



Sports Day



Ready to Read Phonics Plus

Sports Day

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Illustrated by Stevie Mahardhika



The flags are flapping
by the track.

“I love Sports Day,” says Tāne.

“Running is fun,” says Nat.

Bang! Nat and Tāne run off.

“They are running fast!”

says Lani.

“Keep going, Nat!” yells Sam,
clapping his hands.





“You ran fast!” says Tāne.
Nat is huffing and puffing.
“Thanks for clapping,”
puffs Nat.

“Jumping time,” calls Miss Lee.

“I like jumping to the end,”
says Sam.

“Just do your best,”
says Miss Lee.





Sam runs.

“Oh no!” says Tāne.

“Sam is tripping up!”

Sam is feeling cross.

The kids start clapping.

“Keep trying! Kia kaha!”





Sam sees the kids clapping.

He runs and jumps.

“Tino pai!” yells Tāne.

“You did it!”

TEACHING NOTES

Sports Day

■ Reading practice

This story provides children with practice in reading and understanding short words using carefully selected focus sounds.

Focus morpheme

-ing

Introduce the text and read the story aloud together, pointing to each word as you read. Encourage children to sound out the regular words that they already know the sounds for. The regular words that contain the focus sounds for this book are listed below. For words that include sounds that the children haven't learnt yet, you may simply tell children the words as you read together. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

flapping, huffing, puffing, clapping, jumping, tripping, running, feeling

Other words to tell children

love, sports, going, trying, kia kaha

■ 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."

Have 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.

flag	f-l-a-g
run	r-u-n
best	b-e-s-t
off	o-ff
time	t-ie-m

■ Morphological awareness

Bring children's attention to the **-ing** bound morpheme that is used through the story.

jump-jumping

Come up with a list of verbs ('doing' words) together. Write the words down in their base form and then with the **-ing** morpheme added.

jump-jumping | flap-flapping | run-running | hop-hopping

■ Vocabulary

Talk about the meaning of the word **cross**. Cross means feeling mad or grumpy. Can children think of a time when they have felt cross?

■ Spelling

Select some word pairs with and without the **-ing** morpheme added (e.g. jump-jumping). Support children to write the base word first (prompting them to identify each sound in isolation and then write down the grapheme that represents that sound). Next see if the child can write the same word with the suffix **-ing** added. Prompt as necessary to ensure success.

For example, if the child is struggling to spell the base word, the teacher could write this down and support the child to spell the derived form (with **-ing** added).

Easier changes:

jump > jumping; huff > huffing; puff > puffing

Harder changes:

hop > hopping; run > running; flap > flapping; mop > mopping

■ Story discussion

Discuss with children how **kia kaha** means to be strong. **Kia** means to do something and we can add it to other kupu Māori. For example, in the book *Ride to the Top*, Nat tells Sam, "**Kia maia**," which means to be brave. What other kupu Māori can we add **kia** to?

■ 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.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Tupu
Seedling



Kākano
Seed

Māhuri Sapling

Tense morphemes
Vowel digraphs

Focus sounds

-ing



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