



Real-life experience activity – Folding a quilt

Learning Objectives

- To understand and enjoy the process of folding a *quilt*
- To identify and name the *letter Q*
- To learn the shape and form of the *letter Q*
- To name the object that begins with the *letter Q*: *quilt*

Teaching Procedures

Before RLEA

Giving children chances to listen to and say the letter name

Reinforcing letter identification

- Show children a picture of a messy room with unfolded *quilts*.
- Talk with children and tell them that you want to tidy the bedroom and fold the *quilts*.
- Invite children to suggest ways to make the room tidy (fold the *quilts*).
- Tell children that you want to fold the *quilts* but you do not know how to do it (show photos of a folded *quilt* if needed).
- Introduce the character *Big Letter Q* (a stick puppet) and invite children to greet *Big Letter Q*. Prompt children to say: *Hello, Big Letter Q*.
- Tell children that *Big Letter Q* can help.
- Invite children to find *Big Letter Q*'s box.
- Compare the shape of *Big Letter Q* (a stick puppet) with the name on the box (*Q*).
- Take out the realia from *Big Letter Q*'s box (two to three unfolded *quilts*) and introduce the items.
- Talk with children about the *quilts* (e.g., colour) and encourage children to touch the *quilts*.
- Invite *Big Letter Q* to demonstrate the steps of folding a *quilt*.

During RLEA

Giving children chances to listen to and say the target letter and the associated word

- Demonstrate the steps of folding a *quilt* to children.
- Invite children to fold their own *quilt* by guiding them to:
 - take a *quilt* and place it on the bed/a flat surface (table).
 - take the corners at the bottom, bring the corners to the opposite side (top) and fold the *quilt* in half.
 - bring the corners on the left and join them with the corners on the right.
 - take the corners at the bottom and fold the *quilt* in half.
- Provide children with ample chances to listen to the name of the object: *quilt*. For example:
 - Guide children to say what they are doing (folding a *quilt*).
- Guide children to say the target letter and the associated word (*Big Letter Q, quilt*) during the process by saying '*Big Letter Q, how to fold the quilt?*'
- Guide children to thank *Big Letter Q* for teaching us how to fold a *quilt*.

After RLEA

(A) Exposing children to the shape and form of the letter Q

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Relating associated words to the target letter

- Guide children to look at the shape of the letter Q by showing the shape of the letter Q on the stick puppet. Say:
 - *There are two lines in Big Letter Q – a curved line (like a circle) and a very short straight line. It looks like the letter O with a tail.*
- Show the form of the letter Q to children by writing it on the board while saying the verbal path.
- Guide children to name the letter: *Big Letter Q*.
- Invite children to follow you to do skywriting of the letter Q with their 'magic pen' (finger).
- Stick a photo of a *quilt* on the board.
- Guide children to make association between the letter Q and the word '*quilt*' by guiding them to say: Q for '*quilt*'.

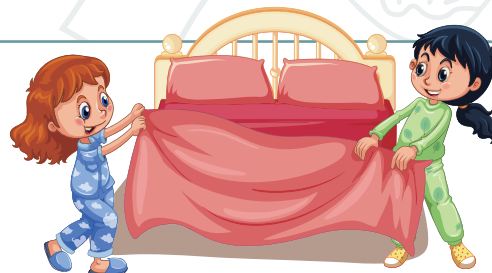


(B) Folding a quilt

- Tell children that *Big Letter Q* wants to see who can fold a *quilt* best (the quickest/the nicest).
- Invite children to fold a *quilt* together.
- Have the stick puppet of *Big Letter Q* go around the tables to talk with children when they are folding their *quilts*.
Some suggested language:
 - *Let's say 'hello' to Big Letter Q.*
 - *What is this? (pointing at the quilt)*
 - *What colour is the quilt?*

Teaching Aids

- a stick puppet (*Big Letter Q*)
- a letter box named Q
- *quilts*
- a picture of a messy room with unfolded *quilts* (background)
- a photo of a *quilt*
- photos of a folded *quilt*





Storytelling – Small Letter q and The Queen

Learning Objectives

- To understand and enjoy the story
- To participate in the process of storytelling by saying the words that begin with the letter q: quilt, queen
- To identify and name the letter q
- To learn the shape and form of the letter q
- To differentiate the letter q and the letter p

Teaching Procedures

Before Storytelling

Giving children chances to listen to and say the letter name

Reinforcing letter identification

- Show children *Big Letter Q* (a stick puppet) and ask children if they can remember his name.
- Tell children that he has a little brother and show them *Small Letter q* (a stick puppet). Invite children to say: *Hello, Small Letter q!*
- Tell children that *Big Letter Q* needs to give the *queen* a *quilt* but he is busy. He asks *Small Letter q* to deliver the *quilt* to the *queen*.
- Tell children the *quilt* is in *Small Letter q*'s bag.
- Invite children to find *Small Letter q*'s bag.
- Compare the shape of *Small Letter q* (a stick puppet) with the name on the bag (*q*).
- Take out the *quilt* (cutout) from the bag and show it to children. Ask children if they can remember what it is.
- Invite children to go visit the *queen* with *Small Letter q*.

During Storytelling

Giving children chances to say the associated words

- Tell the story with cutouts and a stick puppet.
- Help children understand and enjoy the story with the use of voice, facial expressions, gestures and sound effects.
- Tell children that two men want to steal *Queen's quilt* when the *queen* is sleeping.
- Invite children to help *Small Letter q* and participate in the story by saying the words that begin with the letter q:
 - *Queen! Queen! Your quilt!*
- Invite children to predict the development of the story.



After Storytelling

- Ask children to tell if they like the story or not.

(A) Exposing children to the shape and form of the letter *q*

Drawing children's attention to the letter shape

Introducing the letter form to children

Practising the formation of the target letter

Drawing children's attention to the letter shape

Differentiating the directions of the letters by highlighting their features

Practising the formation of the target letters

Relating the associated words to the target letter

- Guide children to look at the shape of the letter *q* by showing the shape of the letter *q* on the stick puppet. Say:
 - *There are two lines in Small Letter q – one curved line and one straight line.*
- Show the form of the letter *q* to children by writing it on the board while saying the verbal path.
- Guide children to name it: *Small Letter q*.
- Invite children to follow you to do skywriting of the letter *q* with their 'magic pen' (finger).
- Show children the stick puppet of *Small Letter p* which they have already met.
- Guide children to look at the shape of the letter *p* by showing the shape of the letter *p* on the stick puppet. Say:
 - *There are two lines in small letter p – one curved line and one straight line.*
- Put the two stick puppets alongside each other (*p* on the left and *q* on the right) and ask children to compare the shapes of the two stick puppets (*q* and *p*).
- Discuss the features of the two stick puppets with children. Say:
 - *Small Letter p and Small Letter q are facing each other. Small Letter p is looking to the right. Small Letter q is looking to the left. When we put Small Letter p and Small Letter q next to each other, they look like two people looking at each other and saying hello.*
- Write the letter *p* on the board next to the letter *q* while saying the verbal path.
- Guide children to name the letter: *Small letter p*.
- Invite children to follow you to do skywriting of the letter *p* with their 'magic pen' (finger).
- Show children some paper strips (two straight lines and two curved lines of the same width) and form the letter *q* and letter *p*.
- Invite some children to try using the paper strips to form the letter *q* and letter *p*.
- Compare and describe the features of the letter *q* and the letter *p* again with children.
- Tell children that the paper strips will be put in the English corner. Encourage children to try making the letter *q* and the letter *p* later with the paper strips.
- Stick pictures of a *queen* and a *quilt* on the board.
- Guide children to make association between the letter *q* and the words '*queen*' and '*quilt*' by guiding them to say: *q for 'queen/quilt'*.
- Tell children that the *queen* has another problem and ask children if they could help.

(B) Game: Tidying up the quilts for Queen

- Tell children that the *queen* has many *quilts*. She needs children's help to tidy up the *quilts*.
- Place the cutouts (*quilts* with the *letter Q* and the *letter q*) at different corners in the classroom.
- Invite children to find the *quilts* that are labelled *Q/q* and put the *quilts* into the boxes/baskets with the same letter.

Teaching Aids

- a picture of a castle, a bedroom (story background)
- cutouts of *Queen*, a *quilt* and two men
- stick puppets (*Big Letter Q*, *Small Letter q* and *Small Letter p*)
- pictures of a *queen* and a *quilt*
- a bag named *q*
- four paper strips (two straight and two curved of the same width)
- cutouts of *quilts* with the *letter Q/q*
- boxes/baskets labelled *Q/q*

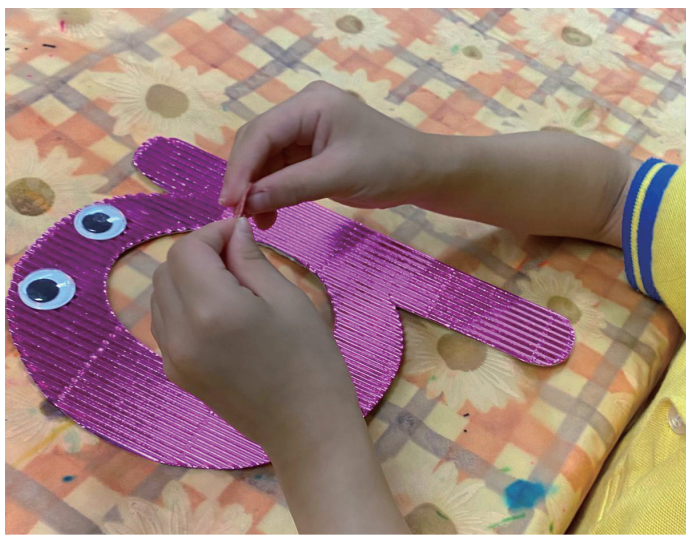


Story: *Small Letter q and the Queen*

- Narrator: When *Small Letter q* arrives at the castle, he meets the *queen*.
- Queen: Hello, *Small Letter q* (cough), welcome to my castle (cough).
- Small Letter q*: Hello, *Queen*! You are coughing. Are you sick?
- Queen: Yes, I am very sick (cough) and I want to sleep. You can take a walk in my castle while I rest.
- Small Letter q*: Here is a *quilt* from *Big Letter Q*. (Give the *quilt* to the *queen*)
- Queen: Thank you, *Small Letter q* (cough). Now, I need to sleep.
- Small Letter q*: Okay, take care. See you later, *Queen*.
- Narrator: *Small Letter q* takes a walk in the castle. Suddenly, he sees two men walking near the *queen's* room quietly.
- Man 1: Quick! Get the *quilt*!
- Man 2: Quiet! Shh...!
- Narrator: The two men open the door quietly. They walk near the *queen* and try to take the *queen's quilt*! *Small Letter q* sees them.
- Small Letter q*: Oh no! They are trying to take the *queen's quilt*! I have to wake the *queen*!
- Queen! Queen! Your quilt!**
- Narrator: *Small Letter q* shouts and tries to wake the *queen* but his voice is too soft/is too far away from the *queen*.
- Children, can you help *Small Letter q* to wake the *queen*?
- Queen! Queen! Your quilt!**
- Small Letter q*: Oh no! The two men are running away! Let's help *Small Letter q* to wake the *queen*! **Queen! Queen! Your quilt!** *Small Letter q* gets hold of the *quilt*.
- Narrator: Oh no! The *quilt*! Let's get away quickly!
- Man 1 and 2: The *queen* finally wakes up and she sees *Small Letter q* coming back with her *quilt*.
- Narrator: Thank you, *Small Letter q*! Thank you for getting the *quilt* back to me! It is great to get my *quilt* back!
- Queen: You are welcome, *Queen*.
- Small Letter q*: You are welcome, *Queen*.

Other possible real-life experience activities and extended activities

- Tasting quail eggs
- Creating a 'quiet' sign for the book corner
- Making a crown for the *queen*
- Using newspapers and magazines to make a collage of a colourful *quilt*
- Making a *Small Letter q* puppet



Suggested books



Book Title

1. *Quack! Quack! Come Back!*
2. *Quack and Count*
3. *Quick Quack Quentin*
4. *Quiet Loud*
5. *The Very Quiet Cricket*

Author(s)

Dalmatian Press
Keith Baker
Kes Gray
Leslie Patricelli
Eric Carle

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