

Kākano



Rat on the Rug



Ready to Read Phonics Plus

By Anna Kirschberg and Maggie Boston | Illustrated by Stevie Mahardhika

Rat on the Rug

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Written by Anna Kirschberg and Maggie Boston

Illustrated by Stevie Mahardhika



Nat and Tāne sit
in the sun.

They sit on a big rug.

The rug tips.
The rug dips.
The rug is fun.





Tāne and Nat get up.

A fat rat!

A rat is on the rug.





Nat's cat sees the rat.
Run, rat, run!

TEACHING NOTES

Rat on the Rug

■ 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

s f g r

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

sit, sun, rug, dips, fun, get, up, fat, rat, run, in, and, on, Nat, big, tips, cat

Other words to tell your child

they, Tāne, the, a, sees

■ 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.

on	o-n
sun	s-u-n
fat	f-a-t
tips	t-i-p-s
dips	d-i-p-s

■ Morphological awareness

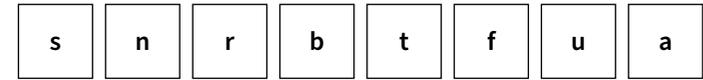
Bring attention to how words can change (e.g. sit, sits and sitting). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word sit.

■ Vocabulary

A **rat** is a type of rodent. Rodents are mammals with long, sharp front teeth. Talk about other types of rodents and how they look similar or different to a rat (e.g. mice, squirrels, guinea pigs, chipmunks).

■ 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 **sun**, can you spell **run**? If this word spells **run**, can you spell **bun**?"

Easier changes:

sun > run > bun > but

Harder changes:

fat > fan > fun > sun

■ Story discussion

Discuss why the rat might have been under the rug (e.g. he was hiding from the sun). How would you feel if a rat was sitting on the same big rug as you?

■ 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 commas used to separate words to illustrate the action, such as *run, rat, run*. Talk about how sometimes we use a comma to separate words. There is no need to talk more about them; the purpose is simply to draw children's attention to them in text.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Māhuri
Sapling



Tupu
Seedling



Focus sounds

s

f

g

r

Kākano

Seed

Single consonants

Short vowels

Consonant digraphs



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