Lesson Objectives

Day 1

**Students will:**
- Read and write words spelled with **qu**

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Sort words by syllable in which **qu** falls

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—First Syllable, Second Syllable, Only Syllable
- Teacher Word Cards—same as BLM 3

Day 3

**Students will:**
- Sort words by sound of **qu**

**Materials:**
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—**qu** = /kw/, **qu** = /k/
- Teacher Word Cards—same as BLM 5

Day 4

**Students will:**
- Identify words with the spelling **qu**
- Create lists of words organized by their spelling patterns
- Write and spell words with **qu** spellings

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

**Students will:**
- Spell words with **qu**

**Materials:**
- Quick-Check Assessment

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**Vocabulary**

**Materials:**
- Spell words with **qu**
- BLM 10: Spelling Dictation
- Identify words with the spelling **qu**
- Sort words by sound of **qu**
- BLM 6: Take-Home Activity
- Anchor Poster
- Only Syllable **qu**
- BLM 1: Anchor Chart
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- Teacher Category Cards—First Syllable, Second Syllable, Only Syllable
- Teacher Word Cards—same as BLM 3

**Word Study & Vocabulary 2: Unit 21: Spellings with **qu****

**Materials:**
- Word Cards (BLM 3)
- Word Cards (BLM 4)
- Word Cards (BLM 5)
- Take-Home Activity (BLM 6)
- Classroom Activity (BLM 7)
- Take-Home Activity (BLM 8)
- Reading Passage (BLM 9)

**Additional Materials:**
- Word Study Notebooks
- Pocket Chart

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**Reading Passage (BLM 9):**

"Shy Celebrities Review Words"

In the summer, I get many mosquito bites. Water is an example of a type of liquid. My father makes frequent trips to the grocery store. The squeaky noise from behind the refrigerator. 3

**Name ___________________________________ Date ____________________________________**

**Directions:**

1. Technique     sequence     acquaint
2. Sequel     squeaky
3. Coquette     mosquito     quotient
4. Sequence     question
5. Equal     mosque     frequent
6. Quarrel     require
7. Liquid     squabble
8. Squam

**Parent Directions:**

Have your child read each word and write it in the circles depending on which sound or the sound in the second syllable.

**Words spelled with **qu****

- First Syllable Second Syllable
- **qu** = /kw/  **qu** = /k/
- Example words: acquire, acquire
- Anchor Chart (BLM 1)
- Category Cards (BLM 2)
- Word Cards (BLM 3)

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**Author and Publisher**

Benchmark Education Company
Supporting ELs
Support Spanish-speaking English Learners by offering Spanish words with qu that are similar to words in English, such as el banquete/banquet. Remind Spanish speakers that in English qu can be pronounced /kw/ or /k/, unlike Spanish, in which qu is always /k/.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word sequel on the chalkboard. Show how you divide the word into two syllables between the first vowel e and the consonant q. Explain that you now have two syllables. Reinforce the qu in the second syllable of the word. Read each syllable and then blend the syllables together: se/quel: sequel. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Unaccented Initial Syllables a-, de-, be-
Focus Words: away, debate, because, another, degree, believe
Read the focus words aloud, and ask students what they remember about these words. If needed, remind students that these words contain an unaccented initial syllable.
Read the focus words aloud again and have students write the words in their word study notebooks.
Ask students to work with a partner to check each other’s spellings. Then have partners use each of the words in an oral sentence.

Introduce Spellings with qu

Model
Explain to students that today they will focus on words that contain qu. Write the words question and equal on the chalkboard and read them aloud to students. Define the words if needed. Say: These words both have the letters q and u, which make the /kw/ sound. In question, the /kw/ sound is in the first syllable. In equal, the /kw/ sound is in the second syllable.
Write antique on the chalkboard. Read it aloud for students and have them repeat. Explain to students that qu occasionally spells the sound of /k/, as it does in the second syllable of antique.

Guide
Reinforce the qu spellings by showing students the anchor poster and reviewing the examples.
Write First Syllable, Second Syllable, qu = /kw/, and qu = /k/ in four columns on the chalkboard. Remind students of the sounds that qu makes. Write squirrel, tranquil, and critique on the chalkboard. Ask students to read each word with you, one by one, and identify which syllable has the qu spelling. Then have students tell you in which two columns in the chart each word belongs.
Apply

Write the words *squirm*, *request*, and *mosquito* on the chalkboard. Ask students to work with a partner to sort the words by the syllable in which the *qu* spelling is found and then by which sound the letters make when pronounced. Have students write the words in the correct columns of their charts.

Spelling Words with *qu*

**Unit Spelling Words:** quaint, sequel, conquer, banquet, technique, queasy, quiver, quizzes

Write the word *quaint* on the chalkboard and point out the *qu* spelling. **Say:** *This is an example of a word with the qu spelling in the first syllable of a word. Here qu is pronounced /kw/. Quaint.*

Next, write the word *sequel* on the chalkboard and read it aloud, stressing each syllable and then saying the word quickly. **Say:** *We have learned that when the letters q and u are said together, they make either the /kw/ sound or the /k/ sound. Which sound do you hear in sequel? (the /kw/ sound) In which syllable does qu fall? (the second)*

Write the word *conquer* on the chalkboard. Point out the *qu* spelling in the second syllable. Read the word aloud several times and have students repeat after you. **Point out that qu in conquer makes the /k/ sound. Explain that as they read and spell more qu words, they will learn in which words qu makes the /kw/ sound and in which words it makes the /k/ sound.*

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to use a spelling word in an oral sentence.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to circle the words that have *qu* in the first syllable and underline the words that have *qu* in the second syllable.

Assessment Tip

Note which students have difficulty sorting the words. You may want to work with these students, pointing out the syllable that contains the *qu* spelling in each word and then reinforcing the pronunciation of *qu* as /kw/ or /k/. You may also wish to have students use their word study notebooks to keep a list of words in which *qu* makes the /k/ sound.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>First Syllable</th>
<th>Second Syllable</th>
<th>Only Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>quality</td>
<td>antique</td>
<td>quaint</td>
</tr>
<tr>
<td>queasy</td>
<td>equal</td>
<td>squirm</td>
</tr>
<tr>
<td>question</td>
<td>frequent</td>
<td></td>
</tr>
<tr>
<td>quiver</td>
<td>mosquito</td>
<td></td>
</tr>
<tr>
<td>quizzes</td>
<td>request</td>
<td></td>
</tr>
<tr>
<td>squeaky</td>
<td>request</td>
<td></td>
</tr>
<tr>
<td>squirrel</td>
<td>tranquil</td>
<td></td>
</tr>
</tbody>
</table>

Review Spellings with qu

Show students the anchor poster and ask volunteers to come up with example sentences for each word shown on the poster.

Common Features Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: First Syllable, Second Syllable, Only Syllable

Place the category cards next to each other in a pocket chart. Explain that in this sort, students will sort words by the syllable in which qu falls.

Show the word cards for *antique*, *equal*, and *quaint* to students and read them aloud.

**Think aloud:** I hear the *qu* in each of these words. I hear it in *quaint*, which has only one syllable, so I will sort *quaint* under *Only Syllable*. I also hear *qu* in the second syllable of *equal*. In *antique*, the sound is different than in *equal*. In *equal*, it makes the /kw/ sound. In *antique*, it makes the /k/ sound. But in both *equal* and *antique*, *qu* is in the second syllable, so I will sort them both under *Second Syllable*.

Hold up the word card *question*. Say the word aloud and ask students if they hear the /kw/ or the /k/ sound in the word *question*. Ask: *In which syllable do you hear the sound?*

Ask students to help you place the remaining cards from BLM 3 and ask them to explain why each word belongs in its respective category.

Buddy Sort

Give pairs of students the category cards *First Syllable*, *Second Syllable*, and *Only Syllable* from BLM 2. Have them use word cards from BLM 4 for this sort. Invite one student to read a word and ask in which category to place the word. When the other student responds and the word is placed, that student chooses a word and asks where the word should be sorted.

**Spelling.** Have students write *q = /kw/ and q = /k/ at the top of a page in their word study notebooks. Ask them to sort the spelling words by the sound of *qu*.

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some English Learners may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.
Teacher-Directed Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: qu = /kw/, qu = /k/

Give each pair of students one of the word cards found on BLM 5. Have them hold up their card for the group to read. Read each word aloud and have the group discuss the meaning of the word. Gather the cards into a stack after all the words have been discussed.

Place the category cards q = /kw/ and q = /k/ in a pocket chart next to one another. Tell students that they will sort the words according to the sound qu makes in each word, regardless of syllable.

Take a card and read it to students. Ask them to tell you in which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read each list of words, and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns.

Applying Meaning. Give students BLM 7 and have them complete the activity, choosing the word that doesn’t fit with the others in the set.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support

English Learners and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that English Learners understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Some English Learners and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of spellings with qu.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words that include qu.

Read a few lines with students and model finding and underlining words with qu. Then ask students to complete the word hunt on their own.

After students have completed the word hunt, ask them to copy the words they found into their word study notebooks. Then have them circle the syllable that contains the qu spelling in each word.

Have students meet in small groups and read the words they found to the group. Then have students use each of the words they found in a sentence.

For an additional challenge have groups go on another word hunt, looking for words with qu in other classroom books or materials.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: beyond, desire, develop.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: banquet, conquer, quiver.

Dictate the following sentence and have students write it on their papers: In the sequel, the moviemaker used a new special effects technique.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words spelled with *qu* using the Quick-Check for Unit 21.

Suggestions for Independent Practice

**Concept Sort.** Give small groups of students a set of word cards. Ask students to sort the cards into categories by related meaning, part of speech, or other relevant category. For example, *frequent* might be put in the same category as *tranquil* and *squeaky* because all three are adjectives. Then have other groups try to guess how each group has sorted their words.

**Quick Read.** Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words and identifying the location of *qu* (first syllable, second syllable, etc.) as quickly as possible while the other student times with a stopwatch.

**Spell It.** Give groups a set of letter cards and the spelling words from BLMs 3–4. Students alternate reading a word card while the other students spell the word.

**Write the Words.** Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.

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**Answer Key Unit 21 Quick-Check**

**Answer Key BLM 6**

**First Syllable:** question, quality, squirrel, squirm

**Second Syllable:** equal, frequent, tranquil, request, antique, coquette, mosquito, conquer

*qu = /k/: antique, coquette, mosquito, conquer

*qu = /kw/: question, frequent, equal, squirm, squirrel, request, quality, tranquil

**Answer Key BLM 7**

1. antique 6. squeaky
2. mosque 7. quizzes
3. quotient 8. require
4. squirrel 9. inquire
5. queasy

**Answer Key BLM 8**

1. technique 5. quality
2. sequence 6. vanquish
3. antique 7. liquid
4. question 8. equation
Unit 21 Quick-Check: Spellings with qu

Answer Questions

**Directions:** Choose the word that contains the /kw/ sound in the first syllable of the word.

1. question     equal
2. frequent     quality
3. squirrel     tranquil
4. request     squeaky
5. quarter     technique

**Directions:** Choose the word that contains the /kw/ sound in the second syllable of the word.

6. quiver     require
7. liquid     qualify
8. quaint     sequence
9. inquire     critique
10. acquaint     quizzes

Apply

**Directions:** In the space below, list three to five words you know that include qu, pronounced either /kw/ or /k/.

____________   ____________   ____________   ____________   ____________

**Directions:** Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
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**Word Bank**

acquaint, acquire, bouquet, croquet, mosque, qualify, quarrel, quotation, liquid

Think and Write about Spellings with qu

**Directions:** In the space below, explain how understanding words spelled with qu helps you as a reader, speller, and writer.

_____________________________________________________________________________