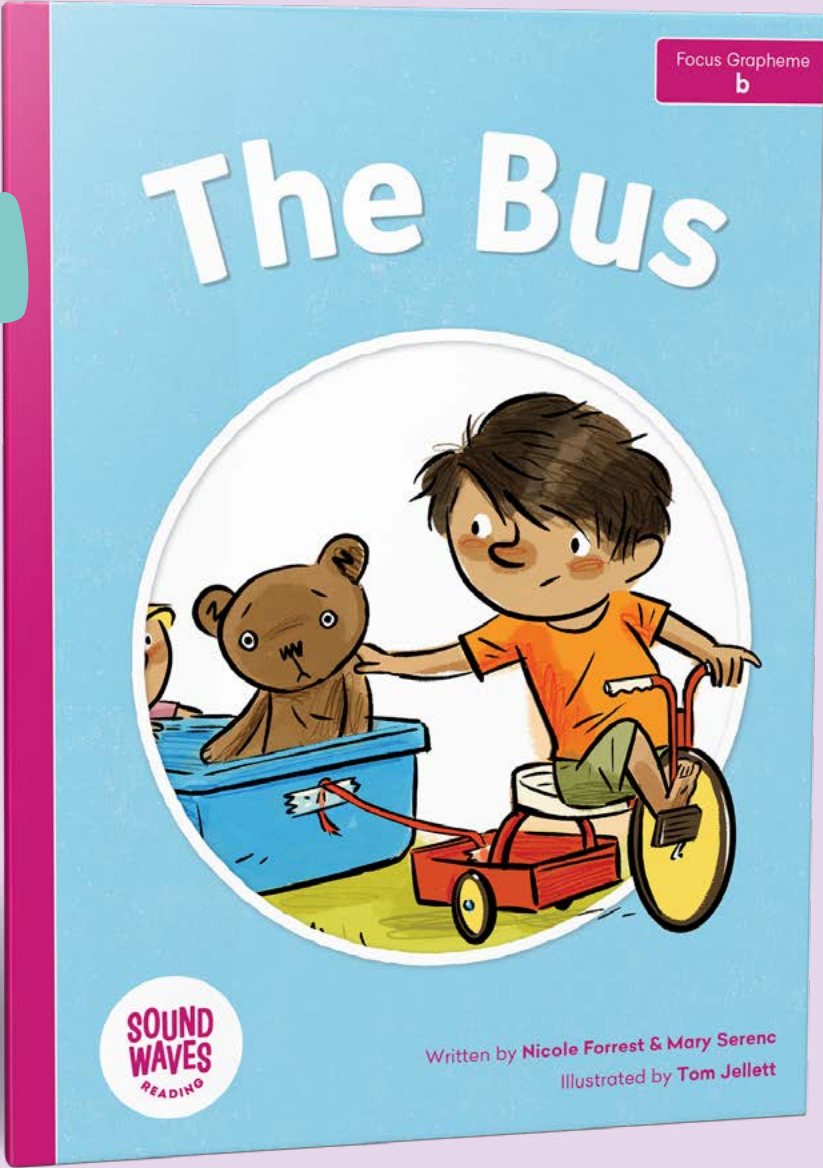




Look inside a Foundation Decodable Reader

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



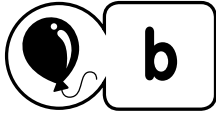
Don't forget to also check out the core and extended books for this grapheme.



Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



big	bus	bag
bug	bad	tub
Bub	Ben	Bud

The Bus



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firefly
EDUCATION

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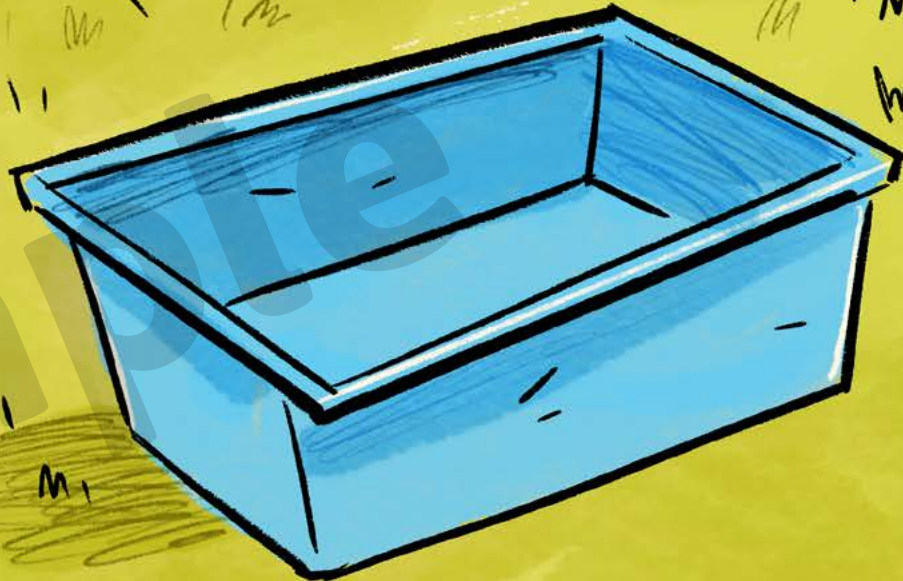
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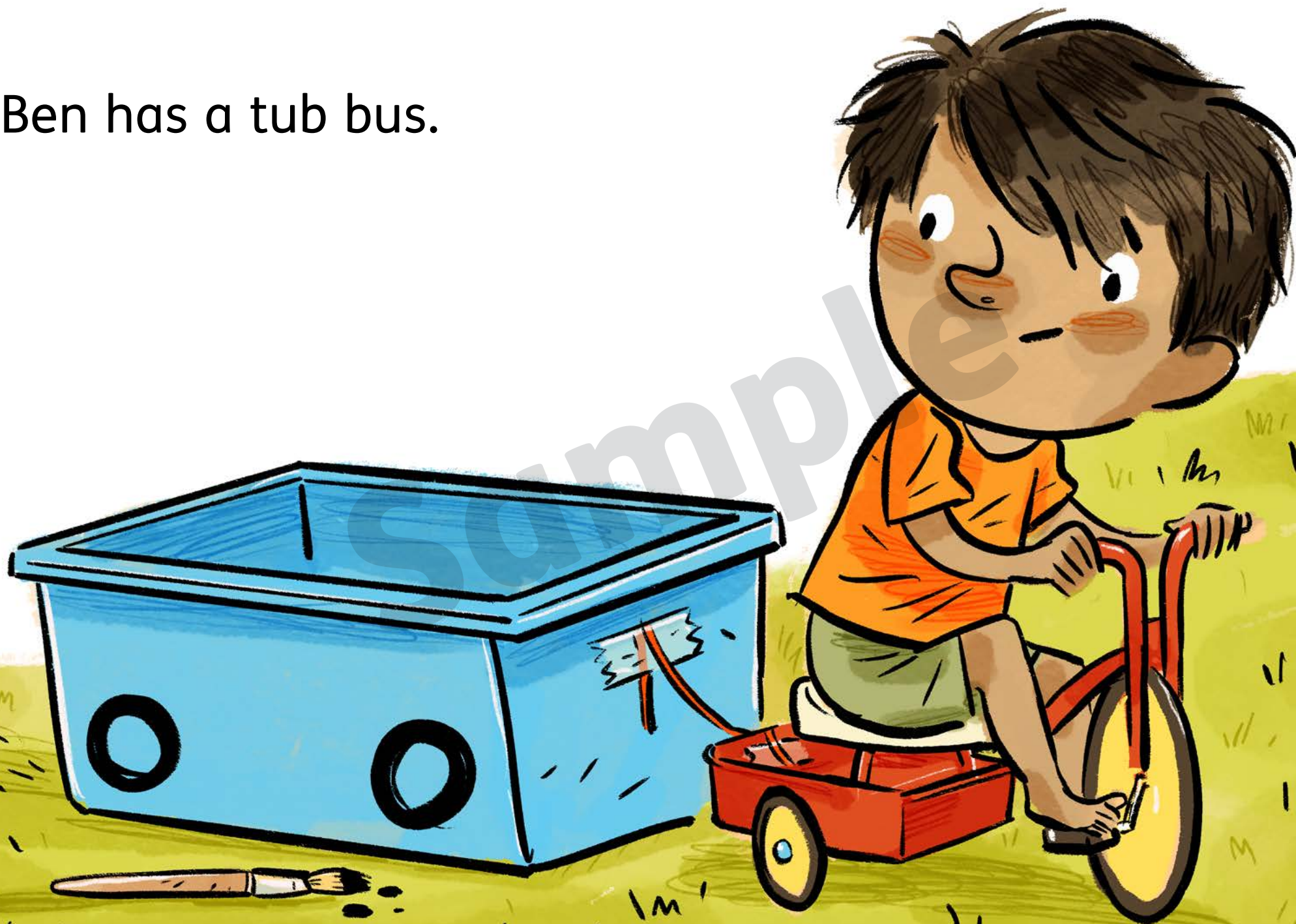
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In the spirit of reconciliation, Firefly Education acknowledge the Traditional Custodians of Country throughout Australia and their continued connections to the lands where we live, learn and work.

A big tub!



Ben has a tub bus.



Hop on the
bus, Bub!

Sample



Get on the bus, Ted.



Hop on my bus, Tic Tac.







Bad Bud!

Book Chat

1. What colour is the tub? (page 3)
2. What did Ben do with the tub? (pages 4 and 5)
3. Who got in the tub bus? (pages 6–11)
4. Do you think Tic Tac was happy to get in the tub bus? How do you know? (pages 10 and 11)
5. Why was Ben angry with Bud at the end of the story? (pages 12–15)
6. Have you made something from a tub or box? What did you make?

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

Support 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	1, 2, 3	25	th	Om Nom Nom
2	g	Sid	26	th	Rip, Pat, Pop!
3	e	Peg Men	27.1	ai, ay, a_e	Rain and Hail (ai)
4	h	Not a Dog	27.2		The Map (ay)
5	k	A Pom Pom Kit	27.3		The Chase (a_e)
6	c	A Nap	28.1	ee, e, ea	The Reef (ee)
7	u	Fun in the Sun	28.2		To the Top (e)
8	b	The Bus	28.3		Pick Peck (ea)
9	l	The Lab	29.1	i_e, y	Bike Ride (i_e)
10	j	Red Jam	29.2		Made by Raf (y)
11	y	The Yak	30.1	oa, o_e, o	Joan, Toad and Goat (oa)
12	v	Vic the Vet	30.2		Kid Zone (o_e)
13	w	The Web	30.3		Jo and Mo (o)
14	z	Fun!	31	ar	Time for Art
15	ck	A Duck in Luck	32	ir, ur	Time for a Feed
16	ng	Ding Dang Dong	33	or, a	Corn
17	ss	Poss	34	oo, u	The Book Nook
18	ff	Kick Off	35	oo	Moon Tooth
19	ll	The Bell	36	ou, ow	A Loud Bird
20	zz, s	Fizz and Fuzz	37	oy	Toys
21	x	Max	38	ear	A Bug in My Tum
22	q, u	Quiz!	39	air	The Big Cup
23	ch	Chaz and Rick	40	er	Have You Ever?
24	sh	The Gull	The Bus contains 28 words.		