

# Get to the Vet

*Some broken glass has fallen to the ground by the rubbish bin. Nat's cat Rusty gets too close and gets a cut on his leg. He needs to get to the vet.*



Kākano  
Seed

<b>Focus sounds</b>	<b>Consonants:</b> Vv Jj Ll (extrn – ck) <b>Previously introduced:</b> c a t b d e n s	<b>Decodable words</b>	cat, <b>bad, leg,</b> cut, let's, get, <b>vet,</b> Dad, <b>van,</b> sits, in, <b>jab, Vic</b>
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> his he needs licks him <b>Previously introduced:</b> has, a, is, to, the, says, ka pai	<b>Resources</b>	<b>Get to the Vet</b> book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers <b>Audio recording</b> of all focus sounds and te reo kupu in the book

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

## BEFORE READING

### Explicit instruction on focus sounds

Introduce each letter and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat the name and sound of each letter after you. Say, “*This is the letter V. It makes the sound of /v/. What is the name and what is the sound?*”. Make sure you don’t add vowel sounds at the end of consonant sounds. Complete all of the focus consonants.

### Making and breaking words with sounds

Making and breaking words using sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include the focus sounds (for example, **vet, jab, leg, van**). Give the children letters, or mini whiteboards and whiteboard markers, and let them know that they are going to make some words to read. Give them the first sound, then ask them to put the letter in front of them (for example, **v**), and make the sound. Continue through the rest of the letters in the word (for example, **vet**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Complete all of your selected words, and use any sounds the children have already learnt.

### High utility non-decodable words

Introduce the children to the new high utility non-decodable words (**his, he, needs, licks, him**) on a whiteboard or on flashcards. Remind the children that they don't need to sound out these words because they are learning to remember them. Say each word and ask them to repeat it after you. Do this two or three times. Review the words they have already learnt as well (**has, a, is, to, the, says, ka pai**).

The first time you read the story you may need to tell the children what the words are because words take time to memorise.

### DURING READING

Introduce the story and ask the children to look at the pictures to predict what might happen, as a way of providing purpose.

Children should practise reading independently by sounding out the decodable words (**cat, bad, leg, cut, let's, get, vet, Dad, van, sits, in, jab, Vic**). This plan prompts children to decode up to two words per sentence, and more if they are ready for extension. Choose one word per sentence for children who are having difficulty.

Page 3: Revise **Nat** and the **'s** at the start, then sound out and blend **cat**. Say or prompt **has** and **a**, then ask the children to sound out and blend **bad leg**. In the next sentence say or prompt **his** then ask children to sound out and blend **leg** and **cut**. Prompt or say **is** when the children get to it.

Page 4: Ask the children to sound out and blend **let** and point out the **'s** noting that this time it means *Let us* rather than showing ownership. Continue reading the sentence together, say or prompt the high utility non-decodable words **him, to, the** and **says**. As children get to the words **get, vet** and **Dad**, ask them to sound out and blend them. Re-read the sentence if necessary.

Page 7: Read the sentence together and ask the children to sound out and blend **cat, sits, in** and **van**. **The** should be read as a high utility non-decodable word.

Page 8: Read the first sentence together, prompt or say the high utility non-decodable words **the, is, says** and **vet**. Ask the children to sound out and blend **cut, bad** and **vet**. Read the next sentence together, say or prompt **he, needs** and **a**, and ask the children to sound out and blend **jab**. Also draw the children's attention to the name tag on the vet and ask them to sound out and say **Vic**.

Page 11: Read the first sentence together, say or prompt **the**. If some children are ready for extension and you have already covered **ck** ask them to sound out and blend **licks**, otherwise say it for them, as with **his**. Ask the children to sound out and blend **leg**. Read the last sentence to the children. Draw children's attention to the illustration and read the sign **Vic the Vet**.

### AFTER READING

**Follow-up activities:** Choose one or two of the activities from the back of the book to use for follow-up, or include them as a whānau activity to send home.