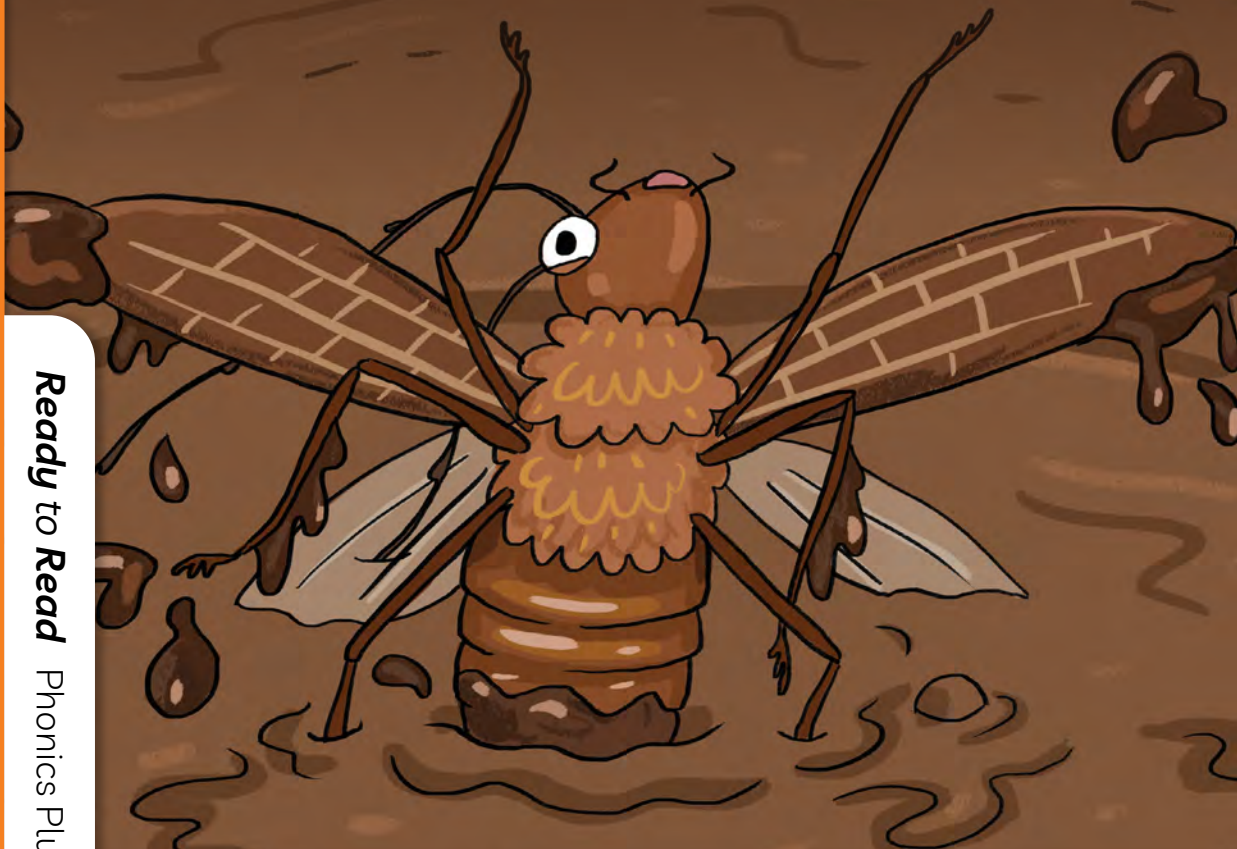




Huhu in the Mud



Ready to Read Phonics Plus

Huhu in the Mud



Published 2021 by the Ministry of Education,
PO Box 1666, Wellington 6140, New Zealand.
www.education.govt.nz

Developed by Child Well-being Research Institute, University of Canterbury,
Private Bag 4800, Christchurch, 8140, New Zealand.
www.canterbury.ac.nz/childwellbeing/betterstartliteracy

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Designed and typeset by Smartwork Creative, www.smartworkcreative.co.nz

ISBN 978-1-77663-809-3 (print)
ISBN 978-1-77663-810-9 (online)

Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury
Teacher support materials for the Ready to Read texts can be found
online at www.readytoread.tki.org.nz

Replacement copies may be ordered from Ministry of Education Customer Services,
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Huhu likes to
run and jog.

He jogs into thick mud.
Jig, jig, jig.
He can't get out.





“I am stuck in the mud!” says Huhu.
Ruru gets a thin log.

Huhu gets out
of the mud.
Thud!





“Ka pai!” says Huhu.
“I can run and jog.”

TEACHING NOTES

Huhu in the Mud

■ Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

Focus sounds

th j

Introduce the text to children and read the story aloud together, pointing to each word as it is read. There are two types of words in the story: regular decodable words and words that are not. These words are listed below. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

jig, jog, thick, thin, log, mud, thud, run, stuck, and, get, am, in, can

Other words to tell your child

Huhu, likes, can't, to, out, ka pai, he, into, I, the, says, Ruru, a, of

■ 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."

Help 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.

jogs	j-o-g-s
thin	th-i-n
log	l-o-g
thud	th-u-d
stuck	s-t-u-ck

■ Morphological awareness

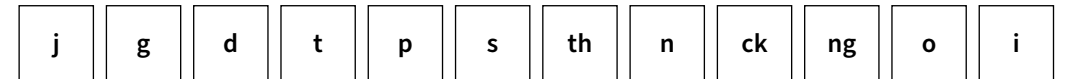
Bring attention to how words can change (e.g. jog, jogs, **jogging**, **jogged**). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **jog**.

■ Vocabulary

Talk about the meaning of the word **thin**. Think of other words with a similar meaning that would make sense in the sentence, *Ruru gets a thin log* (e.g. skinny, small). Ask children to create their own sentences using **thin**, **skinny** or **small**.

■ 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 **jig**, can you spell **jog**? If this word spells **jog**, can you spell **dog**?"

Easier changes:

jig > jog > dog > dot > pot > spot

Harder changes:

thin > thick > thing > ding > dong > song

■ Story discussion

Discuss how Ruru used the log to help get Huhu out of the mud. Invite children to talk about a time when they helped a friend.

■ 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.

■ Print concepts

Draw children's attention to the word **can't**. Explain that the apostrophe indicates that it is a shortened version of a word. **Can't** is a contraction of **cannot**, and can be compared to the word **can** in this story.



Rākau
Tree



Māhuri
Sapling



Tupu
Seedling



Focus sounds

th

j

Kākano

Seed

Single consonants

Short vowels

Consonant digraphs

