

Tupu



# Hoot Hoot



**Ready to Read** Phonics Plus

By Maggie Boston | Illustrated by Giselle Clarkson

# Hoot Hoot



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The moon is up.  
Ruru sits on his roost.

Ruru spots lots of food.  
Which snack will he pick?





Ruru zooms from  
his roost.

Boo hoo!

No food for Ruru.

Ruru whips back up  
to his roost.  
Grubs pop up.  
He grabs the grubs.





Ruru hoots at the moon.  
“Hoot hoot!” he says.  
“Lots of food for me.”

## TEACHING NOTES

# Hoot Hoot

### ■ 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

wh oo (as in moon)

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**

moon, roost, food, which, zooms, whips, boo,  
hoo, hoots

### ■ 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.

food	f-oo-d
zoom	z-oo-m
which	wh-i-ch
sits	s-i-t-s
snack	s-n-a-ck

### ■ Morphological awareness

Bring attention to how words can change (e.g. zoom, zoom**ed**, zoom**ing**). 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 **zoom**.

### ■ Vocabulary

Talk about the meaning of the word **roost**. Think of other words with a similar meaning that would make sense in the sentence:

*Ruru zooms from his **roost** (e.g. nest, perch, home).*

### ■ 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 **hoot**, spell **hat**. If this word spells **hat**, spell **bat**."

Easier changes:

hoot > hat > bat > boot

Harder changes:

grab > grub > rub

### ■ Story discussion

Discuss why Ruru is hunting for food at night (e.g. he is nocturnal, there is more food out for him to eat). Talk about other native birds that are nocturnal (e.g. kiwi). See this website for information for children that relates to our native wildlife at night:

<https://www.forestandbird.org.nz/resources/wild-nightlife>

### ■ 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

wh

oo

# Tupu

# Seedling

Initial and final blends

Long vowels

Consonant patterns



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