

Rākau



On the Forest Floor

Ready to Read Phonics Plus



by **Samantha Montgomerie** | illustrated by **Giselle Clarkson**

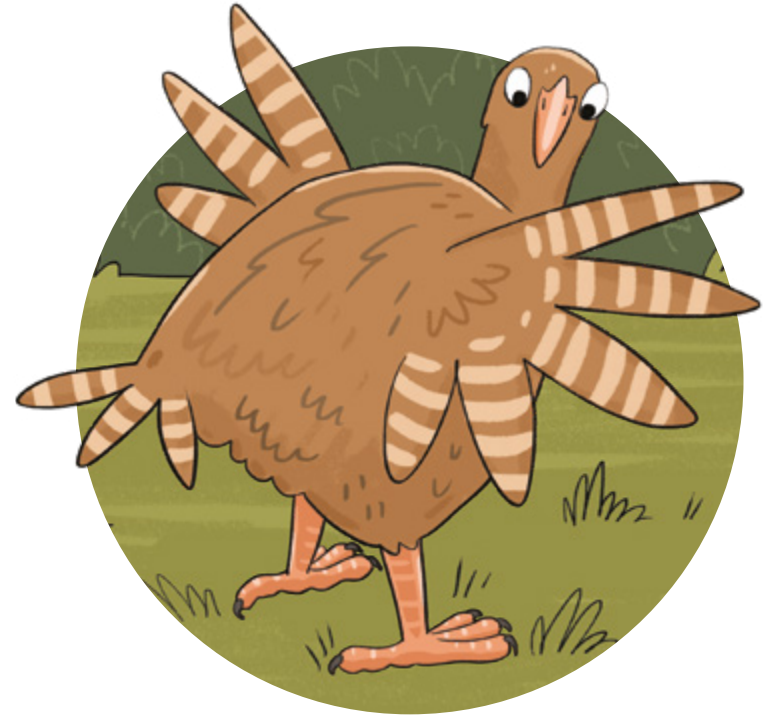
Whānau Notes

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

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Weka is resting on
the forest floor.

“Why are you sitting
here?” asks Tūī.

“Come and perch with
me in the trees.”



“I don’t fly,” says Weka.

“But I have seen you flapping your wings,” says Tūi.

“I like flapping, but I don’t fly,” says Weka.

“I will show you what I like to do.”



“I like sitting and spotting things,” says Weka.

“What things?” asks Tūi.

“Things that campers have dropped,” says Weka, grinning.



“I like digging on the forest floor. My long beak can find the fattest grubs,” boasts Weka.

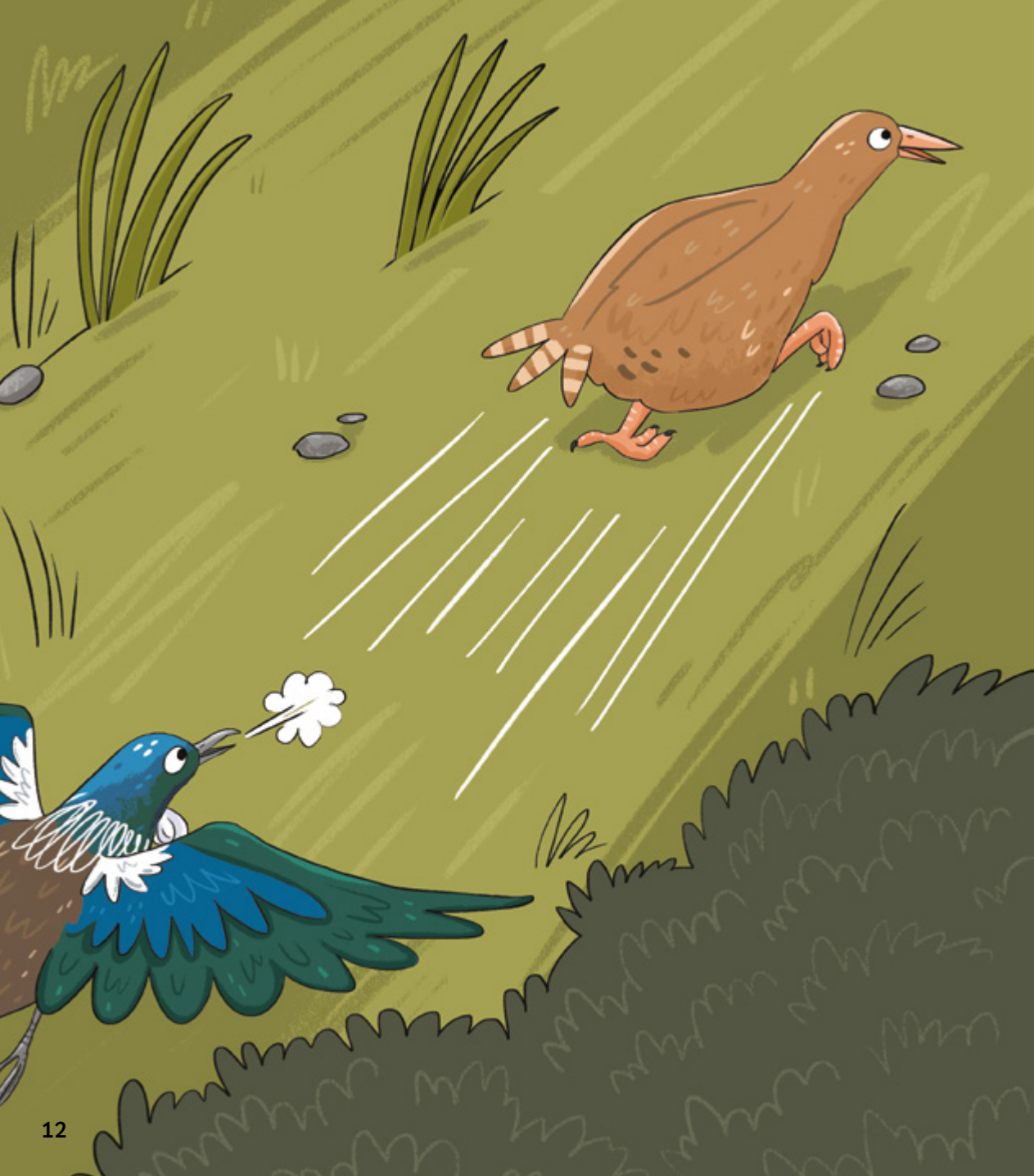
“That is the biggest grub I have seen,” says Tūi.



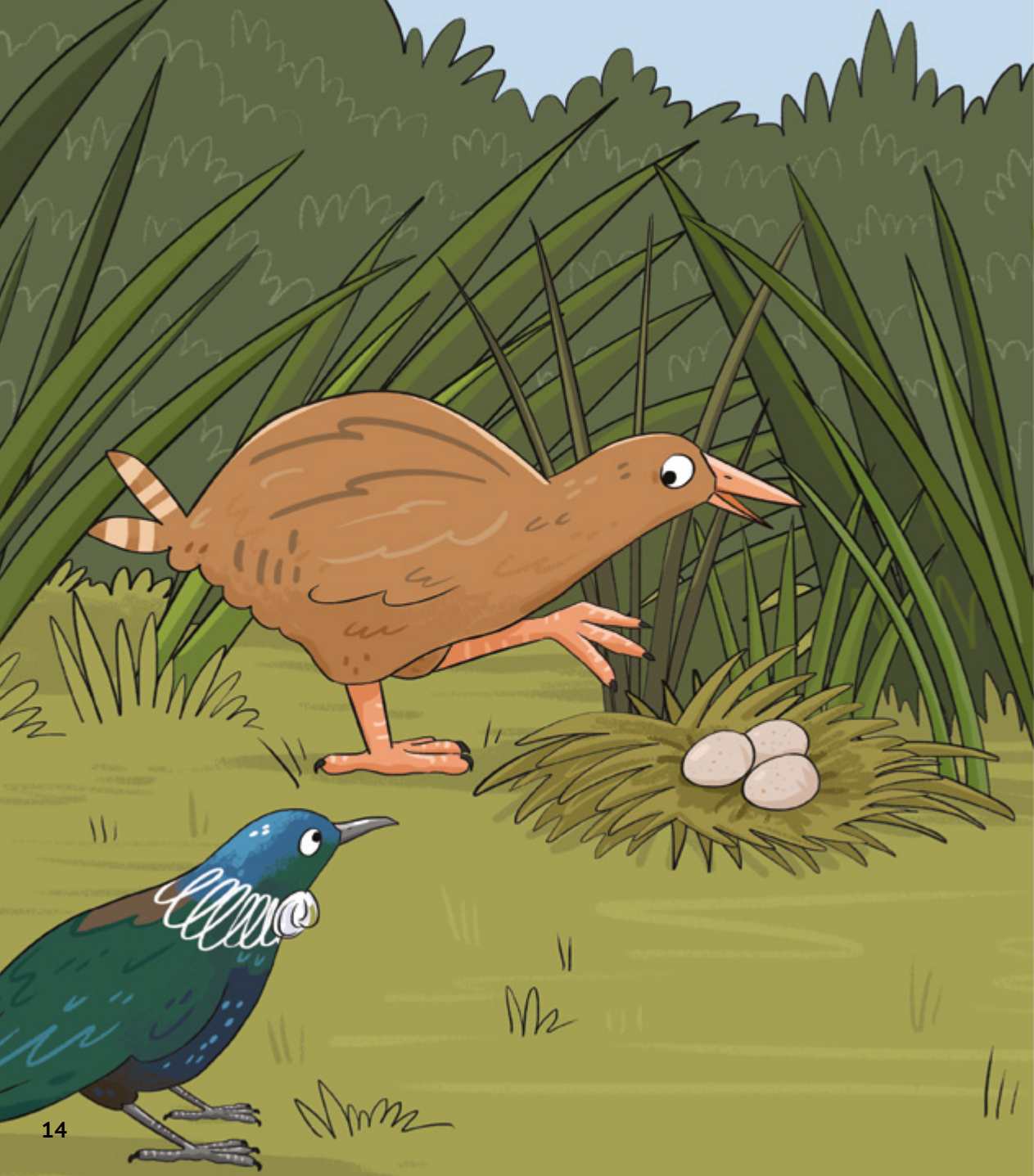
Splash!

“Swimming here keeps me cool,” says Weka.

“I don’t like the awa,” calls Tūī.



“I like running from bush
to bush. I’m quick!”
says Weka.
“You are!” puffs Tūī.



Weka stops.

“Here’s my nest. A nest topped with grass is best for me,” says Weka.

Tūī darts up. “The forest floor is the best place for you.

Ka kite!” says Tūī.

Focus points

- This book focuses on consonant doubling. In a one-syllable word with a short vowel and one final consonant, the consonant is doubled before adding the ending (**big** – **biggest**).
- Introduce contractions (I am – I’m; do not – don’t).

Before reading

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

Read these words

running

flapping

sitting

spotting

dropped

grinning

Spelling

With children, read the words below and group them in their pairs with the base word and the suffixes: **-est**, **-ed**, and **-ing**:

- big – biggest; top – topped; drop – dropped; fat – fattest; swim – swimming

Direct children to notice what happens to the last consonant in the base word when each suffix is added. Explain that the consonants are doubled because the base word is a closed-syllable word with short vowels.

Morphology

Suffixes on verbs (-ing, -ed) are word endings that change the tense of the verb.

Read the following word groups that show the verb, the present tense, and the past tense:

- paint – painting – painted | flap – flapping – flapped | jump – jumping – jumped

Encourage children to come up with their own lists that show tense changes in verbs.

Vocabulary

Tell the children the meaning of any new vocabulary:

- **ka kite**: I’ll see you again
- **perch**: to rest on something
- **campers**: people who stay in tents, cabins, or huts

During reading

- The children read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding strategies. 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 find the meaningful units to decode the word (for example, suffixes and base words).

Kupu Māori | Māori words

ka kite

awa

For pronunciation, see: <https://maoridictionary.co.nz>

Here, you could include children who speak te reo Māori as the language experts.

After reading

Discussion questions

- What does Weka like to eat?
- What does Weka like to do?
- What does Tūi do that Weka can’t do?

Story discussion

Weka lives on the forest floor and does not fly. Discuss with children what other creatures live on the forest floor (for example, kiwi, grubs, spiders, lizards). Encourage them to talk about other creatures they have seen in the forest, bush, or wetlands.

Fluency and story retell

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



Rākau
Tree

Focus sounds

Consonant doubling

Contractions



Māhuri
Sapling



Tupu
Seedling



Kākano
Seed

