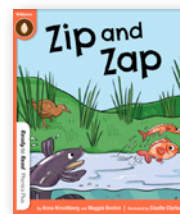


Zip and Zap

Tuna and Weka are hungry and on the hunt for kai. They meet Zip and Zap in the awa. What will happen to Zip and Zap when Tuna and Weka build a dam?



**Kākano
Seed**

Focus sounds	Consonants: Zz Yy Previously introduced: a e i u n d m f sh p t th g s	Decodable words	and, yum, fish, Zip, fat, Zap, thin, zig, zag, dam, am, in, get, us
High utility non-decodable words	Teach as new high utility non-decodable: for, kai, yells, we, you, make	Resources	Zip and Zap book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers Audio recording 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 Z. It makes the sound of /z/. 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, **yum, Zip, zag, Zap**). 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, **z**), and make the sound. Continue through the rest of the letters in the word (for example, **zap**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Continue with all of your selected words, and include sounds the children have already learnt as well.

High utility non-decodable words

Introduce children to the new high utility non-decodable words (**for, kai, yells, we, you, make**) 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 (**Tuna, looks, I, see, says, the, awa, can't, Weka, a, by**).

The first time you read the story you may need to tell 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 (**and, yum, fish, Zip, fat, Zap, thin, zig, zag, dam, am, in, get, us**). 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: Children should recall the words **Tuna** and **looks**. If they have trouble with this, say the words and ask the children to repeat after you, and point out the spelling of the words. The next two words, **for** and **kai**, are new high utility non-decodable words so remind the children about them from the teaching prior to reading the story.

Page 4: Ask the children to sound out and blend the word **Yum** and ask them to read the words **I see** independently as high utility non-decodable words they've already learnt. Ask the children to sound out and blend **fish**, and if necessary remind them about the **sh** digraph. Prompt the words **yells Tuna**.

Page 7: Read the first two words of the first sentence with the children. Ask the children to sound out and blend **Zip**. To complete the sentence, ask the children to read **says, the** together, then sound out and blend **fat fish**. Repeat the process with the next sentence sounding and blending **am, Zap, thin** and **fish** if necessary.

Page 8: Read the first sentence together, stopping to sound out and blend **zig zag in** if necessary, and prompting **we** and **the**. Prompt **awa** from the teaching prior to reading the story, or say it for fluency. In the second sentence prompt **you** and **can't**, from the teaching prior to reading the story. Ask the children to sound out and blend **get us**, if necessary.

Page 11: This page includes a lot of text so it may take a single lesson for some children. Ask the children to read the first sentence together, stopping to sound out and blend **and, dam** if necessary, and prompting the other high utility non-decodable words, especially **a**. Read the second sentence, stopping to sound out and blend **fish, zig zag** and **dam** if necessary. Prompt the other high utility non-decodable words, especially **by**. In the final sentence, ask the children to sound out and blend **yum** and prompt the last two words.

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.