

# Get to the Vet



Ready to Read Phonics Plus

# Get to the Vet

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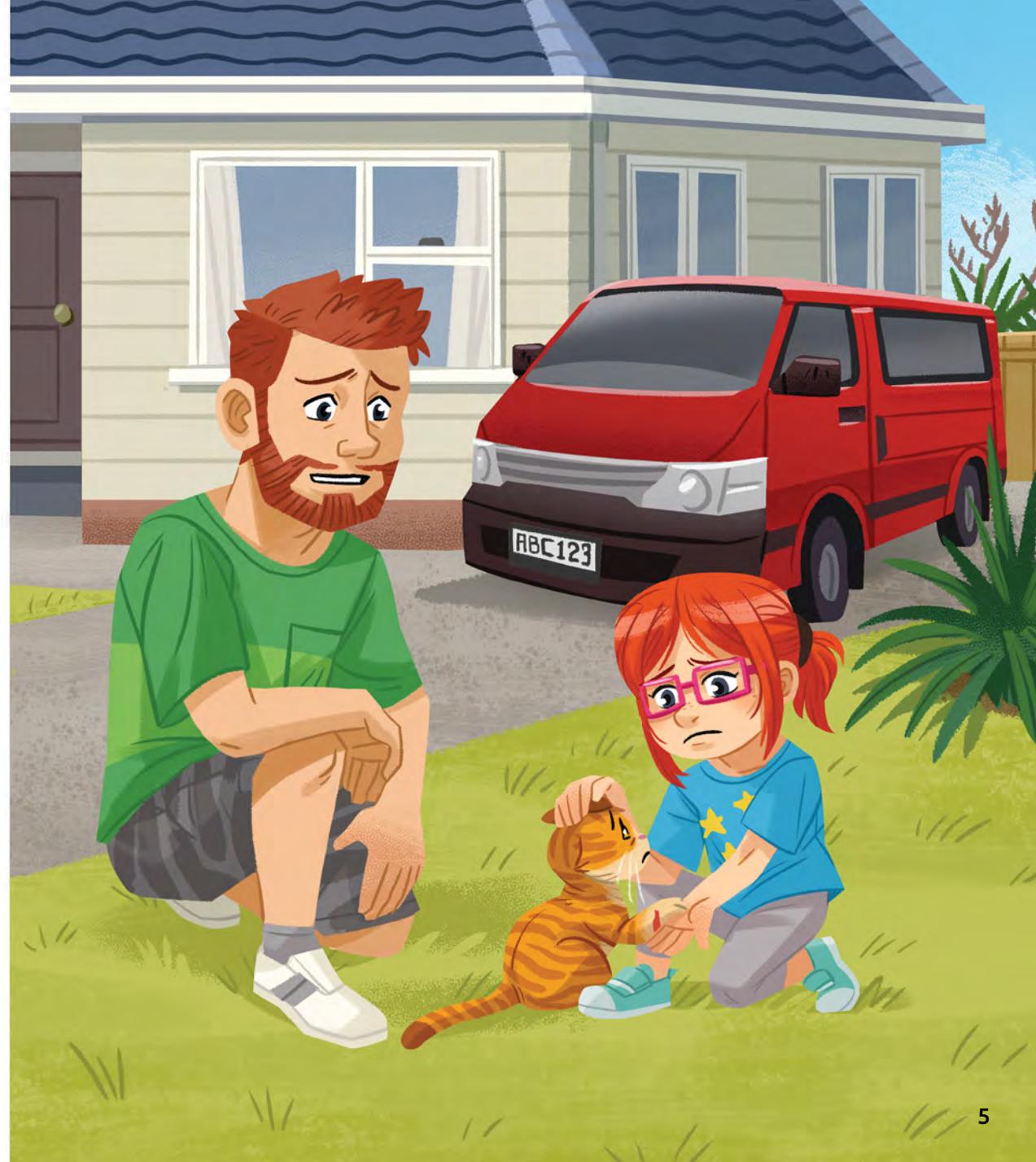
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Illustrated by Stevie Mahardhika



Nat's cat has a bad leg.  
His leg is cut.

“Let’s get him to the vet,” says Dad.





The cat sits in the van.

“The cut is bad,”  
says the vet.

“He needs a jab.”





The cat licks his leg.  
“Ka pai!” says Nat.

## TEACHING NOTES

# Get to the Vet

### ■ 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

v j l

Introduce the text to children and read the story aloud together, pointing to each word as it is read. There are two types of words in the story: regular decodable words and words that are not. These words are listed below. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the 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**

cat, leg, cut, vet, van, him, in, is, get, bad, him, jab, Nat, let's

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

his, he, will, needs, licks, a, has, says, the, ka pai

### ■ 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."

Help 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.

van	v-a-n
vet	v-e-t
leg	l-e-g
jab	j-a-b
licks	l-i-ck-s
Vic	V-i-c
let's	l-e-t-s

### ■ Morphological awareness

Bring attention to how words can change (e.g. cut, cuts and cutting). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **cut**.

### ■ Vocabulary

Talk about the meaning of the word **bad** in this story. Think of other words with a similar meaning that would make sense in the sentence, *Nat's cat has a bad leg* (e.g. sore, hurt, injured). Ask children to create their own sentences using **bad, sore, hurt** or **injured**.

### ■ 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 **vet**, can you spell **pet**? If this word spells **pet**, can you spell **pat**?"

Easier changes:

vet > pet > pat > pan > van > can

Harder changes:

lap > lip > lips > clips > claps > laps

### ■ Story discussion

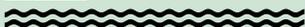
Talk about how the cat may have hurt its leg. Invite children to tell a story about a time their pet might have gone to a vet. Talk about the work a vet does to help animals.

### ■ 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.

### ■ Print concepts

Draw children's attention to the environmental print in the illustrations, such as the "Vic the Vet" sign and the vet's name badge. Discuss how we can use the print in the illustrations to find out more than the words in the story tell us.



MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA



**Rākau**  
Tree



**Māhuri**  
Sapling



**Tupu**  
Seedling



## Focus sounds

v

j

l

# Kākano

# Seed

Single consonants

Short vowels

Consonant digraphs

