

Tupu



# Weka Helps Out



**Ready to Read** Phonics Plus

By Maggie Boston | Illustrated by Giselle Clarkson

# Weka Helps Out

Published 2021 by the Ministry of Education,  
PO Box 1666, Wellington 6140, New Zealand.  
[www.education.govt.nz](http://www.education.govt.nz)

Developed by Child Well-being Research Institute, University of Canterbury,  
Private Bag 4800, Christchurch, 8140, New Zealand.  
[www.canterbury.ac.nz/childwellbeing/betterstartliteracy](http://www.canterbury.ac.nz/childwellbeing/betterstartliteracy)

Text copyright © Crown 2021  
Illustrations copyright © Crown 2021  
Teacher notes © Crown 2021

All rights reserved.  
Enquiries should be made to the publisher.

Editors: Alison Arrow, Gail Gillon, Brigid McNeill, Amy Scott,  
Child Well-being Research Institute, University of Canterbury  
Designed and typeset by Smartwork Creative, [www.smartworkcreative.co.nz](http://www.smartworkcreative.co.nz)

ISBN 978-1-77663-833-8 (print)  
ISBN 978-1-77663-834-5 (online)

Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury  
Teacher support materials for the Ready to Read texts can be found  
online at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

Replacement copies may be ordered from Ministry of Education Customer Services,  
online at [www.thechair.co.nz](http://www.thechair.co.nz)  
by email: [orders@thechair.minedu.govt.nz](mailto:orders@thechair.minedu.govt.nz)  
or freephone 0800 660 662  
Please quote item number 63833.



Written by Maggie Boston

Illustrated by Giselle Clarkson



It is dusk in the  
wetland.

Weka speeds  
along the bank.

“I cannot stop,”  
says Weka.

“I must run to my nest.  
I need to help!”





Weka spots seeds  
to crunch.

“I cannot stop,”  
says Weka.

“I need to help!”

He grins at his  
pink eggs.  
Weka must sit  
on the soft nest.





A crack! Chicks hatch.  
Ka pai, Weka, now it's  
time to hunt for food.

## TEACHING NOTES

# Weka Helps Out

### ■ Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

#### Focus sounds

End blends (e.g. -ft, -lp)

Introduce the story to children and read the story aloud together. There are two types of words in the story: regular decodable words and other words that are not. The decodable words that contain the focus sounds are listed below, along with the words that can't be sounded out. There will also be other words containing sounds that should have been previously taught. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the other words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

#### **Regular words for sounding out**

dusk, wetland, bank, must, nest, help, crunch, pink, soft, rest, hunt

#### **Other words to tell your child**

along, now, time, it's

### ■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Have children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

nest	n-e-s-t
bank	b-a-n-k
crunch	c-r-u-n-ch
run	r-u-n
dusk	d-u-s-k

### ■ Morphological awareness

Read the words below to the children and play a game to sort the words that go together. Support each child to read the word pairs.

run–running | speed–speeding | help–helping | crack–cracking

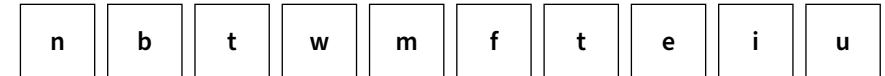
### ■ Vocabulary

Talk about what a **wetland** is and what it might look like. Wetlands are places where water sits long enough to change the soil, plants, bird, and animal life that lives there. Visit the Wetland Trust website for more information and resources about wetlands at:

<https://www.wetlandtrust.org.nz/>

### ■ Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **nest**, spell **best**. If this word spells **best**, spell **west**."

Easier changes:

nest > best > west > test

Harder changes:

must > mist > fist

### ■ Story discussion

Discuss why it was important that Weka had to rush home and sit on his eggs. Talk about other animals that need to sit on their eggs for them to hatch.

### ■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary, using picture cues. Give plenty of praise and encouragement for verbal responses.





MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA



**Rākau**  
Tree



**Māhuri**  
Sapling



**Kākano**  
Seed



## Focus sounds

End blends

-ft

-lp

# Tupu

# Seedling

Initial and final blends

Long vowels

Consonant patterns

ISBN 978-1-77663-833-8



9 781776 638338 >