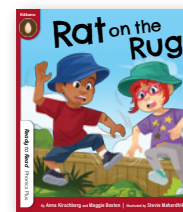


# Rat on the Rug



Kākano  
Seed

*Nat and Tāne are having a picnic at Nat's house. What is that under the rug?*

|   |  |                        |   |
|---|--|------------------------|---|
| <b>Focus sounds</b>                     | <b>Consonants:</b> Ss Ff Gg Rr<br><b>Previously introduced:</b> a n d i t u b p c                        | <b>Decodable words</b> | <b>sit, in, sun, on, big, rug, tips, dips, fun, get, up, fat, rat, cat, run, and</b>  |
| <b>High utility non-decodable words</b> | <b>Teach as high utility non-decodable:</b> they<br><b>Previously introduced:</b> Tāne, the, a, is, sees | <b>Resources</b>       | <b>Rat on the Rug</b> book<br>Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers<br><b>Audio recording</b> 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, “*This is the letter S. It makes the sound of /s/. What is the name and what is the sound?*” Make sure you don’t add vowel sounds at the end of consonant sounds. Complete all of the focus consonants.

### 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, **sit, fun, rat, big**). 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 letter in front of them (for example, **s**), and make the sound. Continue through the rest of the letters in the word (for example, **sit**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Complete all of your selected words, and use any sounds the children have already learnt.

## High utility non-decodable words

Introduce children to the new high utility non-decodable word (**they**) 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 (**Tāne, a, the, is, sees**).

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 and ask the children to look at the pictures to predict what might happen, as a way of providing purpose.

Children should practise reading independently by sounding out the decodable words (**and, sit, sun, on, big, rug, tips, dips, fun, get, up, fat, rat, cat, run, in**). This plan prompts children to decode up to two words per sentence, and more if they are ready for extension. Choose one word per sentence for children who are having difficulty.

Page 3: Read the first sentence together. Say or prompt **Nat, Tāne** and **the**. Ask the children to sound out and blend **and, sit, sun** when they get to them in the sentence. Read the second sentence together, and prompt the children when they come to the high utility non-decodable words **they** and **a**. Ask the children to sound out and blend **sit, on, big** and **rug**.

Page 4: Ask the children to read all the sentences with **the** as a high utility non-decodable word, and **is** as a high utility non-decodable word in the last sentence. In each sentence ask the children to decode **rug** and the following word (**tips, dips, fun**).

Page 7: Read the sentence on this page together, and prompt **Tāne** as a high utility word. Ask the children to stop to sound out and blend **and, get** and **up**.

Page 8: Say or prompt the high utility non-decodable word **A**, then ask the children to sound out and blend **fat rat**. In the second sentence say or prompt **A, is** and **the** as you get to them. As you read, ask the children to stop, sound out and blend **rat, on** and **rug**. If this takes some time, re-read the sentence with the children.

Page 11: Ask the children to read **Nat** and also to add the **'s** to the sound. Explain that it means that something belongs to Nat. Ask the children to sound out and blend **cat** and then tell them that the cat belongs to Nat. Tell or prompt **sees** and **the**, then sound out and blend **rat**. Re-read if necessary. Sound out and blend all the words in the final sentence.

### 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.