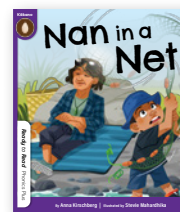


# Nan in a Net



Kākano  
Seed

*Tāne is going eeling with Nan down by the awa. Nan has to get up early so she takes a nap, but she will need to watch out for Tāne and his net.*

|   |  |                        |   |
|---|--|------------------------|---|
| <b>Focus sounds</b>                     | <b>Consonants:</b> Cc Ll Bb Nn Ss<br><b>Vowels:</b> i u<br><b>Previously introduced:</b> a e t d g p                               | <b>Decodable words</b> | <b>Nan, in, bed, get(s), up, let('s), can, nap(s), and, net, cuts, bun, tips</b>  |
| <b>High utility non-decodable words</b> | <b>Teach as high utility non-decodable:</b> go, to, awa, me, tugs<br><b>Previously introduced:</b> is, Tāne, says, no, the, a, out | <b>Resources</b>       | <b>Nan in a Net book</b><br>Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers<br><b>Audio recording</b> of all focus sounds and te reo kupu in the book |

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

## BEFORE READING

### Explicit instruction on focus sounds

Introduce each letter and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat the name and sound of each letter after you. Say, *“This is the letter N. It makes the sound of /n/. What is the name and what is the sound?”* Make sure you don't add vowel sounds at the end of consonant sounds. Complete all of the focus sounds. Revise sounds that the children have already learnt and also appear in this book.

### Making and breaking words with sounds

Making and breaking words using sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include the focus sounds (for example, **Nan, in, bed, bun**). Give the children letters, or mini whiteboards and whiteboard markers, and let them know that they are going to make some words to read. Give them the first sound, then ask them to put the letter in front of them (for example, **b**), and make the sound. Continue through the rest of the letters in the word (for example, **bed**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Complete all of your selected words, and use any sounds the children have already learnt.

## High utility non-decodable words

Introduce children to the new high utility non-decodable words (**go, to, awa, me, tugs**) on a whiteboard or on flashcards. Remind the children that they don't need to sound out these words because they are learning to remember them. Say each word and ask them to repeat it after you. Do this two or three times. Review the words they have already learnt as well (**is, Tāne, says, no, the, a, out**).

The first time you read the story you may need to tell children what the words are because words take time to memorise.

### DURING READING

Introduce the story and ask the children to look at the pictures to predict what might happen, as a way of providing purpose.

Children should practise reading independently by sounding out the decodable words (**Nan, in, bed, get(s), up, let(s), can, naps(s), and, net, bun, tips**). This plan prompts children to decode up to two words per sentence, and more if they are ready for extension. Choose one word per sentence for children who are having difficulty, making use of the focus words first as noted below.

Page 3: In the first sentence ask the children to decode the words **Nan, in and bed**, and read **is** as a high utility non-decodable word. In the next sentence children should decode **Get up** then you can either tell them or remind them about **says** and **Tāne** as high utility non-decodable words. Ask them to repeat after you. Children can then decode **Let's**. Tell or remind them about **go** as a high utility non-decodable word. Re-read each sentence together after decoding, if it takes some time.

Page 4: Ask the children to sound out and blend all the words in the first sentence, and re-read together after the decoding process. Tell children **No**, ask them to blend **Nan**, say or prompt **is** and then decode **up**.

Page 7: Ask the children to sound out and blend **Nan** and **and**, then read the rest of the sentence together, or ask the children to repeat after you if they are still needing support for the high utility non-decodable words. Give them the opportunity to remember **the** independently. Read the following sentence together, stopping to sound out and blend **gets** and **net**. Prompt **Tāne** and **the** if necessary.

Page 8: Read the first sentence together, stopping to sound out and blend **Nan, cuts** and **bun**. Do the same with the next sentence, decoding **Nan** and **naps**. Some children will now be reading **Nan** fluently without needing to sound it out, which should be encouraged. Read the next sentence together, say or prompt **Tāne** and **the**, then have children sound out **tips** and **net**. Re-read the sentence if necessary.

Page 11: Read the first sentence together, say or prompt the high utility non-decodable words **me, out** and **says** and ask the children to sound out and blend **let** and **Nan**. Read the next sentence together, say **tugs** unless the child is ready for the extension of using the letter **g**. All children should be ready to decode **net**. In the final sentence ask the children to sound out **Nan** and say or prompt **is** and **out**.

### AFTER READING

**Follow-up activities:** Choose one or two of the activities from the back of the book to use for follow-up, or include them as a whānau activity to send home.