

Tupu



# The Tall Cone



*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

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Ministry of Education

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“I can see Jack,” says Nat.  
“Kia ora, Jack!” calls Tāne.  
Tāne and Nat cross the mall  
to meet Jack and his dad.



“Let’s get an ice-cream cone,” says Nat. They all take the lift to the top of the mall and go to the shop that sells ice creams.



Jack asks for a tall cone.  
“Just a small cone for  
you,” says Jack’s dad.



“That is too small for me,”  
says Nat.

“I will have a tall cone.”  
The man nods.



“Look at my tall cone,”  
says Nat.

“It is a tall, tall cone,”  
says Tāne.

“It will fall!” says Jack.



Splat! It falls on Nat's dress.  
What a mess!





Nat looks at the mess.  
“That cone was too tall,”  
says Nat.  
“Well, well, well,” says  
Nat’s dad.  
“Small is best.”

## Focus points

- This book focuses on the spellings **-all** and **-ell**. There are sound cards for **-all** and **-ell**.
- Note that when the words “ice cream” are used adjectively, they are hyphenated, for example, ice-cream cone.

## 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

a\_e e\_e i\_e o\_e u\_e ee oo

### Blend the sounds together to read a word

mall tell sell small tall well

### High-frequency words

they you

## 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.

### Words to tell

ice cream

Remind children to sound out the letters they already know.

### Kupu Māori | Māori words

kia ora

Here, you could include children who speak te reo Māori as the language experts.

## Spelling

Use previously learned letters and sounds to help children spell and read words. If this word spells **tall**, can you spell **mall**? Change **mall** to **small**.

- tall → mall → small → smell
- smell → sell → bell → ball

## Vocabulary

Tell the children the meaning of any new vocabulary:

- **cross:** walk or move across a place, for example, cross the street
- **mall:** a big building that has lots of small shops inside
- **lift:** another name for an elevator, which we use to move between the floors of a building
- **splat:** the noise something wet or gooey makes when it falls
- **kia ora:** welcome; hello

For pronunciation, see: <https://maoridictionary.co.nz>

## After reading

### Discussion questions

- Where is the ice-cream shop?
- Why does Jack’s dad only let him have a small cone?
- What happens to Nat’s tall cone?

### Story discussion

The children have ice cream as a treat at the mall. Nat found out that less is best when her large ice cream went “splat” on her dress. Discuss why ice cream is an occasional treat food and why less is best. Tell children how the word “splat” is an example of onomatopoeia. An onomatopoeic word sounds like the noise it describes. Have children share other onomatopoeic words, for example, pop, snap.

### 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**

-all

-ell



**Kākano**  
Seed

