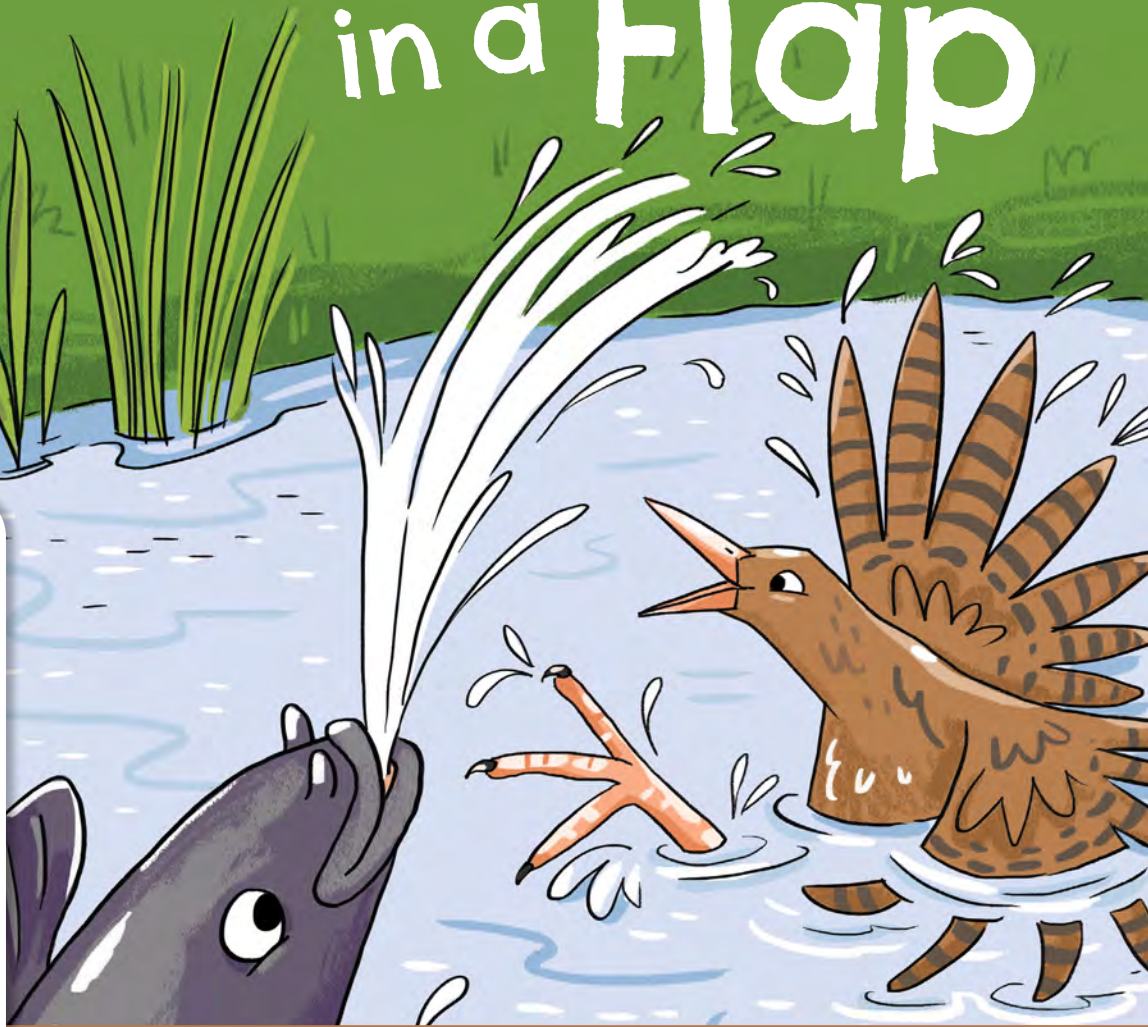


Tupu



# Weka in a Flap

**Ready to Read** Phonics Plus



By Anna Kirschberg and Maggie Boston | Illustrated by Giselle Clarkson

# Weka in a Flap

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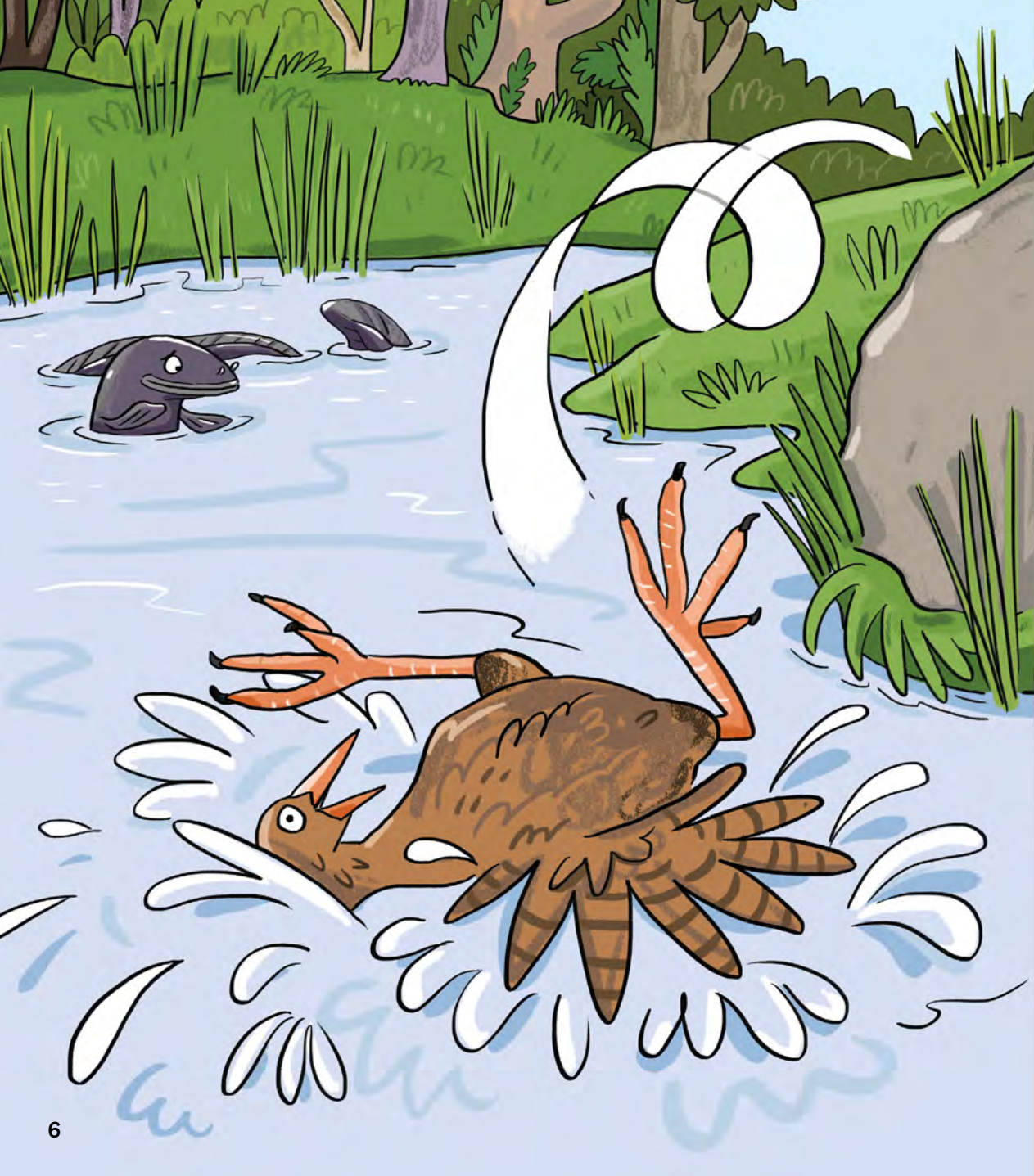


Weka sits on a rock.  
He spots a flock  
of ducks.

Weka is glum.  
“I wish to fly like  
the black ducks,”  
says Weka.





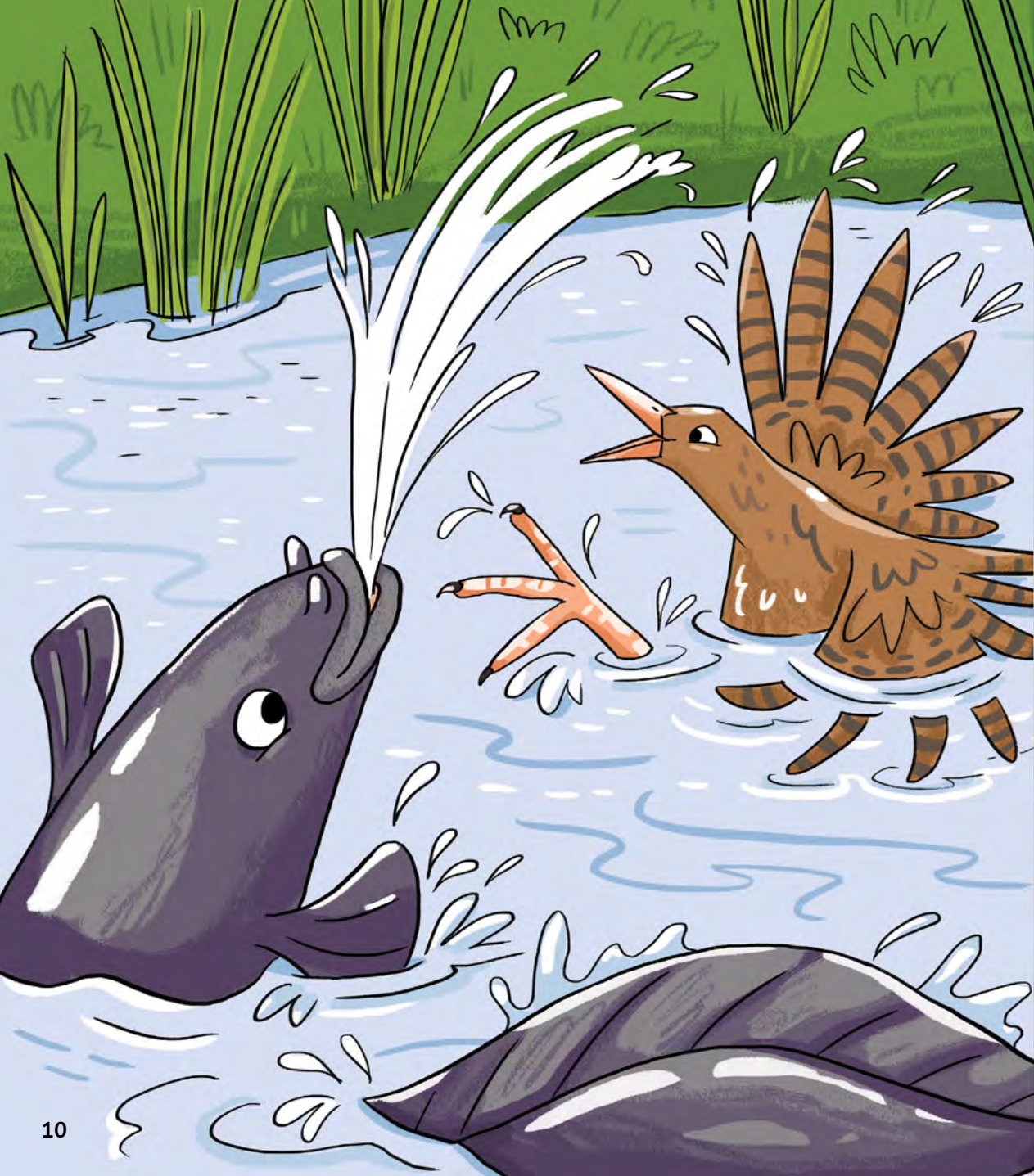


Weka has a plan.  
He flaps his wings.  
He flips and flops.  
He splats.

Tuna pops up.  
“Don’t be glum.  
We can swim.”  
Splish, splash.







Weka flaps his wings.  
“This is fun. I cannot  
fly, but I can swim.”

## TEACHING NOTES

# Weka in a Flap

### ■ 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

-l blends

Introduce the story to children and read the story aloud together. There are two types of words in the story: regular decodable words and other words that are not. The decodable words that contain the focus sounds are listed below, along with the words that can't be sounded out. There will also be other words containing sounds that should have been previously taught. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the other 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**

flock, glum, flaps, flips, flops, splats, splish, splash, ducks, black, cannot

#### **Other words to tell your child**

fly, don't

### ■ 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.

wish	w-i-sh
flock	f-l-o-ck
plan	p-l-a-n
glum	g-l-u-m
splats	s-p-l-a-t-s

### ■ Vocabulary

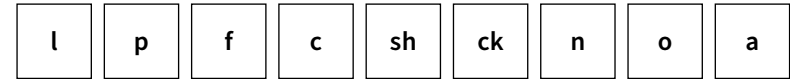
Talk about the meaning of the word **wish**. Think of other words with a similar meaning that would make sense in the sentence:

*I **wish** to fly like the ducks (e.g. hope, want).*

Ask children to create their own sentences using **wish**.

### ■ 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 **lop**, spell **lap**. If this word spells **lap**, spell **flap**."

Easier changes: | lop > lap > flap > clap > clan  
Harder changes: | clap > clash > clack > flack

### ■ Story discussion

A weka is a flightless native New Zealand bird. Discuss why Weka might not be able to fly (e.g. doesn't have big enough wings, is too heavy). Talk about a time you tried to do something that you were not able to achieve. What did you do to overcome this?

### ■ 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.





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TE TĀHUHU O TE MĀTAURANGA



**Rākau**  
Tree



**Māhuri**  
Sapling



**Kākano**  
Seed



## Focus sounds

-l blends

## Tupu      Seedling

Initial and final blends  
Long vowels  
Consonant patterns

