

Māhuri



# Weka's Boat



**Ready to Read** Phonics Plus

By Samantha Montgomerie | Illustrated by Giselle Clarkson

# Weka's Boat

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 978-1-77663-970-0 (print)  
ISBN 978-1-77663-971-7 (online)

Teacher notes written by the Child Well-being 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 63970.



Written by Samantha Montgomerie

Illustrated by Giselle Clarkson



Weka spots a floating log.

“A boat!” says Weka.

“I can float on my boat  
and go for a ride.”



Weka jumps on.

The log floats on the awa.

“This is a good boat,”  
says Weka.







The log floats by Tūī.

“Hop on my boat,” says Weka.

“Okay, just keep afloat!”

says Tūī.



Frog sees Weka on the log.

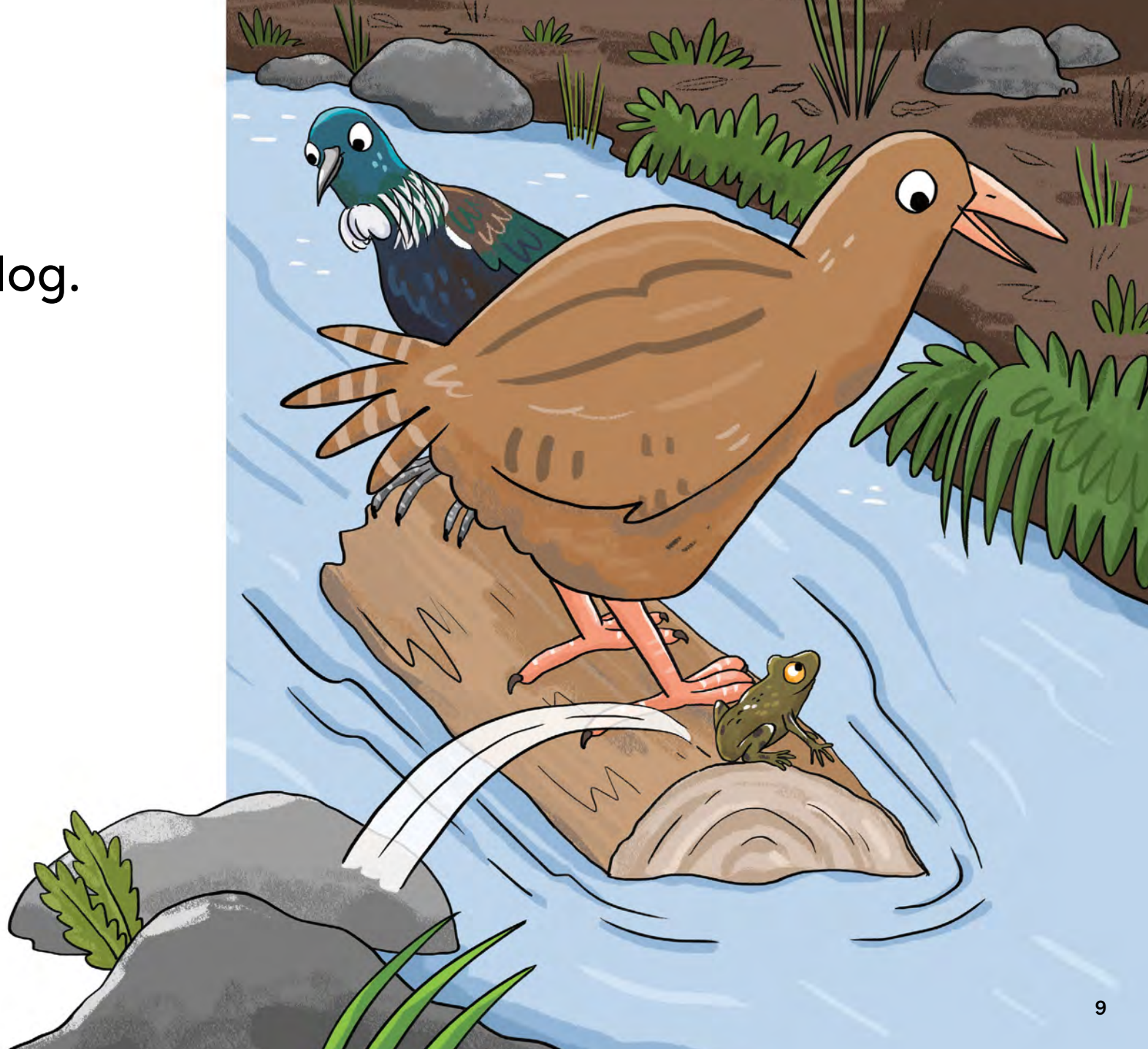
“Look at my boat!”

boasts Weka.

“Can I float with you?”

asks Frog.

Frog jumps on.







Ruru wakes up.

“Who is shouting?”

moans Ruru.

“Look at my boat!”

boasts Weka.

“Can I float with you?”

asks Ruru.

Huhu sees Weka's log.  
"Look at my boat,"  
boasts Weka.  
"Can I float with you?"  
asks Huhu.  
Huhu hops on and ...







**SPLASH!**

Weka is soaked.

“Oh no,” says Weka. “The load was too big for my boat!”

“I told you to keep afloat!” says Tūī with a grin.

## TEACHING NOTES

# Weka's Boat

### ■ 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

oa (as in boat)

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**

float(s/ing), boat, roam, afloat, loads, moans, boasts, soaked, load, road

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

by

### ■ 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.

boat	b-oa-t
shout	sh-ou-t
moan	m-oa-n
hops	h-o-p-s
log	l-o-g

### ■ Morphological awareness

With children, read the words below from the story that use **float** as a base word (or free morpheme):

float, floats, floating, afloat

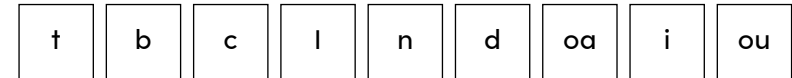
See if children can make up sentences using these words. Discuss the difference in meanings of each of these forms of **float**.

### ■ Vocabulary

Discuss the meaning of the word **boast**. When people boast, they show off to others about something they have done or something they have. Weka boasted that he had a boat in the story. None of the other animals had a boat!

### ■ 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 **oat**, can you spell **boat**? If this word spells **boat**, can you spell **coat**?"

Easier changes:

oat > boat > coat

Harder changes:

loan > load > lid > loud

### ■ Story discussion

Discuss what made Weka's boat tip over. Talk about how it was funny that it was the tiny Huhu that finally made the boat sink! Do some experiments where children keep adding weight to a container in water until the container finally sinks.

### ■ 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

oa



ISBN 978-1-77663-970-0



9 781776 639700 >