



Hide and Seek



Ready to Read Phonics Plus

Hide and Seek

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Illustrated by Stevie Mahardhika



Lani counts, “tahi, rua, toru...”
as the kids race to hide.

“Ready or not, here I come!”
she shouts.

Lani runs around outside.
She spots some feet by
the slide.

“Come out! I found you!”
shouts Lani.





“We still have to find Tāne and Sam,” says Lani.
Nat hears a sound.
The tree shakes.

Lani and Nat look up in
the tree. Tāne is crouched
in the tree.

“You found me!”
shouts Tāne.





Tāne drops to the ground.
“Where is Sam?” asks Lani.
“I have not found him yet.”

Lani runs inside to look.
She looks around for Sam.





She spots a lump on the couch.

Lani grins.

“Ouch!” shouts Sam.

“You found Sam!” grins Tāne.

TEACHING NOTES

Hide and Seek

■ 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

ou (as in count)

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

counts, shouts, playground, around, out, found, sound, crouched, ground, couch, ouch
play, some, where, ready

Other words to tell your child

■ 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.

lump		l-u-m-p
shake		sh-ae-k
ouch		ou-ch
found		f-ou-n-d

■ Morphological awareness

With children, read the words below and group them in pairs with the base word and first person singular form. For example,

shout-shouts | shake-shakes | crouch-crouches
look-looks | count-counts

■ Vocabulary

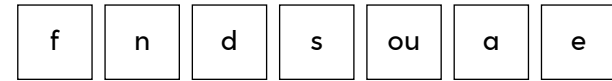
Lani counts in te reo Māori before she goes to find her friends. See if children can count with you from one to ten in Māori.

tahi, rua, toru, whā, rima, ono, whitu, waru, iwa, tekau

For guidance on how to pronounce these numbers in Māori correctly, go to: <https://www.maorilanguage.net/maori-words-phrases/numbers-nga-tau/>

■ 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 **found**, can you spell **round**? If this word spells **round**, can you spell **sound**?"

Easier changes:

found > round > sound

Harder changes:

sand > sound > send

■ Story discussion

In the story, it took Lani a long time to find Sam. How did she know he was hiding on the couch in the end? Discuss children's favourite games to play with their friends and whānau. Invite children to describe the game and why it's such fun.

■ 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



Tupu
Seedling



Kākano
Seed

Māhuri Sapling

Tense morphemes
Vowel digraphs

Focus sounds

ou



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