

Māhuri



Photo Time

Ready to Read Phonics Plus

By Samantha Montgomerie | Illustrated by Giselle Clarkson

Photo Time

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Written by Samantha Montgomerie

Illustrated by Giselle Clarkson



Ruru sees smoke
curling from the hut.
He spots boots
outside the hut.
Ruru spots some kai.

“Yum!” says Ruru.
His feathers fluff up.
He can see a big spread
of bread, jam and butter.





Ruru swoops to the bench.
He sees the bread and
sweet jam ahead of him.
But, what is this?
Ruru spots a phone!

Ruru lands next to the phone.
He spreads his wings.
Ruru treads on the phone.
Photo time!





Ruru flies off.

The hut door swings open.

“What was that flash?”

asks the boy.

His breath puffs on the

cool air.

“Was that my phone?”
asks the man.
He looks at the screen.
A photo of Ruru looks
back at him.





Ruru sees the man
scratch his head.

Ruru grins.

“More-pork! More-pork!”

His call spreads out into
the dark sky.

TEACHING NOTES

Photo Time

■ Reading practice

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

Focus sounds

ea (as in bread), ph

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

feathers, spread(s), bread, treads, head,
phone, breath

Other words to tell children

sky, flies, air, more-pork, ahead, photo

■ 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: the 'ea' in the words below is pronounced as the short vowel 'e'.

bread	b-r-ea-d
phone	ph-oe-n
boots	b-oo-t-s
head	h-ea-d
kai	k-ai

■ Morphological awareness

With children, read the words below and group them in pairs with the base word and past tense form.

puff-puffed | look-looked | head-headed
grin-grinned | phone-phoned

■ Vocabulary

Talk about the meaning of the word **tread** as it is used in the story (i.e. walked on or stepped on).

■ 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 **head**, can you spell **read**? If this word spells **read**, can you spell **bread**?"

Easier changes:

head > read > bread > breath

Harder changes:

broth > breath > bread > braid

■ Story discussion

Discuss why the man scratched his head after finding the photo of Ruru on his phone.

Do you think Ruru expected the phone to take a photo? Why or why 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

ea

ph



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