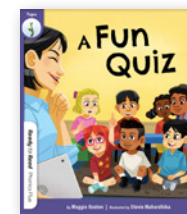


A Fun Quiz

Sam, Tāne and Mia's class is joining a class of big kids for a quiz. The big kids answer the questions, but Mia knows the answer to one of them as well.



Focus sounds	Consonants: qu	Decodable words	let's, quiz, Lee, it, fun, which, bee, queen, big, kid(s), sips, bat, from, flax, quack, duck, this, Nat
High utility non-decodable words	Teach as high utility non-decodable: lays, asks, manu, have Previously introduced: a, says, Miss, will, be, the, eggs, is, time, tino pai, what	Resources	A Fun Quiz book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers. Audio recording of all focus sounds and te reo kupu in the book

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

BEFORE READING

Explicit instruction on focus sounds

Introduce the focus sounds before you read the story. Using magnetic letters, other letter manipulatives or a whiteboard and whiteboard markers, introduce the letter-pattern and sound of **qu** to the children. Make this sound and ask them to repeat it. In most English words the letter **q** isn't used on its own, it nearly always occurs with the letter **u**; however, the sound is the same for both. **Qu** makes two sounds that always go together **/k-w/**.

Making and breaking words with sounds

Making and breaking words using the sounds draws the children's attention to letter-sounds in print words. Choose the three words from the book that include the focus sound (**quiz**, **queen**, **quack**). Give the children letters, or a mini whiteboard and a whiteboard marker, and let them know that they are going to make some words to read. Give them the first sounds of **/kw/**, then ask them to put the letters in front of them (**qu**) and make the sound. Continue with the rest of the letters in the word (for example, **quiz**) and practise sounding out and blending the sounds together. Remind the children this is the way to read new words in the story. Complete all the words.

High utility non-decodable words

Introduce the children to the high utility non-decodable words (**lays, asks, manu, have**) on a whiteboard or on flashcards. Remind the children that they don't need to sound out these words because they are learning to remember them. Say each word and ask them to repeat it after you. Do this two or three times. Revise the words that they have already learnt and appear in this story (**a, says, Miss, will, be, the, eggs, is, time, tino pai, what**). As they read the story, remind them they don't need to sound out these words. If a child doesn't remember a high utility non-decodable word while reading, remind them what it is.

DURING READING

Introduce the story and ask the children to look at the pictures to predict what might happen, as a way of providing purpose. Ask the children to sound out and blend the title of the story.

Children should practise reading independently by sounding out words and either remembering, or being reminded about, the high utility non-decodable words and by sounding out the decodable words (**let's, quiz, Lee, it, fun, which, bee, queen, big, kid(s), sips, bat, from, flax, quack, duck, this, Nat**). This plan requires children to decode up to two words per sentence, and more if they are ready for extension. Choose one word per sentence for children who are having difficulty decoding words.

If a child is having difficulty sounding out and blending, stop reading after a page or two. These pages can be repeated for reinforcement, and the whole book can be completed over the course of the week. Children who quickly grasp the sounding out and blending strategy may complete the story in one reading.

Page 3: Read the first sentence together, remind children about the high utility non-decodable word **have** and support them to sound out and blend the focus word **quiz**. Children should be able to read the second sentence with some independence. Encourage them to sound out and blend **quiz** and remind them about the high utility non-decodable word **time**.

Page 4: In the first sentence, remind children they can sound out and blend the first two words if necessary, and remind them to read the high utility non-decodable words **lays, eggs, and asks**. In the second sentence, support children to sound out and blend **queen**. The remaining words should be automatically read or sounded out and blended.

Page 7: Read both sentences together. Prompt children for the high utility non-decodable words **what** and **asks**. The remaining words should be automatically read or sounded out and blended. Children may need reminding about the sound of **x** in **flax**.

Page 8: Read both sentences together. Prompt children for the high utility non-decodable words **manu** and **asks**. Support children to sound out and blend **quack**. The remaining words should be automatically read or sounded out and blended.

Page 11: Encourage to read the last page independently and focus on the words **quack** and **quiz**.

AFTER READING

Follow-up activities: Choose one or two of the activities from the back of the book that can be used to follow-up, or include them as a whānau activity to send home.