

Nan in a Net



Ready to Read Phonics Plus

Nan in a Net

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Nan is in bed.
“Get up,” says Tāne.
“Let’s go!”

Can Nan nap?
No! Nan is up.





Nan and Tāne
go to the awa.
Tāne gets the net.

Nan cuts a bun.

Nan naps.

The net tips onto Nan!





“Let me out!” says Nan.
Tāne tugs the net.
Nan is out.

TEACHING NOTES

Nan in a Net

■ 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

c l n b s i u

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

Nan, bed, nap, net, cuts, tips, onto, let, tugs, is, in, up, can, bun

Other words to tell your child

go, to, awa, me, tugs, the, says, no, out

■ 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.

and	a-n-d
let's	l-e-t-s
gets	g-e-t-s
naps	n-a-p-s
cuts	c-u-t-s
in	i-n
can	c-a-n
bun	b-u-n

■ Morphological awareness

Bring attention to how words can change (e.g. cut, cuts, and cut**ting**). Create sentences using different forms of the word **cut**.

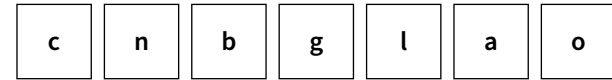
■ Vocabulary

Talk about the meaning of the word **nap**. Think of other words with a similar meaning that would make sense in the sentence, *Nan naps* (e.g. sleeps, rests). Ask children to create their own sentences using the words **sleeps** and **rests**.

Awa is a Māori word that can mean river or stream. Practise the correct pronunciation. Find out the name of awa that are close to where you live or near your school.

■ 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 **can**, can you spell **ban**? If this word spells **ban**, can you spell **bag**?"

Easier changes: can > ban > bag > lag

Harder changes: lab > cab > cob > lob

■ Story discussion

Talk about why Tāne woke Nan up early (e.g. he was excited to go fishing and early morning is a good time to catch fish). Invite children to talk about a time they have been excited or woken up early.

■ 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

Bring children's attention to the question mark in the line, *Can Nan nap?* Listen to the rising voice intonation when asking this type of yes/no question in English.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Māhuri
Sapling



Tupu
Seedling



Focus sounds

c

l

n

b

s

i

u

Kākano

Seed

Single consonants

Short vowels

Consonant digraphs

