Is Kiwi Asleep?

Tupu

by Samantha Montgomerie | illustrated by Giselle Clarkson

Whānau Notes

Your child can read the story to you. Help them with any words they don't know. After reading, talk about the story, characters, and pictures.

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Weka is up from his long rest. "I will look for Kiwi," says Weka.



Weka runs to look for Kiwi. He runs and runs on the track.



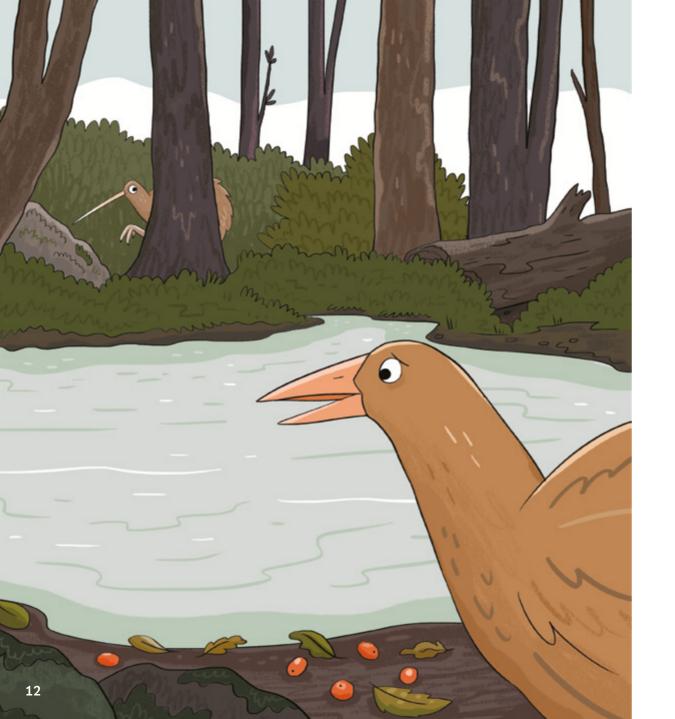
Weka looks for Kiwi in the bush. "Is Kiwi asleep yet?" thinks Weka.



Weka stands on the log to look for Kiwi. Is Kiwi asleep yet?



"I will stop and think," says Weka. He sits by the pond.



"Kiwi must be asleep," says Weka.



"Here I am!" says Kiwi. "Let's run to my nest. Then I can sleep," says Kiwi.

Teaching Notes

Focus points

- This book has adjacent consonants. Show children the words with four sounds and four letters and practise blending them together, for example, n e s t → nest.
- Children may need help blending the sounds together in the words **thinks** and **stands**.

Before reading

This book provides children with the opportunity to practise reading the letters and sounds they are learning in meaningful connected text.

Say each sound quickly



Blend the sounds together to read a word



High-frequency words

| \frown | \square | \square | \frown | \frown | \frown | \frown |
|-----------|-----------|-----------|-----------|-----------|----------|-----------|
| his | here | for | he | be | by | look |
| \square | \square | \square | \square | \square | \smile | \square |

During reading

- Show the book to the children and read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding skills. Once the page is read, guide children to connect the meaning of the text with the illustration.
- If a child gets stuck while reading, help them blend the sounds together to read the word.
- Encourage children to look out for the high-frequency words when reading.

Words to tell



Remind children to sound out the letters they already know.

Spelling

Use previously learned letters and sounds to help children spell and read words. If this word spells **nest**, can you spell **west**? Change **west** to **pest**.

- nest \rightarrow west \rightarrow pest \rightarrow chest
- lend \rightarrow land \rightarrow sand \rightarrow stand

Vocabulary

Tell the children the meaning of any new vocabulary:

• **track:** a path in the bush

After reading

Discussion questions

- Why can't Weka find Kiwi?
- Why does Weka think Kiwi must be asleep?
- Where does Kiwi sleep?

Story discussion

Talk with children about how kiwi are nocturnal, and most active at night, or in dark places. Encourage children to talk about why Weka could not see Kiwi (for example, Kiwi was hidden in the dark undergrowth).

Fluency

Reread the story to build accuracy and fluency.

Story retell

Ask the children to retell the story to a buddy.







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