

Wet Kai!

Nan takes Tāne, Nat and Sam to the rock pools on a hot day. But, the kids find out that you have to be careful where you leave your lunch!



**Kākano
Seed**

Focus sounds	Consonants: All single consonants, sh th ck Vowels: All short vowels	Decodable words	sun, hot, let's, rock(s), Sam, kids, pack, bags, nets, sit(s), and, get(s), in, fun, yuck, wet, us, but, lots, fish, with, on, it, Nat
High utility non-decodable words	Teach as high utility non-decodable: pools Previously introduced: the, is, says, kai, Tāne, a, no, yells, for, of, go, to, the	Resources	Wet Kai! book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers Audio recording 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

Review the most challenging letters and sounds using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat the name and sound of each letter after you. Make sure you don't add vowel sounds at the end of consonant sounds. Complete all of your selected sounds.

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. 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, **k**), and make the sound. Continue through the rest of the letters in the word (for example, **kids**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Continue with all of your selected words, making use of all sounds.

High utility non-decodable words

Introduce children to the new high utility non-decodable words (**the, is, says, kai, Nat, Tāne, a, no, yells, for, of, go, to, they**) 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.

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 (**sun, hot, let's, rock(s), Sam, kids, pack, bags, nets, sit(s), and, get(s), in, fun, yuck, wet, us, but, lots, fish, with, on, it**). 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.

Page 3: All words should be either familiar to children, or decodable. The only word you may need to prompt further is **pools**. Support children with reading together and any necessary sounding and blending.

Page 4: All words should be either familiar to children, or decodable. Support children with reading together and any necessary sounding and blending.

Page 7: All words should be either familiar to children, or decodable. Support children with reading together and any necessary sounding and blending.

Page 8: All words should be either familiar to children, or decodable. Support children with reading together and any necessary sounding and blending.

Page 11: All words should be either familiar to children, or decodable. Support children with reading together and any necessary sounding and blending.

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.