



Quick60 in the Classroom

- frequently asked questions

How do I use *Quick60* in my classroom?

You can use *Quick60* books with one or more of your lowest reading groups. The lesson plans and books are very prescriptive and designed to give students all the basic skills they need to know in order to read and spell. Instruction is explicit and systematic.

Alternatively you may choose to have a group or groups of students withdrawn to follow the *Quick60* programme with a reading specialist, another teacher, or a teacher aide.

Do I need any extra equipment to implement *Quick60*?

You need nothing but the books and a board. We have designed the lesson this way purposely so that lack of equipment will not result in lack of teaching. If you buy *Quick60* you get the teacher lesson plans free. You also get sentences to cut up, high-frequency words ready to be pasted onto card, and spelling lists. Of course if you have access to equipment such as plastic letters or letter tiles, you are welcome to use them.

How long does a *Quick60* lesson take?

The *Quick60* lesson is divided into seven distinct segments - Quick Quiz, New Word, Quick Read, Quick Check, Quick Write, New Skill, New Book.

These can be taught all on the same day, or split depending on the time you have available, and the expertise of the person delivering the programme. An experienced teacher or reading specialist, will be able to move the students through the lesson more quickly than a less experienced teacher or teacher aide. A good point to break the lesson if you are spreading it over two days, is after the Quick Write and before the New Skill.

I've read a lesson plan and it seems very prescriptive. It doesn't allow for much input from the students. Why is this?

Quick60 is prescriptive because we have placed an initial emphasis on getting students to learn to look at, and use print. The letters, letter clusters and high-frequency words are introduced and revised consistently throughout the books.

Because we designed *Quick60* with struggling readers and English Language Learner Students in mind, we didn't want them to spend time guessing. When they guess, they often guess wrong and compound their difficulty. For this reason, we have limited their input to what we know they know, from what has already been taught.

The emphasis in the lesson plans is on reminding students what they know, rather than asking for a response. For this reason also, the comprehension questions at the end of the new book are limited to recall from the book rather than asking for opinions or inferences.

Why is there an emphasis on phonics in *Quick60*?

We believe that one of the reasons that students get behind with reading and spelling is because they fail to learn to look closely at the print. To be fully rounded in literacy acquisition, we believe that students need to be proficient in comprehending text, understanding vocabulary, reading fluently, and also using print to access unknown words and checking that what they have read is correct.

The second set of *Quick60* focuses more on vocabulary and comprehension.