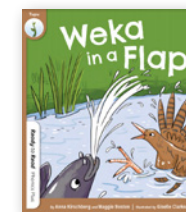


# Weka in a Flap

*Weka is feeling sad that he can't fly like the ducks. Tuna reminds Weka that there are other things that he can do*



<b>Focus sounds</b>	<b>Consonants:</b> Blends with an L (gl, fl, spl, pl)	<b>Decodable words</b>	sits, on, rock, spots, <b>flock, black</b> , ducks, <b>glum</b> , wish, pops, <b>plan</b> , up, <b>flaps</b> , wings, <b>flips, flops, splats</b> , swim, <b>splish, splash</b> , this, fun, but, can, and
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> fly, don't, cannot <b>Previously introduced:</b> Weka, a, is, I, of, to, like, says, he, the, Tuna, be, we, has, his	<b>Resources</b>	<b>Weka in a Flap</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 the focus sounds before you read the story. Use magnetic letters, other letter manipulatives or a whiteboard. Put out, or ask children to write **fl**, **gl**, **spl**, and **pl**. Remind children that in consonant blends you say both sounds and blend them. Say each of the sounds in each blend and then practise blending them together.

### Making and breaking words with sounds

Making and breaking words using the 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, **glum, flap, splash, plan**). 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 in front of them (for example, **g**) and make the sound. Continue with the rest of the letters in the word (for example, **glum**) and practise sounding out and blending the sounds together. Remind the children that this is how to read new words in the story. Complete the rest of the focus words.

## High utility non-decodable words

Before reading the story, introduce children to the high utility non-decodable words (**fly, don't, cannot**) on a whiteboard or on flashcards. Remind children that they don't need to sound out these words because they are learning to remember them. Say each word and ask children to repeat it after you. Do this two or three times. Revise the words that the children have already learnt, and appear in this story (**Weka, a, is, I, of, to, like, says, he, the, Tuna, be, we, has, his**). As they read the story, remind them that they don't need to sound out the high utility non-decodable words. If a child doesn't remember a high utility non-decodable word during reading, remind them what the word is.

### DURING READING

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

Children should practise reading independently by sounding out the decodable words (**sits, on, rock, spots, flock black, ducks, glum, wish, pops, plan, up, flaps, wings, flips, flops, splats, swim, splish, splash, this, fun, but, can, and**). 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 find decoding words difficult.

Independent reading may 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 together. Children should be able to independently read all words. They may need help with the words with blends, **spots** and **flock**. They may also need reminding of the **ck** pattern in **rock, ducks**.

Page 4: Read both sentences together. **Glum** and **black** are the two words with the focus sounds, but you should also help with sounding out and blending **wish** and **ducks**. You can also ask children to sound out and blend **fly**, and tell them how to pronounce it.

Page 7: Read the four sentences together. This may take longer than usual because of the number of words with blends. Re-read the page if it has taken a long time to sound out and blend the words. **Plan, flaps, flips, flops** and **splats** include the focus sounds on this page. You may need to remind children that the remaining words either contain patterns they have already learnt (**wings, and**), or are high utility non-decodable words (**his, has, a, he**).

Page 8: Read this page together. Carefully support children to sound out the first three consonants in **splash** and **splish** while also recognising the **sh** as a consonant digraph. Introduce **Don't** as a new high utility non-decodable word.

Page 11: Encourage children to try reading this page independently. Children may need help with **flaps, wings, swim** and **fly**. Tell them the final sound in **fly** 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.