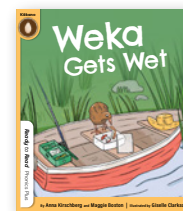


Weka Gets Wet

It's a hot day down by the awa and we meet Weka looking to get out of the sun. Tuna helps Weka cool down, but Weka is not impressed.



**Kākano
Seed**

Focus sounds	Consonants: Ww Hh Kk Previously introduced: a e i o u n p s g t d m	Decodable words	naps, in, sun, gets, hot, hops, hat, kit, wags , at, nods , tips, dips, wet , mad, and
High utility non-decodable words	Teach as high utility non-decodable: Weka, waka, Tuna Previously introduced: the, a, he, sees, is, go	Resources	Weka Gets Wet 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 **W**. It makes the sound of /w/. 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 consonant 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, **hot, wet, kit, wags**). 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, **h**), and make the sound. Continue through the rest of the letters in the word (for example, **hot**) 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 (**Weka, waka, Tuna**) 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, he, sees, go**).

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. This book marks a change in genre to native animal fantasy, with New Zealand native animals as the main characters.

Children should practise reading independently by sounding out the decodable words (**naps, in, sun, gets, hot, hops, hat, kit, wags, at, nods, tips, dips, wet, mad, and**). This plan prompts 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 telling the children the word **Weka** and identify Weka in the illustration. As you continue to read the sentence together ask the children to sound out and blend **naps, in** and **sun**. Children should be able to read **the** independently, but prompt if they cannot. Read the next sentence together, prompt **Weka** but ask the children to sound out and blend **gets hot**.

Page 4: Start by again prompting or saying **he**. Ask the children to sound out and blend **hops in** and prompt **a**. Say **waka** and **He sees a** in both of the next sentences and ask them to read along with you. Some children may be able to independently read some or all of those words. In the second sentence ask the children to sound out and blend **hat** and **kit** in the third sentence.

Page 7: Read both sentences on this page, starting by again prompting or saying **Tuna**. Ask the children to sound out and blend **wags at**. Say or prompt **Weka**, although some children may read it automatically. Do this again for the second sentence and then ask children to sound out and blend **nods at** and prompt or say **Tuna**.

Page 8: Read the first sentence together, starting by saying or prompting **Tuna**, if necessary. Ask the children to sound out and blend **tips** then read **the** together and say **waka**. Do the same with the start of the second sentence then ask the children to sound out and blend **dips** and **tips**.

Page 11: Read **Weka** then ask the children to sound out and blend **gets wet**. Read the next sentence together, with the children sounding out **mad**. Read the final sentence to the children.

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.