

Tupu



# Is Kiwi Asleep?



**Ready to Read** Phonics Plus

by Samantha Montgomerie | illustrated by Giselle Clarkson

### 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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# Is Kiwi Asleep?



by Samantha Montgomerie  
illustrated by Giselle Clarkson



Weka is up from his  
long rest.  
“I will look for Kiwi,”  
says Weka.



Weka runs to look for Kiwi.  
He runs and runs on  
the track.





Weka looks for Kiwi in  
the bush.

“Is Kiwi asleep yet?”  
thinks Weka.



Weka stands on the  
log to look for Kiwi.  
Is Kiwi asleep yet?



“I will stop and think,”  
says Weka.  
He sits by the pond.





“Kiwi must be asleep,”  
says Weka.





“Here I am!” says Kiwi.

“Let’s run to my nest.

Then I can sleep,”

says Kiwi.

## Focus points

- This book has adjacent consonants. Show children the words with four sounds and four letters and practise blending them together, for example, n – e – s – t → nest.
- Children may need help blending the sounds together in the words **thinks** and **stands**.

## 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

ff ll ss zz x tch qu wh dge

### Blend the sounds together to read a word

pond nest track thinks stands must

### High-frequency words

his here for he be by look

## 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 children 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.

### Words to tell

asleep bush

Remind children to sound out the letters they already know.

## Spelling

Use previously learned letters and sounds to help children spell and read words. If this word spells **nest**, can you spell **west**? Change **west** to **pest**.

- nest → west → pest → chest
- lend → land → sand → stand

## Vocabulary

Tell the children the meaning of any new vocabulary:

- **track**: a path in the bush

## After reading

### Discussion questions

- Why can't Weka find Kiwi?
- Why does Weka think Kiwi must be asleep?
- Where does Kiwi sleep?

### Story discussion

Talk with children about how kiwi are nocturnal, and most active at night, or in dark places. Encourage children to talk about why Weka could not see Kiwi (for example, Kiwi was hidden in the dark undergrowth).

### 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

**Focus sounds**

-nd

-st



**Kākano**  
Seed

