

Māhuri



Rain is a Pain



Ready to Read Phonics Plus

By Maggie Boston and Samantha Montgomerie | Illustrated by Giselle Clarkson

Rain is a Pain

Published 2021 by the Ministry of Education,
PO Box 1666, Wellington 6140, New Zealand.
www.education.govt.nz

Developed by Child Well-being Research Institute, University of Canterbury,
Private Bag 4800, Christchurch, 8140, New Zealand.
www.canterbury.ac.nz/childwellbeing/betterstartliteracy

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Child Well-being Research Institute, University of Canterbury
Designed and typeset by Smartwork Creative, www.smartworkcreative.co.nz

ISBN 978-1-77663-956-4 (print)
ISBN 978-1-77663-957-1 (online)

Teacher notes written by the Child Well-being Research Institute, University of Canterbury
Teacher support materials for the Ready to Read texts can be found
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It is raining.

Drip, drop!

“This rain is a pain,” says Ruru.

He shakes off the drops.

Ruru swoops on to the log.
He waits for the rain to stop.
Drip, drop!
The rain will not stop.





Ruru sees Frog hopping
in the rain.

“Wait, Frog!” says Ruru.

“Frog,” says Ruru.

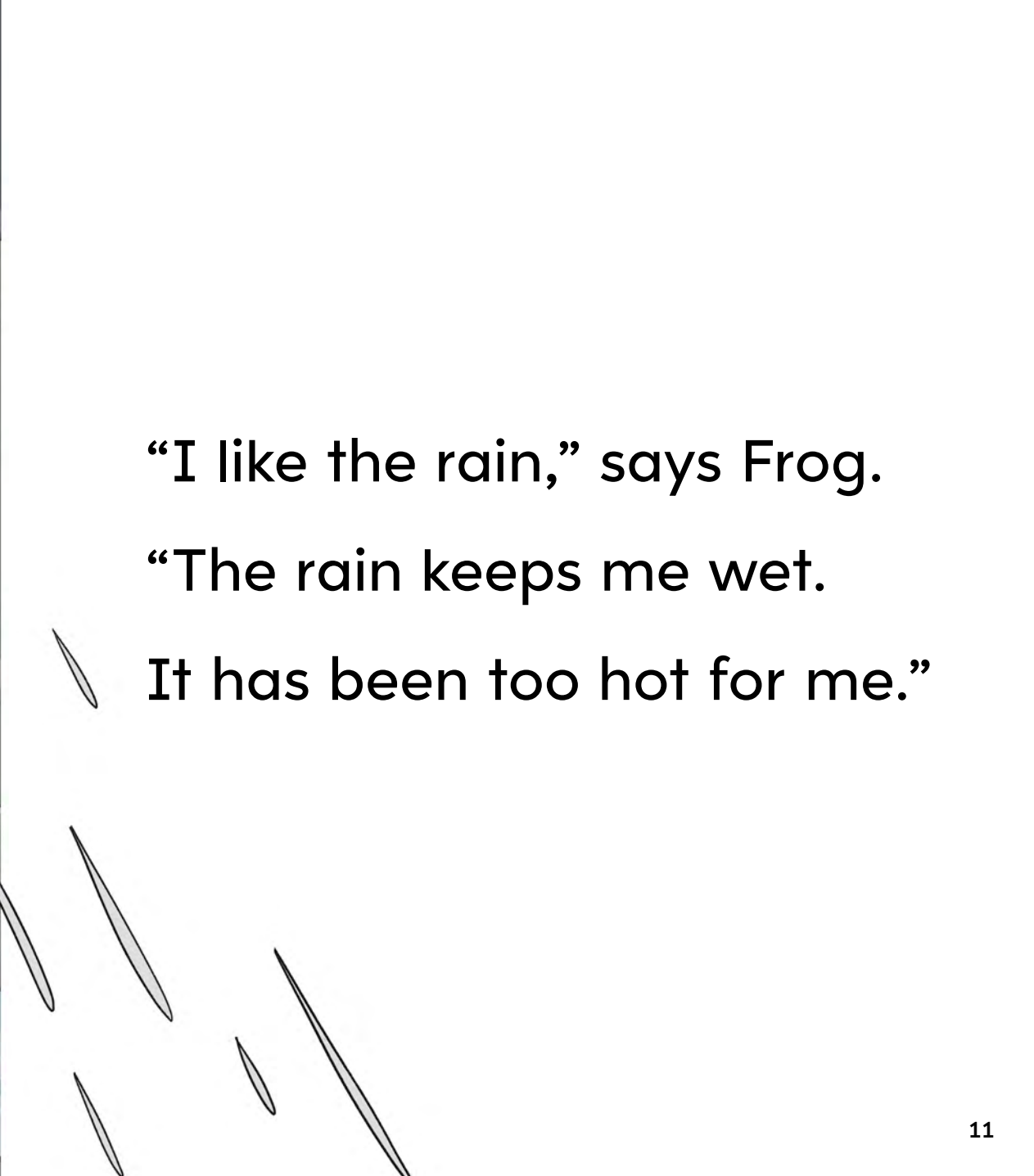
“Why are you hopping
in the rain?”

The rain is a pain! The rain
makes my wings wet.”





“I like the rain,” says Frog.
“The rain keeps me wet.
It has been too hot for me.”



“Do not complain about the rain. My eggs need the rain too,” says Frog.





“I see,” says Ruru.
“I will not complain
about the rain.
Rain is good.”

TEACHING NOTES

Rain is a Pain

■ Reading practice

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

Focus sounds

ai (as in rain)

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 | pain, wait, complain, rain(ing)

■ 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.

pain	p-ai-n
splish	s-p-l-i-sh
hot	h-o-t
wait	w-ai-t
swoop	s-w-oo-p

■ Morphological awareness

Play a game to match the words that go together, making use of **-s** endings to identify the third person singular form.

see-sees | swoop-swoops | rain-rains
wait-waits | drip-drips

■ Vocabulary

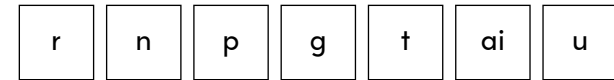
Talk about the meaning of the word **complain** (to let someone know you are not happy). Think of other words with a similar meaning that would make sense in the sentence:

*I will not **complain** about the rain (e.g. moan, whine, groan).*

Ask children to create their own sentences using **complain**.

■ 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 **rain**, can you spell **pain**? If this word spells **pain**, can you spell **gain**?"

Easier changes: | rain > pain > gain
Harder changes: | run > rain > train > trait

■ Story discussion

Discuss the importance of rain for helping things to grow. Set up an activity where the class plants and grows a seed, either in the classroom or in the school garden, to demonstrate the role of water.

■ 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

ai



ISBN 978-1-77663-956-4



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