

Tāne and the Bug

Tāne is excited to bring his favourite objects to kura, so that he can show his friends. It might not be such a good idea for Nat to open the jar with the bug in it though!



**Kākano
Seed**

Focus sounds	Consonants: Cc Ll Nn Bb Gg Vowels: i u Previously introduced: a e t d p	Decodable words	big, bag, at, in, bat, and, cap, bun, cup, bug, tips, lid, get, up, bin, net
High utility non-decodable words	Teach as high utility non-decodable: Tāne, kura, has, look, out, into, ka pai Previously introduced: a, the, is	Resources	Tāne and the Bug book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers Audio recording of all focus sounds and te reo kupu in the book

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

BEFORE READING

Explicit instruction on focus sounds

Introduce each letter and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat the name and sound of each letter after you. Say, “*This is the letter C. It makes the sound of /k/. What is the name and what is the sound?*” Make sure you don’t add vowel sounds at the end of consonant sounds. Complete all of the focus sounds. Revise sounds that the children have already learnt and also appear in this book.

Making and breaking words with sounds

Making and breaking words using sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include the focus sounds (for example, **bun, cap, bug, lid**). Give the children letters, or mini whiteboards and whiteboard markers, and let them know that they are going to make some words to read. Give them the first sound, then ask them to put the letter in front of them (for example, **b**), and make the sound. Continue through the rest of the letters in the word (for example, **big**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Complete all of your selected words, and use any sounds the children have already learnt.

High utility non-decodable words

Introduce children to the new high utility non-decodable words (**Tāne, kura, has, look, out, into, ka pai**) on a whiteboard or on flashcards. Remind the children that they don't need to sound out these words because they are learning to remember them. Say each word and ask them to repeat it after you. Do this two or three times. Review the words they have already learnt as well (**a, the, is**).

The first time you read the story you may need to tell children what the words are because words take time to memorise.

DURING READING

Introduce the story and ask the children to look at the pictures to predict what might happen, as a way of providing purpose.

Children should practise reading independently by sounding out the decodable words (**big, bag, at, in, bat, cup, bun, cap, bug, and, lid, tips, get, up, bin, net**). This plan prompts the children to decode up to two words per sentence, and more if they are ready for extension. Choose one word per sentence for children who are having difficulty, making use of the focus words first as noted below.

Page 3: Start by saying the words **Tāne** and **has**, then re-read with the children joining in. Ask the children to sound out and blend **big** and **bag**. If the children are ready for extension, ask them to sound out and blend **at**, then provide **kura**.

Page 4: Start by saying the word **Look**. For the following sentence select the number of words you think the children will be able to decode and say the rest. Only **a** is non-decodable. Re-read the sentence together after decoding the words.

Page 7: Read the word **Nat** together, then ask the children to sound out and blend **tips**. Read **the** together then ask the children to sound out and blend **lid**.

Page 8: Read the first word together, then ask the children to sound out **bug**. Say **is** and **out** or prompt as high utility non-decodable words. Ask the children to sound out and blend **up** and **bin** in this sentence. For the words **into** and **the**, prompt children to read them as high utility non-decodable words.

Page 11: In the first sentence children should sound out and blend **get** and **net**, and read **the** as a high-utility word. Say **ka pai**, making sure your pronunciation is correct. In the next sentence children should sound out and blend **bug, in** and **net**. Read **the** and **is** as high utility non-decodable words.

AFTER READING

Follow-up activities: Choose one or two of the activities from the back of the book to use for follow-up, or include them as a whānau activity to send home.