

Kākano



To the Top



Ready to Read Phonics Plus

by Samantha Montgomerie | illustrated by Stevie Mahardhika

Whānau Notes

Your child can read the story to you.

Help them with any words they don't know.

After reading, talk about the story, characters, and pictures.

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by Samantha Montgomerie
illustrated by Stevie Mahardhika

Ministry of Education

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A map.



To the top!



Tap the map.



I am not at the top.



To the top.



I did it!



I am at the top.

Focus points

- Names and sentences start with an upper-case letter.
- An exclamation mark is used at the end of a sentence to express a strong feeling.
- High-frequency words are words that appear frequently in written texts. Point these words out to children as they read.

Before reading

This book provides children with the opportunity to practise reading the letters and sounds they are learning in meaningful connected text.

Say each sound quickly

m a d p o t n i s

Blend the sounds together to read a word

tap did map top

High-frequency words

to the A I

During reading

- Show the book to the children and read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding skills. Once the page is read, guide them to connect the meaning of the text with the illustration.
- If a child gets stuck while reading, help them blend the sounds together to read the word.
- Encourage children to look out for the high-frequency words when reading.

Spelling

Use previously learned letters and sounds to help children spell and read words. If this word spells **tap**, can you spell **map**? Change **map** to **mad**.

- tap → map → mad → sad
- top → tap → tan → man

Vocabulary

Tell the children the meaning of any new vocabulary, for example:

- **map**: a drawing or picture that shows an area of land or sea

After reading

Discussion questions

- Where are the children going?
- What did they use the map for?
- What did they have at the top of the hill?

Story discussion

Ask the children if they have ever been on a big walk. Who did they go with and where did they go? How did they feel at the beginning, in the middle, and at the end of the walk? Compare their feelings with Nat's feelings in the story.

Fluency

Reread the story to build accuracy and fluency.

Story retell

Ask the children to retell the story to a buddy.



Rākau
Tree



Māhuri
Sapling



Tupu
Seedling



Kākano
Seed

Focus sounds

m a d p o

t n i s

