

Swim Day

It is swim sports day at kura. The kids are excited, but we need to make sure we keep ourselves safe from the sun. Who will win the race?



Focus sounds	Consonants: Blends starting with 's' Vowels: ee	Decodable words	it, and, rush, in, swim(s), Sam, need, sun screen, slip, slop, slap, Lee, get, set, soon, step, back, splash, kids, such, fun, when, too, Nat
High utility non-decodable words	Teach as high utility non-decodable: day, Miss, start, even, fast, swimming Previously introduced: Tāne, Mia, to, kura, is, yells, we, says, the, I	Resources	Swim Day 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-pattern and sound using magnetic letters, other letter manipulatives or a whiteboard and whiteboard marker. Ask the children to repeat each name and sound as they are introduced. Say, *“Today’s sounds have two letters together that make only one sound. The letters ee together make the sound /ē/ (the same sound as the letter name). What is the sound these letters make together?”* Make sure you don’t add a vowel sound at the end of consonant sounds. Ask the children to repeat this sound after you.

Remind the children about consonant blends where both letters make their own sound (for example, **sw** is /s-w/).

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, **need, Lee, slap, step**). 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, **s**) and make the sound. Continue through the rest of the letters in the word (for example, **swim**) and practise sounding out and blending the sounds together. You should also talk about the more complex words that combine s-blends, the **ee** sound and consonant digraphs (**screen, splash**) that have also been included.

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

High utility non-decodable words

Before reading the story, introduce children to the high utility non-decodable words (**day, Miss, start, even, fast, swimming**) 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. Also revise the high utility non-decodable words they have already learnt (**Tāne, Mia, to, kura, is, yells, we, says, the, I**).

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

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

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. Ask the children to sound out and blend the title of the story.

Children should practise reading independently by sounding out the decodable words (**it, and, rush, in, swim(s), Sam, need, sun screen, slip, slop, slap, Lee, get, set, soon, step, back, splash, kids, such, fun, when, too**). This plan prompts 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 also uses two single consonants next to each other (consonant blends), with a focus on those starting with **s**. Tell children that **sh, ee** and **ck** are the only two-letter combinations that make one sound, and they can sound out both consonants in other words.

If a child is finding sounding out and blending the book 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 words except **swim**, which they will need to sound out and blend, and **day** which you can help with as a non-decodable word. Point out the **-sh** at the end of **rush** and that both letters together make only one sound.

Page 4: Read both sentences as a group. **Need** and **screen** include the focus sounds, but support the children to sound out and blend the s-blend words **slip, slop** and **slap** as well.

Page 7: Read the three sentences together. **Lee, swims** and **step** include the focus sounds. Help the children to read **Miss** and **yells** as non-decodable words.

Page 8: Read the book on this page together. Carefully support children to sound out the first three consonants in **splash**, while also recognising the **sh** as a consonant digraph. Introduce **fast** as a new non-decodable word.

Page 11: Some children may recognise the **swim** in **swimming**, and you can draw their attention to it, but teach them the whole word. Introduce **even** and **start** as new high utility non-decodable words, but the rest should be either sounded out and blended, or recognised as high utility non-decodable words (**I, is**).

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.