



# Tinā Visits



**Ready to Read** Phonics Plus

### Whānau Notes

Your child can read the story to you.

Help them with any words they don't know.

After reading, talk about the story, characters, and pictures.

# Tinā Visits



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“Time to go to the airport, Mum,” says Lani. “I cannot wait to see Tinā!”

Lani wears a flower in her hair.





There are lots of people at the airport.

“Where is Tinā?” says Mum.

“There she is!” shouts Lani.

Lani gives Tinā the lei to wear.





Lani holds Tinā’s hand as they go to the car. “We are going to show you where our home is,” says Lani.



On the way home,  
Tinā looks outside.  
She sees all the cars  
and trucks on the road.  
She hears lots of noise.





Tinā looks out the window and sees lots of people and shops.

“This is far bigger than Sāmoa,” says Tinā.





Tinā feels the cold air.  
“It smells very different  
from where I live,”  
says Tinā.



At home, Lani takes  
Tinā to the best chair.  
“You are welcome here,”  
says Lani.

## Focus points

- Help children segment the multisyllabic word **different**.
- Point out the words **live** and **give** and tell children that the **i** still makes a short sound. The **e** is at the end of the word as there are no words in English that end with **v**.

## Before reading

This book provides children with the opportunity to practise reading the letters and sounds they are learning in meaningful connected text.

### Say each sound quickly

ar or er ir ur ear air ere

### Blend the sounds together to read a word

ear airport wears there hears chair

### High-frequency word

people our

### Spelling

Draw children's attention to the different spellings of words for the same sound. Create word sorts to compare different spellings of words that use **ere** (here, there, where) and **ear** (ear, tear, bear, hear) and talk about the meanings.

Show children that words can be homophones – words that sound the same but are spelled differently and have different meanings (for example, here – hear). Have children come up with other examples of homophones and discuss the different spellings.

### Vocabulary

Tell the children the meaning of any new vocabulary:

- **lei**: a garland of flowers worn around the neck in the Pacific
- **noise**: a loud sound

## Morphology

The word **air** refers to the invisible gas around us that we need to live and breathe. It is the root of words such as **airport** and **airplane**. Ask children what other words they know that have **air** as the root (for example, airtight, airline, airfield, airflow). Write the words down and talk about the meaning of each word and how it is related to the root word.

## During reading

- Show the book to the children and read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding skills. Once the page is read, guide them to connect the meaning of the text with the illustration.
- If a child gets stuck while reading, help them blend the sounds together to read the word.

### Words to tell

flower welcome noise live

Remind children to sound out the letters they already know.

### Samoan words

lei Tinā

Here, you could include children who speak Samoan as the language experts.

## After reading

### Discussion questions

- Where did Lani go to meet Tinā?
- Where had Tinā come from?
- How did Lani make Tinā feel welcome in her home?

### Story discussion

Ask the children if they have had family stay with them. How did they make their visitors feel welcome? Have they travelled to visit other family members? Where did they go? What did they see?

### Fluency and story retell

Reread the story to build accuracy and fluency; share the story with a buddy.





Rākau  
Tree



Māhuri  
Sapling

Focus sounds

ear

air

ere



Tupu  
Seedling



Kākano  
Seed

