



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