

Tupu



Vote for Fin



Ready to Read Phonics Plus

By Maggie Boston and Samantha Montgomerie | Illustrated by Stevie Mahardhika

Vote for Fin

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It is Pet Day at kura.

Lani brings Fin from home.

“I hope you are the best pet,”
says Lani.

“Look at Pip,” says Nat.
Nat lets Sam rub Pip’s nose.
“I will vote for you!” jokes Sam.





Rose jumps over the rope.
Nat gives Rose a bone.
“I will vote for you,” says Nat.

Hipi is on a long rope.
He zigzags past the cone.
Hipi lets Tāne stroke him.
“I will vote for you,” says Tāne.





Lani looks at Fin.

He has no nose to pat
or fur to stroke.

He cannot jump over a rope.

“Where is Fin?” asks Nat.
Tāne pokes his nose up to look.
Fin is in his home.
Who will vote for Fin?





Fin zips out.

He zigzags in the stones.

“Fin can swim!” says Sam.

“We will vote for Fin!”

Vote for Fin

■ Reading practice

This story provides children with practice in reading and understanding short words using carefully selected focus sounds.

Focus sounds

Split digraph o_e (as in vote, stone)

Introduce the text and read the story aloud together, pointing to each word as you read. Encourage children to sound out the regular words that they already know the sounds for. The regular words that contain the focus sounds for this book are listed below. For words that include sounds that the children haven't learnt yet, you may simply tell children the words as you read together. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

Fin, home, hope, nose, Rose, rope, bone, cone, stroke, pokes, jokes, vote, stones

Other words to tell children

over, gives, past, fur, who, Hipi

■ 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.

Note: 'oe' is the long 'oh' sound.

home	h-oe-m
fish	f-i-sh
stroke	s-t-r-oe-k
pat	p-a-t
swim	s-w-i-m

■ Morphological awareness

Bring attention to how action words (verbs) can have an **s** to mean present tense, or something that someone is doing now (e.g. vote-votes; jump-jumps; swim-swims). Create sentences using different forms of the word cut.

■ Vocabulary

Talk about the meaning of the word **vote**. Talk about times when it is common to have a vote.

■ 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. Use separate **o** and **e** letters if you don't have a separate split digraph pattern. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **note**, can you spell **vote**? If this word spells **vote**, can you spell **vet**?"

Easier changes:

note > vote > vet > pet > pen > ten

Harder changes:

hope > hop > hot > not > vote > vet

■ Story discussion

Discuss with children why they think Fin got the most votes. Talk with children about who they would have voted for and why?

■ 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



Māhuri
Sapling



Kākano
Seed



Focus sounds

o_e

Tupu

Seedling

Initial and final blends

Long vowels

Consonant patterns

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