

Tupu



Dress-Up Hullabaloo



Ready to Read Phonics Plus

By Samantha Montgomerie | Illustrated by Stevie Mahardhika

Dress-up Hullabaloo

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It is a wet day.

“Let’s dress up,” says Tāne.

Tops, wigs and hats spill out.

What a mess!

“Zip me up,” says Lani.

The dress puffs out.

“Look at me,” says Lani.

Nat grins.





“Ruff, ruff!” says Sam.

Nat pats the fluff on his puku.

Nat's top has big cuffs.
She puts on the hat with a bell.
Ding! Ding! Nat's hat rings.





“Where is Tāne?” asks Lani.

Crash! Clang!

“What is the fuss?” yells Sam.

Tāne is at the drum kit.
His wig flops and bobs.
“See him toss his sticks!”
yells Nat.





Lani and Sam sing along.

Nat rings her bell.

Miss Lee claps.

What a dress-up

hull-a-ba-loo!

TEACHING NOTES

Dress-up Hullabaloo

■ Reading practice

This story provides children with practice in reading and understanding short words using carefully selected focus sounds.

Focus sounds

Doubled consonants after a short vowel (ff, ll, ss)

Introduce the text and read the story aloud together, pointing to each word as you read. Encourage children to sound out the regular words that they already know the sounds for. The regular words that contain the focus sounds for this book are listed below. For words that include sounds that the children haven't learnt yet, you may simply tell children the words as you read together. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

dress, mess, Miss, fuss, toss, yells, bell, spill, puffs, ruff, cuffs, fluff

Other words to tell children

where, Lani, puts, she, hull-a-ba-loo

■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Have children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

mess	m-e-ss
yell	y-e-ll
fluff	f-l-u-ff
spill	s-p-i-ll
dress	d-r-e-ss

■ Morphological awareness

Bring attention to how the letter **s** is added to words for objects (nouns) to mean more than one (tops, wigs, hats). Draw attention to the part of the word that is the same and the part that is different.

■ Vocabulary

Talk about the meaning of the word **hullabaloo** in this story. Think of other times children could make a lot of noise and call it a **hullabaloo**.

■ Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **wag**, can you spell **zag**? If this word spells **zag**, can you spell **zap**?"

Easier changes:

wag > zag > zap > gap > sap > sat

Harder changes:

zip > zap > sap > sip > sit > sat > sag

■ Story discussion

Discuss the difference between loud play and quiet play. Discuss why this might have been a good time for loud play, and times when you can have loud play at home or school.

■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary using picture cues. Give plenty of praise and encouragement for verbal responses.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Māhuri
Sapling



Kākano
Seed



Focus sounds

ff

ll

ss

Tupu

Seedling

Initial and final blends

Long vowels

Consonant patterns

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