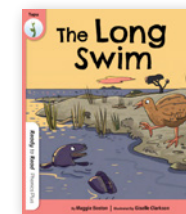


# The Long Swim

*Tuna is a long-fin eel that goes out to sea to breed at the end of his life. In this story Tuna says good-bye to his good friend Weka.*



<b>Focus sounds</b>	<b>Consonants:</b> Review all <b>Vowels:</b> Review all	<b>Decodable words</b>	stands, on, bank, zig, zags, in, chat, with, cannot, must, swim, deep, breed, big, and, rush, am, strong, this, quest, need, had, fun, luck, good, job
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> sea, haere rā <b>Previously introduced:</b> Weka, the, Tuna, awa, me, says, I, to, is, a, what, asks, my, go, you, we	<b>Resources</b>	<b>The Long Swim</b> book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers. <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

There are no focus sounds in this book because it is for revision. Choose the letter-sound patterns that children are having the most difficulty with.

### Making and breaking words with sounds

Making and breaking words using the sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include letters the children need to revise (for example, **breed, quest, bank, swim**). Give children letters, or a mini whiteboard and a whiteboard marker, 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 with the rest of the letters in the word (for example, **swim**) 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 chosen words, and use sounds they've already learnt as well.

## High utility non-decodable words

Introduce children to the new high utility non-decodable words (**sea, haere rā**) 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 the children to repeat it after you. Do this two or three times. Revise the words that they have already learnt and appear in this story (**Weka, the, Tuna, awa, me, says, I, to, is, a, what, asks, my, go, you, we**). As they read the story, remind them they don't need to sound out these words. If a child doesn't remember a high utility non-decodable word while reading, remind them what it is.

### DURING READING

Introduce the story to the children and ask them to look at the pictures to predict what might happen, as a way of providing purpose. Ask children to sound out and blend the title of the story.

Children should practise reading independently by sounding out words and either remembering, or being reminded about, the high utility non-decodable words and by sounding out the decodable words (**stands, on, bank, zig, zags, in, chat, with, cannot, must, swim, deep, breed, big, and, rush, am, strong, this, quest, need, had, fun, luck, good, job**). This plan requires 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 finding decoding words difficult.

If a child is having difficulty sounding out and blending the words, stop reading after a page or two. These pages can be repeated for reinforcement, and the book can be completed over the course of the week. Children who quickly grasp the sounding out and blending strategy may complete the story in one reading.

Page 3: All words should be either familiar to children or decodable. Support children with reading together and, if necessary, sounding and blending.

Page 4: All words should be either familiar to children or decodable. The only word you may need to prompt is **sea**. Support children with reading together and, if necessary, sounding and blending.

Page 7: All words should be either familiar to children or decodable. Support children with reading together and, if necessary, sounding and blending.

Page 8: All words should be either familiar to children or decodable. The only word you may need to prompt is **sea**. Support children with the reading together and, if necessary, sounding and blending.

Page 11: All words should be either familiar to children or decodable. The only words you may need to prompt are **haere rā**. Support children with reading together and, if necessary, sounding and blending.

### AFTER READING

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