



# Weka in the Shed



Ready to Read Phonics Plus

# Weka in the Shed

Published 2021 by the Ministry of Education,  
PO Box 1666, Wellington 6140, New Zealand.  
[www.education.govt.nz](http://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](http://www.canterbury.ac.nz/childwellbeing/betterstartliteracy)

Text copyright © Crown 2021  
Illustrations copyright © Crown 2021  
Teacher notes © Crown 2021

All rights reserved.  
Enquiries should be made to the publisher.

Editors: Alison Arrow, Gail Gillon, Brigid McNeill, Amy Scott,  
Child Well-being Research Institute, University of Canterbury  
Designed and typeset by Smartwork Creative, [www.smartworkcreative.co.nz](http://www.smartworkcreative.co.nz)

ISBN 978-1-77663-817-8 (print)  
ISBN 978-1-77663-818-5 (online)

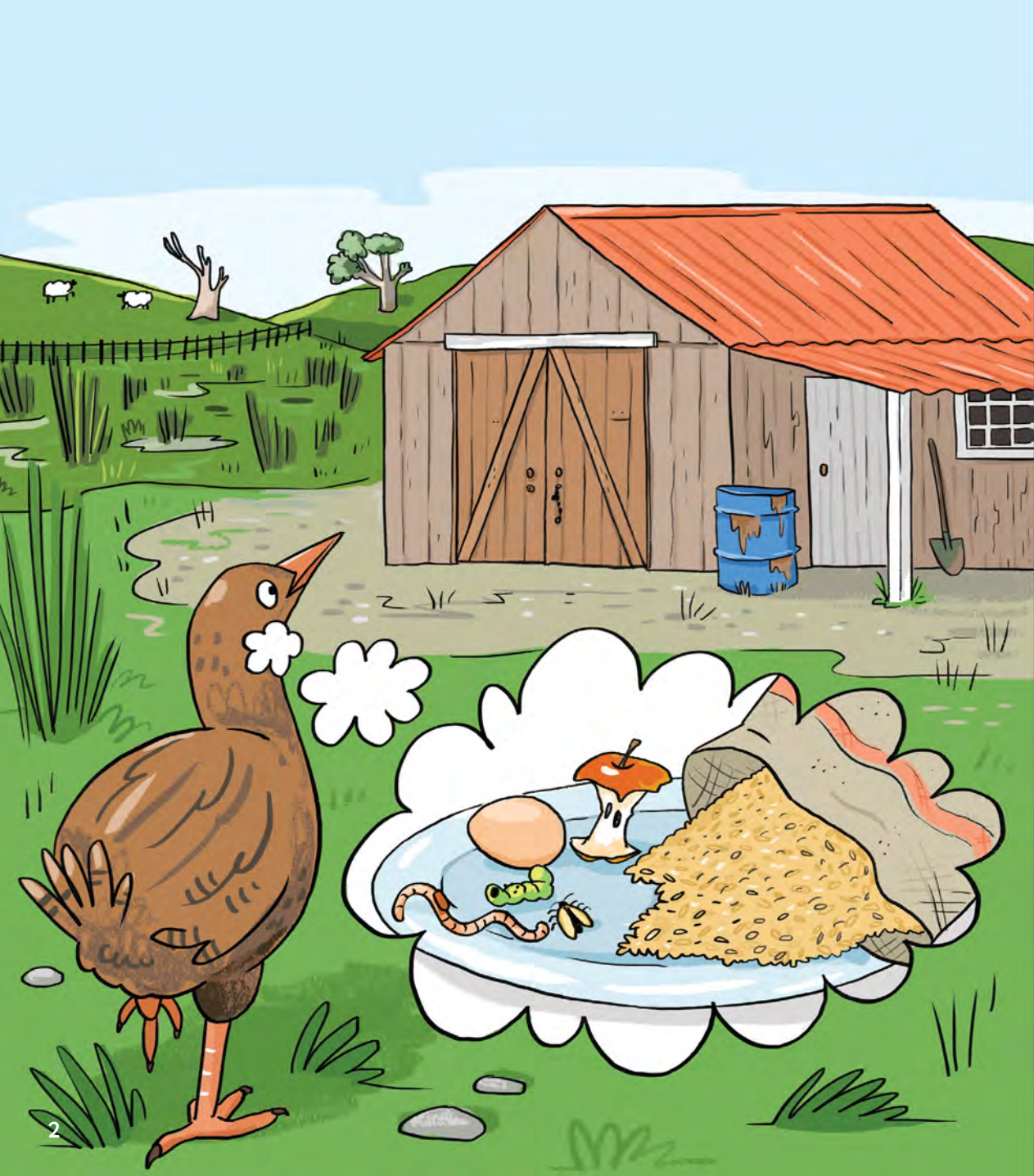
Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury  
Teacher support materials for the Ready to Read texts can be found  
online at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

Replacement copies may be ordered from Ministry of Education Customer Services,  
online at [www.thechair.co.nz](http://www.thechair.co.nz)  
by email: [orders@thechair.minedu.govt.nz](mailto:orders@thechair.minedu.govt.nz)  
or freephone 0800 660 662  
Please quote item number 63817.



Written Maggie Boston

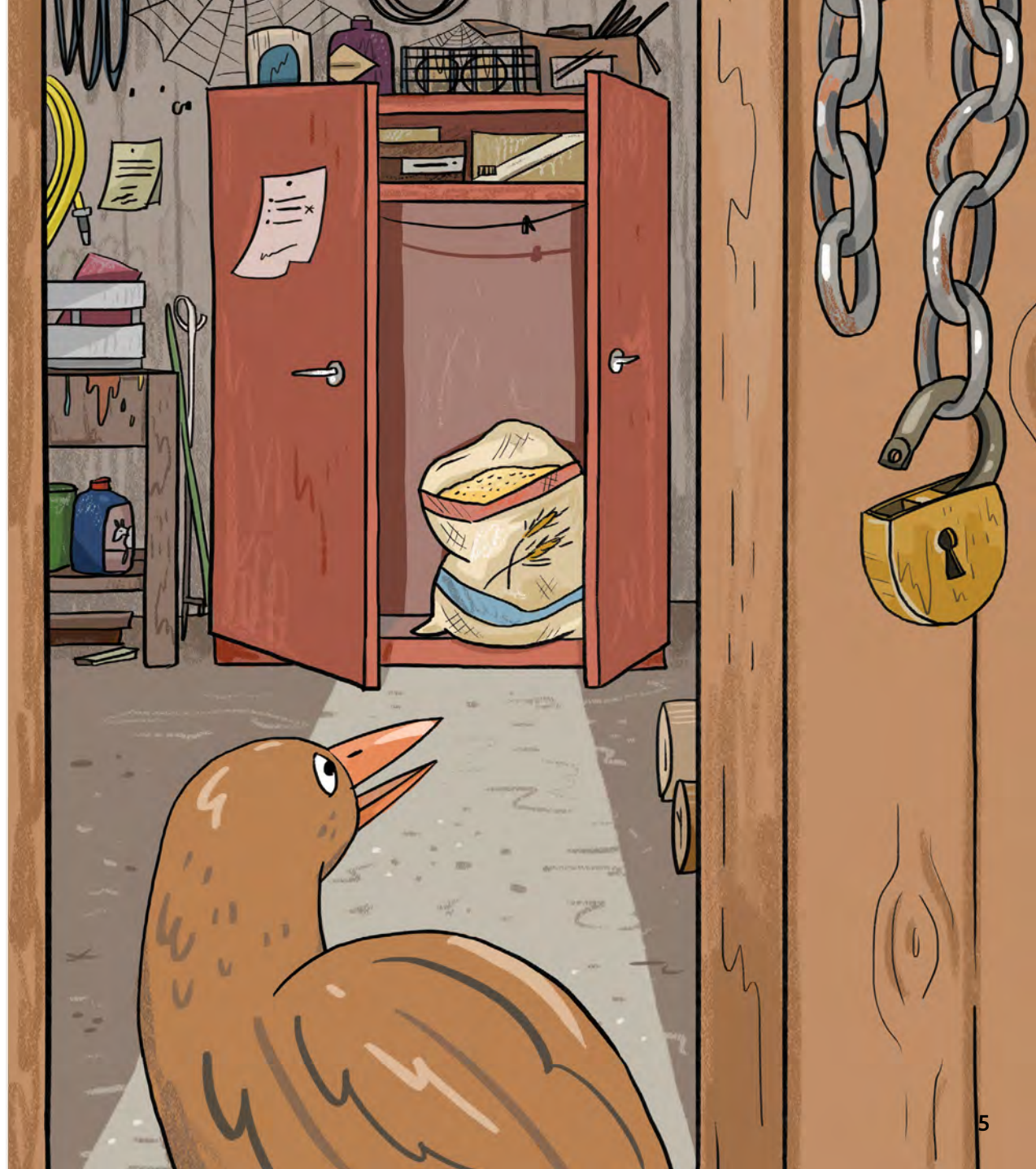
Illustrated by Giselle Clarkson



Weka sees a shed.  
“I wish, I wish,  
I had a dish.”



His luck is in.  
The lock is open.





Weka tucks in.  
Yum, yum, yum.



The man is back.  
Dash, Weka, dash!  
Get out of the shed.





Weka sits by the rock  
and pats his puku!

## TEACHING NOTES

# Weka in the Shed

### ■ 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

sh ck

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

wish, dish, luck, lock, tucks, shed, man, back, dash, rock, pats, had, his, is, in

#### Other words to tell your child

I, by, puku, open, yum, open, sees, a

### ■ 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.

wish	w-i-sh
dish	d-i-sh
luck	l-u-ck
shed	sh-e-d
tucks	t-u-ck-s
back	b-a-ck
dash	d-a-sh
rock	r-o-ck

### ■ Vocabulary

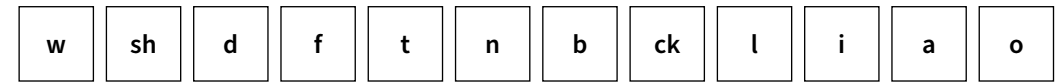
Talk about the meaning of the word **dash** as used in the story. Think of other words with a similar meaning (e.g. rush, sprint, run, dart, bolt). Ask children to create their own sentences using one of these words.

**Puku** is a Māori word that can be used for stomach or tummy. Practise the correct pronunciation and learn more about other meanings of the word puku:

<https://maoridictionary.co.nz/>

### ■ 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 **wish**, can you spell **dish**? If this word spells **dish**, can you spell **fish**?"

Easier changes:

wish > dish > fish > fit > fin > shin

Harder changes:

back > lack > lick > lock > flock > flick

### ■ Story discussion

Talk about why Weka had to dash out of the shed when the man came back (e.g. Weka knew the man would try to do something to him if he got caught). Talk about why Weka may have had to go into the shed to get food instead of scavenging outside.

### ■ 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

There are many commas in this story. Talk about how they are used to separate repeated phrases (e.g. "I wish, I wish"). The repeated phrases are used to illustrate how much Weka would like some food.





MINISTRY OF EDUCATION  
TE TĀHUHU O TE MĀTAURANGA



**Rākau**  
Tree



**Māhuri**  
Sapling



**Tupu**  
Seedling



## Focus sounds

sh

ck

# Kākano

# Seed

Single consonants

Short vowels

Consonant digraphs



ISBN 978-1-77663-817-8



9 781776 638178 >