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| Week 1 | Lesson 1  Book: *The Midnight Adventures of Ruru and Kiwi*  *by Clare Scott and Amy Haarhoff* |

**Target vocabulary:** velvety, decorate, marama (moon), rākau (tree)

**Target phoneme/graphemes:** m, d

**Target picture card words (English):** mop, mat, mad, map, men, dog, dig, dad, dot, den

**Target picture card words (te reo Māori):** marama, manu, moe

**Suggested readers:** Pat, Tap; Pop, Pop in the Pot; Mot and Don; Dig the Mud

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| **Vocabulary Development with Book** |
| Objective: Learning about new words, developing listening and oral narrative skills |
| **DAY 1**  **Read the story:** Use written prompts in the book to introduce and elaborate new vocabulary words.  **Recall the story:** Ask children to share something they remember from the story with a friend. Support children with limited oral language skills by using the story book pictures as prompts. E.g., open a page of the story and ask “what can you see on this page?” Use language elicitation and feedback strategies to extend children’s language. |

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| **Phonological Awareness (PA) Skill Building** |
| Objective: Identifying sounds in words (including words from story) and matching phoneme with grapheme. |
| **Phoneme identity:** Bring children’s attention to the first sound in words. Write the week’s target sound on the board (or use a large letter card) and run through the picture cards associated with that target sound. Emphasise the target phoneme and grapheme in the word.  For example: **“This week’s story is about two manu or birds who are having adventures at midnight. Midnight is a time in the middle of the night when it is very dark. Dark starts with a /d/ sound** (display the large letter card or write on the board)**. Let’s write the letter together** (write in the air or on whiteboards**). What sound does it make? /d/! Now let’s find some words that start with a /d/ sound”**. Explicitly draw children’s attention to the target sound in the word as you work through the target /d/cards E.g., **“Dot starts with /d/ ‐ see the letter d at the beginning of the word, this letter makes the /d/ sound. Listen again for the /d/ at the start of duck.”** Work through the target /d/ cards: dog, dig, dad, dot, den.  GAME  Use /d/ words from picture cards as target words, and /m/ words as distractors.  Pick out the picture: Place picture cards inside a “special” container (e. g., a kete or bag, or an object related to the story e.g., a ‘honey jar’). Hold the container up so child can’t see the cards inside the container and ask a child to pull out a word. The child says the name of the picture and the class help to identify if the word starts with the target sound. **“Does mop start with /d/? No! Does dog start with /d/? Yes!”** Continue until all cards are used up.  Then, put the words that start with /d/ under the letter ‘d’ on the whiteboard, and read together ‐ pointing to the letter ‘d’, and emphasising the /d/ sound at the start of the word.  **Aim for at least 6 target items.**  **Segmenting and Blending:** Encourage children to segment and blend words using your chosen game.  GAME  **Class Segmentation Board:** Using a segmentation board on the whiteboard, segment target words and some words from the story. Say the word, and then demonstrate how to segment the word into phonemes by placing a token on a square each time you say a phoneme. Once segmented, blend the phonemes together to read the word. E.g., Target word: **“Listen for the sounds in dog: d‐o‐g, (representing each phoneme with a block or counter) dog ‐ there are three sounds in dog”.** After you’ve demonstrated a couple of words, work together as a class to segment words and then blend together again.  Choose one of the words you have segmented to write on the board using segmentation skills E.g. **“I will write the word den ‐ listen for the sounds as I write the word d‐e‐n. This word says den. A den is somewhere a bear might hide in the winter.”**  **Aim for at least 6 items**, segmented and blended and one word to spell on the board using segmentation skills. E.g., d‐a‐d, d‐o‐t, d‐i-g, d-e-n, d-o-g, m-a-p  **Sound manipulation**: Support children to add, move and manipulate sounds in words using your chosen game.  GAME  **On the Board:** Using the class whiteboard, complete a manipulation chain activity. Draw 3‐4 large squares to use as spaces to write the letter/s (grapheme) that represent each phoneme in the word. Write the grapheme in each square, and start a manipulation chain, changing one letter each time.  E.g., Write ‘dot’ on the board in large squares, one letter per square. **“This says ‘dot’, let’s make it say ‘hot’. Which letter should I rub out?**    **That’s right, we rub out the ‘d’ because the first sound changed. Let’s replace it with an ‘h’. Now it says ‘hot’. Let’s make it say ‘pot’.”**  Continue on until 6 changes have been completed. Always explicitly draw attention to the letter, sound, and where the change in the word has happened. You may like to use a helper to rub out the letter and/or write new letters in, or run this as a teacher‐led activity.  Chain examples:  dot>hot>pot>pop>top>mop  dog>dot>pot>mot>mop>top  **Aim for at least 1 manipulation chain with 6 sound changes.** |

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| **Link to Reading and Writing** |
| Objective: Transfer PA knowledge to a reading and spelling activity. |
| **Reading and spelling game**: Use your chosen activity to explicitly link the skill building activities (identifying phonemes, blending and segmenting words) to a reading or writing activity.  GAME  **Class/large group level ‐ Card Pairs:** Display two target word cards on the board, one /m/ and one /d/ (word side facing out). Read the words together. Then “shuffle the words” and place them back on the board. Select children to point to the word you say. Initially place up two cards that start with different sounds (dog/map), and then move to two cards that both start with ‘d’, so children need to listen and read to the end of the word. Be sure to articulate the sounds in the word very clearly. For children who need additional help show them the large letter m or d and ask them to find the word that starts with the same letter. Increase the difficulty of the task by placing four target words on the board for the children to select the word you say.  **Aim for the selection of 6 target words** |

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| **Link to Small Group Reading Instruction** |
| Objective: Transfer skills to other literacy activities |
| **Small group reading with suggested early reader (see separate lesson template):** Select an appropriate decodable text for children to read in a small group reading activity, following the separate lesson plan template.  Suggested readers:  Easier: Tap, Pat; Pop, Pop in the Pot  Harder: Mot and Don; Dig the Mud |

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| Week 1 | Lesson 2  Book: *The Midnight Adventures of Ruru and Kiwi*  *by Clare Scott and Amy Haarhoff* |

**Target vocabulary:** velvety, decorate, marama (moon), rākau (tree)

**Target phoneme/graphemes:** m, d

**Target picture card words (English):** mop, mat, mad, map, men, dog, dig, dad, dot, den

**Target picture card words (te reo Māori):** marama, manu, moe

**Suggested readers:** Pat, Tap; Pop, Pop in the Pot; Mot and Don; Dig the Mud

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| **Vocabulary Development with Book** |
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| Objective: Learning about new words, developing listening and oral narrative skills |
| **DAY 2**  **Summarise the story**: Retell the story in summary form, using the pictures as prompts, be sure to include the pages with target vocabulary ‐ provide a definition of the word and use it in a sentence as per the post‐it note prompts.  Encourage children to help you retell the story. For example, **“This is a story about \_\_\_\_\_\_\_. Let’s remember what happened at the start of the story** (summarise the beginning). **Then what happened?”** Use appropriate pages from the story as you summarise. Support children with limited oral language skills by using the story book pictures as prompts. E.g., open a page of the story and ask **“what can we see on this page?”** Encourage any verbal response and use language elicitation and scaffolding strategies to extend children’s language. |

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| **Phonological Awareness (PA) Skill Building** |
| Objective: Identifying sounds in words (including words from story) and matching phoneme with grapheme. |
| **Phoneme identity:**  Bring children’s attention to the first sound in words. Write the week’s target sound on the board (or use a large letter card) and run through the picture cards associated with that target sound. Emphasise the target phoneme and grapheme in the word.  For example: **“In our book this week, Ruru and Kiwi hosted a party with lots of dancing. Dance starts with a /d/ sound, and yesterday we talked about some other words that start with a /d/ sound, like dot and den and dog** (display the large letter card or write on the board). **Let’s write the letter together (write in the air or on whiteboards). What sound does it make? /d/! Now let’s listen to some words that start with a /d/ sound”.** Explicitly draw children’s attention to the target sound in the word as you work through the target /d/cards E.g., **“Dog starts with /d/ ‐ see the letter d at the beginning of the word, this letter makes the /d/ sound. Listen again for the /d/ at the start of dog.”** Revise the target /d/ cards: dog, dig, dad, dot, den.  GAME  **Word Wizard:** Generate words that start with the target sound. You can do this as a class, or ask individual children for their own ideas. Write a few of the words on the board as you go, highlighting the initial target sound in each word. You could consider inviting children to go on a ‘sound hunt’ around the room, looking for objects or pictures that start with the target sound. If children are having difficulty thinking of /d/ words independently, increase your level of prompting so they are successful. E.g., **“I can see a desk – does desk start with a /d/ sound? Listen, ‘d-esk’. I think it does! What about ‘mat’? Let’s listen, ‘m-at’. No, I can’t hear a /d/ sound at the start of ‘mat’.**  **Aim for 6 words** that start with the /d/ sound.  **Segmenting and Blending:** Encourage children to segment and blend words using your chosen game.  GAME  **Class Segmentation Boards:** Using a segmentation board on the whiteboard, segment target words and some words from the story. Say the word, and then demonstrate how to segment the word into phonemes by placing a token on a square each time you say a phoneme. Once segmented, blend the phonemes together to read the word. E.g., Target word: **“Listen for the sounds in duck: d‐i-g, (representing each phoneme with a block or counter) dig‐ there are three sounds in dig”.**  After you’ve demonstrated a couple of words, work together as a class to segment words and then blend together again. Choose one of the words you have segmented to write on the board using segmentation skills e.g. **“I will write the word dog ‐ listen for the sounds as I write the word d‐o‐g. This word says dog.”**  **Aim for 6 items each, segmented and blended.**  **Sound manipulation:** Support children to add, move and manipulate sounds in words using your chosen game.  GAME  **On the Board**: Using the class whiteboard, complete a manipulation chain activity. Draw 3‐4 large squares to use as spaces to write the letter/s (grapheme) that represent each phoneme in the word. Write the grapheme in each square, and start a manipulation chain, changing one letter each time.  E.g., Write ‘dot’ on the board in large squares, one letter per square. **“This says ‘dot’, let’s make it say ‘hot’. Which letter should I rub out?”**    **“That’s right, we rub out the ‘d’ because the first sound changed. Let’s replace it with an ‘h’. Now it says ‘hot’. Let’s make it say ‘hat’.”**  Continue on until 6 changes have been completed. Always explicitly draw attention to the letter, sound, and where the change in the word has happened. You may like to use a helper to rub out the letter and/or write new letters in, or run this as a teacher‐led activity.  **Chain examples:**  dog>dot>pot>mot>mop>top  dot>hot>hat>mat>sat>sit>bit  **Aim for at least 1 manipulation chain with 6 sound changes.**  **Extension activity:** Have children complete the chains individually, using personal whiteboards or paper. |

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| **Link to Reading and Writing** |
| Objective: Transfer PA knowledge to a reading and spelling activity. |
| **Reading and spelling game:** Use your chosen activity to explicitly link the skill building activities (identifying phonemes, blending and segmenting words) to a reading or writing activity.  GAME  **Class/large group level ‐ Build a Sentence ‐ class:** Choose a theme or topic that relates to this week’s book and as a class build a simple sentence using skill building strategies. Try to use mostly regular, decodable words in the sentence. See the scope and sequence word bank on the session overview page for word choices in the carrier phrase. E.g., Write the carrier sentence on the board: The \_\_\_\_\_\_\_ danced. and read as a class. Fill in the carrier sentence with ideas from the class, segmenting out the word as you write. Choose simple, short animal names to start with.  E.g., **In our story lots of animals joined the part to dance and dine. Let’s write a sentence about some of the animals who joined the party.**  The frog danced. The grub danced. The bat danced.  **Aim for 6 sentences, read together as a class.** |

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| **Link to Small Group Reading Instruction** |
| Objective: Transfer skills to other literacy activities |
| **Small group reading with suggested early reader (see separate lesson template):** Select an appropriate decodable text for children to read in a small group reading activity, following the separate lesson plan template.  Suggested readers:  Easier: Tap, Pat; Pop, Pop in the Pot  Harder: Mot and Don; Dig the Mud |

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| Week 1 | Lesson 3  Book: *The Midnight Adventures of Ruru and Kiwi*  *by Clare Scott and Amy Haarhoff* |

**Target vocabulary:** velvety, decorate, marama (moon), rākau (tree)

**Target phoneme/graphemes:** m, d

**Target picture card words (English):** mop, mat, mad, map, men, dog, dig, dad, dot, den

**Target picture card words (te reo Māori):** marama, manu, moe

**Suggested readers:** Pat, Tap; Pop, Pop in the Pot; Mot and Don; Dig the Mud

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| **Vocabulary Development with Book** |
| Objective: Learning about new words, developing listening and oral narrative skills |
| **DAY 3**  **Read the story:** Use written prompts in the book to introduce and elaborate new vocabulary words.  **Recall the story:** Ask children to share something they remember from the story with a friend. Support children with limited oral language skills by using the story book pictures as prompts. E.g., open a page of the story and ask **“what can we see on this page?”** Encourage any verbal response and use language elicitation and feedback strategies to extend children’s language. |

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| **Phonological Awareness (PA) Skill Building** |
| Objective: Identifying sounds in words (including words from story) and matching phoneme with grapheme. |
| **Phoneme identity**: Bring children’s attention to the first sound in words – English and te reo Māori.  For example: **“Our book is about two birds who had a party at night, under the light of the moon! Moon starts with the /m/ sound. The Māori word for moon is marama** (display the large letter card or write on the board). **Let’s write the letter together** (write in the air or on whiteboards). **What sound does it make? /m/! Now let’s listen to some words that start with an /m/ sound”.** Explicitly draw children’s attention to the target sound in the word as you work through the target /m/cards E.g., **“Mat starts with /m/ ‐ see the letter m at the beginning of the word, this letter makes the /m/ sound”.** Explicitly draw children’s attention to the target sound in the word as you work through the target /m/cards. E.g., **“Mat starts with /m/ - see the letter m at the beginning of the word, this letter makes the /m/ sound. Listen again for the /m/ at the start of mat”.**  Work through the target /m/ cards: mop, mat, mad, map, men. **“Now let’s listen to some Māori words that start with the /m/ sound.”** Repeat the same process with the 3 te reo Māori words, drawing attention to the first sound, ‘m’: marama, manu, moe.  GAME  **Use /m/ words from picture cards as target words, and /d/ words as distractors.**  **Sound Sort:** Distribute picture cards to children to sort into piles depending on the word’s initial phoneme. Ask children to place their picture card on the large letter card that matches the word’s initial phoneme. Use the picture side of the cards so children need to listen for the first sound of the word on their card. Once the cards are sorted, turn the cards over to check if they are in the correct pile (i.e., match the first letter of the word on the card to the large letter). Read the words together.  **Aim for at least 6 items: 3 /m/ words (a mixture of English and te reo Māori) and 3 /d/ words.**  **Segmenting and Blending:** Encourage children to segment and blend words using your chosen game.  GAME  **Old MacDonald**: Use the familiar song ‘Old MacDonald had a farm’ to segment animals or other words for children to blend together or invite children to segment words for others to guess E.g., (Sing) “**Old MacDonald had a farm, eieio, and on his farm he had a d‐o‐g.”** When the class guess the animal or word, write the word on the board and choose another. (e.g., dog, cat, cow, pig, cat horse).  **Aim for 6 items, segmented and blended.**  **Sound manipulation:** Support children to add, move and manipulate sounds in words using your chosen game.  **GAME**  **On the Board**: Using the class whiteboard, complete a manipulation chain activity. Draw 3‐4 large squares to use as spaces to write the letter/s (grapheme) that represent each phoneme in the word. Write the grapheme in each square, and start a manipulation chain, changing one letter each time.  E.g., Write ‘man’ on the board in large squares, one letter per square**. “This says ‘man’, let’s make it say ‘map’. Which letter should I rub out?”**    “**That’s right, we rub out the ‘n’ because the last sound changed. Let’s replace it with a ‘p’. Now it says ‘map’. Let’s make it say ‘mad’.”**  Always explicitly draw attention to the letter, sound, and where the change in the word has happened. You may like to use a helper to rub out the letter and/or write new letters in, or run this as a teacher‐led activity.  **Chain examples:**  man>map>mad>dad>sad>sat  tap>map>mat>pat>pad>dad  **Aim for at least 1 manipulation chain with 6 sound changes.**  **Extension activity:** Have children complete the chains individually, using personal whiteboards or paper. |

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| **Link to Reading and Writing** |
| Objective: Transfer PA knowledge to a reading and spelling activity. |
| **Reading and spelling game:** Use your chosen activity to explicitly link the skill building activities (identifying phonemes, blending and segmenting words) to a reading or writing activity.  GAME  **Class/large group level ‐ Find the Target Words:** Place a mix of 5 or 6 target words (starting with ‘m’) in a line on the floor (word side facing up). Select children to jump, walk, hop, or throw a bean bag onto the word you say. For children that need additional support, show them the target large letter card and ask them to find a word that starts with the target letter. Once words have been selected, ask children to think of a sentence using their word. Write a short sentence on the board for the class to read together, selecting phonetically regular words to use in the sentence wherever you can. Aim for 5 words selected from floor, and 1 sentence written on the board for group reading. |

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| **Link to Small Group Reading Instruction** |
| Objective: transfer skills to other literacy activities |
| **Small group reading with suggested early reader (see separate lesson template):** Select an appropriate decodable text for children to read in a small group reading activity, following the separate lesson plan template.  Suggested readers:  Easier: Tap, Pat; Pop, Pop in the Pot  Harder: Mot and Don; Dig the Mud |

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| Week 1 | Lesson 4  Book: *The Midnight Adventures of Ruru and Kiwi*  *by Clare Scott and Amy Haarhoff* |

**Target vocabulary:** velvety, decorate, marama (moon), rākau (tree)

**Target phoneme/graphemes:** m, d

**Target picture card words (English):** mop, mat, mad, map, men, dog, dig, dad, dot, den

**Target picture card words (te reo Māori):** marama, manu, moe

**Suggested readers:** Pat, Tap; Pop, Pop in the Pot; Mot and Don; Dig the Mud

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| **Vocabulary Development with Book** |
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| Objective: Learning about new words, developing listening and oral narrative skills |
| **DAY 4**  **Summarise the story:** Retell the story in summary form, using the pictures as prompts, be sure to include the pages with target vocabulary ‐ provide a definition of the word and use it in a sentence as per the post‐it note prompts.  Encourage children to help you retell the story. For example, “**This is a story about \_\_\_\_\_\_. Let’s remember what happened at the start of the story** (summarise the beginning). **Then what happened?**” Use appropriate pages from the story as you summarise. Support children with limited oral language skills by using the story book pictures as prompts. E.g., open a page of the story and ask **“what can we see on this page?”** Encourage any verbal response use language elicitation and feedback strategies to extend children’s language. |

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| **Phonological Awareness (PA) Skill Building** |
| Objective: Identifying sounds in words (including words from story) and matching phoneme with grapheme. |
| **Phoneme identity**: Bring children’s attention to the first sound in words – English and te reo Māori.  GAME  **Use /m/ words from picture cards (a mixture of English and te reo Māori) as target words, and /d/ words as distractors.**  **Odd One Out**: Sit children in a semicircle. Ask them to shut their eyes (to help them to focus). Drop three picture cards in front of three children (picture side up). Class open their eyes. If they have a picture card they come into the middle of the circle and together problem solve which two pictures start with the same sound (put them together) and which picture starts with a different sound (put the card away from the others). They then return to the circle. The teacher invites another child into the circle to turn the cards over to the word side to see if the words start with the same letter.  Repeat at least 3 times.  **Aim for 6 items: 3 /m/ words (a mixture of English and te reo Māori) and 3 /d/ words.**  **Segmenting and Blending:** Encourage children to segment and blend words.  GAME  **Individual Segmentation Boards**: Using individual segmentation boards, support children to segment out words from the story. The teacher reads out the target word and children drag a token down from the larger square on their individual board to the smaller squares – one for each sound. Once segmented, blend the sounds together to read the word. E.g., **“m-oo-n”, and what does it say? Moon!”** Children then hold up their fingers to show the numbers of sounds in the word. Demonstrate on a main teacher segmentation board as required.  Targets:  Easier: b-a-t, b-ir-d, t-r-ee, m-oo-n, f-u-n, d-ar-k  Harder: m-o-th, g-r-u-b, s-k-i-n-k, f-r-o-g, f-ea-s-t, s-l-ow  **Aim for 6 items each, segmented and blended.**  Choose one of the words you have segmented to write on the board using segmentation skills e.g. **“I will write the word frog listen for the sounds as I write the word f-r-o-g. This word says frog. A frog came to the party.”**  **Sound manipulation:** Support children to add, move and manipulate sounds in words using your chosen game.  GAME  **On the Board:** Using the class whiteboard, complete a manipulation chain activity. Draw 3‐4 large squares to use as spaces to write the letter/s (grapheme) that represent each phoneme in the word. Write the grapheme in each square, and start a manipulation chain, changing one letter each time.  **“This says ‘man’, let’s make it say ‘map’. Which letter should I rub out?”**    **“That’s right, we rub out the ‘n’ because the last sound changed. Let’s replace it with a ‘p’. Now it says ‘map’. Let’s make it say ‘tap’.”**  Always explicitly draw attention to the letter, sound, and where the change in the word has happened. You may like to use a helper to rub out the letter and/or write new letters in, or run this as a teacher‐led activity.  Chain examples:  man>map>tap>sap>sat>hat  map>tap>top>hop>hip>pip  **Aim for at least 1 manipulation chain with 6 sound changes.**  **Extension activity:** Have children complete the chains individually, using personal whiteboards or paper. |

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| **Link to Reading and Writing** |
| Objective: Transfer PA knowledge to a reading and spelling activity. |
| GAME  **Class/large group level ‐ Link to Writing:** Use this week’s book and target words as a prompt for your daily writing activity. You may like to think of some key words to include in writing, a starter sentence, or a key topic or theme from the book. |

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| **Link to Small Group Reading Instruction** |
| Objective: transfer skills to other literacy activities |
| **Small group reading with suggested early reader (see separate lesson template):** Select an appropriate decodable text for children to read in a small group reading activity, following the separate lesson plan template.  Suggested readers:  Easier: Tap, Pat; Pop, Pop in the Pot  Harder: Mot and Don; Dig the Mud |