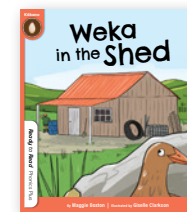


Weka in the Shed

Weka is feeling a bit hungry today. The farmer's shed looks like it might have some snacks just for Weka. Weka needs to be quick before the farmer comes back.



Kākano
Seed

Focus sounds	Consonants: Sh Ck Previously introduced: a e i o u d w h l n t m b g s r	Decodable words	shed, wish, had, dish, luck, in, lock, tucks, man, back, dash, get, sits, rock, and, pats
High utility non-decodable words	Teach as high utility non-decodable: l, open, by, puku, yum Previously introduced: Weka, sees, a, his, is, the, out, of	Resources	Weka in the Shed 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 we are learning about something different. Today’s sounds have two letters that only make one sound. These are called digraphs. The first one has the letters **S** and **H** together that make the sound /sh/. What are the letters? What sound do they make?*” Complete both 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, **shed, wish, luck, rock**). 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, **sh**), and make the sound. Continue through the rest of the letters in the word (for example, **shed**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Continue with all of your selected words, including those with the **sh** at the end of the word, 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 (**I, open, by, puku, yum**) 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, sees, a, his, is, the, out, of**).

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 (**shed, wish, had, dish, luck, in, lock, tucks, man, back, dash, get, sits, rock, and, pats**). 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: Start by reading **Weka, sees, a** together, prompting or saying the words for the children as they read with you. Ask the children to sound out and blend **shed**. Read the following sentence, prompting or saying **I** and **a**, and ask the children to sound out and blend **wish, had** and **dish**.

Page 4: As you read this sentence together, say or prompt **his, is, the** and **open**. Children should sound out and blend the words **luck, in** and **lock**. Some of the high utility non-decodable words may be read automatically by some children.

Page 7: Read **Weka** together and have children sound out and blend **tucks in**. Say the word **yum** and read the second sentence together and ask the children to point out each of the three times the word occurs.

Page 8: Read the first sentence together, asking children to sound out and blend **man** and **back**. In the next sentence ask the children to sound out **dash**. They may not need to sound out and blend it the second time it appears. Say or prompt **Weka** if necessary. For the final sentence, if necessary ask the children to decode **get**, then prompt or say **out of the**, and then sound out and blend **shed**.

Page 11: Read **Weka** together and ask the children to decode **sits**. Say or prompt **by the** and ask the children to sound out and blend **rock** and **pats**. Prompt or tell children **his** and **puku**. Discuss what a puku is and why Weka might pat it.

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.