

Huhu in the Mud



Kākano
Seed

Huhu is out getting some exercise as he jogs through the bush. Oh no! Huhu wasn't looking where he was going and now he is stuck in the mud. Who can help?

Focus sounds	Consonants: Th Jj Previously introduced: a e i o u d g s ck w (in words with focus sounds)	Decodable words	run, and, jog(s), jig, thick, mud, get(s), am, stuck, in, thin, log, with, thud, can
High utility non-decodable words	Teach as high utility non-decodable: likes, can't Previously introduced: Huhu, into, the, to, he, out, I, a, says, Ruru, of, ka pai	Resources	Huhu in the Mud 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 **T** and **H** together that make the sound /**th**/. What are the letters? What sound do they make?" The letter-sound pattern for **J** has already been covered but revise it because it has not been used often.

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, **thin, with, jig, jog**). 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, **th**), and make the sound. Continue through the rest of the letters in the word (for example, **thin**) 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, 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 (**likes, can't**) 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 (**Huhu, to, into, the, he, out, I, a, says, Ruru, of, ka pai**).

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. This book has two new characters, **Ruru** the owl and **Huhu** the bug.

Children should practise reading independently by sounding out the decodable words (**run, and jog(s), jig, thick, mud, get(s), am, stuck, in, thin, log, with, thud, can**). 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: On this page children will need prompting or to be told **Huhu likes to**. As they read the sentence they should be able to sound out and blend **run, and, jog**.

Page 4: Start this page with reminders of the high utility non-decodable words **he, into, can't** and **out**. After these reminders read the sentences together, stopping to decode **jogs, thick, mud, jig** and **get**. If this takes some time, re-read the sentence for meaning.

Page 7: Remind children about **I, the, says** and **Huhu**, then read the sentence together, stopping to sound out and blend **am, stuck, in** and **mud**, if necessary. Some children may read some of these words fluently. Read the next sentence together, prompting or saying **Ruru** and **a**, but decoding **gets, thin** and **log**.

Page 8: Start with reminders about the high utility non-decodable words **Huhu, out, of, the** and **a**. Then read the sentence together and support the sounding out and blending of **gets, mud, with** and **thud**. If children can read the words without needing to decode them, let them do so.

Page 11: The first sentence on this page contains no decodable words so it can be read to, or with, the children, depending on their ability with the high utility non-decodable words. For the second sentence prompt children about **I** and ask them to sound out and blend the rest of the sentence **can, run, and** and **jog**.

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.