



# We Belong

**Ready to Read** Phonics Plus



### 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.

# We Belong



by Maggie Boston and Jennifer Smith

illustrated by Stevie Mahardhika

Ministry of Education

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 930 8 (print)

ISBN 978 1 77690 931 5 (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 90930.



“We all belong to our school. We show each other we belong by caring and being helpful. What have you done to show your friends that they belong?” asks Miss Lee.



“When Tom was alone on his first day at school, I invited him to eat lunch with me,” says Latif.

“Ka pai. Yes, that showed Tom that he belongs,” says Miss Lee.



“When Lani fell over, I took her to the sick bay to get a bandage,” says Nat.

“Āe, tino pai. Yes, well done. Caring for Lani showed her that she belongs,” says Miss Lee.



“When we play together, it is much more fun than playing alone,” says Jack.

“Ae, Jack. Playing together helps everyone feel like they belong,” says Miss Lee.



“When Sam forgot how to spell a word, we helped him sound it out,” says Lani. “That was so helpful,” says Miss Lee. “Helping friends makes them feel like they belong.”



“When Nat was feeling sad,  
I let Miss Lee know,”  
says Tāne.

“Yes, caring for Nat showed  
her that she belongs,”  
says Miss Lee.





“I like working together in our group. When we work well together, we show each other we belong,” says Sam. “We all belong at our school,” says Miss Lee.

## Focus point

- This book focuses on the **-ing** suffix. Show children what happens when **-ing** is added to a base word that ends in a vowel sound.

## Before reading

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

### Read these words

working

feeling

caring

playing

helping

showed

## Spelling

Read the base words and words with the **-ing** suffix. Look at their base and derived forms.

- help – helping; care – caring; feel – feeling; work – working; play – playing

Encourage children to talk about what happens when the **-ing** suffix is added to a base word that ends in a vowel sound.

## Morphology

Write down the word **helping** and talk about the morphemes **help** and **-ing**. We use this when we are talking about the present or something that is happening now. Come up with some other words that end with this suffix.

## Vocabulary

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

- **Latif:** (*La-tif*) a boy's name of Arabic origin that means "kind"
- **pai:** good (discuss with children the different ways Miss Lee uses **pai** – she uses **ka pai**, which means good, and **tino pai**, which means excellent)
- **Āe:** yes

## During reading

- The children read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding strategies. 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 find the meaningful units to decode the word (for example, suffixes and base words).

## Kupu Māori | Māori words

Āe

tino pai

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

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

## After reading

### Discussion questions

- How does Latif show Tom that he belongs?
- How does playing together make everyone feel?
- How could you show someone they belong?

### Story discussion

Talk about the importance for everyone of feeling a sense of belonging. We all want to feel that we belong – whether that's at home, at school, or within other groups (for example, sports teams, clubs, friendship groups). Encourage the children to discuss ways that they help others to feel a sense of belonging in different situations, or ways they have been made to feel that they belong.

### Fluency and story retell

Reread the story to build accuracy and fluency; share the story with a buddy.



**Rākau**  
Tree

## Focus sounds

Suffixes -ing



**Māhuri**  
Sapling



**Tupu**  
Seedling



**Kākano**  
Seed

