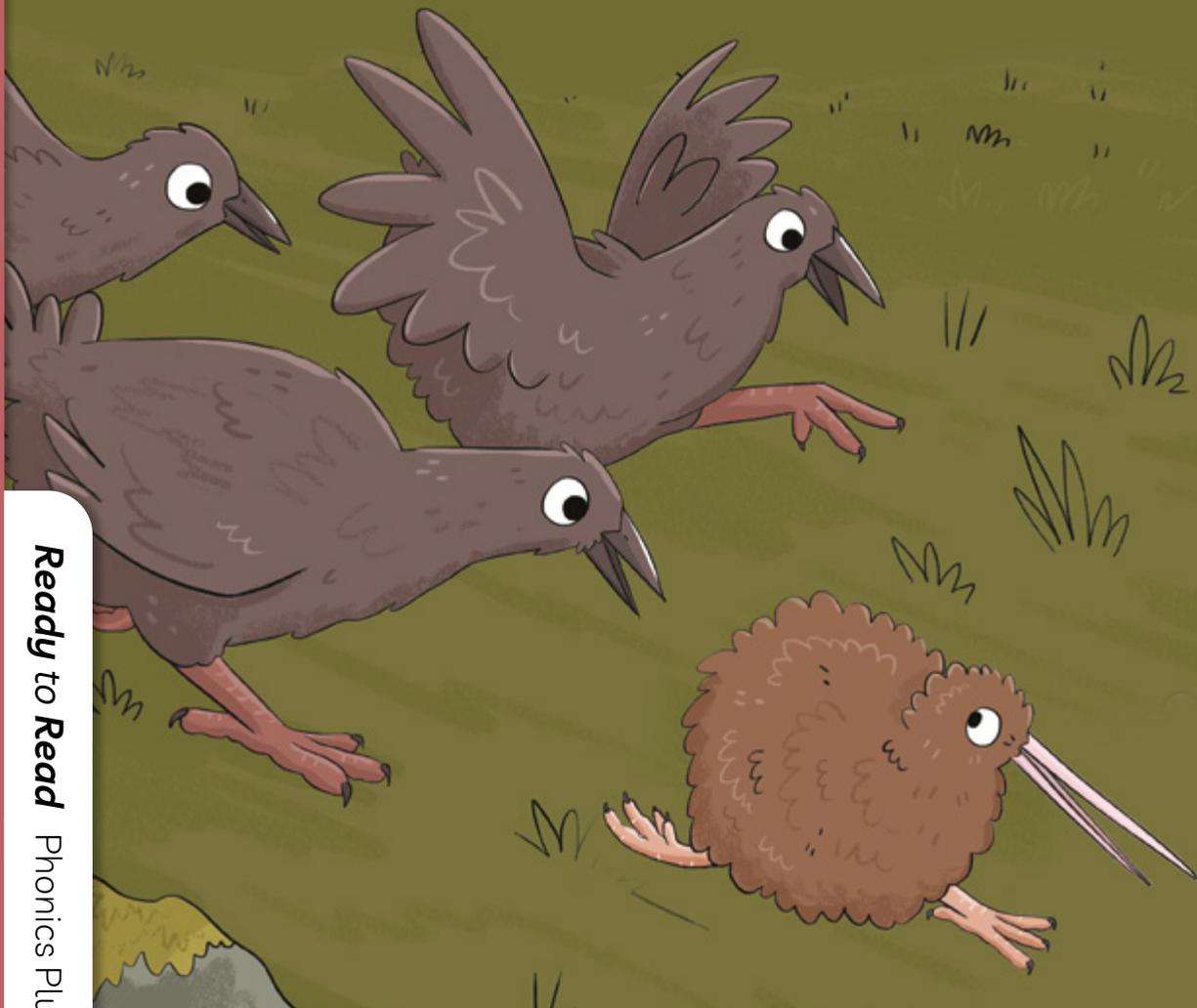


Māhuri



Follow Me



Ready to Read Phonics Plus

by Samantha Montgomerie | illustrated by Giselle Clarkson

Whānau Notes

Your child can read the story to you.

Help them with any words they don't know.

After reading, talk about the story, characters, and pictures.

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by Samantha Montgomerie
illustrated by Giselle Clarkson

Ministry of Education

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“Follow me,” Kiwi says to Kiwi Chick.

“We will go over the rocks and under the trees to the stream.”

Kiwi Chick follows Kiwi.



Kiwi sees Weka over the other side of the stream. “Come and follow me,” says Weka.



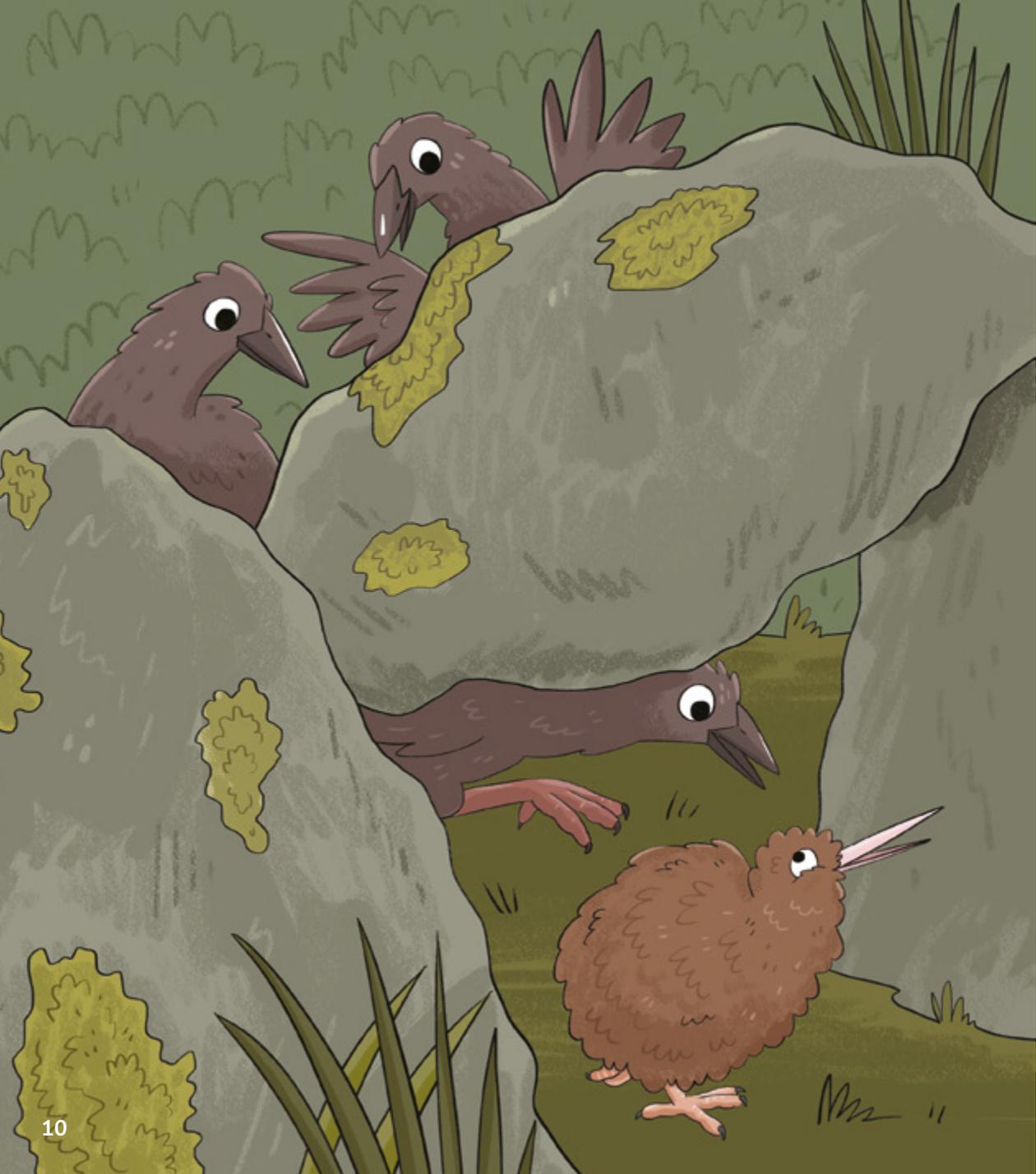
The weka chicks run
in a row.

“Follow us,” they say.

“We will show the way.”



“Follow us under the trees,”
say the weka chicks.
“We are not slow.”



“Follow me,” says Kiwi Chick.

“The rock is low.”

They all run under the
big rock.

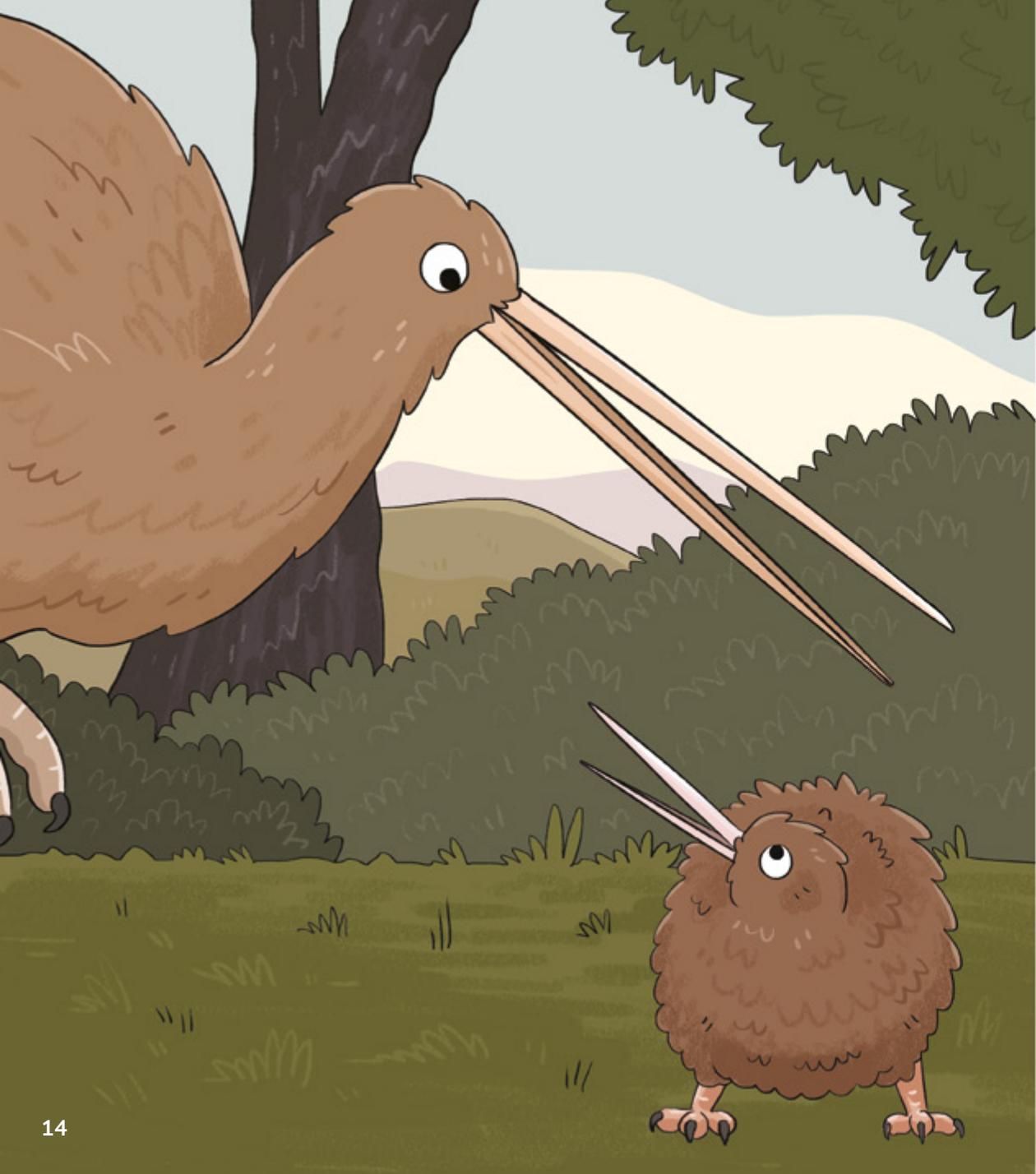
“You are slow, Kiwi Chick,”
say the weka chicks.



“Follow me,” says Kiwi Chick,
“and this time I will not
go slow.”

Kiwi Chick zooms away.

“I am the leader.”



“You are not slow,”
says Kiwi.

“But the sun is up and we
must go.”

“I will be the leader,” says
Kiwi Chick. “Follow me.”

Focus point

- This book includes two-syllable words that end in **er**. In these words, the **er** is an unstressed vowel sound (schwa) making the sound /uh/ (under, other, over, leader). Explain to children that even though we hear an /uh/ sound, the ending is spelled **er**.

Before reading

This book provides children with the opportunity to practise reading the letters and sounds they are learning in meaningful connected text.

Say each sound quickly

ai ay ea igh ie oa ow

Blend the sounds together to read a word

follow row low show slow grow

High-frequency words

come other are over away

Spelling

Use previously learned letters and sounds to help children spell and read words.

If this word spells **flow**, can you spell **slow**? Change **slow** to **low**.

- flow → slow → low → row → grow
- slow → slay → lay → low → row

Vocabulary

Tell the children the meaning of any new vocabulary:

- **follow**: come or go after

Morphology

Show children how the word **follow** can change (follow, follows, following, followed). Point out the part of the word that is the same and the part that is different. Use different forms of the word **follow** to orally create sentences.

During reading

- Show the book to the children and read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding skills. Once the page is read, guide them to connect the meaning of the text with the illustration.
- If a child gets stuck while reading, help them to blend the sounds together to read the word.
- Encourage children to look out for the high-frequency words when reading.

After reading

Discussion questions

- What game are Kiwi and the weka chicks playing?
- When the sun comes up, why does Kiwi say it is time to go?
- Where do you think Kiwi goes?

Story discussion

Kiwi make their homes in burrows in the ground or under trees. Their burrows are usually lined with soft leaves, grass, and moss. When inside, kiwi often pull leaves and sticks across the entrance as camouflage and to keep warm.

Fluency and story retell

Reread the story to build accuracy and fluency; share the story with a buddy.



Rākau
Tree



Māhuri
Sapling

Focus sounds

ow



Tupu
Seedling



Kākano
Seed

