

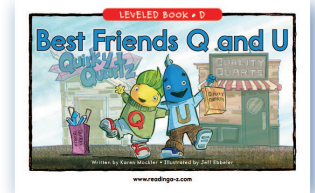
Focus Question:

What words can you spell using the letters qu?

Book Summary

Text Type: Fiction/Fantasy

Best Friends Q and U is the story of a dynamic duo and their adventures together. Through simple text and colorful illustrations, students are introduced to the digraph *qu* in an entertaining and engaging context. The book can also be used to identify the author's purpose and practice the skill of retelling.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Determine the author's purpose
- ☐ Describe information provided by illustrations
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and create subject-verb agreement
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Best Friends Q and U* (copy for each student)
- ☐ Author's purpose, subject-verb agreement, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *at*, *in*, *they*
- **Words to Know**
Story critical: *earthquake* (n.), *quilt* (v.), *square* (n.), *squeal* (v.), *squint* (v.), *squish* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *friends* on the board and read it aloud to students. Ask students what makes someone a good friend and have them turn to a partner to share their responses. Invite volunteers to share their discussions and record this information on the board. Discuss with students activities that friends might do together such as play games, tell make-believe stories, create art, and so on. Explain that they will be reading a story about two letters, Q and U, who are best friends and do everything together.

Introduce the Book

- Give students their copy of *Best Friends Q and U*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order. Point out that people retell stories as part of their daily lives, such as what they did over the weekend or what happened in a television show they just watched. Use a book that the class has recently read or a familiar story, and demonstrate how to retell a story in correct order. Invite volunteers to help you with the retelling.

Introduce the Comprehension Skill:

Author's purpose

- Write the following words on the board: *inform*, *entertain*, *persuade*. Ask students if they are familiar with any of these words. Invite students to share what they know about the meanings of the words. Explain to students that *inform* means

Guiding the Reading (cont.)

to give the reader information on a topic, *entertain* means to amuse the reader, and *persuade* means to convince the reader to think a certain way.

- Discuss with students that authors have a purpose for writing their book. The purpose for writing the book may be to inform, entertain, or persuade. Point out that an author may write for more than one purpose. Explain to students that they should pause often as they read to consider the author's purpose.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about why Q and U are a great team. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the first thing Q and U do together?* (level 1) page 4
- *What do Q and U do together in the square?* (level 1) page 5
- *What do Q and U do together in the mud?* (level 1) page 10
- *What kinds of activities do Q and U like to do together?* (level 2) multiple pages
- *Why are Q and U a great team?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or pictures, help readers visualize and understand what is going on in the story. Sometimes pictures show readers more than what the text says. Have students work with a partner to review the picture on page 7. Ask students: *How does this picture help you know more about Q and U? What details are shown in the pictures that are not described in the text?* Have students view the pictures

on pages 8, 9, and 10 and answer the same questions. Invite volunteers to share their answers with the class.

Skill Review

- Model for students how to retell what you have read so far. Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and in the correct order. Encourage students to use transition words such as *first*, *next*, *then*, and *finally* when retelling the story.
- Model identifying the author's purpose.
Think-aloud: *I know that when an author writes a story, he or she is writing with a purpose. An author's purpose may be to inform, to entertain, or to persuade. As I read this story, I paused often to consider the details of the story and think about the author's purpose. This story teaches about how the letters Q and U work together as a team. This story is illustrated and written in a way that is entertaining and fun, but it also teaches me about words that contain the qu team. On the basis of this information, I know that the author's purpose is to both to entertain and inform.*
- Have students work in small groups to consider and discuss why the author had more than one purpose when writing this story. Invite students to use evidence in the text to support their findings. Have groups share their responses with the class.
- Model how to complete the **author's purpose worksheet**. Have students discuss the details they noted with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Invite volunteers to share their findings with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *Words that can be spelled using the letters q and u include:* quite, quirky, quartz, quality, quack, quail, quilt, squeeze, squirt, quarter, sequin, quest, squeal, queen, quiz, squish, squid, squint, aquarium, earthquake.)

Guiding the Reading (cont.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *quick* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the /i/ sound to a partner. Repeat the process with the following words: *pit, quit, sit, fin, spin, tip*.
- Read pages 5 and 9 aloud to students. Have them raise their hand when they hear a word that contains the short vowel /i/ sound (*quilt, in, quiz*).
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word contains the short vowel /i/ sound: *mitt, might, pine, pin, sip, sight, knit, still, quiet, write, wig*.

Phonics: Short vowel i

- Write the words *quit* and *hit* on the board and say them aloud with students. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in each word.
- Write the following words on the board, leaving out the vowel: *tin, kit, tick, spin, dim, win, rim*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i*.
- **Check for understanding:** Invite students to work with a partner to reread pages 5 through 9. Have students circle all words with the short vowel *i*. Review students' findings as a class.
- **Independent practice:** Read pages 10 through 12 aloud to students and have them work independently to identify and circle all of the words containing the short vowel *i*. Review students' responses as a class.

Grammar and Mechanics:

Subject-verb agreement

- Write the following sentence on the board: *The boy eat Halloween candy*. Read it aloud, and have students share with a partner what is wrong with the sentence. Invite a volunteer to share with the class how to change the sentence so it is correct. Change the sentence so it reads as follows: *The boy eats Halloween candy*. Read the sentence aloud and ask students to give a thumbs-up signal if the sentence sounds correct.

- Explain to students that when the subject is singular, or refers to only person, place, or thing, the regular verb ends in an -s. Write a new subject on the board such as *teacher*. Write several verbs on the board such as *explain, read, talk*. Have students work in groups to pair the subject with the verbs, and remind them to make sure the subject and verb agree.
- Read page 4 aloud to students as they follow along. Invite a volunteer to identify the subject (*they*) and the verb (*quack*). Point out that the subject refers to more than one person and the verb does not need the -s at the end of the word. Read page 5 aloud to students and invite them to underline the subject and circle the verb.
- **Check for understanding:** Have students work with a partner to reread pages 6 and 7 and underline the subject in each sentence and circle the verb. Review students' responses as a class.
- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the alphabet on the board. Underneath, write the words *pumpkin* and *costume*. Have a volunteer explain which word would appear first in alphabetical order (*costume*) and why (because *Cc* comes before *Pp* in the alphabet). Circle the *Cc* and *Pp* and compare their locations in the alphabet. Erase the circles when the discussion is complete.
- Write the words *Halloween, ghost, robot, and mummy* on the board. Have a volunteer explain how to place these words in alphabetical order. Circle the *Gg, Hh, Rr, and Mm* on the board and compare their locations in the alphabet. Erase the circle when the discussion is complete.
- **Check for understanding:** Write the following words on the board: *boo, pumpkin, costume, carrot, robot, ghost, Halloween, monster*. Have students work in small groups to write the words in alphabetical order on a separate sheet of paper. Discuss students' responses.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers aloud after students finish.

Connections

- See the back of the book for cross-curricular extension ideas.