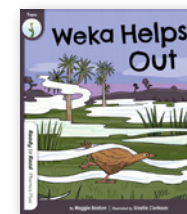


# Weka Helps Out

*It is dusk in the wetlands and Weka is in a hurry. What is the big job that he needs to help with?*



Tupu  
Seedling

<b>Focus sounds</b>	<b>Consonants:</b> end blends (ft nk nd lp st sk nch)	<b>Decodable words</b>	it, <b>dusk</b> , in, <b>wetland</b> , speeds, <b>bank</b> , cannot, stop, <b>must</b> , <b>nest</b> , need, <b>help</b> , spots, seeds, <b>crunch</b> , run, grins, at, <b>pink</b> , sit, on, <b>soft</b> , crack, chicks, hatch, <b>hunt</b> , food
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> along, now, time, it's <b>Previously introduced:</b> is, the, Weka, says, I, to, my, a, eggs, he, his, ka pai, for	<b>Resources</b>	<b>Weka Helps Out</b> book Letter manipulatives of all letter-sounds listed / mini whiteboards, white boardmarkers. <b>Audio recording</b> 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 the focus sounds before you read the story. Use magnetic letters, other letter manipulatives or a whiteboard to revise consonant blends with children. Explain to children that there are some blends that go only at the ends of words and that they will be learning about them today. Explain that they will also find blends that they have already learnt about at the start of words (**st**, **sk**). Give the children the letters, or ask them to write, **nd**, **nk**, **ft**, **nch** and **lp**, while they say the sounds of each blend, and then blend them together. Remind children that in consonant blends you say both sounds and blend them, but also that **ch** remains a digraph (ie, one sound). Say the sound in each blend and practise blending them together.

### Making and breaking words with sounds

Making and breaking words using the focus sounds draws the children's attention to letter-sounds in print words. Select up to four words from the book that include the focus sounds (for example, **dusk**, **soft**, **pink**, **help**). Give children letters, or a mini whiteboard and a whiteboard marker, 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 it (for example, **p**) and make the sound. Continue with the rest of the letters in the word (for example, **pink**) 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 chosen words.

## High utility non-decodable words

Before reading the story, introduce children to the high utility non-decodable words (**along, now, time, it's**) on a whiteboard or on flashcards. Remind 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. Revise words that they have already learnt and appear in this story (**is, the, Weka, says, I, to, my, a, eggs, he, his, ka pai, for**).

As they read the story, remind them they don't need to sound out these words. If a child doesn't remember a high utility non-decodable word during the reading, remind them what it is.

### DURING READING

Introduce the story to the children and ask them to look at the pictures to predict what might happen, as a way of providing purpose. Ask the children to sound out and blend the title of the story.

Children should practise reading independently by sounding out words and either remembering, or being reminded about, the high utility non-decodable words and by sounding out the decodable words (**it, dusk, in, wetland, speeds, bank, cannot, stop, must, nest, need, help, spots, seeds, crunch, run, grins, at, pink, sit, on, soft, crack, chicks, hatch, hunt, food**). 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 finding decoding words difficult.

Independent reading may take some time in the beginning. If a child is having difficulty with sounding out and blending the book, stop reading after a page or two. These pages can be repeated for reinforcement, and the whole book can be completed over the course of the week. Children who quickly grasp the sounding out and blending strategy may complete the story in one reading.

Page 3: Prior to reading this page point out the word **wetland** and explain that it is a compound word. They can sound out the first part of the word (**wet**), and then the second part (**land**). Read the first sentence together, stopping to sound out and blend **dusk** and **wetland**. Read the second sentence together, remind children for **along** and, if you need to, support them to sound out and blend **bank** and **speeds**.

Page 4: Read the first sentence together. Children should now be able to read this sentence independently. Read the next sentences together; **must, need** and **help** include final blends that the children will need help with to sound out and blend. Children can be reminded about any high utility non-decodable words that they have already learnt.

Page 7: Read both sentences together. The focus words on this page are **crunch** and **help**. The rest should be automatically read or sounded out and blended.

Page 8: Read the first sentence together and support children to sound out and blend **pink** and remind them about **eggs** from previous learning. In the second sentence, support children to sound out and blend **soft**. Also support children to notice and read the final blend **-st** in **must** and **nest**. Children should be able to read the remaining words using previous learning.

Page 11: The first two sentences contain patterns the children have learned, but they're still new. Children will need support to sound out and blend **crack**, **chicks** and **hatch**. In the second sentence, remind or review the high utility non-decodable words, **ka pai**, **now**, **time** and **for**, that you've already learnt. Support children to sound out and blend **hunt**. Children should be able to read the remaining words from previous learning.

#### AFTER READING

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