the book looking for *for* and rereading the sentences with *for* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Yy* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.



Alphabet Book Zz

Word Count: 20

Quick Quiz	Reading: <i>a, an, the, like, am</i> Writing: <i>a, an, the, like, am</i> Letter Recognition: <i>t, a, s, p, c</i>
New High-Frequency Word	it
Quick Read	Alphabet Book Ss Alphabet Book Pp
Quick Check	Alphabet Book Cc
Quick Write	<i>I am a cat.</i>
New Skill	Zz
New Book	Alphabet Book Zz

Quick Quiz

Builds fluency in letter recognition and reading and spelling words in isolation

- Use the following cards: *t, a, s, p, c*.
- Hold up the cards one at a time. Invite the students to take turns to say the name of the letter, the sound it makes and a word starting with *t, a, s, p, c*.
- Use the following word cards: *a, an, the, like, am*.
- Hold up the cards one at a time. The student who says the word right first holds it.
- Dictate the following word for the students to write: *a, an, the, like, am*.
If students are having difficulty with the word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *it*.
- Hold up the *it* word card for the students to see.
- Have them read the word together.
- Have the students write *it* in the air with their fingers while still looking at the card.
- Have them write *it* on the floor or table with their fingers.
- Have them write *it* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Ss, Pp*.
- Have the students read the books independently.
- Check that the students are pointing to each word as they read it.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Cc*.
- Check comprehension by asking students to recall the things they read about in *Cc*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake. Remind the students to point to each word as they follow along.
- Use the *Cc* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content/new-skill word mistakes – red. Choose one, go back to that page, discuss the photo and have all the students read the page together. Reinforce the new letter/sound relationship by reteaching the letter and sound if necessary.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write: *I am a cat.*
- Tell the students to start their sentence with a capital letter. Have them write the first three words *I am a*. Remind the students that they know how to write all these words. Allow them to refer to the *am* card if necessary. Remind them to leave a finger space between the words.
- Revise the hearing sounds in words task. Say: *I'm going to show you how to hear the sounds in the word cat so that you will be able to spell it.*
- Say *cat* slowly breaking the word into its separate sounds or phonemes: *c - a - t*.
- Say *c - a - t* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *c - a - t* with you as they clap.
- Tell the students that there are three sounds in *cat*.
- Draw a box on the board and divide it into three.

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- Ask the students which sound they can hear at the beginning of *cat*. Ask them which letter has the /c/ sound. Praise any student who says *k* and point out that *c* and *k* often make the same sound
- Write the letter *c* in the first box.

c		
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- Have the students say *c - a - t* again. Ask them the second sound they can hear.
- Tell them the /a/ sound is represented by the letter *a*. It makes the same sound as the *a* in *am*. Write an *a* in the next box.

c	a	
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- Have the students say *c - a - t* again. Ask them the next sound in *cat*.
- Ask them which letter has the /t/ sound. Write *t* in the next box.

c	a	t
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- Tell the students to leave a finger space after *a* and write *cat* into their sentence.
- Remind the students to put a full stop at the end of their sentence.

New Skill

Introduces a new alphabet letter into the reading and writing vocabulary

- Write the letter *z* on the board. Tell the students that the name of this letter is *z*. Write the upper case *Z* on the board. Tell the students that little *z* and big *Z* look the same.
- Read the letter *z* to the students so they know the sound it makes. Have them read it again with you.
- Say *zoo* slowly. Ask the students to listen for the /z/ sound at the beginning as you say the word *zoo* slowly again.
- Write *zoo* on the board. Read what you have written to the students. Have them read the word *zoo* with you. Circle the letter *z*
Say: *Zoo* starts with the letter *z*.

- Say *Zack* slowly. Ask the students to listen for the / z / sound at the beginning as you say the word *Zack* slowly again.
- Write *Zack* on the board. Read what you have written to the students. Draw the student's attention to the capital Z because it is someone's name. Have them read the word *Zack* with you. Circle the letter Z.
Say: *Zack starts with the letter z.*
- Write *zest, Zambia* and *zone* on the board. Read the words slowly emphasising the / z / sound
- Invite volunteers to circle the letter that makes the / z / sound and say the letter's name and sound.
- Show the students how to write the letter z.
- Have the students write z in the air with their fingers while still looking at the board.
- Have them write z on the floor or table with their fingers.
- Have them write z three times. Encourage them to write without looking at the board. Allow them to check if they need to.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Zz*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that start with the letter z.*
- Discuss the cover photos. Tell the students that many of the things on the cover start with z. They will see these things again in the book as they read it.
- Point to and identify the letter z, *zero, zebra, zipper, zig-zag.*
- Have the students open their books to the title page. Have them look for z at the top and bottom of the page. Tell them that z is the last letter of the alphabet.
- Take a picture walk discussing each photo in the book.
- To ensure and extend understanding say things such as: *This letter z starts the word zoo. This sign is outside a zoo. Look at the animals on the letters. The number zero looks like a big O. Some people call this a zip. This book calls it a zipper. A zig-zag line is one that goes from side to side*
- Tell the students that the sentences in this book start with the word *it*. Because *it* is at the beginning of the sentence it will have a capital *I*. Write *It* and *it* on the board so the students can see both forms of the word.
- Have the students read the picture glossary on page 12.
- Tell the students they should look for the words that start with z to help them as they read.
- Invite the students to read the title again and open their books to page 2.
- Read the first page with them to establish the sentence pattern.
- Have the students read the book aloud independently.
- Tell the students to point to each word as they read it.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:
What does a zipper do?
How is a zebra different from a horse?
Where was the zig-zag line drawn?
What number looks like a capital O?
- Have students turn to page 2 and find and read *zoo*.
- Have the students find and read *zero* on page 4.
- Have them find and read *zebra* on page 6.
- Have them find and read the words starting with *z* on pages 8 and 10.
- Have the students go through the book looking for *it* and rereading the sentences with *it* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Zz* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Cut and reassemble the cut-up sentences.