



# Look inside a Foundation Decodable Reader

This **core** book is for the focus grapheme **b**.

Don't forget to also check out the support and extended books for this grapheme.



## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



bat	big	bug
bus	bag	bad
tub	Rob	Deb

# Bam!



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EDUCATION

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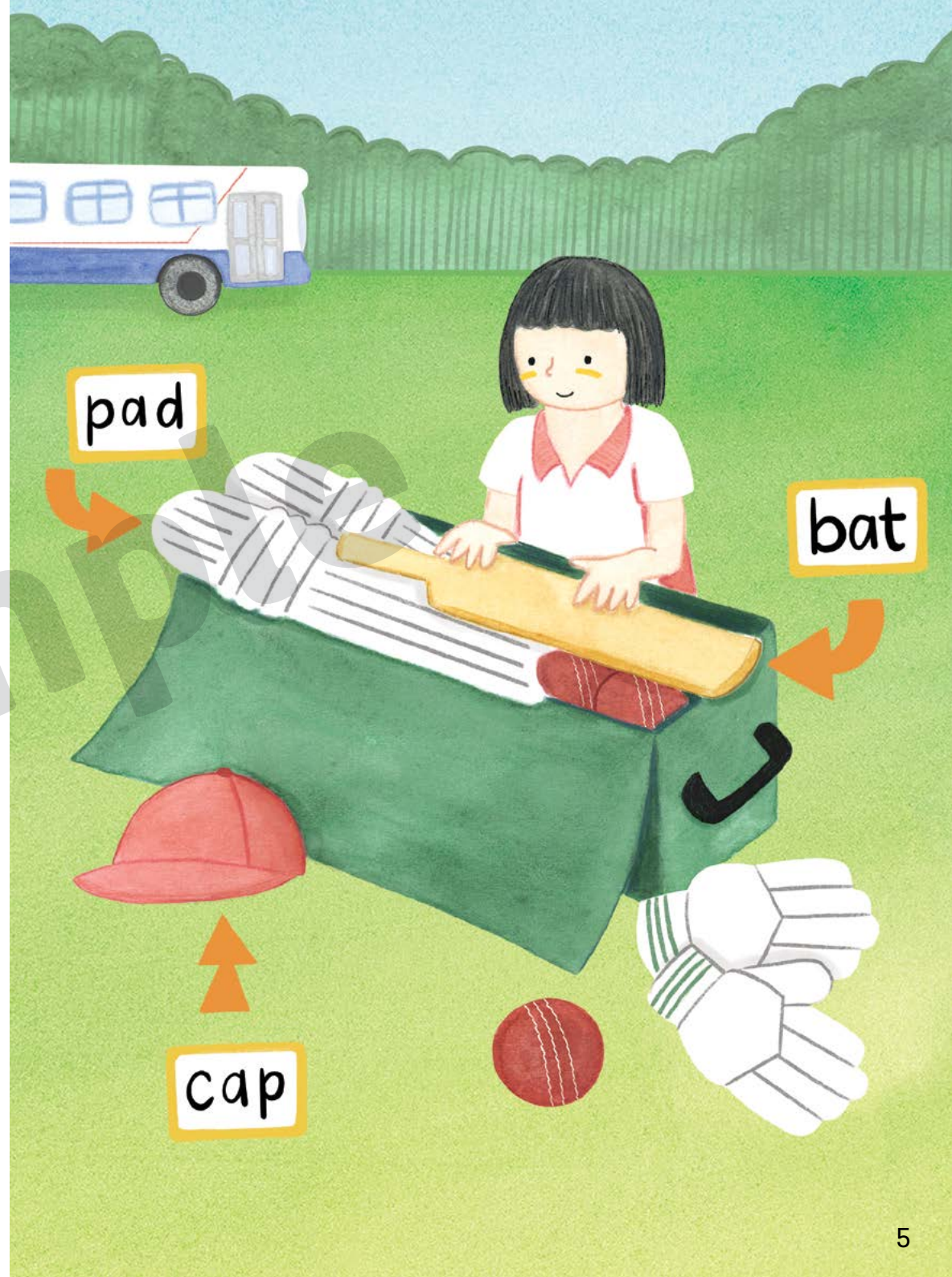
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In the spirit of reconciliation, Firefly Education acknowledge the Traditional Custodians of Country throughout Australia and their continued connections to the lands where we live, learn and work.

Deb and Rob get on  
the bus.



Deb has the kit bag.



Deb and Rob get set to bat.

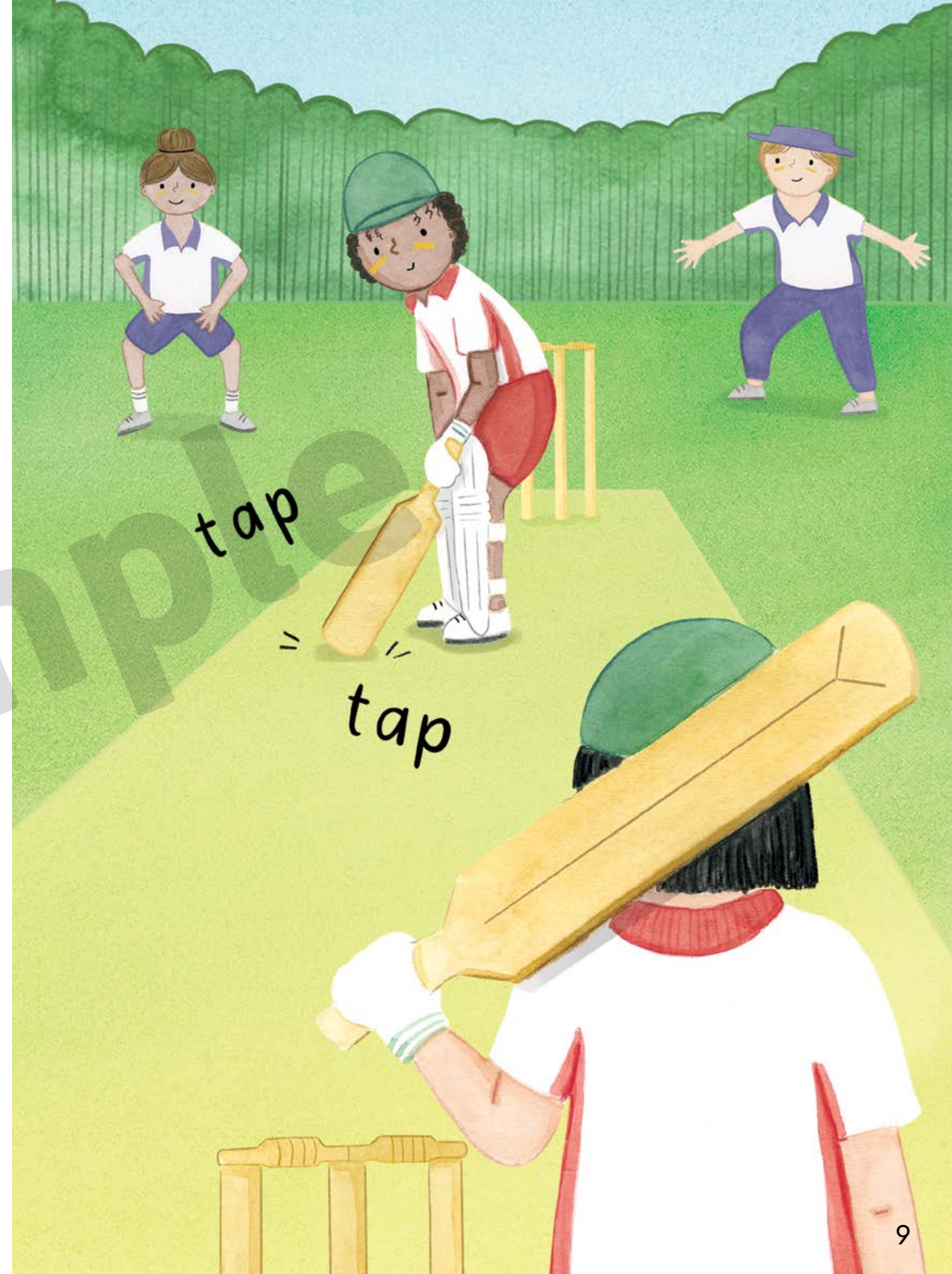
Sam



Rob has a bat.

Deb has a bat.

Sample

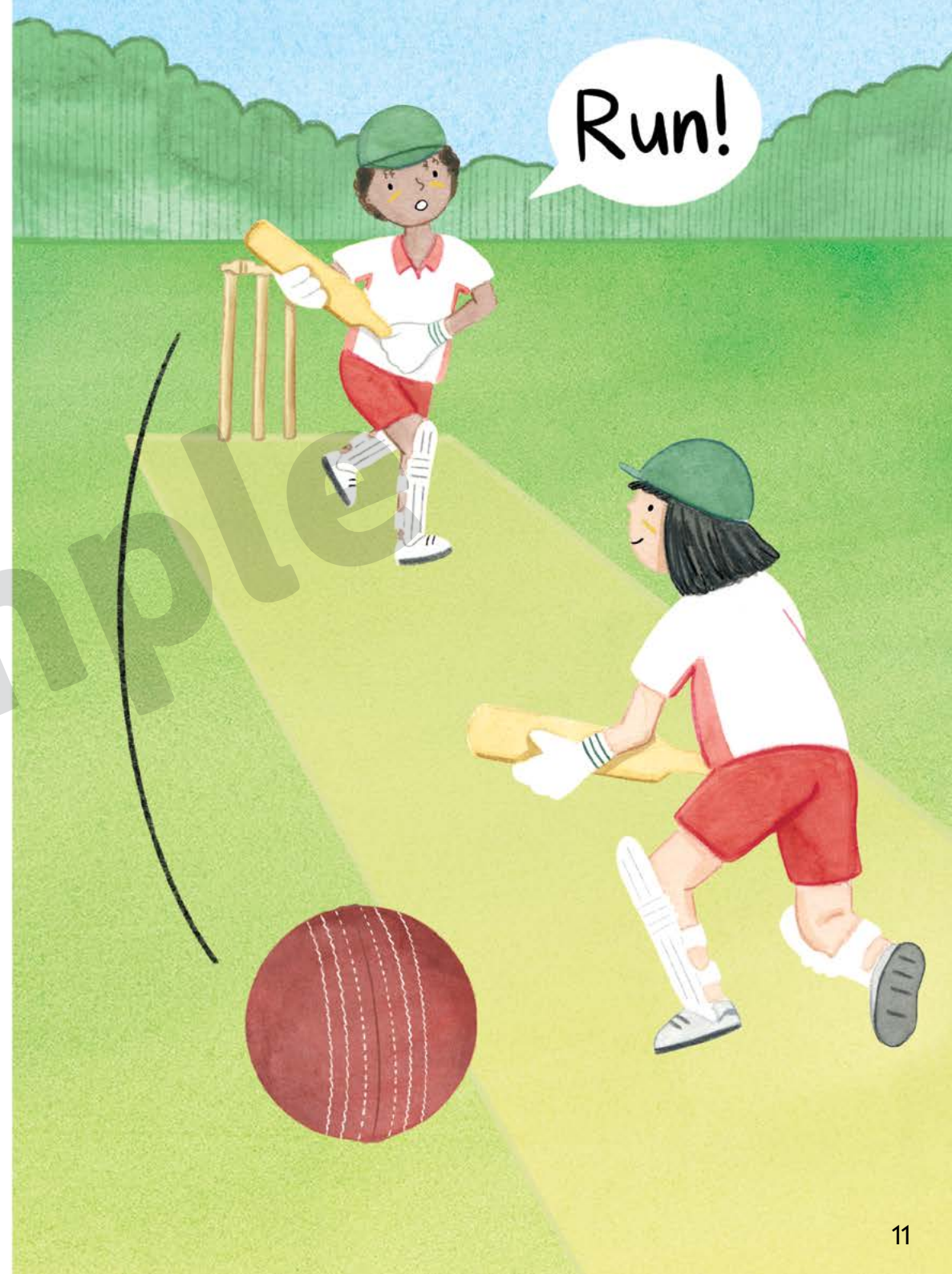


# Bam!

It is a hit.

It is 1 run.

Sample



# Bam!

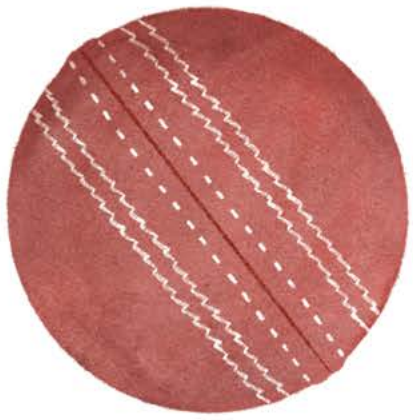
It is a hit.

It is not bad.

It is a 4.





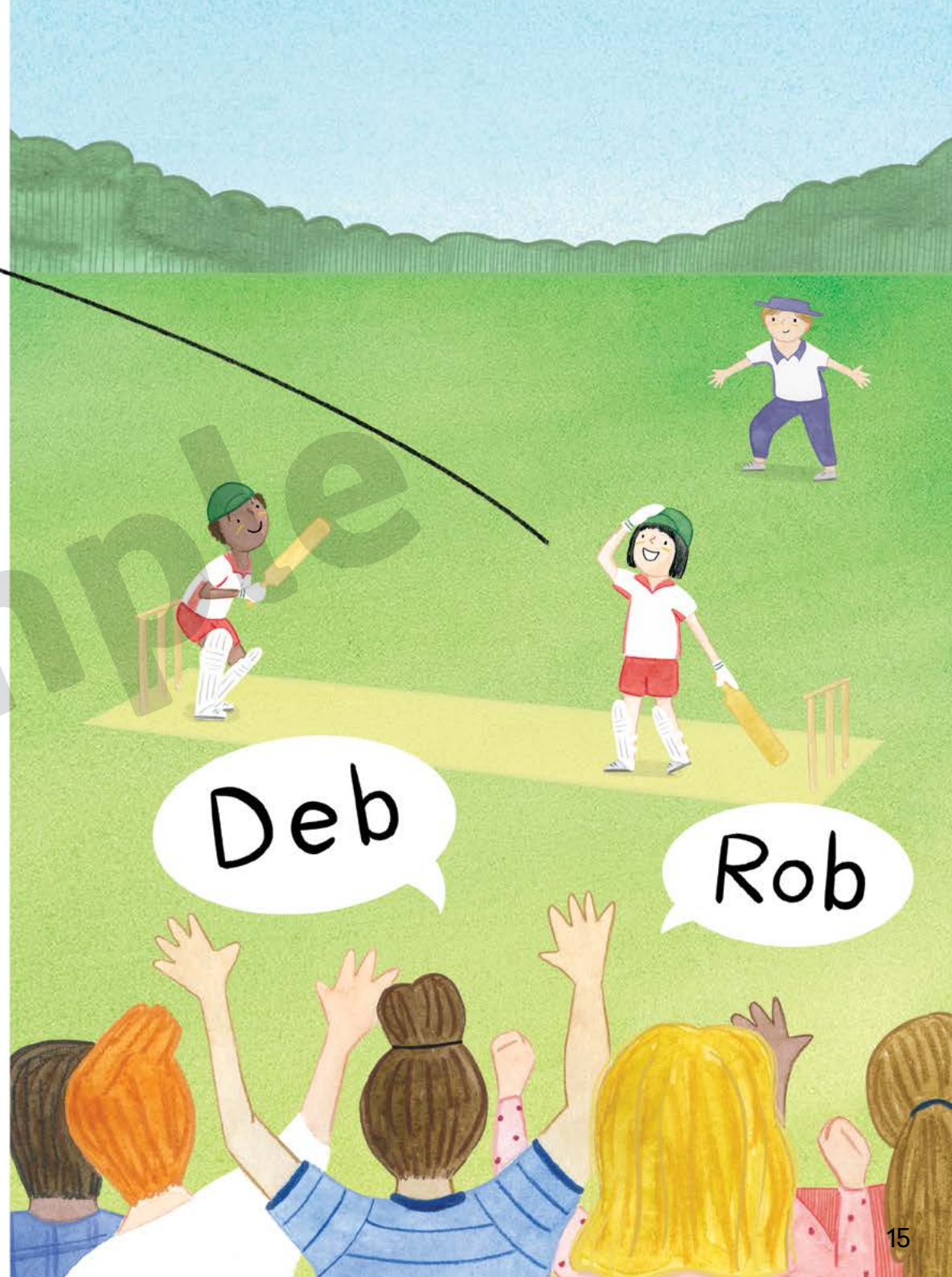


# Bam!

It is a big hit!

It is a 6!

Sample



## Book Chat

1. How did Deb and Rob get to the sportsground? (page 2)
2. What was in the kit bag? (page 5)
3. What sport do Deb and Rob play? (page 9)
4. Who was the first batter? (pages 8 and 9)
5. How did the crowd feel when Deb hit the six? How can you tell? (pages 14 and 15)
6. Have you played cricket? Where did you play? Who did you play with?

## How to Support Students During Reading

### Encourage Sounding Out

If a student is stuck on a word, prompt them to say the sound for each grapheme and blend the sounds together.

Avoid asking the student to guess a word from the first letter or pictures.

### Explain Special Words

Special Words are more difficult to sound out. If a student is stuck on a Special Word, explain how to read the word and model it for them. For example, for the word *was*, you could say: 'This word is tricky because the **a** shows /**o**/ and the **s** shows /**z**/. Watch me read it: /**w**/, /**o**/, /**z**/, *was*.'

### Correct Errors

If a student makes an error, stop and correct. For example, if a student reads *bag* as *bat*, you could:

- Repeat the error back to the student: 'Bat? Is this word *bat*?'
- Point to the part of the word they read incorrectly: 'This **g** shows /**g**/. Read the word again.'

### Discuss Word Meanings

Pause to discuss the meaning of unfamiliar words and words with multiple meanings.

## About Foundation Decodable Readers

These books each feature one or more focus graphemes and should only be read after the associated Sound Waves Spelling lesson. There are three levels of difficulty.

**Support** CVC words 20–75 words

**Core** CVC words 25–130 words

**Extended** CCVC, CVCC words 40–150 words

### Core Decodable Readers

Students need to be taught the graphemes **m, a, t, s, i, d, f, n, p, o** and **r** before reading the first book in the sequence.

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	r	<i>Rat!</i>	21	x	<i>Mick and Rex</i>
2	g	<i>Dot and Tig</i>	22	q, u	<i>Quick! Quick!</i>
3	e	<i>Red Pen</i>	23	ch	<i>Chad</i>
4	h	<i>Mop Top</i>	24	sh	<i>Sh!</i>
5	k	<i>The Kit</i>	25	th	<i>The King</i>
6	c	<i>Mac and Tic Tac</i>	26	th	<i>Chop Chop</i>
7	u	<i>I am Gus</i>	27	ai, ay, a_e	<i>Dane</i>
8	b	<i>Bam!</i>	28	ee, e, ea	<i>A Big Job</i>
9	l	<i>The Bug</i>	29	i_e, y	<i>My Job at the Mine</i>
10	j	<i>On the Mat</i>	30	oa, o_e, o	<i>Wet Day</i>
11	y	<i>Am I a ...?</i>	31	ar	<i>The Farm</i>
12	v	<i>Tom Cat</i>	32	ir, ur	<i>A Girl and a Bird</i>
13	w	<i>Cop Dog and the Web</i>	33	or, a	<i>North Beach</i>
14	z	<i>The Big Top</i>	34	oo, u	<i>Could You? Would You?</i>
15	ck	<i>My Duck</i>	35	oo	<i>Full Moon</i>
16	ng	<i>The Bip Bop Gang</i>	36	ou, ow	<i>My House</i>
17	ss	<i>Ring Toss</i>	37	oy	<i>Bok Choy</i>
18	ff	<i>Off to See Pop</i>	38	ear	<i>My Job at the Sheep Farm</i>
19	ll	<i>The Hill</i>	39	air	<i>Where am I?</i>
20	zz, s	<i>Is it a ...?</i>	40	er	<i>My Teacher</i>

*Bam!* contains 65 words.