

# Tap, Tap

*Ready to Read* Phonics Plus



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Published 2021 by the Ministry of Education,  
PO Box 1666, Wellington 6140, New Zealand.  
[www.education.govt.nz](http://www.education.govt.nz)

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[www.canterbury.ac.nz/childwellbeing/betterstartliteracy](http://www.canterbury.ac.nz/childwellbeing/betterstartliteracy)

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Designed and typeset by Smartwork Creative, [www.smartworkcreative.co.nz](http://www.smartworkcreative.co.nz)

ISBN 978-1-77663-813-0 (print)  
ISBN 978-1-77663-814-7 (online)

Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury  
Teacher support materials for the Ready to Read texts can be found  
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Nat taps on a mat.  
Tap, tap.

Nat taps on Ted.  
Tap, tap.





Nat taps on a pot.  
Tap, tap.

Nat taps on Dad.  
Tap, tap.





Nat taps on her pet.

Tap, tap.

Mum is mad.

“No, Nat, no!”

## TEACHING NOTES

# Tap, Tap

### ■ Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

#### Focus sounds

m d p t n s a e o

Introduce the text to children and read the story aloud together, pointing to each word as it is read. There are two types of words in the story: regular decodable words and words that are not. These words are listed below. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

<b>Regular words for sounding out</b>	tap, mat, Ted, Dad, Mum, pot, pet, mad, on, the
<b>Other words to tell your child</b>	Nat, a, no, her, is, in

### ■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Help children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

tap	t-a-p
Dad	D-a-d
mat	m-a-t
no	n-o

### ■ Morphological awareness

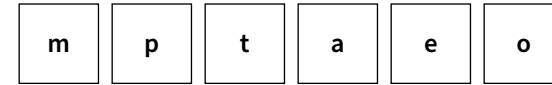
Bring attention to how the word **tap** can change (e.g. **taps**, **tapping**, **tapped**). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **tap**.

### ■ Vocabulary

Talk about the meaning of the word **tap** in the story. Think of other words with a similar meaning that would make sense in the sentence, *Nat taps on a mat* (e.g. raps, beats, bangs, pats). Talk about another meaning for the word **tap** (e.g. the tap you turn to wash your hands).

### ■ Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **tap**, can you spell **map**? If this word spells **map**, can you spell **mat**?"

Easier changes:	tap > map > mat > pat
Harder changes:	pat > pet > pot > pop

### ■ Story discussion

Talk about why Nat's mum is mad and tells her "No!" (e.g. Nat is annoying her mum by tapping on everything).

Discuss how Nat might be tapping her drum sticks because she is learning to play the drums and she is practising her drumming. Invite children to talk about things they might practise at home (e.g. dancing, passing a ball).

### ■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary, using picture cues. Give plenty of praise and encouragement for verbal responses.

### ■ Print concepts

Bring children's attention to the lower and upper case version for the letters **Mm**, **Dd**, **Tt** and **Pp**. Think of people's names or place names that start with M, D, P or T. Write them down, highlighting the capital letters.





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TE TĀHUHU O TE MĀTAURANGA



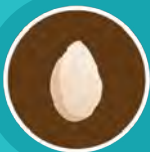
**Rākau**  
Tree



**Māhuri**  
Sapling



**Tupu**  
Seedling



## Focus sounds

m

d

p

t

n

s

a

e

o

# Kākano

# Seed

Single consonants

Short vowels

Consonant digraphs



ISBN 978-1-77663-813-0



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