

Quick60 Alphabet Poem Cards



Programme Overview

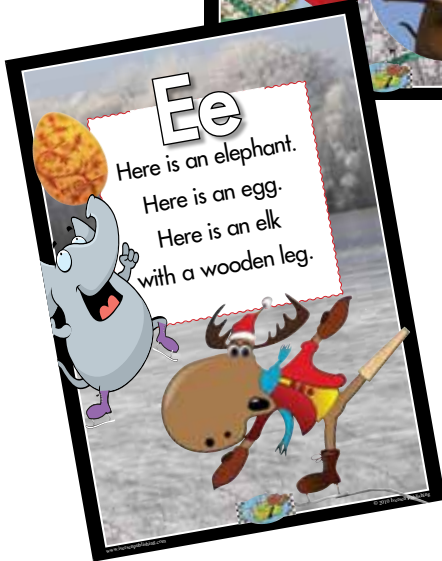
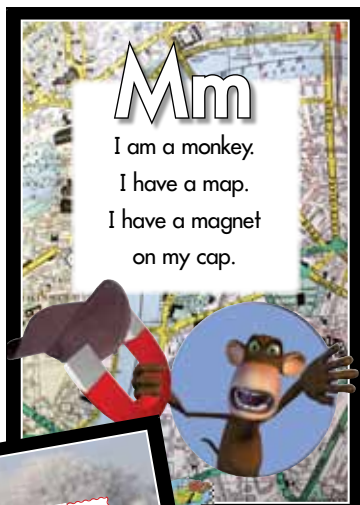


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What Are the Quick60 Alphabet Poem Cards?

The Quick60 Alphabet Poem Cards are a set of 26 short, snappy, often funny poem cards designed to work in conjunction with the Quick60 Alphabet Books.

The same high-frequency word features in the Quick60 Alphabet Poem Card and the Quick60 Alphabet Book of the same letter. Each card focuses on one letter of the alphabet and the poem features many words that begin with that specific letter.



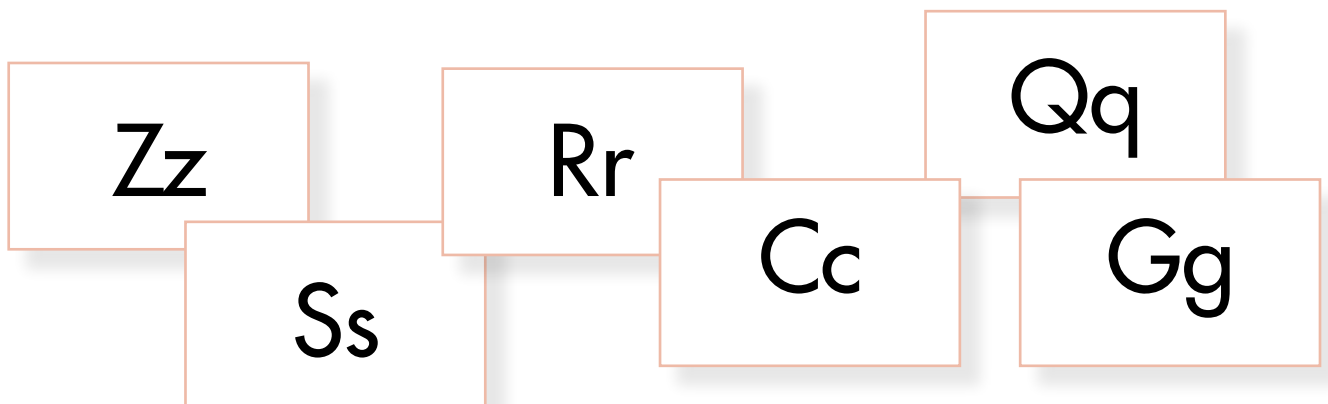
What Skills Can I Teach Using the Quick60 Alphabet Poem Cards?

You can use the Quick60 Alphabet Poem Cards to teach many emergent reading and writing skills and strategies.

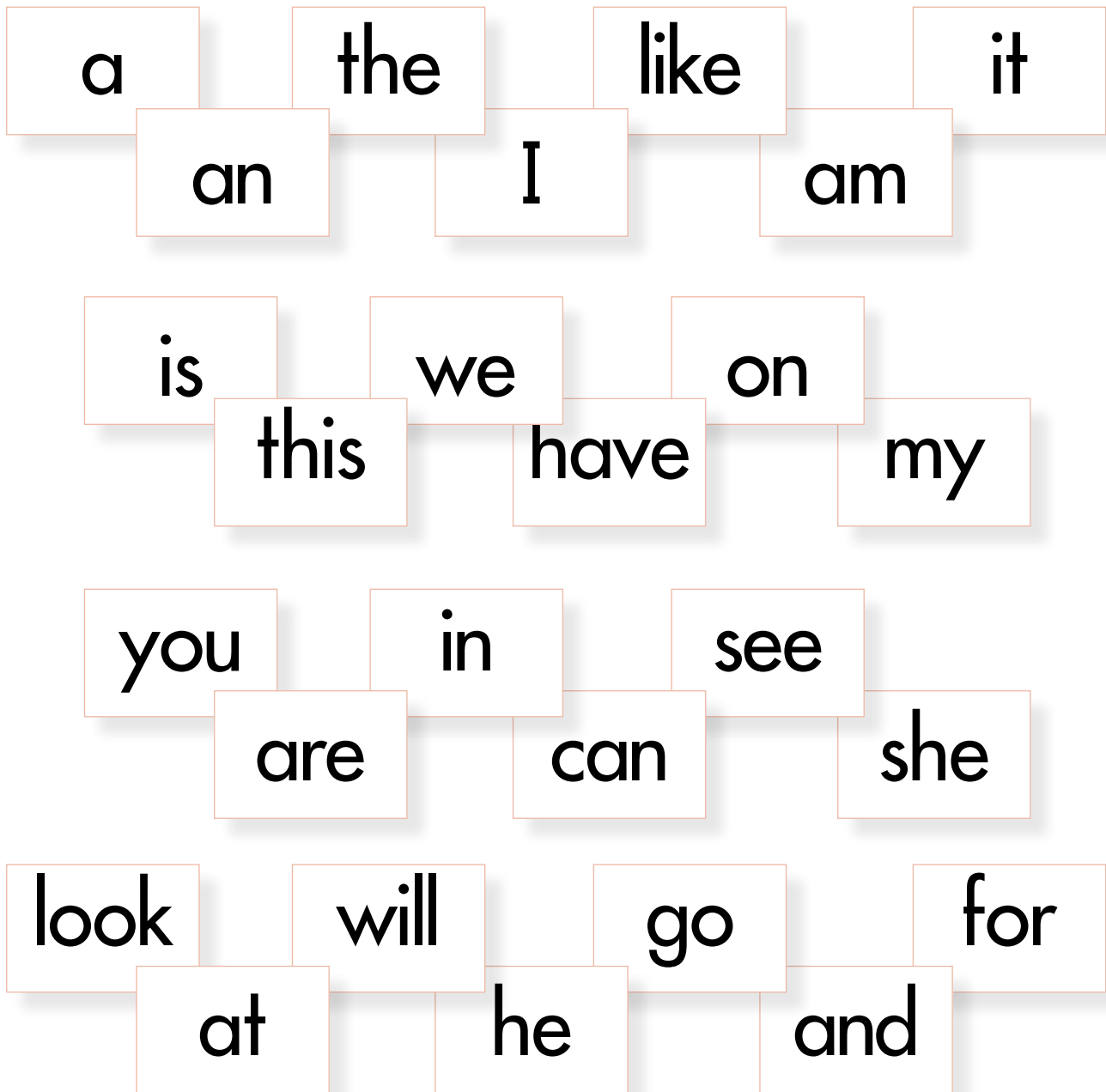
- You can teach the alphabet letter names and sounds and the relationship between them. Letter-sound knowledge will help students solve new words in reading and spell new words in writing. Letter-sound knowledge also helps students check that what they have read or written is correct.

Although alphabet knowledge is not causally related to learning to read, it is a very high indicator of future reading success. This may be because many letter names contain the sound they make, for example Bb, Tt, Ss.

- You can teach the similarities and differences between the upper and lower case forms of letters.

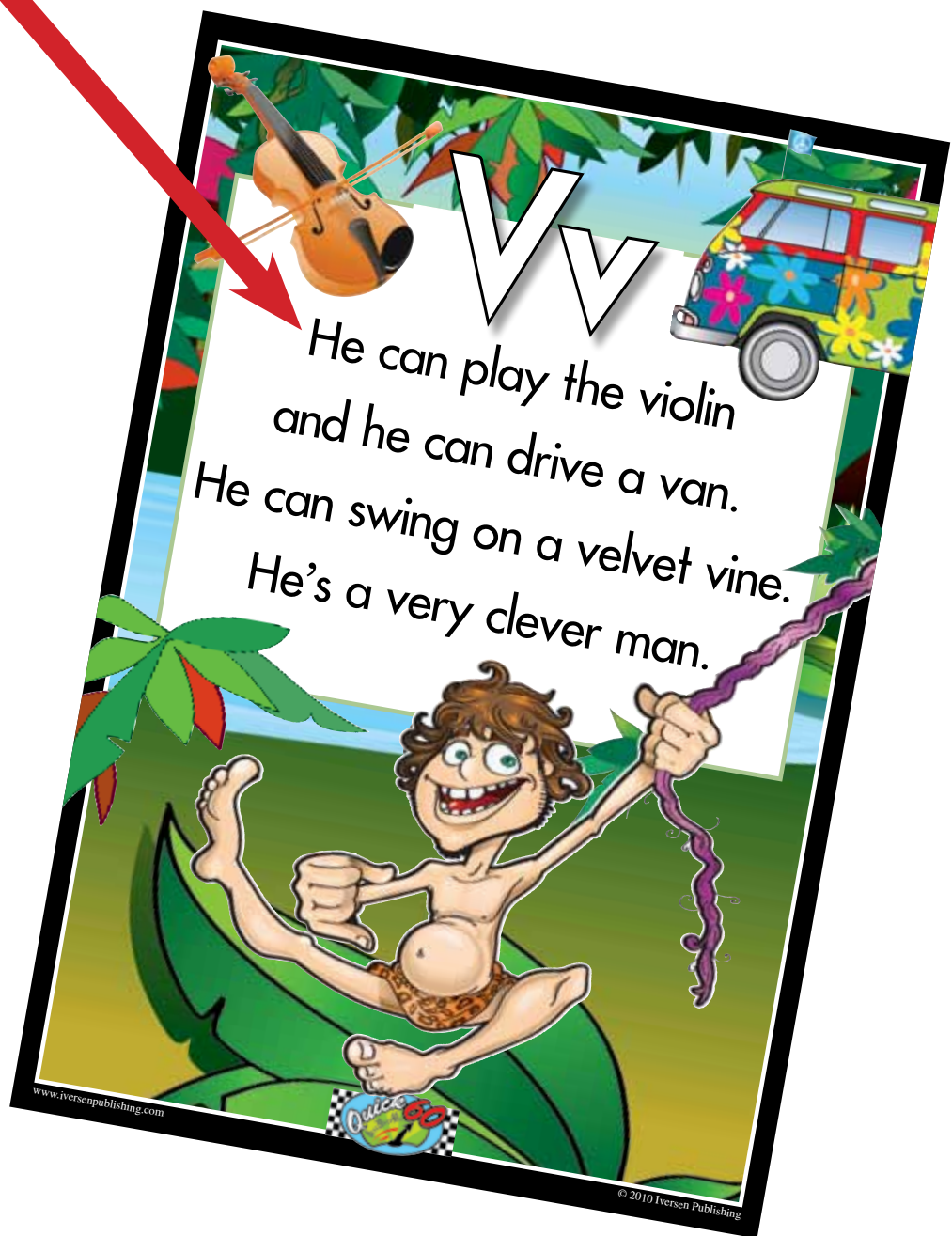


- You can teach the first 26 high-frequency words. All students need a bank of high-frequency words that they recognise quickly and automatically. Once your students know these, they can spend more time working on words that they don't know how to read and spell. You can also use the Quick60 High-Frequency Words Cards to help you with this.



- You can teach the following concepts about print. The print not the picture tells the precise story. You start reading at the left hand side of the first line. At the end of each line, you sweep back to the beginning of the next line.

One spoken word matches one written word.

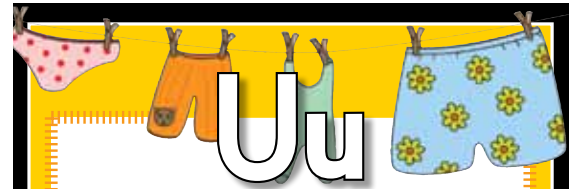


- You can teach fluent expressive reading.
- You can teach simple punctuation.




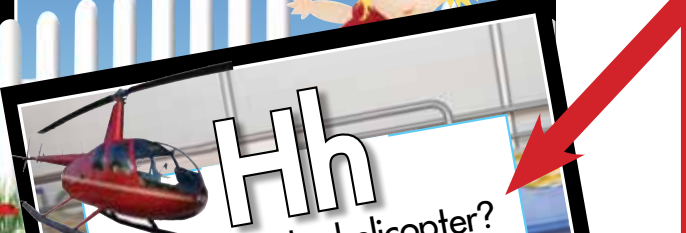
Gg

Look at the girl swinging on the gate.
Look, look, look!
Isn't Kate great?

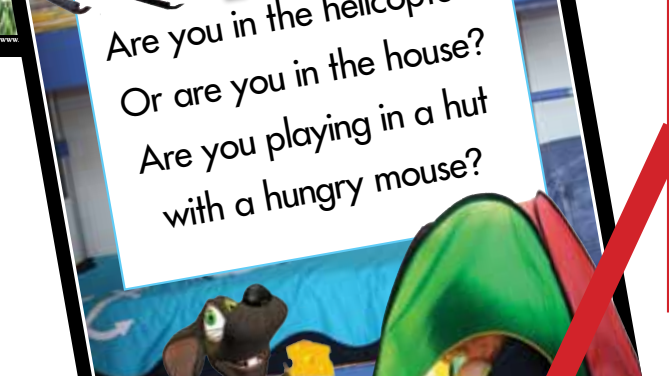

Uu

I can see your underpants.
Can you see them on the line?
I can see some underpants
They're not yours,
they're mine!

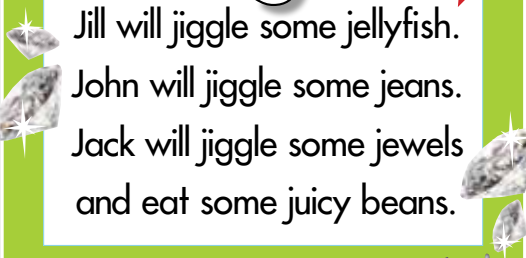
Hh

Are you in the helicopter?
Or are you in the house?
Are you playing in a hut
with a hungry mouse?

Jj

Jill will jiggle some jellyfish.
John will jiggle some jeans.
Jack will jiggle some jewels
and eat some juicy beans.



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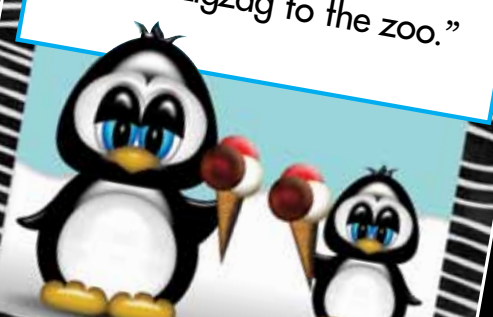
Nn

...noodles, noodles,
she gets noodles.
She gets noodles in her net.
She gets noodles
for the nurses.

Zz

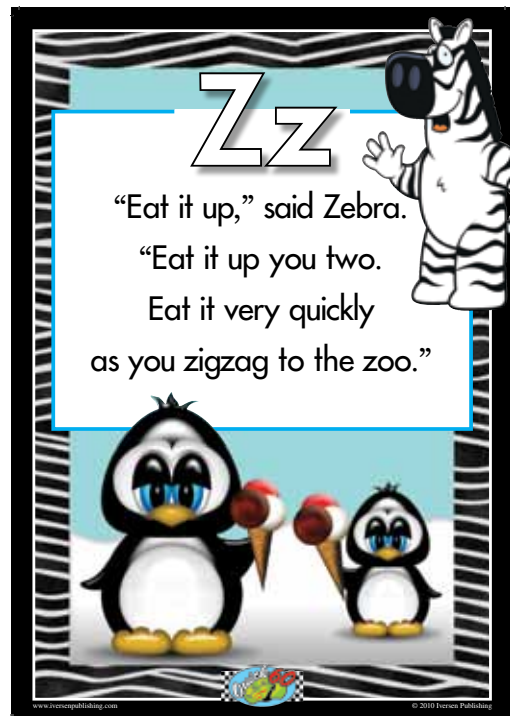
“Eat it up,” said Zebra.
“Eat it up you two.
Eat it very quickly
as you zigzag to the zoo.”



Why Are the Quick60 Alphabet Books and Poem Cards Not Taught in Alphabetical Order?

We have ordered our letters in this way for several reasons.

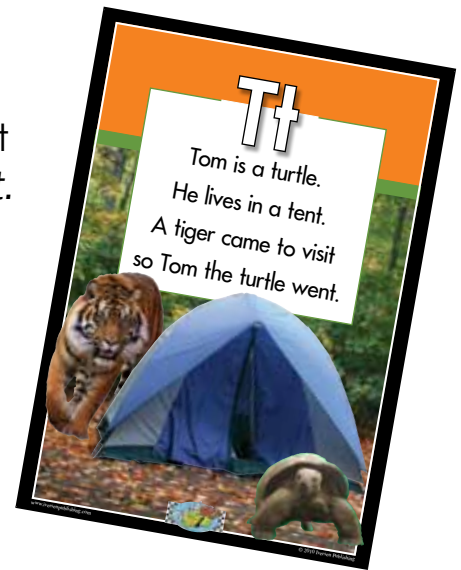
- The consonants *m, t, s, p, c* often appear at the beginning of the high-frequency and high-interest words that students read and write.
- We have included the vowel *a* early so that students can quickly learn to use the letter combinations they know to help them read and spell words, for example – *mat, sat, pat, tap, cat, cap, Sam, Pam*. By combining these letter combinations with the first high-frequency words, students can quickly write simple sentences, for example – *I like the cat*.
- We have promoted *z* up the order because many students quickly recognise *z* and know as the zigzag letter. They also know *zoo* and *zebra*.



How Can I Use the Quick60 Alphabet Poem Cards With the Whole Class?

Here is a suggested lesson sequence:

Choose the *Tt* poem card. Tell the students that today they are going to learn about the letter *t*. Write an upper case *T* and lower case letter *t* on the board.



Tell the students the letter is called *t*. Explain the different form for upper and lower case.

Tell the students that *teacher* is a word that begins with *t*.

Say the word *teacher* again as you write it on the board.

Emphasis the /*t*/ sound at the beginning of the word.

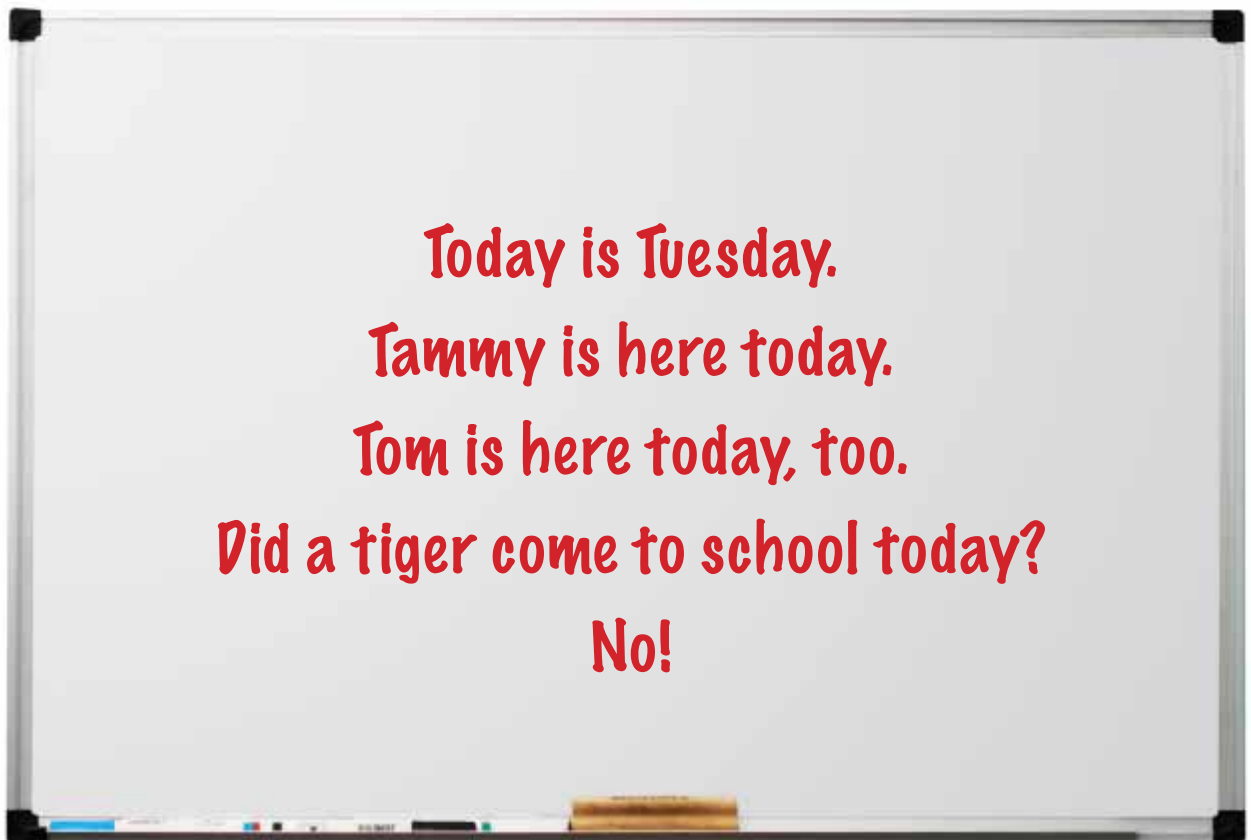
Tell the students the letter *t* makes a /*t*/ sound.

Invite a volunteer to come to the board and circle the letter *t* in the word *teacher*.

Ask the student to tell you the sound the letter *t* makes as they circle it.



Write a news story on the board containing words that start with the letter *t*, for example:

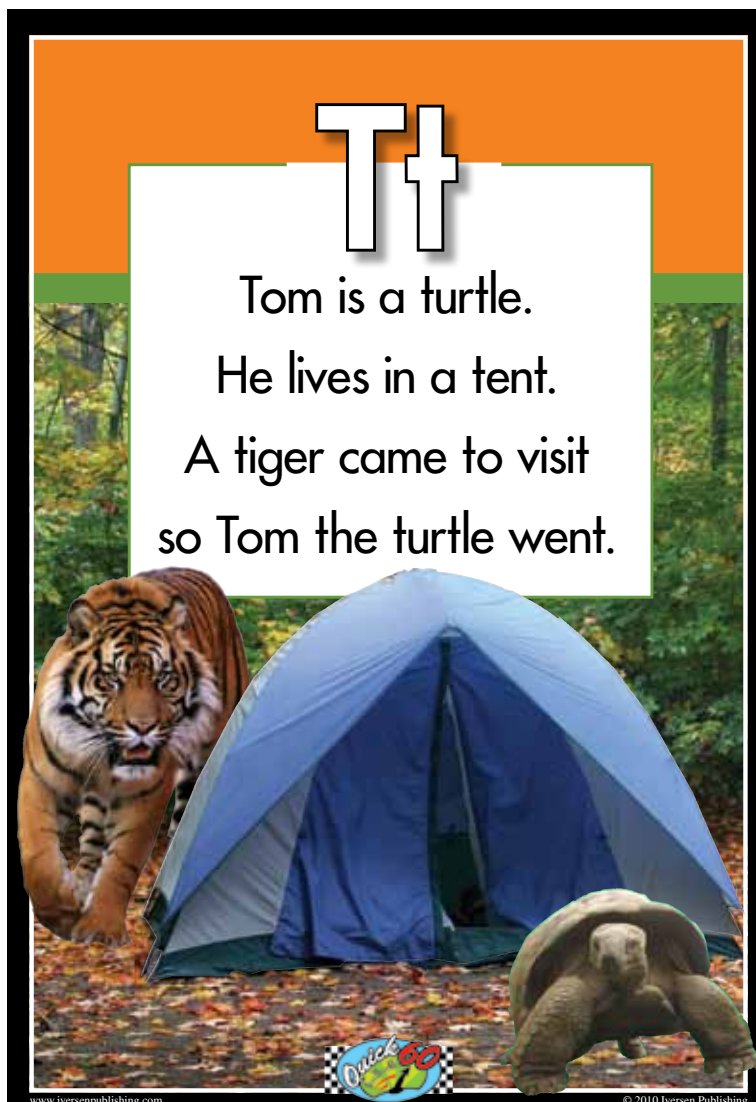


Hold up the Quick60 Tt Poem Card.

Ask the students to look at the pictures around the poem and tell you some things they can see that begin with the letter *t*.

Write the words on the white board as they students suggest them. Prompt the students as necessary. Invite volunteers to come up and circle the letter *t* in the new words you have written.

Have them to say the word and the sound the letter *t* makes as they circle it.



Read the poem to the students.

Use a pointer and point to each word as you read it.

Read the poem again this time asking the students to join in where they can.

Invite volunteers to come up and point to a word that begins with *t*.

Ask the students what the word is, what letter it begins with and what sound that letter makes.

Ask the students if they know any other words that begin with the letter *t*.

Prompt them if necessary by saying things like –

I know a word that starts with t - it's an animal like a frog it's a t...

I know a word that starts with t. You watch it, it's a t...

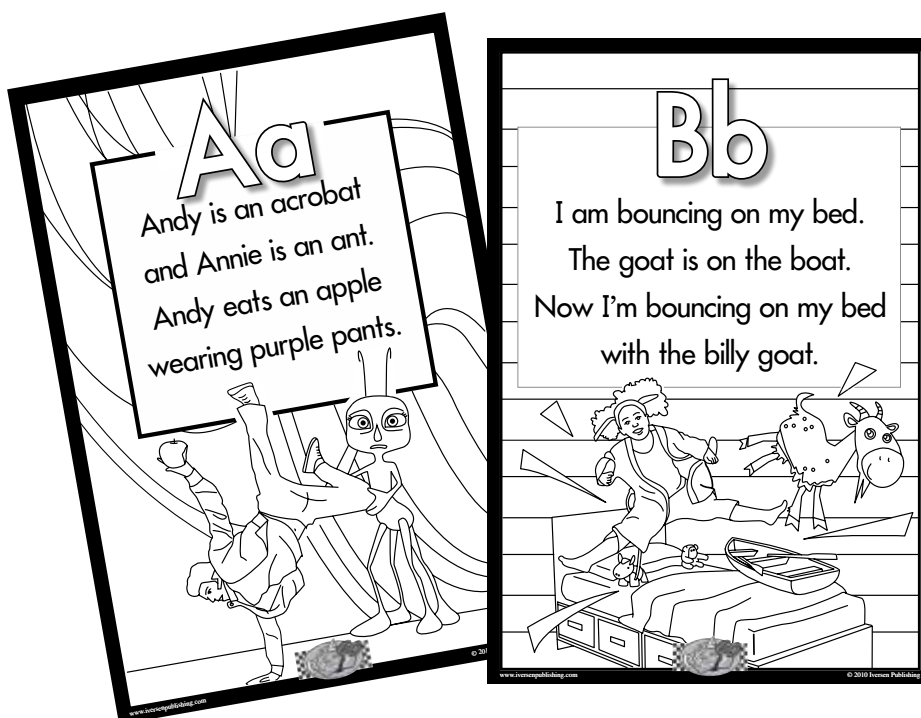
Make a chart of all the words that begin with the letter *t* to display on the wall. Circle the *t* on each one.

**two, tadpole,
television, tea,
to, top, tail, tall,
tennis, team, time**

What Are Some Activities I Can Have the Students Do To Extend Their Learning From the Quick60 Alphabet Poem Cards?

There are many activities that you can do to extend your students learning. Here are some examples:

- After teaching a poem to the whole class, paste a black and white copy into a blank exercise book for each student. Students can read these poems independently or with a friend and take the books home to read to their family.



- Have the students copy or make the poems using the sentences strips. Students can match each line on top of the line, below or beside the poem, depending on their ability. More able students can use the sentences cut into words to match over, beside or underneath.
- Have the students chose a high-frequency word card and find and re-read the poems with their high-frequency word in.
- After you have taught each poem, store it in a box that the students can access easily. Have the students to read the cards independently, with a partner, or in groups.
- Photograph some students reading cards.
- Have a box of plastic or magnetic letters or letter tiles stored close to the poems. Show the students how they can chose the letters to make words from the poem.
- Have the students write the letter they have just learned.
- Have the students create letter pictures, cutting and pasting pictures out of magazines that begin with the same letter.
- Have the students collect objects from around the class and match them together with the correct Quick60 Alphabet Poem.

- Make letter charts to display on a word wall. Have the students suggest words that begin with each letter. Write the words under the letter so the students can read them and refer to them in their writing.

Aa

an
apple
and

Cc

can
cat
Cody

Dd

dad
Daddy
dog
day
do
dear

- Have the students read the Quick60 Alphabet Poem Card with the same letter Quick60 Alphabet Book. Have them add any new words to the letter charts.

- Teach the students how to play I spy
I spy with my little eye, something beginning with t.

- Teach the students how to make up letter riddles
I am an animal.
I look like a horse.
I have black and white stripes.
I am a ...

How Will I know If My Students Are Extending Their Alphabet Knowledge?

You will be able to see that your students are extending their alphabet knowledge in a number of ways:

- They will participate in independent activities.
- They will join in whole-class reading and writing discussions more often, and start answering questions correctly.
- They will make good attempts at writing unknown words, writing the letters for the sounds they can hear.
- They will make attempts at unknown words in reading by sounding the first letter of words, and start self correcting when they notice they have made a mistake.
- You can also check exactly which letters and letter sounds each student knows by using the Alphabet Letter Naming Task. You can download this at www.iversenpublishing.com/studenttesting