

Tupu



Weka Helps Out



Ready to Read Phonics Plus

By Maggie Boston | Illustrated by Giselle Clarkson

Weka Helps Out

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Editors: Alison Arrow, Gail Gillon, Brigid McNeill, Amy Scott,
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Written by Maggie Boston

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It is dusk in the
wetland.

Weka speeds
along the bank.

“I cannot stop,”
says Weka.

“I must run to my nest.
I need to help!”





Weka spots seeds
to crunch.

“I cannot stop,”
says Weka.

“I need to help!”

He grins at his
pink eggs.
Weka must sit
on the soft nest.





A crack! Chicks hatch.
Ka pai, Weka, now it's
time to hunt for food.

TEACHING NOTES

Weka Helps Out

■ 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

End blends (e.g. -ft, -lp)

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

dusk, wetland, bank, must, nest, help, crunch, pink, soft, rest, hunt

Other words to tell your child

along, now, time, it's

■ 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.

nest	n-e-s-t
bank	b-a-n-k
crunch	c-r-u-n-ch
run	r-u-n
dusk	d-u-s-k

■ Morphological awareness

Read the words below to the children and play a game to sort the words that go together. Support each child to read the word pairs.

run–running | speed–speeding | help–helping | crack–cracking

■ Vocabulary

Talk about what a **wetland** is and what it might look like. Wetlands are places where water sits long enough to change the soil, plants, bird, and animal life that lives there. Visit the Wetland Trust website for more information and resources about wetlands at:

<https://www.wetlandtrust.org.nz/>

■ 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 **nest**, spell **best**. If this word spells **best**, spell **west**."

Easier changes:

nest > best > west > test

Harder changes:

must > mist > fist

■ Story discussion

Discuss why it was important that Weka had to rush home and sit on his eggs. Talk about other animals that need to sit on their eggs for them to hatch.

■ 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

End blends

-ft

-lp

Tupu

Seedling

Initial and final blends

Long vowels

Consonant patterns

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