

Decode and Spell CVC Words: Qq/kw/, Vv/v/, Yy/y/, Zz/z/

6

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

Building Literacy

The end goal of teaching phonics is for children to learn to read words. Children should be given extensive practice in reading words with the sound-spellings they have previously learned, reviewing as necessary. In this lesson:

- Children learn the sound-spellings of *qu*, *v*, *y*, and *z*.
- Children decode and spell CVC words with previously learned sound-spellings.

Focus on Language

These English words are used in this lesson. Consider displaying pictures or using gestures to make sure the English learners have each of these words in their vocabulary.

queen	men
violin	sun
yoyo	yam
zebra	quiz
can	doll
yell	fun
hug	up
zip	zig
ten	zag
van	tag
pot	nab



ENGLISH LANGUAGE LEARNERS

In Spanish the letters *qu* spell the sound /k/; the sound /kw/ is spelled *cu* followed by a vowel. There is no Spanish sound /v/; the letter *v* is pronounced /b/. The letter *z* in Spanish spells the sound /s/. Give Spanish speakers extra practice in pronouncing and spelling words with *qu*, *v*, and *z*.



show me

Have children look at their Targeted Lessons Student Book, p. 16. Have them name the letters that they see in the top chart. Remind children that the uppercase and lowercase letters *Qq*, *Vv*, *Yy*, and *Zz* are consonants.

The letters *q* and *u* together spell the sound /kw/. The picture under *Qq* is a queen. What is the first sound in *queen*? (/kw/) The letters *qu* spell the sound /kw/. Have children write *qu* in front of the queen.

Continue the activity with *Vv/v/*, *Yy/y/*, and *Zz/z/*, having students identify the sound /v/ spelled *v* at the beginning of *violin*, the sound /y/ spelled *y* at the beginning of *yoyo*, and the sound /z/ spelled *z* at the beginning of *zebra*.

Have children look at the three pictures at the bottom of the page. Each picture has three words. Tell children they have learned all the letters in these words and the sounds that go with them.

The first picture is a can. Let's read the words beside the picture of the can. I'll go first and then you can say the sounds after me: /k/ /a/ /t/, *cat*. Have children repeat the segmented sounds and then blend the sounds to say the word. Repeat with *cup* and *can*. Circle the word *can*. Continue this process with the pictures for *yell* and *hug*.

SPELLING PATTERNS

qu/kw/ The letter *q* is almost always followed by *u*, and the two letters *qu* together represent the sound /kw/.

v/v/ The sound /v/ is almost always spelled *v*.





y/y/ The sound /y/ is usually spelled *y*.

z/z/ The sound /z/ is often spelled *z* or *zz*. The spelling *zz* usually appears at the end of a word or syllable, as in *jazz*.

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show me

Name the picture. Write the letter or letters that spell the first sound in each word.

Qq	Vv	Yy
<u>q</u> <u>u</u> 	<u>v</u> 	<u>y</u> 
Zz		
<u>z</u> 		

Name the picture. Circle the picture name.

 cat cup can	 yell well fell	 hit hug bug
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➤ **guide me**

Have children look at their Targeted Lessons Student Book, p. 17. Read the directions together. Ask children to tell you in their own words what they are to do. (They will read each word and draw a line to the picture that matches it.)

Let's say the sounds in the first word. I'll go first: /z/ /i/ /p/. Have children repeat the segmented sounds. Now let's blend the sounds and read the word together: /z/ /i/ /p/, zip. The first word is zip. Which picture shows something going zip? Draw a line from the word zip to the picture of the zipper going zip. Continue the activity, guiding students to blend the letters for ten and van to read each word and then match it with the picture that shows the meaning of the word.

➤ **work time**

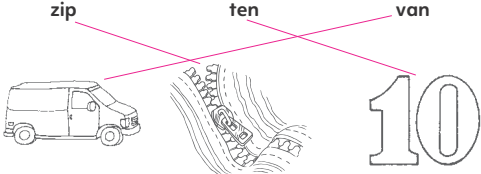
Make sure children correctly name the pictures: pot, men, sun, yam, quiz, doll. Read the directions together. Remind children to say the sounds to determine the letter(s) that stand for each sound in a word. Have children complete each item by writing the word. If needed, remind children that the sound /l/ can be spelled with two l's when the sound is at the end of a word.

Decode and Spell CVC Words:
Qq/kw/, Vv/v/, Yy/y/, Zz/z/ 6

➤ **guide me**







Read each word. Draw a line from the word to its picture.

zip ten van



➤ **work time**

Name each picture. Write the word for each picture.

 1. p o t	 2. m e n	 3. s u n
 4. y a m	 5. q u i z	 6. d o l l

PHONICS AND SPELLING 17

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 18. *Here are three words we use a lot. You will have to remember what these words look like.* Point to the word *have*. *This word is have.* Have children repeat the word after you as they point to it. *It begins with the sound /h/ spelled h. Can you use have in a sentence? The next word is they.* Have children repeat the word after you as they point to it. *When do we use the word they? Use they in a sentence.* Point to *down*. *This word is down.* Have children repeat the word after you as they point to it. *Point to show what down means.* Tell children that they will read the words *have*, *they*, and *down* as they read the story *The Fun Run*.

work time

Decodable Text Have children look at *The Fun Run*. Read the story aloud and have children repeat after you. Have partners take turns reading the story aloud to each other. Have children point to the name with the sound /v/ spelled v. (Vic) Have children circle the words with the sound /z/ spelled z (*zig*, *zag*) and underline the word with the sound /y/ spelled y. (*yes*)

Say a vowel sound (/a/, /e/, /i/, /o/, /u/) and have children point to and read a word with that sound. Repeat for one or two vowel sounds.

check for understanding

Write the letter *a*. *What is the sound for this letter?* (/a/) Write the letter *n* after the *a*. *What is the sound for this letter?* (/n/) *Blend these sounds.* (/a/ /n/, *an*) Add the letter *v* at the beginning. *What is the sound for this letter?* (/v/) *Blend the sounds and say the word.* (/v/ /a/ /n/, *van*)

Next, write the word *zig*. Have students identify the sounds of the letters and then blend them to read the word.

Now let's spell some words. The first word we will spell is *vet*. *What sounds do you hear in vet?* (/v/ /e/ /t/) *What is the letter that spells the sound /v/?* (v) *Write the letter v on a sheet of paper. What is the letter for the sound /e/?* (e) *Write the letter e. What is the letter for the sound /t/?* (t) *Write the letter t. Let's read the word:* /v/ /e/ /t/, *vet*. Continue with *yes*, *zap*, *fill*, *mess*, and *fuzz*.

reflect

Have children think about what they have learned. *What words can you read and spell that you will use a lot? How does being able to read and spell these words help you?*

6 Decode and Spell CVC Words:
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guide me

have they down


work time

Read the story.


The Fun Run




Jen and Vic have fun!
They run up.



They run down.
They zig and zag.



Will Jen tag Vic?
No.






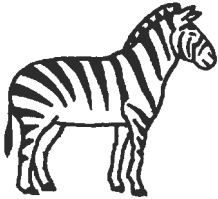
Will Vic nab Jen?
Yes!

18 PHONICS AND SPELLING

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➤ show me

Name the picture. Write the letter or letters that spell the first sound in each word.

Qq	Vv	Yy
		
Zz		
		

Name the picture. Circle the picture name.

	cat cup can		yell well fell		hit hug bug
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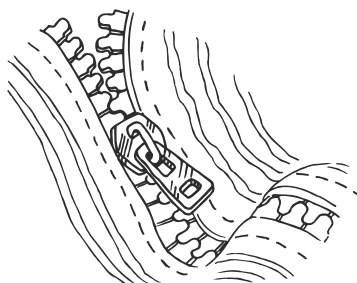
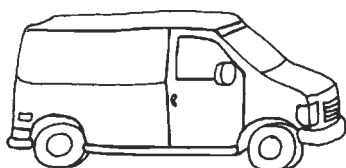
➤ **guide me**

Read each word. Draw a line from the word to its picture.

zip



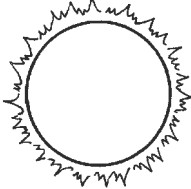
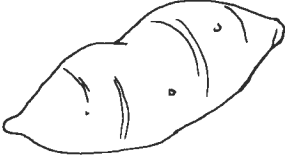


ten

van



➤ **work time**

Name each picture. Write the word for each picture.

 1. _ _ _ _	 2. _ _ _ _	 3. _ _ _ _
 4. _ _ _ _	 5. _ _ _ _	 6. _ _ _ _

➤ guide me

.....

have

they

down

➤ work time

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Read the story.

The Fun Run



Jen and Vic have fun!
They run up.



They run down.
They zig and zag.



Will Jen tag Vic?
No.



Will Vic nab Jen?
Yes!