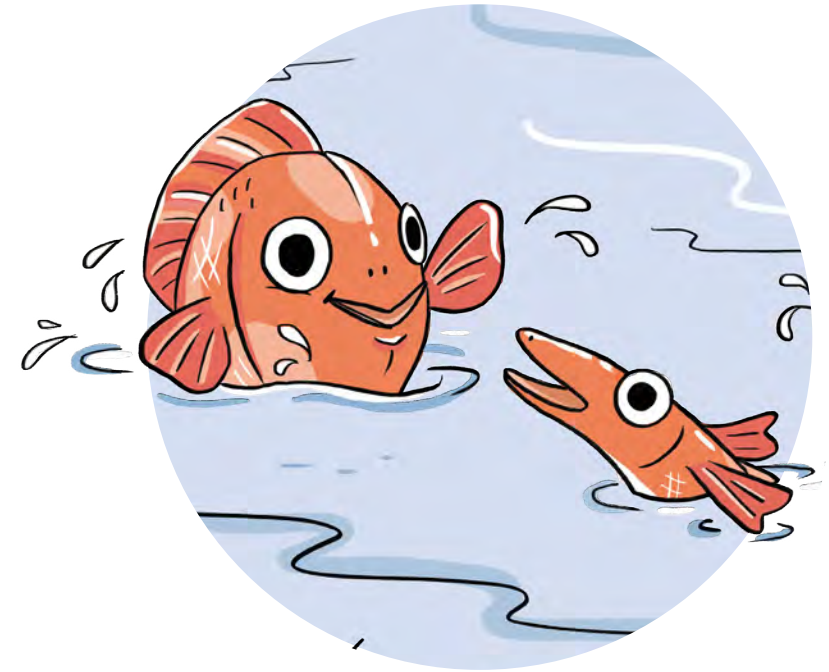


# Zip and Zap



Ready to Read Phonics Plus

# Zip and Zap



Published 2021 by the Ministry of Education,  
PO Box 1666, Wellington 6140, New Zealand.  
[www.education.govt.nz](http://www.education.govt.nz)

Developed by Child Well-being Research Institute, University of Canterbury,  
Private Bag 4800, Christchurch, 8140, New Zealand.  
[www.canterbury.ac.nz/childwellbeing/betterstartliteracy](http://www.canterbury.ac.nz/childwellbeing/betterstartliteracy)

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Child Well-being Research Institute, University of Canterbury  
Designed and typeset by Smartwork Creative, [www.smartworkcreative.co.nz](http://www.smartworkcreative.co.nz)

ISBN 978-1-77663-837-6 (print)  
ISBN 978-1-77663-838-3 (online)

Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury  
Teacher support materials for the Ready to Read texts can be found  
online at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

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Written by Anna Kirschberg and Maggie Boston

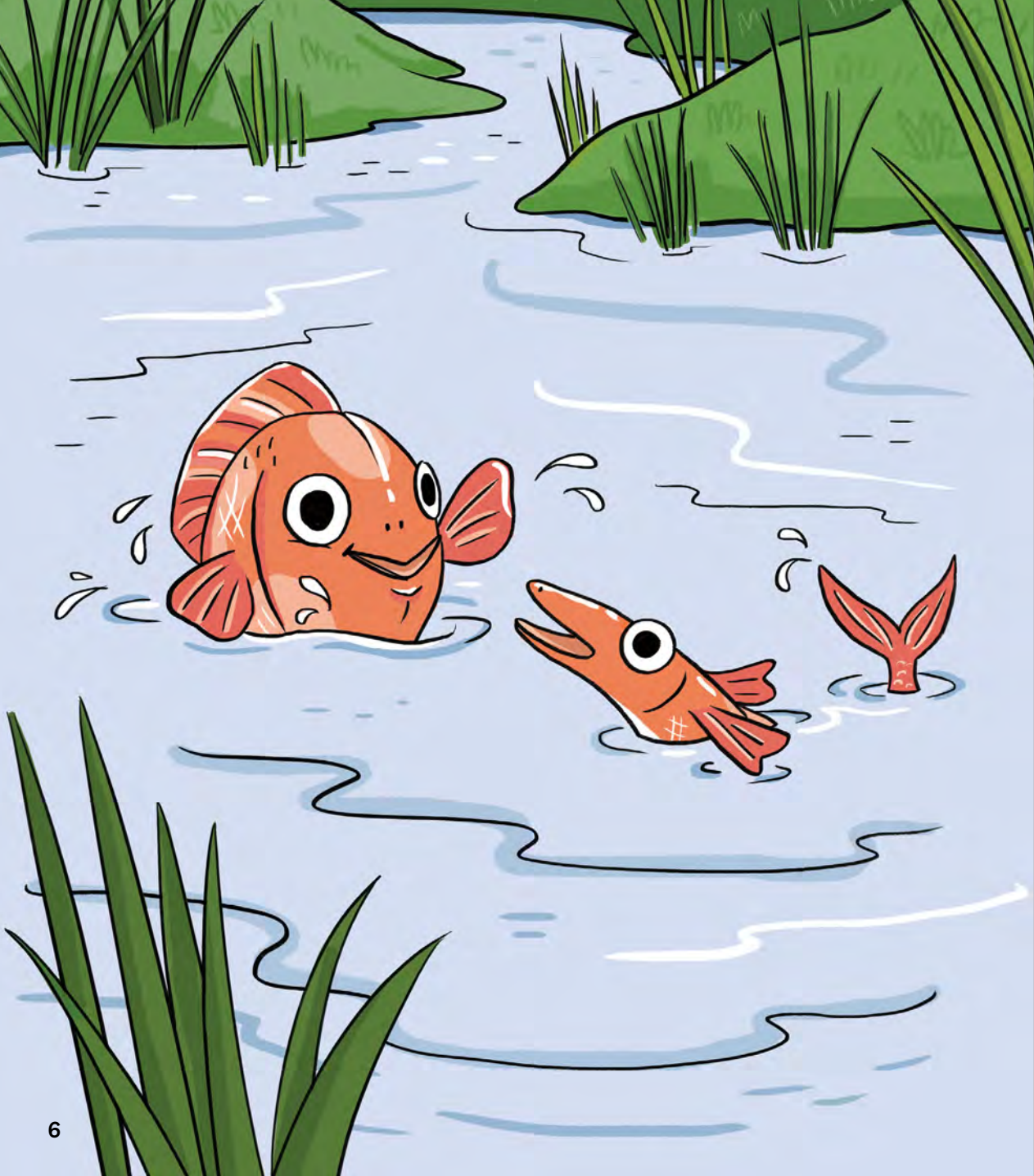
Illustrated by Giselle Clarkson



Tuna looks for kai.

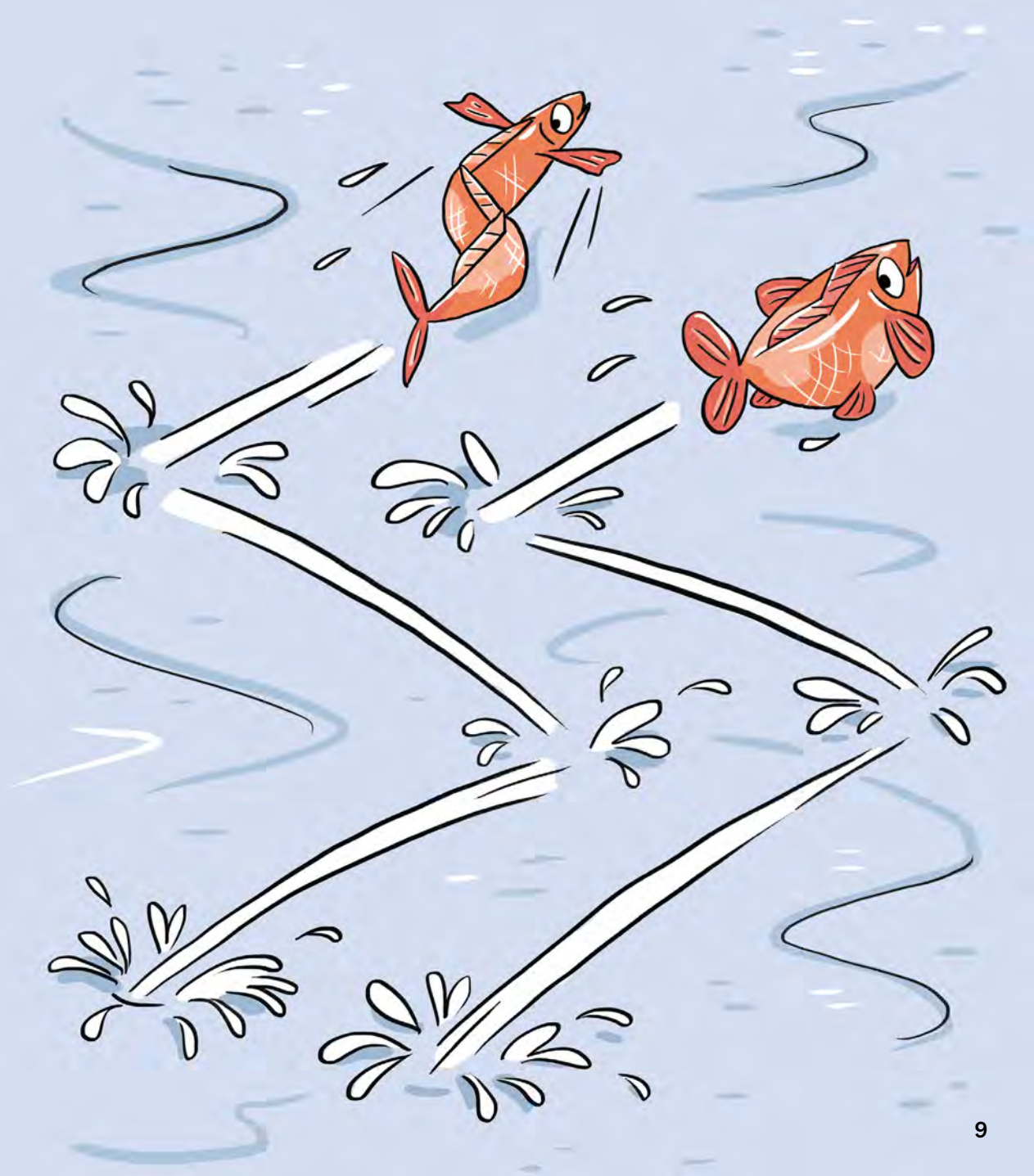
“Yum, I see fish!”  
yells Tuna.





“I am Zip,”  
says the fat fish.  
“I am Zap,”  
says the thin fish.

“We zig zag in the awa.  
You can’t get us!”





Weka and Tuna  
make a dam.

The fish zig zag  
by the dam.

“Yum, yum!”  
says Tuna.

## TEACHING NOTES

# Zip and Zap

### ■ 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

y z

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**

yum, Zip, Zap, zig, zag, fish, am, fat, thin, in, get, us, and, dam

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

for, kai, yells, we, you, make, awa, looks, I, see, Tuna, the, says, can't, Weka, a

### ■ 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.

yum	y-u-m
zip	z-i-p
thin	th-i-n
fish	f-i-sh
us	u-s

### ■ Morphological awareness

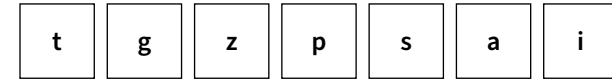
Bring attention to how the word **yell** can change (e.g. yells, yelling, yelled). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **yell**.

### ■ Vocabulary

Talk about the meaning of the word **dam**. Think of other words with a similar meaning that would make sense in the sentence *Weka and Tuna make a dam* (e.g. wall, bank). Ask children to create their own sentences using **dam**, **wall** or **bank**.

### ■ 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 **zag**, can you spell **zap**? If this word spells **zap**, can you spell **zip**?"

Easier changes:

zag > zap > zip > tip

Harder changes:

zip > zap > sap > sip

### ■ Story discussion

Discuss the importance of teamwork from Weka and Tuna in this story. Talk about a time you used teamwork to achieve something. What did you achieve?

### ■ 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.





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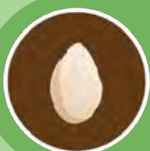
**Rākau**  
Tree



**Māhuri**  
Sapling



**Tupu**  
Seedling



## Focus sounds

y

z

# Kākano

# Seed

Single consonants

Short vowels

Consonant digraphs



ISBN 978-1-77663-837-6



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