



Hide and Seek



Ready to Read Phonics Plus

Hide and Seek

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Illustrated by Stevie Mahardhika



Lani counts, “tahi, rua, toru...”
as the kids race to hide.

“Ready or not, here I come!”
she shouts.

Lani runs around outside.
She spots some feet by
the slide.
“Come out! I found you!”
shouts Lani.





“We still have to find Tāne and Sam,” says Lani.
Nat hears a sound.
The tree shakes.

Lani and Nat look up in
the tree. Tāne is crouched
in the tree.

“You found me!”
shouts Tāne.





Tāne drops to the ground.
“Where is Sam?” asks Lani.
“I have not found him yet.”

Lani runs inside to look.
She looks around for Sam.





She spots a lump on the couch.

Lani grins.

“Ouch!” shouts Sam.

“You found Sam!” grins Tāne.

TEACHING NOTES

Hide and Seek

■ Reading practice

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

Focus sounds

ou (as in count)

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

counts, shouts, around, out, found, sound, crouched, ground, couch, ouch, outside

Other words to tell children

ready, tahi, rua, toru, hears, come

■ 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.

lump		l-u-m-p
shake		sh-ae-k
ouch		ou-ch
found		f-ou-n-d

■ Morphological awareness

With children, read the words below and group them in pairs with the base word and first person singular form. For example,

shout-shouts | shake-shakes | crouch-crouches
look-looks | count-counts

■ Vocabulary

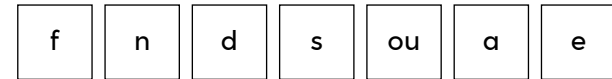
Lani counts in te reo Māori before she goes to find her friends. See if children can count with you from one to ten in Māori.

tahi, rua, toru, whā, rima, ono, whitu, waru, iwa, tekau

For guidance on how to pronounce these numbers in Māori correctly, go to: <https://www.maorilanguage.net/maori-words-phrases/numbers-nga-tau/>

■ 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 **found**, can you spell **round**? If this word spells **round**, can you spell **sound**?"

Easier changes:

found > round > sound

Harder changes:

sand > sound > send

■ Story discussion

In the story, it took Lani a long time to find Sam. How did she know he was hiding on the couch in the end? Discuss children's favourite games to play with their friends and whānau. Invite children to describe the game and why it's such fun.

■ 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

ou



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