

# Tap, Tap

*It is a rainy day at home and Nat is inside playing with her drum. She decides to see what it sounds like when she taps other items in her house, but not everyone is happy about that.*



**Kākano  
Seed**

<b>Focus sounds</b>	<b>Consonants:</b> Mm Dd Pp Tt Nn Ss <b>Vowels:</b> a o e	<b>Decodable words</b>	<b>tap, on, mat, Ted, pot, Dad, mad, Nat</b>
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> a, no, her, Mum, is <b>Previously introduced:</b> n/a	<b>Resources</b>	<b>Tap, Tap</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 **M**. It makes the sound of /m/. 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 sounds.

### 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, **tap, mat, pot, Dad**). 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, **t**), and make the sound. Continue through the rest of the letters in the word (for example, **tap**) 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 children to the high utility non-decodable words (**a, no, her, Mum, is**) on a whiteboard or on flashcards. Let the children know that they don't need to sound out these words, because they are learning to remember them. Say each word and ask the children to repeat it after you. Do this two or three times. 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 and predict what might happen, as a way of providing purpose.

Children should practise reading independently by sounding out the decodable words (**taps, mat, pot, Dad, Ted, on, pet, mad**). This plan prompts children to decode up to two words per sentence, and more if they are ready for extension. For those children who find this difficult, select only one word per sentence to decode.

Page 3: Start by saying the word **Nat** and **taps**, and then ask them to sound out and blend **on**. If the children are ready to sound out more than one or two words in a sentence, ask them to read the word **mat** by sounding and blending. If it takes some time to complete the decoding process, re-read the sentence so they can read along with you.

In the next sentence ask the children to sound out and read the word **tap**.

Page 4: Start by saying the word **Nat** and **taps**, then ask them to sound out and blend the words **on** and **Ted**. In the next sentence, ask the children to sound out and read the word **tap**.

Page 7: Read the first four words of the first sentence with the children. If necessary stop to sound out **on** again. Ask children to sound out and blend **pot**. If the children are ready for extension, ask them to sound out **taps** and tell them the final sound. Ask the children to read the next sentence together, sounding and blending if necessary.

Page 8: Read the first four words of the first sentence with children. If necessary stop to sound out **on** again. Ask children to sound out and blend **Dad**. If the children are ready for extension you could ask them to sound out **taps**, providing them with the final sound. Read the next sentence together, sounding and blending if necessary.

Page 11: Read the first four words of the first sentence with children. If necessary stop to sound out **on** again. Ask the children to sound out and blend **pet**. Ask the children to read the next sentence together, and make sure they read all of the words. In the following sentence they might remember **Mum**, and **is**, as high utility non-decodable words, if not read the first two words and ask the children to sound and blend **mad**. Read the last sentence to the children.

### 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.