

Tupu



Ride to the Top

Ready to Read Phonics Plus

By Samantha Montgomerie | Illustrated by Stevie Mahardhika

Ride to the Top

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Written by Samantha Montgomerie

Illustrated by Stevie Mahardhika



Tāne, Nat and Sam
bike past the gate.
“Let’s ride to the lake,”
says Tāne.

“Race you!” says Nat.

“I will chase you!” yells Tāne.

“I can ride fast,” says Sam.





The track snakes up.

Sam brakes.

His bike skids to a stop.

“It is too steep!” yells Sam.

“Sit in the shade to rest,”
says Nat.

“You will be fine, Sam,”
says Tāne.





“Time to bike to the top.
Let us ride at your side,”
says Tāne.

“Kia maia!” says Nat.

“You made it,” says Tāne.

Nat wades in the lake.

“This is a fun place to ride
my bike,” says Sam.





Sam speeds home.

“This bike ride is fun!” he yells.

Nat and Tāne smile as they ride by his side.

TEACHING NOTES

Ride to the Top

■ Reading practice

This story provides children with practice in reading and understanding short words using carefully selected focus sounds.

Focus sounds

Split digraph i_e (as in ride)

Introduce the text and read the story aloud together, pointing to each word as you read. Encourage children to sound out the regular words that they already know the sounds for. The regular words that contain the focus sounds for this book are listed below. For words that include sounds that the children haven't learnt yet, you may simply tell children the words as you read together. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

bike, ride, smile, fine, time, side

Other words to tell children

kia maia

■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Have children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

Note: 'ie' is the long 'eye' sound.

fine	f-ie-n
top	t-o-p
skid	s-k-i-d
shade	sh-ae-d
up	u-p

■ Morphological awareness

Bring attention to how words can change (e.g. bike, **biking**, **biked**). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **bike**.

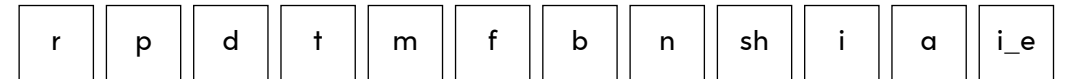
■ Vocabulary

Discuss that the word **snake** can also be used as a verb or doing word (i.e. to move with a twist). Discuss with the children the meaning of the story when it said 'the track **snaked** up'.

See if children can make up other sentences using **snake** in this way.

■ Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **ripe**, can you spell **ride**? If this word spells **ride**, can you spell **tide**?"

Easier changes:

ripe > ride > tide > time > mime

Harder changes:

fib > fin > fine > fan > man > mine > shine > shin

■ Story discussion

Discuss how Sam's friends showed him manaaki when he was struggling with the tough bike ride. Talk with children about times when they were finding something hard and they had some help, or a time when they have helped a friend.

■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary using picture cues. Give plenty of praise and encouragement for verbal responses.



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TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Māhuri
Sapling



Kākano
Seed



Focus sounds

i_e

Tupu

Seedling

Initial and final blends

Long vowels

Consonant patterns

