

Māhuri



Dipped in Mud



Ready to Read Phonics Plus

By **Samantha Montgomerie** | Illustrated by **Giselle Clarkson**

Dipped in Mud



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Written by Samantha Montgomerie

Illustrated by Giselle Clarkson



Tūī is hunting for grubs.
Weka runs out of the flax.
“Weka! You just about
bumped into me,” says Tūī.

“You look puffed,” says Tūī.
“You look like you were
dipped in mud.”



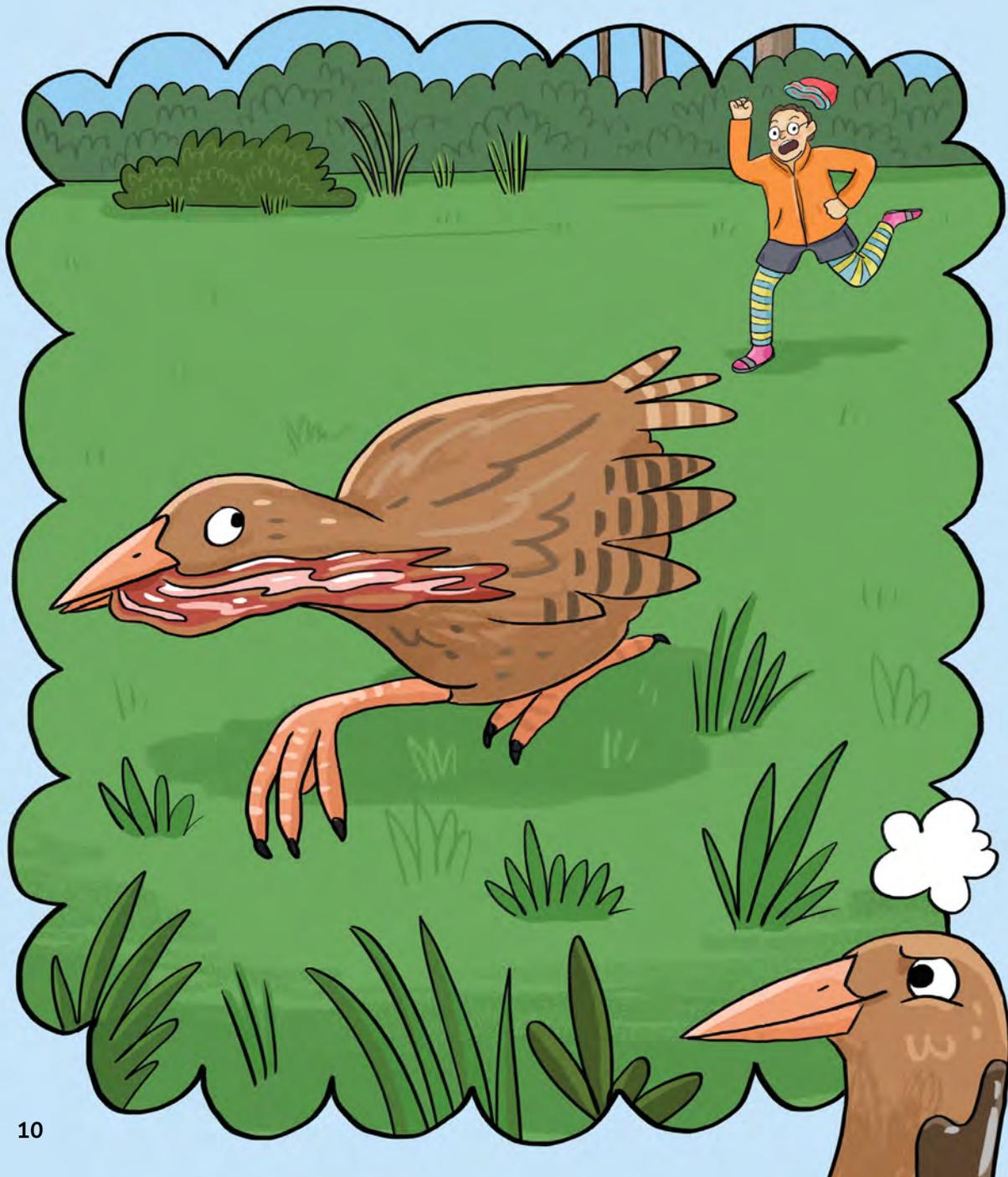


“There was a good smell,”
says Weka.

“I rushed to find what it was.
I peeped out to look.”

“I ran out in a rush!
I picked up the kai
and chomped.
It was yum.”





“I dashed away.
The man yelled for me to
stop but I was too quick!”
brags Weka.

Tūī looks at the mud on Weka.
“If you are so slick, why are
you dipped in mud?”





“Oh,” says Weka. “I slipped.”

“Ha!” says Tūī.

“You should have chomped
on your own kai.”

TEACHING NOTES

Dipped in Mud

■ Reading practice

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

Focus morpheme

Past tense –ed

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

bumped, puffed, dipped, rushed, peeped, slipped, picked, chomped, yelled, dashed

Other words to tell children

Tūi, find, about, own, should, away, were, there, why

■ 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.

grub		g-r-u-b
rush		r-u-sh
mud		m-u-d
stop		s-t-o-p
slick		s-l-i-ck

■ Morphological awareness

Come up with a list of verbs (doing words). Write down the derived forms of the verb with **-ing** and **-ed** endings. Practise reading present and past tense forms of the words. Draw children's attention to the **-ed** morpheme of the word.

jump, **jumping**, **jumped** | dash, **dashing**, **dashed** | rush, **rushing**, **rushed**

■ Vocabulary

Talk about the meaning of the word **slick** as it is used in the story. If you are **slick** at something, you can do it well and quickly. Ask children to think of something that they (or their friends) can do slickly.

■ Spelling

Select some word pairs with and without the **-ed** morpheme added (e.g. rush/rushed). Support children to write the base word first, prompting them to identify each sound in isolation and then write down the grapheme that represents that sound. Next, see if the child can write the same word with the suffix **-ed** added. Prompt as necessary to ensure success. For example, if the child is struggling to spell the base word, the teacher could write this down and support the child to spell the derived form alone (with **-ed** added).

Easier changes:

rush > rushed; dash > dashed; jump > jumped; peep > peeped

Harder changes:

slip > slipped; dip > dipped

■ Story discussion

Weka stole some yummy kai, but ended up covered in mud! Discuss whether children think it was a good idea for Weka to take the food or not.

■ 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.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Tupu
Seedling



Kākano
Seed

Māhuri Sapling

Tense morphemes
Vowel digraphs

Focus sounds

-ed



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