

Chit Chat



Kākano
Seed

It is night-time in the bush and everyone is out enjoying the darkness. Not everyone is happy about all the noise.

Focus sounds	Consonants: Ch Ng Previously introduced: a e i o u ck t s w b c l (for the words with focus sounds)	Decodable words	in, sun, fun, chit, chat, chick , naps, raps, can, fans, wing , runs, hut, bang, clang , big, din, stop, rest, best, and, to, but
High utility non-decodable words	Teach as high utility non-decodable: Ruru, Huhu, dark, have, be Previously introduced: Weka, the, he, his, into, a, says, needs, they	Resources	Chit Chat book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers Audio recording of all focus sounds and te reo kupu in the book

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

BEFORE READING

Explicit instruction on focus sounds

Introduce each letter and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat the name and sound of each letter after you. Say, “*Today’s sounds have two letters that only make one sound. These are called digraphs. The first one has the letters C and H together that make the sound /ch/. What are the letters? What sound do they make?*” Complete both of the focus consonant sounds this way.

Making and breaking words with sounds

Making and breaking words using sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include the focus sounds (for example, **chit, sing, wing, chick**). Give the children letters, or mini whiteboards and whiteboard markers, and let them know that they are going to make some words to read. Give them the first sound, then ask them to put the letters in front of them (for example, **ch**), and make the sound. Continue through the rest of the letters in the word (for example, **chat**) and practise sounding out and blending the sounds together.

Complete all of your selected words, and include sounds the children have already learnt as well.

High utility non-decodable words

Introduce children to the new high utility non-decodable words (**Ruru, Huhu, dark, have, be**) on a whiteboard or on flashcards. Remind the children that they don't need to sound out these words because they are learning to remember them. Say each word and ask them to repeat it after you. Do this two or three times. Review the words they have already learnt as well (**Weka, the, he, his, into, a, says, needs, they**).

The first time you read the story you may need to tell children what the words are because words take time to memorise.

DURING READING

Introduce the story to the children and ask them to look through the pictures in the story to predict what might happen, as a way of providing purpose. This book has two new characters, **Ruru** the owl and **Huhu** the bug.

Children should be expected to try reading independently by practising sounding out the decodable words (**and, in, sun, but, fun, chit, chat, chick, nap(s), raps, can, fans, wing, runs, hut, bang, clang, big, din, stop, rest, best, to**). The following plan requires children to decode up to two words per sentence (more if in need of extension). For those children who are finding this difficult, choose one word per sentence.

Page 3: On this page children will need prompting or telling for **Ruru** and **Huhu**. As they read the sentence they will be able to sound out and blend **and, nap, in, sun** and should be able to read **the** independently.

Page 4: Start this page with reminders of the high utility non-decodable words **the, dark, they, have**. After these reminders read the first sentence together, having children sound out and blend **but, in, fun** if they need to. Decode **chit chat** together.

Page 7: Support children to decode **Chick naps**, then prompt or tell **Ruru** before having children decode **raps**. Remind children of the word **his** then read the following sentences stopping to sound out and blend **fans, wing, chit** and **chat**. Children may remember **chit** and **chat** without needing to decode them.

Page 8: Start with reminders about the high utility non-decodable words **Huhu, into** and **a**. Then read the sentences on the page together, supporting the sounding out and blending of **runs, hut, bang, clan, big, din, chit** and **chat**. If the children can read the words without needing to decode them, let them do so.

Page 11: Read the dialogue together, having children sound out and blend **stop** and **chat**. They should read **the** independently. Prompt or tell them **says Weka**. Continue with the sounding and blending of **chick**, then support the reading of **needs** as a high utility non-decodable word. Decode **rest** and **best**, prompting or telling children **to, be** and **his**.

AFTER READING

Follow-up activities: Choose one or two of the activities from the back of the book to use for follow-up, or include them as a whānau activity to send home.