

Kākanō



# Pip and Tom



*Ready to Read* Phonics Plus

by Maggie Boston | 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.

# Pip and Tom



by Maggie Boston

illustrated by Stevie Mahardhika

Published 2023 by the Ministry of Education,  
PO Box 1666, Wellington 6140, New Zealand.  
[www.education.govt.nz](http://www.education.govt.nz)

Text copyright © Crown 2023  
Illustrations copyright © Crown 2023

All rights reserved.  
Enquiries should be made to the publisher.

Development and publishing services: University of Canterbury, Smartwork Creative,  
Massey University, CORE Education | Tātai Aho Rau, and Lift Education E Tū.

ISBN 978 1 77690 178 4 (print)  
ISBN 978 1 77690 179 1 (online PDF)

Replacement copies may be ordered from Ministry of Education Customer Services,  
online at [www.thechair.co.nz](http://www.thechair.co.nz)  
by email: [orders@thechair.minedu.govt.nz](mailto:orders@thechair.minedu.govt.nz)  
or freephone 0800 660 662.

Please quote item number 90178.



Pip.



Tom is at the pot.



Tom is on the pot.



Pip is at the pot.



Nat is at the pot.



Tom is not on the pot.





Pat, pat, pat.

## Focus points

- Names and sentences start with an upper-case letter.
- 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

Tom pot on pat

### High-frequency words

and is the

## 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 **dot**, can you spell **pot**? Change **pot** to **pop**.

- dot → pot → pop → top
- pat → pit → Pip → dip

## Vocabulary

Tell the children the meaning of any new vocabulary:

- **pot**: a container made from clay

## After reading

### Discussion questions

- What is Pip doing at the beginning of the story?
- Why does Tom fly away?
- Why does Nat pat Pip at the end?

### Story discussion

Discuss cat behaviour with children. Chasing birds is normal behaviour for a cat, and Pip's collar has a bell on it to let birds know when she is coming. Ask the children if they have a cat. What does their cat like to do? Do they chase birds like Pip does 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

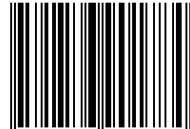
### Focus sounds

m a d p o

t n i s



ISBN 978-1-77690-178-4



9 781776 901784 >