

Tupu



Be Brave



Ready to Read Phonics Plus

By Samantha Montgomerie | Illustrated by Stevie Mahardhika

Be Brave

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The kids take their place.
“It is fun to be in
kapa haka,” says Tāne.
He waves at Nat.

Nat feels her heart race.

“Feel the poi in your hand,”
says Nan.

“It will help you to be brave.”





Nat gazes at the faces.
She does not feel brave.
Mum and Dad wave
at Nat.

Sam and Tāne slap and stomp.

Nat's legs start to shake.

“I will be brave,” thinks Nat.





Nat takes the poi in her hand.
She takes the poi and flicks.
“I will be brave,” thinks Nat.

Nat makes her poi fly.
It spins and twists, up and up.
“I can be brave,” thinks Nat.





Nat grins as she spins her poi.

“I am brave!” thinks Nat.

“Tino pai,” says Nan.



TEACHING NOTES

Be Brave

■ Reading practice

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

Focus sounds

split digraph a_e (as in brave), soft c

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

take(s), wave(s), shake, brave, gaze, place, race, face, makes

Other words to tell children

poi, start, does, heart, kapa haka, their, your, as, gazes, faces

■ 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: 'ae' is the long 'ay' sound.

take	t-ae-k
face	f-ae-s
gaze	g-ae-z
race	r-ae-s
place	p-l-ae-s

■ Morphological awareness

Bring attention to how action words, or verbs, can have an **s** to mean present tense, or something that someone is doing now.

wave-waves | take-takes | spin-spins

■ Vocabulary

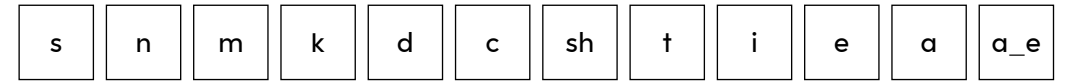
Talk about the meaning of the word **gazes**. Think of other words with a similar meaning that would make sense in the sentence:

Nat gazes at the faces (e.g. looks, stares).

Ask children to create their own sentences using the word **gaze**.

■ 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. Use separate **a** and **e** letters if you don't have a separate split digraph pattern. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **kid**, can you spell **bid**? If this word spells **bid**, can you spell **bad**?"

Easier changes: take > lake > shake > shame > tame > came

Harder changes: mad > made > make > shake > shame > sham

■ Story discussion

Talk about kapa haka with children. Have they ever been part of a kapa haka performance or another type of performance? What was it like? Did they have to be brave?

■ 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.



Rākau
Tree



Māhuri
Sapling



Kākano
Seed

Focus sounds

a_e

soft c

Tupu

Seedling

Initial and final blends

Long vowels

Consonant patterns



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