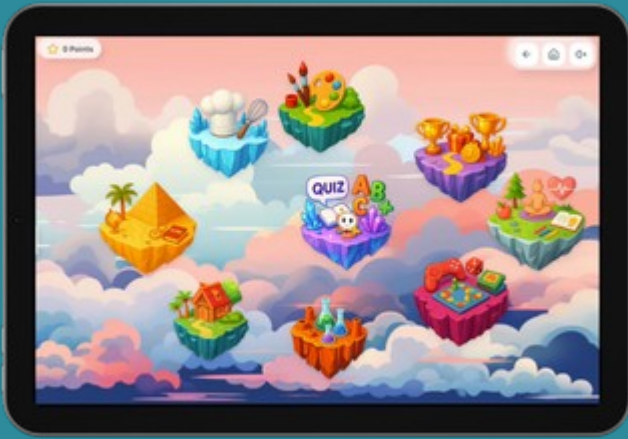




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Year 1 Set 02 ai and ay

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Snail in the Rain



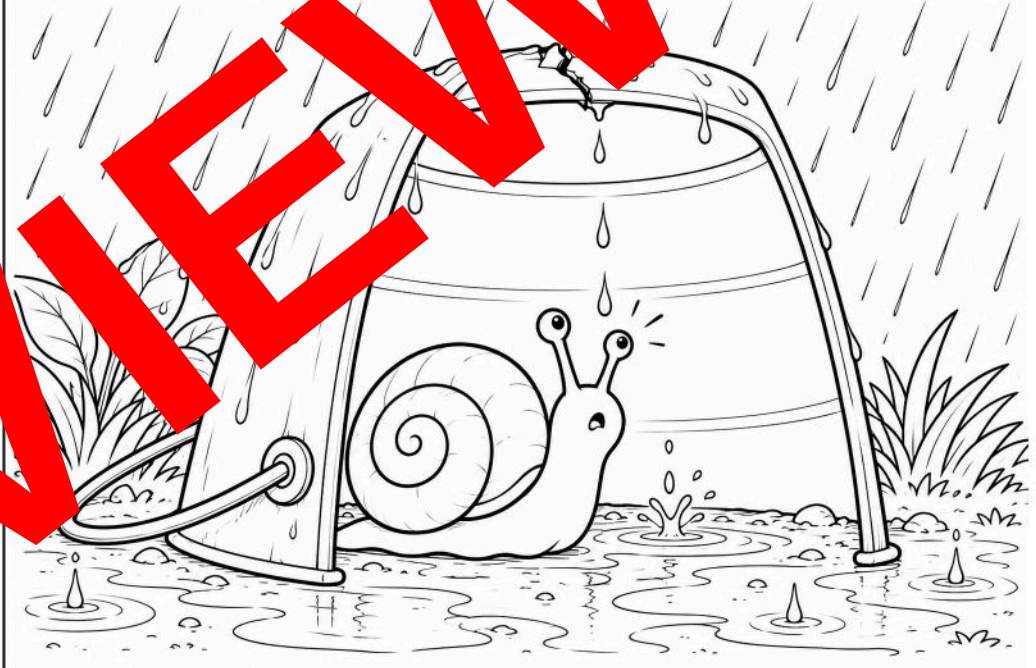
Rain taps the shed.

Snail is in the rain.



Snail can see pail.

He can slip in.



The pail has a gap.

Rain can drip in!



Snail can sit in the tray.

He can wait in the tray.



The rain stops.

Snail can play in the sun.

Snail in the Rain



Rain taps the shed.

Snail is in the rain.



Snail can see pail.

He can slip in.



The pail has a gap.

Rain can drip in!



Snail can sit in the tray.
He can wait in the tray.



The rain stops.
Snail can play in the sun.

The Paint Trail



Sam can paint a train.
Dad says, "Paint it red!"



A dog dips its tail in paint.

The dog has a red tail.



The dog runs.

Sam can see a paint trail.



Sam has a wet rag.
He can rub the paint off.



The dog can stay.
Sam can paint the train.

The Paint Trail



Sam can paint a train.
Dad says, "Paint it red!"



A dog dips its tail in paint.

The dog has a red tail.

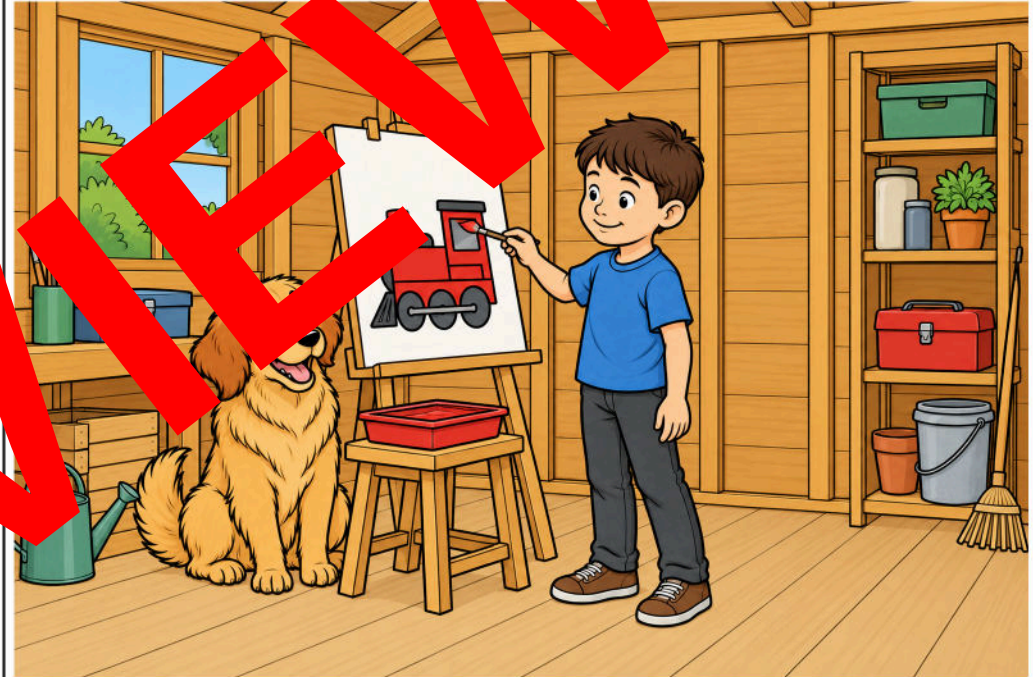


The dog runs.

Sam can see a paint trail.



Sam has a wet rag.
He can rub the paint off.



The dog can stay.
Sam can paint the train.

Rain

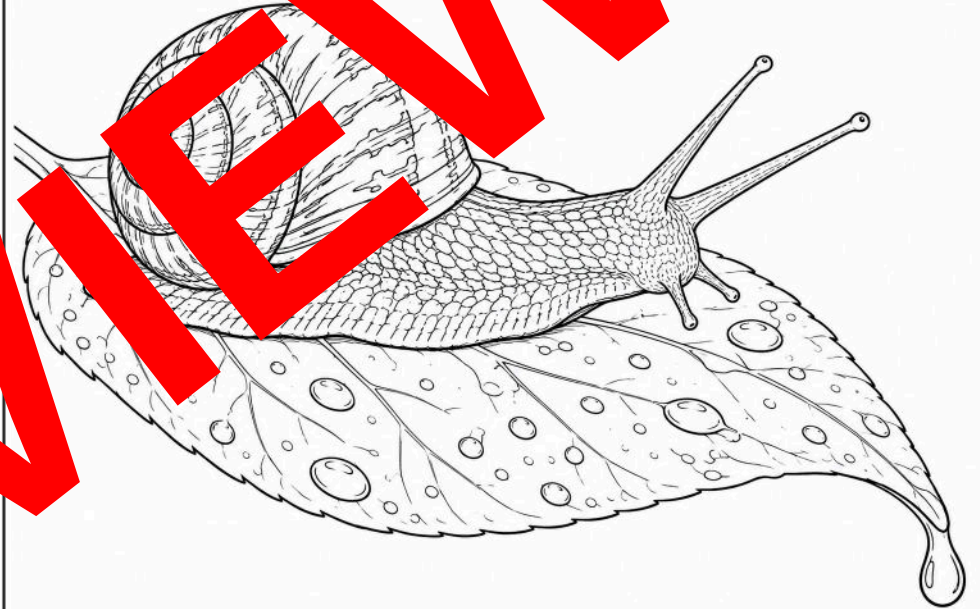


Rain can drip.
It can drip off a roof.



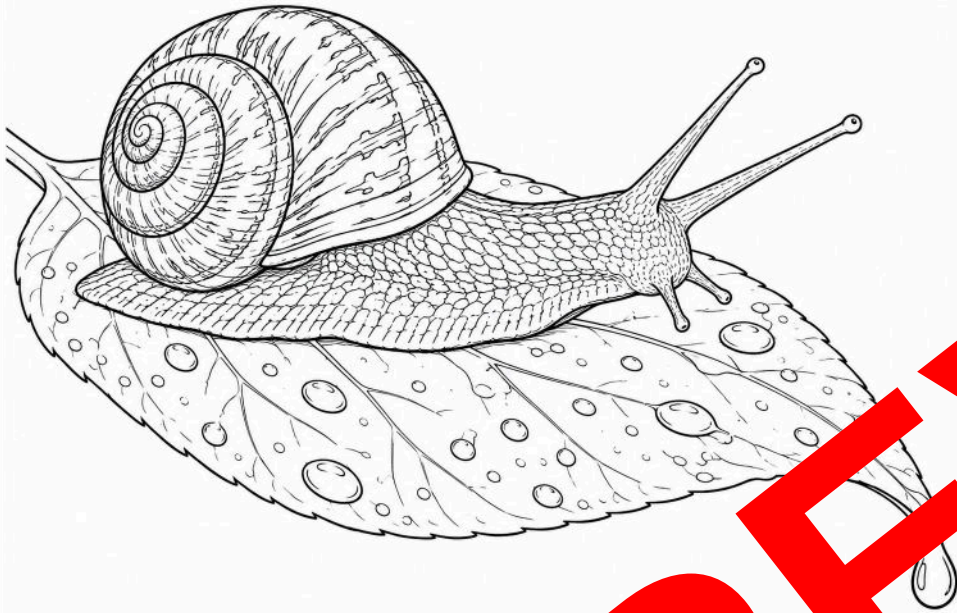
Rain can fill a pail.

Look at the rain in the pail.



Rain can drip off a leaf.

The leaf can get wet.



A snail is on the leaf.

The snail is wet.



Rain can wet a train.

It may drip off the train.

Rain



Rain can drip.
It can drip off a roof.



Rain can fill a pail.

Look at the rain in the pail.



Rain can drip off a leaf.

The leaf can get wet.



A snail is on the leaf.

The snail is wet.



Rain can wet a train.

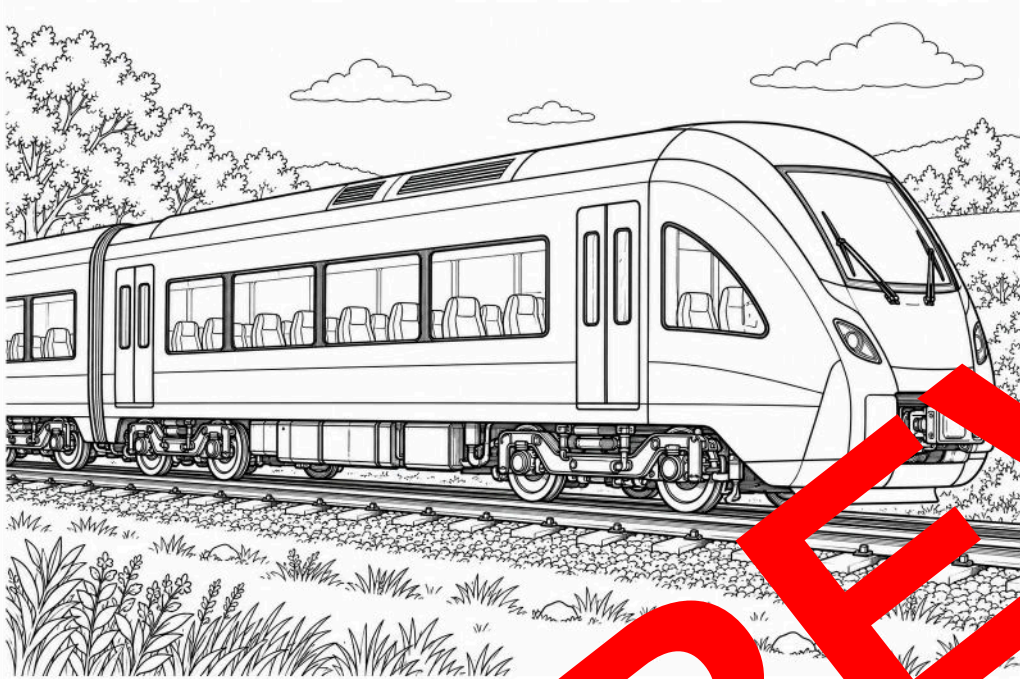
It may drip off the train.

A Train



A train runs on rails.

The rails can be steel.



A train has wheels.
The wheels can spin.



This train has seats.
We can sit on the seats.



A train can carry grain.

A train can run in the rain.



At noon, the train can stop.

We may get on the train.

A Train



A train runs on rails.

The rails can be steel.



A train has wheels.
The wheels can spin.

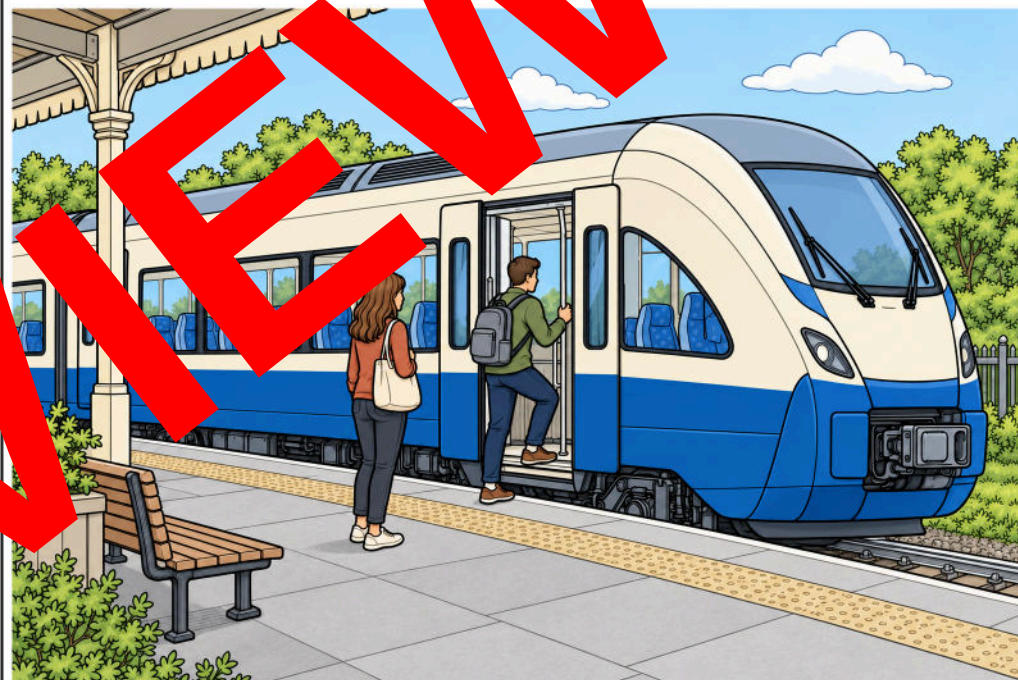


This train has seats.
We can sit on the seats.



A train can carry grain.

A train can run in the rain.



At noon, the train can stop.

We may get on the train.

Teach, read and check

Year 1 Set 02 ai=/ai/; review ay

Focus and readiness

Teach ai=/ai/ and revisit ay=/ai/. Use after every earlier step: the Foundation consonants and digraphs, adjacent consonants and triple clusters, taught simple -s meanings and pronunciations, ee, both oo sounds, ea=/ee/ and final e=/ee/ in the named words. Split a-e comes later; ai/ay position is not an exception-free rule.

Teach the teacher words

Before reading, teach a, the and says. Article a has a weak vowel or strong /ɑ/. In the, th is voiced /dh/; teach weak e and the strong /ee/ form. In says, first s=/s/, ay=/e/ is exceptional, and final s=/z/. The Paint Trail uses a, the, says; the other books use a and the. Point out the required capitals, including Sam and Snail.

Correct with the code

Point to each spelling, say its sound, blend and reread the whole sentence. Count sounds rather than letters: ai and ay each stand for one sound here. Keep / only where it is pronounced in normal Australian speech. Say the word naturally after blending to explain unfamiliar vocabulary.

Use the practice

Orally compare ai and ay; blend the large cards; say train, snail and train for the sound boxes. Change one sound at each chain to show. Set the eight word cards upright under ai or ay. Build one meaningful sentence from all six tiles. Match the jumbled sentences and pictures; then use the reader response.

Dictation and checking

For page 8, say train, snail, paint, says, then Sam says, "Wait!" Repeat naturally if needed. Students write the whole word and sentence in the supplied areas, then check spellings. On page 10, reread and write one teacher sentence; both wide lines are available. Note accurate blending, teacher words, self-correction and transfer.

Print and assemble

Print readers at actual size, single-sided on landscape A4. Choose B&W or Colour. Cut down the centre, stack A5 pages 1-6 and staple the left edge. Do not fold or print as a duplex booklet. Print this ten-page companion on portrait A4 at actual size. Cut cards with support; keep the writing areas on the worksheets.

Hear and show the sound

Year 1 Set 02 ai=/ai/; review ay

Say the sound. Listen for /ai/ in rain, day, train and play.

ai
.

ay
.

ai
.

ay
.

r a i n
. . .

d a y
. .

t r a i n
. . . .

p l a y
. . .

Read and blend

Year 1 Set 02 ai=/ai/; review ay

Say each sound. Blend the word. Read it again.

r ai n

. . .

t r ai n

. . . .

s n ai l

. . . .

r ai n t

. . . .

o ay

. . .

t r ay

. . .

s ee d

. . .

f oo d

. . .

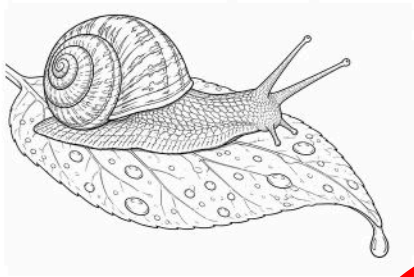
Say, build and spell

Year 1 Set 02 ai=/ai/; review ay

Listen to the word. Say each sound. Write one spelling in each box.



1



2



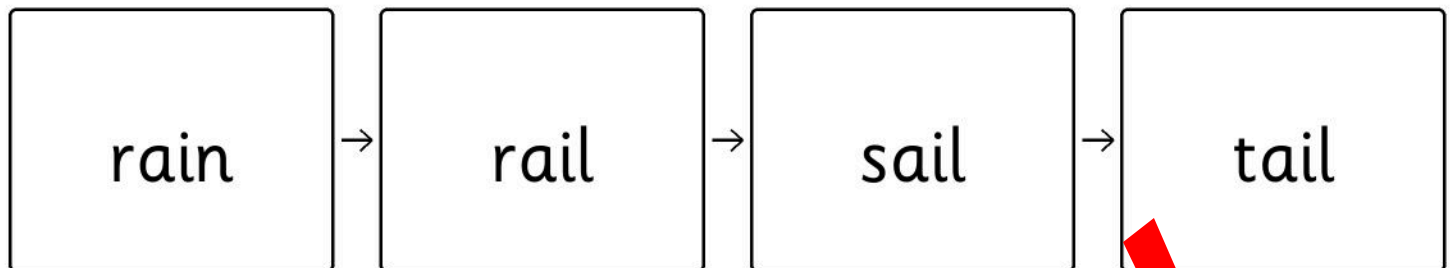
3

Read your words again.

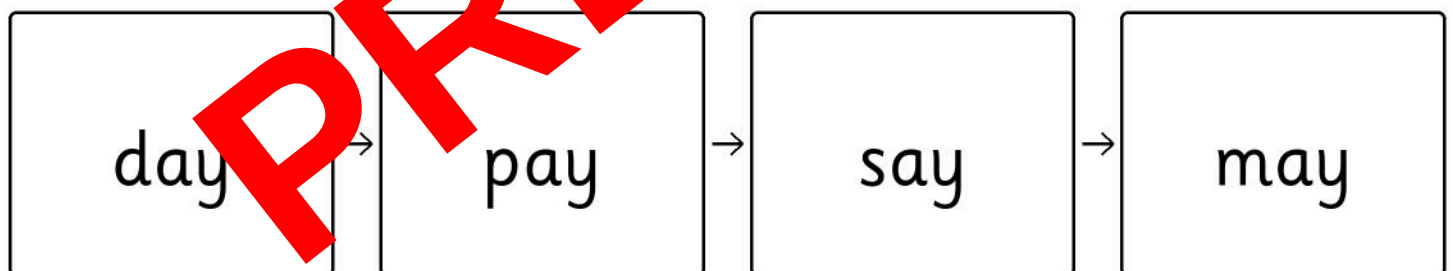
Change one sound

Year 1 Set 02 ai=/ai/; review ay

Change one sound at each arrow. Read each chain.



Write the last word.



Write the last word.

Sort ai and ay

Year 1 Set 02 ai=/ai/; review ay

Cut the cards. Sort each word under its spelling.

ai

ay

day

train

tray

sail

rain

play

snail

stay

Build a sentence

Year 1 Set 02 ai=/ai/; review ay

Put all six tiles in order. Read your sentence. Write it.

snail

The

in

rain.

the

s

Write the whole sentence.

Draw your sentence.



Hear, write and check

Year 1 Set 02 ai=/ai/; review ay

Listen. Write each word, then the whole sentence. Check each sound.

s ay s
• • •

In says, ay is /e/.

Teach it before writing.

1

2

3

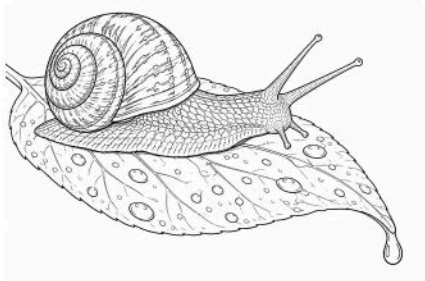
4

Sentence

Match and respond

Year 1 Set 02 ai=/ai/; review ay

Match each picture to a sentence. Draw your own joining lines.



○ ○

We can sit on the train.



○ ○

The snail is wet.



The rain is in the pail.

What can Snail do in the tray?

Write the whole answer.

Reread and try a new sentence

Year 1 Set 02 ai=/ai/; review ay

Read. Circle ai and ay. Write one sentence using both lines if needed.

The rain can fill the pail.

We can play when it stops.

Write one whole sentence.

PREVIEW

Tick what you can read.

☐

ai

☐

ay

☐

says

Teacher observations

Word reading

Teacher words

Transfer
