

Māhuri



Flax on the Farm



Ready to Read

Phonics Plus

By Maggie Boston and Samantha Montgomerie | Illustrated by Giselle Clarkson

Flax on the Farm

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Editors: Alison Arrow, Gail Gillon, Brigid McNeill, Amy Scott,
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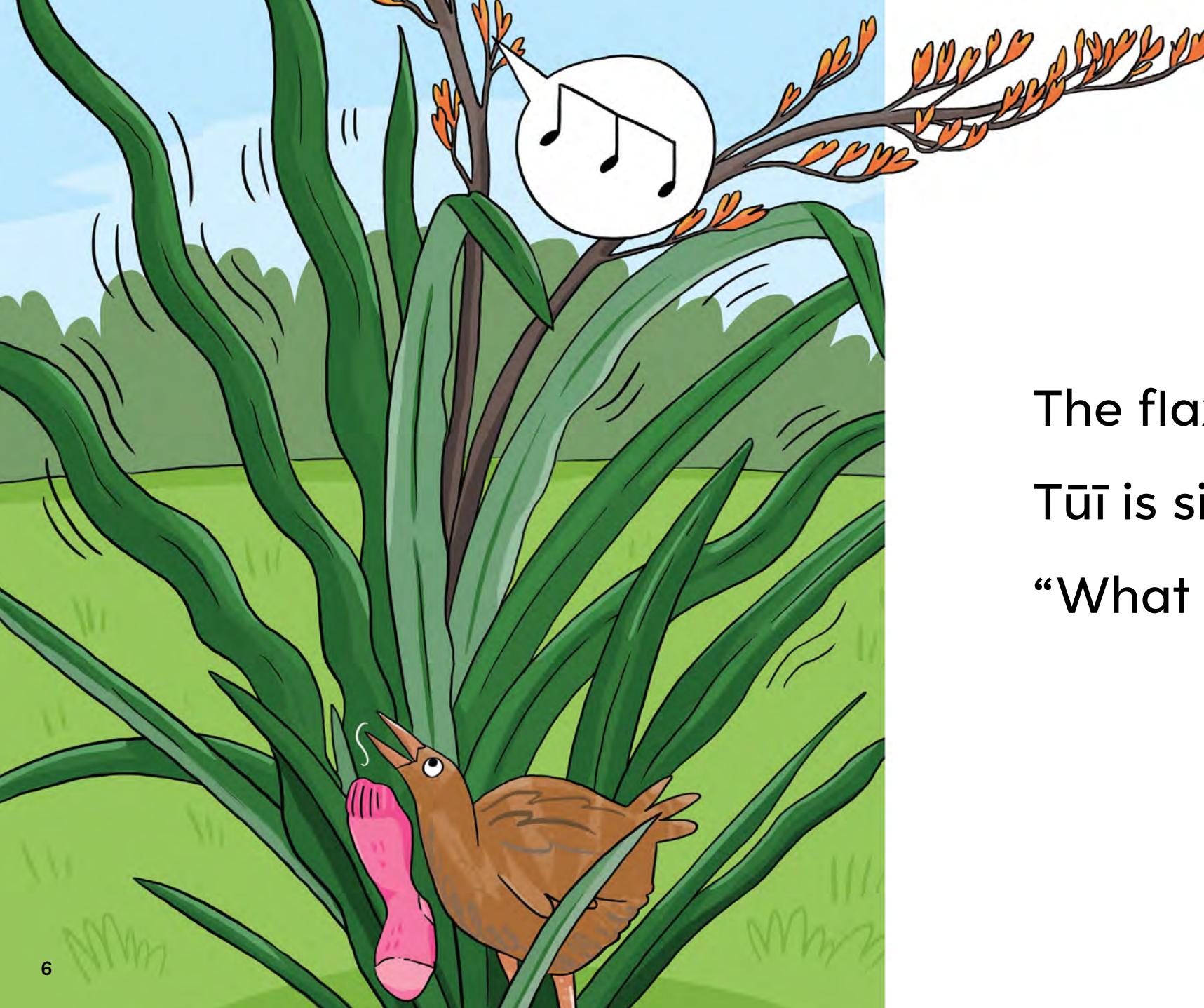
Illustrated by Giselle Clarkson



“Stop!” yells the man.
Weka darts off.

Weka darts far from the man.
Weka darts into the flax.





The flax starts to shake.
Tūī is singing.
“What a star!” says Weka.

“Thank you Weka. I am
a star! I am smart too,”
says Tūī.

“Why are you smart?”
asks Weka.





“I get food from the flax.
I put my sharp beak in.
Then the pollen sticks to
me,” says Tūī.

“I take the pollen far away.
It is a hard job,
but it helps the flax grow.”





“That is smart,” says Weka.
“You eat and help
at the same time.
What a star!”

Flax on the Farm

■ Reading practice

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

Focus sounds

ar (as in star)

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

darts, far, starts, star, smart, sharp, hard, farm

Other words to tell children

pollen, grow

■ 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.

hard	h-ar-d
food	f-oo-d
far	f-ar
help	h-e-l-p
smart	s-m-ar-t

■ Morphological awareness

With children, read the words below and group them in pairs with the base word and first person singular form. For example,

dart–darts | sing–sing*s* | start–starts | help–help*s* | eat–eats

■ Vocabulary

Discuss the meaning of the word **pollen**. Talk about the importance of pollen for helping different plants grow.

■ 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 car, can you spell bar? If this word spells bar, can you spell far?*”

Easier changes: car > bar > far > farm

Harder changes: hid > hard > harm > harp > hip

■ Story discussion

Discuss what it means in the story when it says that Tūī can eat and help at the same time. Talk about the special role that tūī have in helping harakeke (flax) and other plants grow. Talk about other plants (e.g. fruit, flowers) that are reliant on pollination.

■ 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

Tense morphemes
Vowel digraphs



Tupu
Seedling



Kākano
Seed



Focus sounds

ar

