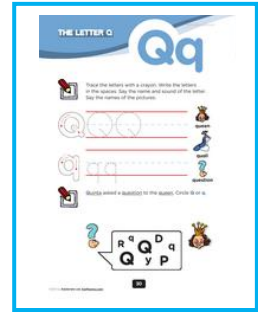


The Letter Q – Lowercase (page 28)



Materials:

- alphabet chart or page 4
- lowercase q flashcard
- picture cards (queen, quail, question, rabbit, seal, tiger and any other previously taught picture cards)
- letter poster for **lowercase q** from previous lesson
- paper plate
- salt or sugar
- page 28

Review: 3-5 minutes

- Sing the alphabet song while pointing at the letters
 - For students with less phonics exposure, the teacher should point to a wall chart while singing the song.
 - For students with more phonics exposure and experience, students should point to the letters on page 4 as they sing the song.
- Show the letter and question picture flashcard for the letter **Qq**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
 - Teacher and students: “Q, /kw/, question”; air write and count letter strokes

Preview: 5-7 minutes

- Show the **lowercase q** letter poster and trace the letter, counting the letter strokes.
- Do body letters activity
 - Discuss how **lowercase q** is made of one small curve and one straight line.
 - Select two students and use their bodies to form the **lowercase q** on the floor.
 - Now put the students into groups of two and have them create a **lowercase q** with their bodies.

Modeling: 2-3 minutes

- Show the students the letter poster for **lowercase q**.
- Pour some salt or sugar onto a paper plate. Shake the plate gently to show a smooth surface.

- Use your finger to write a **lowercase q** into the salt/sugar on the paper plate while counting the letter strokes.
- Shake the plate gently to clear the surface.

Guided Practice: 5-10 minutes

- Pass out the paper plate filled with salt/sugar to each student. Students should put their hands in the air so they don't go ahead.
 - *Hint:* You will want to talk about not licking fingers and putting the salt/sugar in their mouths.
- Guide students to write the **lowercase q** with their finger in the salt/sugar, counting the letter strokes.
- Shake gently to clear the surface.
- Repeat 3-5 times.

Independent Practice: 5-7 minutes

- Explain how to do each part of page 28.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 28 to each student.
 - Students may not all be ready to write the letters without the dotted lines. If they are not, have them only trace the letters. If you want them to have more practice, you can draw your own dotted lines for them to trace.

Assessment: (during Independent Practice)

- As the students are completing page 28, monitor and give guidance/support/correction/praise, as needed.
- Use page 28 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show the letter and question picture flashcard for the letter **Qq**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
 - Teacher and students: "Q, /kw/, question"; air write and count letter strokes.