

# Hoot Hoot



Tupu  
Seedling

*It is night time, so Ruru is awake and ready for a snack. What will he choose?*

<b>Focus sounds</b>	<b>Consonants:</b> wh <b>Vowels:</b> oo	<b>Decodable words</b>	<b>moon</b> , up, sits, on, <b>roost</b> , spots, lots, <b>food</b> , <b>which</b> , snack, pick, grubs, <b>zooms</b> , from, pop, up, <b>boo</b> , <b>hoo</b> , <b>whips</b> , back, grabs, <b>hoots</b> , at
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> n/a <b>Previously introduced:</b> the, is, Ruru, his, he, of, no, for, to, me, will, says	<b>Resources</b>	<b>Hoot Hoot</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-pattern and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat each sound as they are introduced. Say, “*Today’s sounds have two letters that make only one sound. These are called ‘digraphs’. The first one has the letters **W** and **H** together that make the sound /wh/. What are the letters? What sound do they make?*” Make sure you don’t add a vowel sound to the end of the consonant sound. Ask the children to repeat the sound of each letter after you. 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, **moon**, **whips**, **zooms**, **which**). Give the children letters, or a mini whiteboard and a whiteboard marker, 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(s) in front of them (for example, **wh**) and make the sound. Continue through the rest of the letters in the word (for example, **whips**) 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

Revise the high utility non-decodable words the children have already learnt (**the, is, Ruru, his, he, of, no, for, to, me, will, says**). Remind them that they don't need to sound out these words because they are learning to remember them. Say the high utility non-decodable words you have chosen to practise and ask the children to repeat them after you. Do this two or three times.

### DURING READING

Introduce the story to the children and ask them to look at the pictures and predict what might happen, as a way of providing purpose. Ask the children to sound out and blend the title of the story.

Children should practise reading independently by sounding out the decodable words (**moon, up, sits, on, roost, spots, lots, food, which, snack, pick, grubs, zooms, from, pop, up, boo, hoo, whips, back, grabs, hoots, at**). The following plan prompts the children to decode up to two words per sentence, and more if they are ready for extension. For children who find this difficult, choose one word per sentence.

This book uses two single consonants next to each other (consonant blends). Tell children that in this book, the only two-letter combinations that make one sound are **wh, oo and ck**, and they should sound out both consonants in other words.

If a child doesn't remember a high utility non-decodable word while reading, remind them what the word is.

Independent reading might take some time in the beginning. If a child is finding sounding out and blending difficult, stop reading after a page or two. These pages can be repeated for reinforcement, and the book can be completed over the course of the week. Children who quickly grasp the sounding out and blending strategy may complete the story in one reading.

Page 3: Read both sentences as a group. Children should be able to independently read all the words except **moon** and **roost**, which you can help with. Point out the **-st** at the end of **roost**, and that both letters should be sounded out and blended.

Page 4: Read both sentences as a group. **Food** and **which** are the two words containing the focus sounds, but children may need help with sounding out and blending **spots** and **snack**.

Page 7: Read the three sentences as a group, stopping to sound out and blend **zooms, roost, boo, hoo** and **food**. Children should be familiar with the other words, but help them if necessary.

Page 8: Read both sentences as a group. **Whips** and **roost** are the two words containing the focus sounds, but children may need help with sounding out and blending the consonant blends in **grubs** and **grabs**. Children should be familiar with the other words, but help them if necessary.

Page 11: Read the three sentences as a group. **Hoots, moon** and **roost** are the words containing the focus sounds. Children should be familiar with the other words, but help them if necessary.

### 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.