

Māhuri



Letter to Samoa

Ready to Read Phonics Plus



By Samantha Montgomerie | Illustrated by Stevie Mahardhika

Letter to Samoa

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Written by Samantha Montgomerie

Illustrated by Stevie Mahardhika



“Dinner time,” says Mum.
Lani gets the butter.
“Fish. Yum!” Dad grins.
“Just like my tinā matua
makes,” says Lani.

Tinā Matua's home is over in Samoa.

Lani went to visit last summer.

Lani liked to weave hats with her tinā matua.





They made a big summer hat.
A bird had swooped down
and taken the hat.

Lani feels sad.

“I miss my tinā matua,”
says Lani.

“You can send her a letter,”
says Mum.





Lani is quick to finish dinner.
She wants to write the letter.

“Here is a painting for you,”
writes Lani.

Lani paints Tinā Matua
under a coconut tree.





Lani paints a bird
over the waves.

It has Tinā Matua's hat.
"I miss you," writes Lani.
"I will fly back soon."

TEACHING NOTES

Letter to Samoa

■ Reading practice

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

Focus sounds

er (as in her)

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

her, dinner, summer, over, letter, under, butter

Other words to tell children

write(s), how, your, bird, coconut, last, weave

■ 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.

fish	f-i-sh
miss	m-i-ss
hats	h-a-t-s
soon	s-oo-n

■ Morphological awareness

Write down the word **teacher** and talk about the morphemes **teach** and **er**. The morpheme **er** at the end of the word can mean someone's occupation or something they do. Come up with some other words that end in this morpheme and look at them in print in their base and derived form.

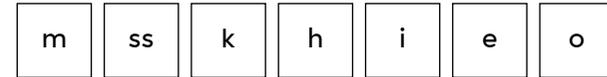
teach-teacher | paint-painter | lead-leader | jump-jumper | catch-catcher

■ Vocabulary

In the story Lani talked about being sad because she missed her tinā matua. Invite children to think of other words that have a similar meaning to the word **sad** that could have been used in the story (e.g. miserable, gloomy, unhappy, sorrowful).

■ 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 **kiss**, can you spell **miss**? If this word spells **miss**, can you spell **hiss**?" Draw children's attention to the doublet 'ss' grapheme coming after a short vowel.

Easier changes:

kiss > miss > hiss

Harder changes:

miss > mess > moss

■ Story discussion

Lani loved spending time with her tinā matua. Discuss that tinā matua is Samoan for grandmother. What do children call their grandmother? Talk with children about their favourite things to do with their grandparents. Set up an activity where the class can write a letter or do some artwork for their grandparent (or another special person).

■ 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

er



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