

LESSON 121

Handwriting: Capital and Lowercase *Kk*, *Qq*

Summary of Core Instruction

 **Daily Routines:** Informal Assessment

★ **Step 1** Teach handwriting: *Kk*

★ **Step 2** Teach handwriting: *Qq*

★ **Step 3** Give handwriting practice

Materials

Student Book for Units 8–9 (KQ, J)

CD 6 or the online song animation

Teacher and Student White Boards

Student Letter Cards *k*, *w*

Handwriting paper

Student Objectives

Reading

Print and Book Awareness

Identify capital and lowercase *Kk*
and *Qu*, *qu*

Compare *K* and *k*, *Q* and *O*, *q* and *g*

Phonics

Associate *k* and *ck* with /k/

Blend sounds to decode words

Writing

Handwriting

Form *Kk*, *Qq*, and exclamation marks

Use correct spacing between words



DAILY ROUTINES: Informal Assessment

Phonemic Awareness

Have children hop like a kangaroo if you say a word that begins with /k/ as in *kangaroo*.

<u>k</u> id	b <u>i</u> ke	r <u>e</u> ading
<u>k</u> ick	<u>k</u> ee <u>p</u>	<u>k</u> indergarten

Dictation

Distribute Student Letter Cards for *k* and *w*. Tell children to hold up the *k* card when you say a word that begins with /k/ and the *w* card when you say a word that begins with /w/.

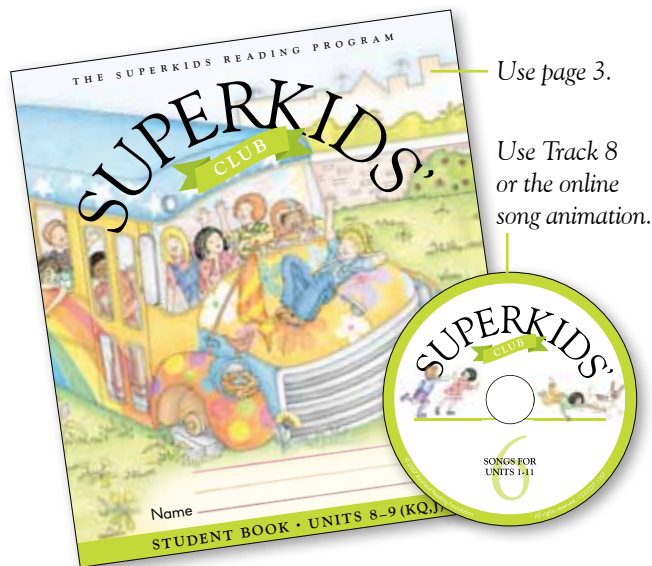
<u>w</u> ind	<u>w</u> ave	<u>k</u> ingdom
<u>k</u> ite	<u>k</u> ept	<u>w</u> aterfall
<u>k</u> iss	<u>k</u> ind	<u>k</u> itchen

Handwriting

Have children read the sentences aloud before copying them.

Cass will act glum.

It is fun to act!





Teach handwriting: Kk

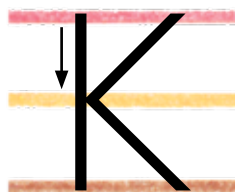
Use Teacher and Student White Boards.

Compare the shapes of capital K and lowercase k. Write capital K and lowercase k on your White Board. Have children identify the letters and describe how they are alike and different. *(They both have a long straight line on the left and two slanted lines. The slanted lines on capital K are longer than on lowercase k.)*

Demonstrate the formation of capital K. Tell children to watch as you form another capital K on your White Board. Explain what you are doing as you slowly form the letter:

Start capital K by drawing a straight line from the top strawberry line down to the bottom chocolate line. Lift your pencil and put it back on the top strawberry line about a thumb's distance from

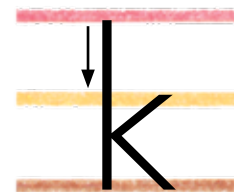
your first line. Make a slanted line from the top strawberry line to the middle vanilla line, touching the first line that you drew. Without lifting your pencil, draw a slanted line down to the bottom chocolate line. That's capital K.



Guide children as they form capital K's. Have children write capital K several times on their Student White Boards as you repeat how to form the letter. Check that they form the letter correctly, helping them as needed.

Demonstrate the formation of lowercase k. Tell children to watch as you form another lowercase k on your White Board. Explain what you are doing as you slowly form the letter:

Start lowercase k by drawing a straight line from the top strawberry line down to the bottom chocolate line. Lift your pencil and put it on the middle vanilla line a little bit away from the first line you made. Draw a short slanted line that touches your first line. Without lifting your pencil, draw a line that slants down to the bottom chocolate line. That's lowercase k.



Guide children as they form lowercase k's. Have children write lowercase k several times on their Student White Boards as you repeat how to form the letter. Check that they form the letter correctly, helping them as needed.



Teach handwriting: Qq

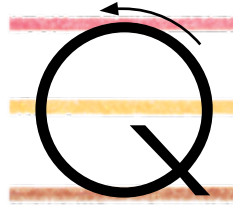
Use Teacher and Student White Boards.

Compare the shapes of capital Q and capital O. Write capital Q and capital O on your White Board. Have children identify the letters and discuss how they are alike and different. (*They both are circles. Capital Q has a tail on the bottom and capital O does not.*)

Demonstrate the formation of capital Q. Tell children to watch as you form another capital Q on your White Board. Explain what you are doing as you slowly form the letter:

Start capital Q like capital O. Put your pencil just below the top strawberry line. Go up to the top strawberry line and start to make a circle. Be careful not to go above the strawberry line. Continue your circle down through the middle vanilla line and turn your

circle so it sits on the bottom chocolate line. Keep going up through the middle vanilla line and all the way to where you started below the top strawberry line. Then make a short, slanted line from just inside the circle to the bottom chocolate line. That's capital Q.

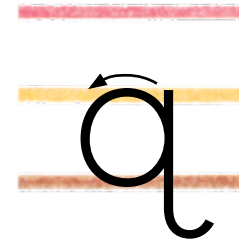


Guide children as they form capital Q's. Have children write capital Q several times on their Student White Boards as you repeat how to form the letter. Check that they form the letter correctly, helping them as needed.

Have children compare the shapes of lowercase q and lowercase g. Write lowercase q and lowercase g on your White Board. Ask children how lowercase q and lowercase g are alike and different. (*They both have a circle and a tail. The tail on g curls to the left and the tail on q curls to the right.*)

Demonstrate the formation of lowercase q. Tell children to watch as you form another lowercase q on your White Board. Explain what you are doing as you slowly form the letter:

Start lowercase q just below the middle vanilla line. Go up to the vanilla line and make a complete circle between the middle vanilla and bottom chocolate lines, ending back where you started. Without lifting your pencil, make a straight line up to the vanilla line and pull that same line straight down. Keep going a little way into the space below the bottom chocolate line. Now curl the tail to the right—away from the rest of the letter. That's lowercase q.



Guide children as they form lowercase q's. Have children write lowercase q several times on their Student White Boards as you repeat how to form the letter. Check that they form the letter correctly, helping them as needed.



Give handwriting practice

Use Student Book page 3 and CD 6, Track 8.



Child traces and then writes *Kk*'s, *Qu*'s, and *qu*'s.
Child reads, traces, and then copies *Quick! Quick! Quick!*

Have children trace and write *Kk*'s, *Qu*'s, *qu*'s, and words with exclamation marks. Tell children to open their books to page 3. Point out the capital *K*'s, lowercase *k*'s, the *Qu*'s, and the *qu*'s. Have children find the three words that end in exclamation marks.

Help them decode the word *Quick*. Explain that when *c* and *k* are next to each other in a word, the two letters stand for one sound—/k/. Have children read aloud the exclamations *Quick! Quick! Quick!* in a strong voice.

To complete the page, tell children to trace the blue letters in each row and write the same letter or pair of letters in the row whenever they see a black dot. Have them trace the words with exclamation marks and write them again on the last line.

Circulate and guide children as they work. As children write the *K*'s, *k*'s, *Kk*'s, *Qu*'s, and *qu*'s, watch how they form the letters and correct them as needed. Remind them to leave a little space, about the width of a fingertip, after the exclamation marks.

After children complete the page, have them look over the letters they wrote and underline their best *K*, *k*, *Qu*, and *qu*.



Replay “The KQ Song.” Tell children to listen to the song and hop like a kangaroo when they hear one of these *k*-words: *king*, *kangaroo*, or *kicks*. You can pause partway through the song or play the song a second time and have children listen for the *qu*-words *questions* and *quick*. Tell them to pretend to bow to the queen whenever they hear one of these *qu*-words. Play CD 6, Track 8.



TEN-MINUTE TUCK-INS

Activities for Differentiating Instruction

Reinforce Handwriting: Fun with Qq

Use Teacher and Student White Boards.

Have children watch as you draw a capital *O* on your White Board. Have them identify the letter. Point out that *O* looks like the top part of a drum. Then tell them you will change *O* into another letter. Say, “Quick! Quick! Give the drum a stick!” as you trace over the *O* and add a slanted line to turn it into a *Q*. Have children identify the new letter. (*capital Q*) Have children form capital *Q* on their White Boards several times as they repeat the chant with you. Tell children you will show them a fun way to remember how to write lowercase *q*. Say, “The queen has long hair down her back,” as you form lowercase *q* on your White Board. Have children form lowercase *q* on their White Boards several times as they repeat the sentence with you.

TEN-MINUTE TUCK-INS

Reinforce Handwriting and Phonics Kk/k/

Use shoe box with lid, small objects or pictures whose names begin with k/k/, and Tactile Card Kk or glitter glue.

In advance, attach the Tactile Card for Kk on the lid of a shoe box or make your own tactile letters directly on the lid, using glitter glue to draw Kk. Place objects or pictures whose names begin with k/k/ inside the box and put the lid on the box. Tell children this box is the king's treasure chest and it contains things whose names begin with k/k/. Explain that their finger can be the key that opens the chest. When children trace Kk on the lid the way they were taught to write the letters, the chest will open. Pass the box around a small group. Let children take turns tracing the letters and removing an item from the box. Have them identify the item they chose, its initial sound, and the letter that stands for that initial sound—for example, *keys*, /k/, *k*.

Reinforce Phonics: Pair Up q and u

Use playing cards of queens and Student Letter Cards for q and u.

Show playing cards of queens. Identify the cards and have children close their eyes while you hide the cards around the classroom. Then give each child a q or a u Letter Card. Remind children the letters *qu* always go together and make the sounds /kw/, as in *queen*. Tell children when you say, "Quick, find a queen!" each child with a q card must find a child with a u card and then partners can search for a queen card. Play until all the queen cards are found. If you have an uneven number of children, give one child a k card and have that child search for a hidden king card.

Reinforce Phonics: Blending Game

Use the Big Book of Blending, heavyweight paper, and scissors.

In advance, make a Word Finder by cutting a large shape, such as an oval or star, from a piece of heavyweight paper. Be sure the opening is large enough that it can slide over and reveal the longest word on the *Big Book of Blending* page that you're using. Then display one of the pages related to Unit 8 (KQ) or a previous unit. Tell children you'll move the Word Finder on the page and when you stop, they should blend the sounds for the group of letters or word shown inside the Word Finder cutout shape. Build suspense by slowly sliding the finder over the page and then stopping suddenly to reveal a nonsense syllable or a real word. Play a game in which the first child who blends the letter-sounds correctly gets to use the Word Finder to choose the next item for others to blend.

You can also display on your whiteboard a page from the online version of the *Big Book of Blending* and use your interactive pen to underline or highlight words that you want children to read aloud.