



# Stay!



**Ready to Read** Phonics Plus

# Stay!

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“Today I must clean the nest,”  
says Kea. “Stay by the nest.  
Do not run away.”

“Okay, okay,” chirp the chicks.  
But the chicks want to play.

The chicks play in the clay.  
They scratch and scrape.  
They make holes in the clay.  
“Yay!” say the chicks.  
“We like to play.”





“Where are you?” asks Kea.

Skid! Slip!

The chicks jump out of the clay.

“I said to stay!” says Kea.

But the chicks want to play.

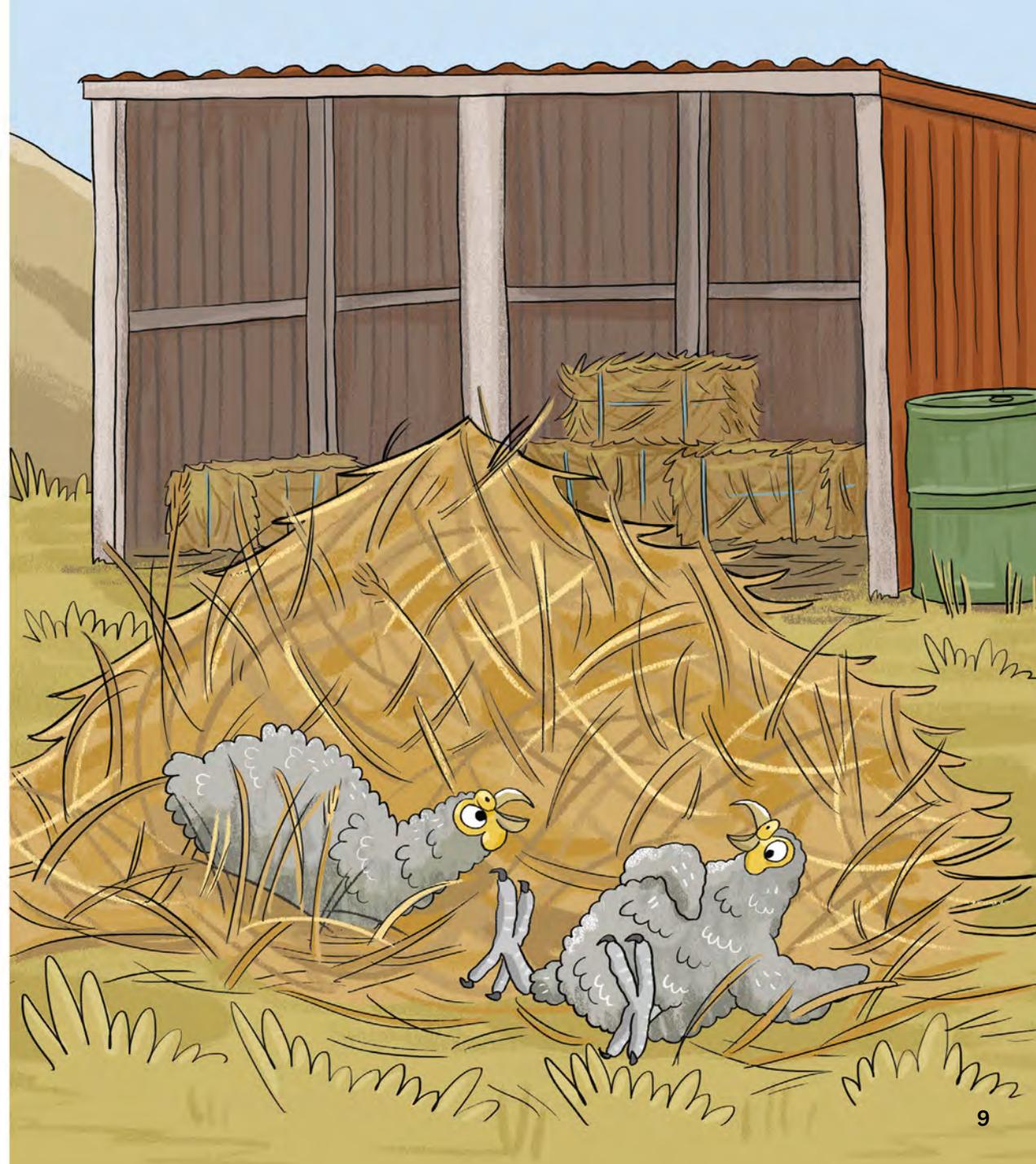
The chicks play in the hay.

They dig and play.

They stay in the hay.

“Yay!” say the chicks.

“We like to play.”





“Where are you?” asks Kea.

Jump! Hop!

Hay sprays all over Kea.

“I said to stay!” says Kea.

But the chicks want to play.

The chicks play by the tray.  
They flick and flap.  
They flick hay out of the tray.  
“That is my hay!” says Ram.





Ram is mad.

“Get out of my hay!” says Ram.

Jump! Run!

The chicks run away.

“I told you to stay,” says Kea  
with a grin.

## TEACHING NOTES

# Stay!

### ■ Reading practice

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

#### Focus sounds

ay

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**

play, today, stay, away, okay, clay, yay, hay, sprays, tray, say(s)

#### **Other words to tell children**

Kea, said, do

### ■ 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.

play	p-l-ay
clean	c-l-ea-n
ram	r-a-m
hay	h-ay
flick	f-l-i-ck

### ■ Morphological awareness

Show how the word **day** appears in different words:

**day**, today, yester**day**, Sun**day**, birth**day**, **day**time

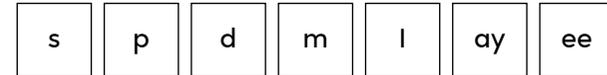
Bring attention to the **day** part of the word being spelled consistently across words. Talk about the meaning of each word and how it relates to the meaning of the word **day**.

### ■ Vocabulary

Talk about the meaning of the word **ram** as used in the story (i.e. a male sheep). See if children know the name of a female sheep (ewe). Go on to talk about the male and female names of other animals.

### ■ 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 **say**, can you spell **pay**? If this word spells **pay**, can you spell **day**?"

Easier changes: | say > pay > day > may

Harder changes: | see > say > pay > play

### ■ Story discussion

Talk with children about why Kea had asked the chicks to stay close by when she was cleaning the nest. Why do children think the chicks didn't listen, and what should they have done?

Talk with children about the ways that their whānau helps them to keep safe.

### ■ 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

ay



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