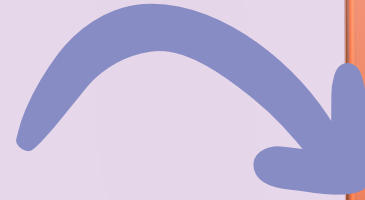


Look inside a Foundation Decodable Reader

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

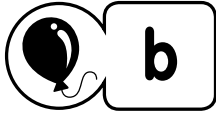
Don't forget to also check out the support and core books for this grapheme.



Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



big	bad	tub
grab	crab	best
Rob	Deb	Brad

I am the Best



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firefly
EDUCATION

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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.



Brad the crab



Deb the frog

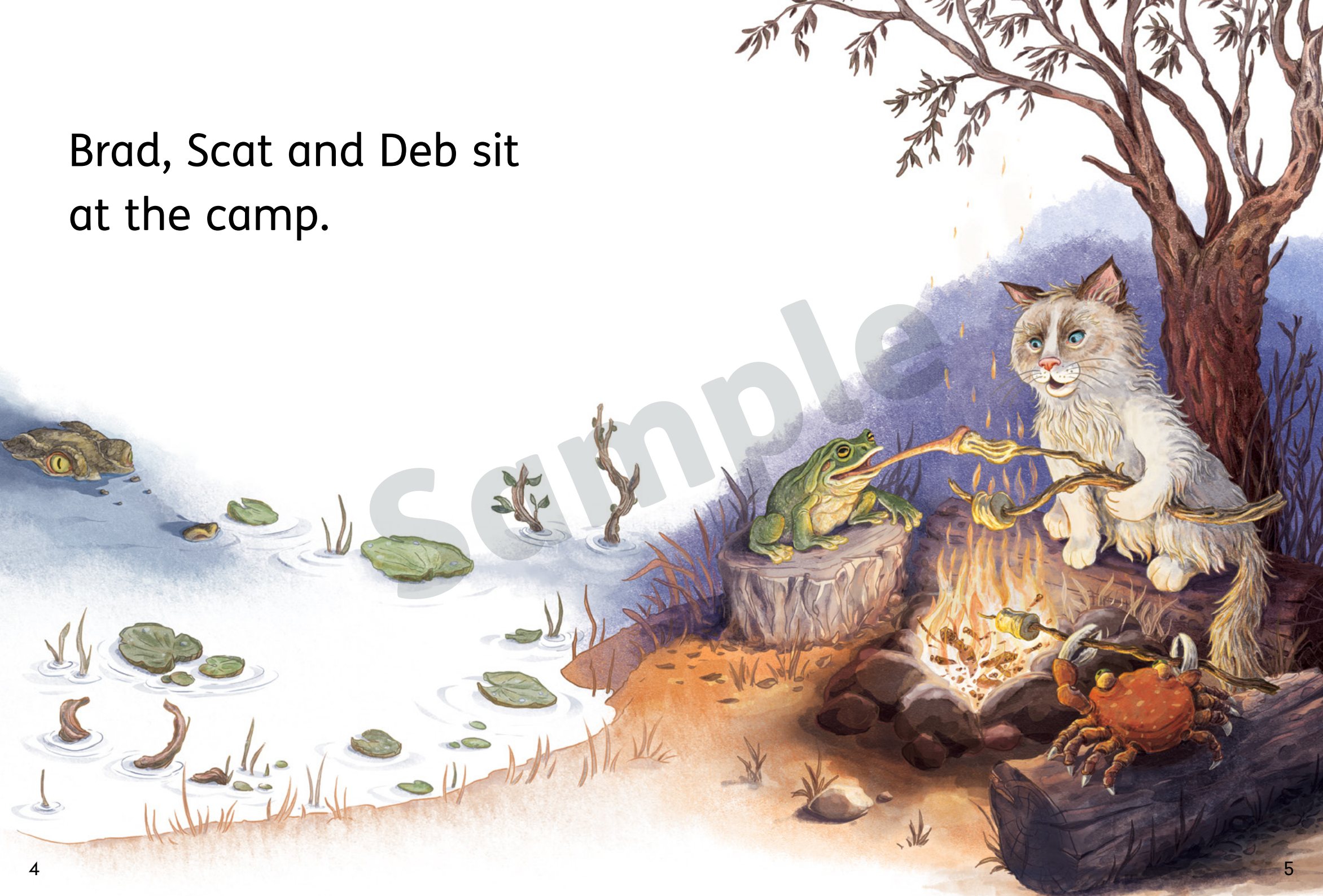


Scat the cat



Rob the croc

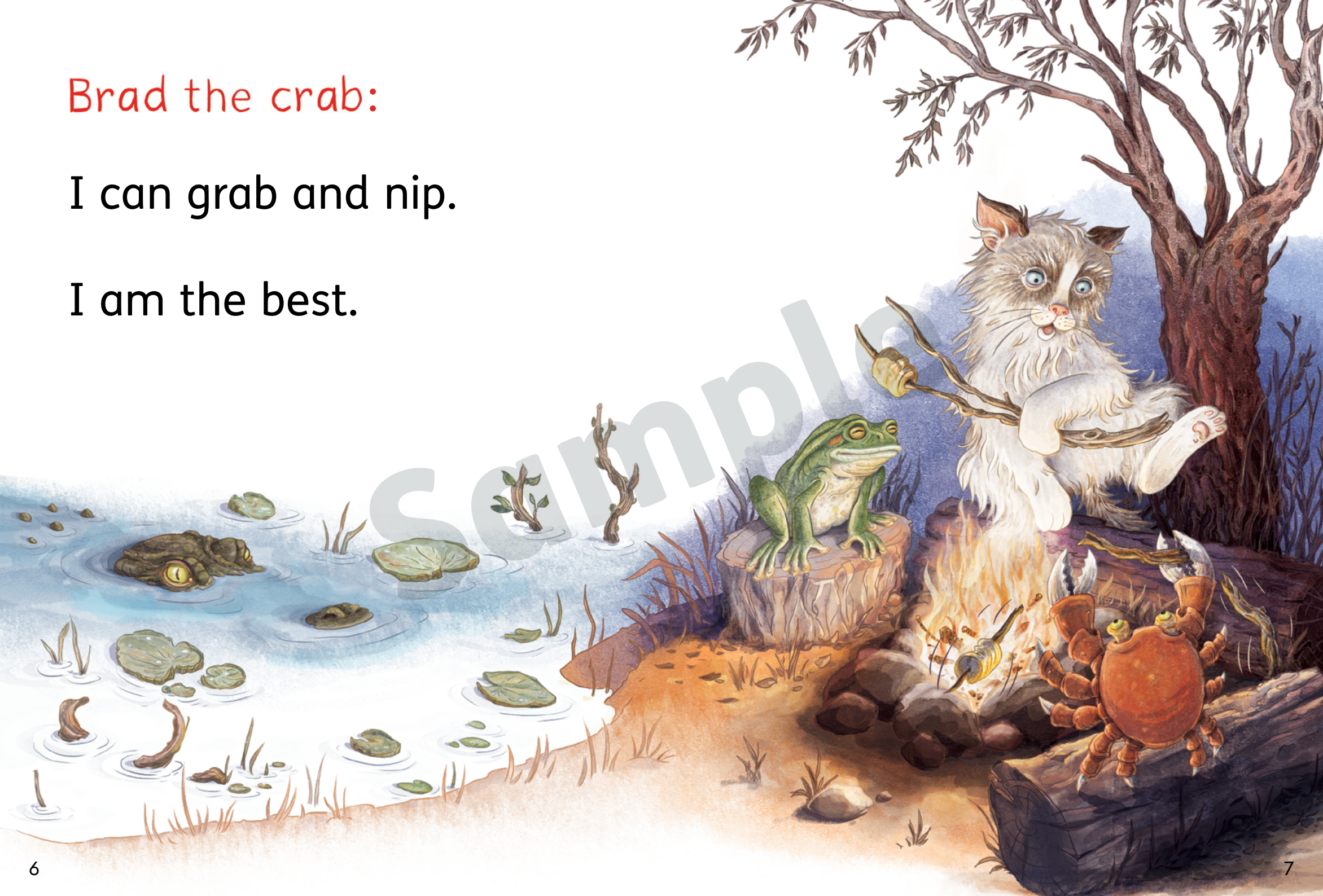
Brad, Scat and Deb sit
at the camp.



Brad the crab:

I can grab and nip.

I am the best.



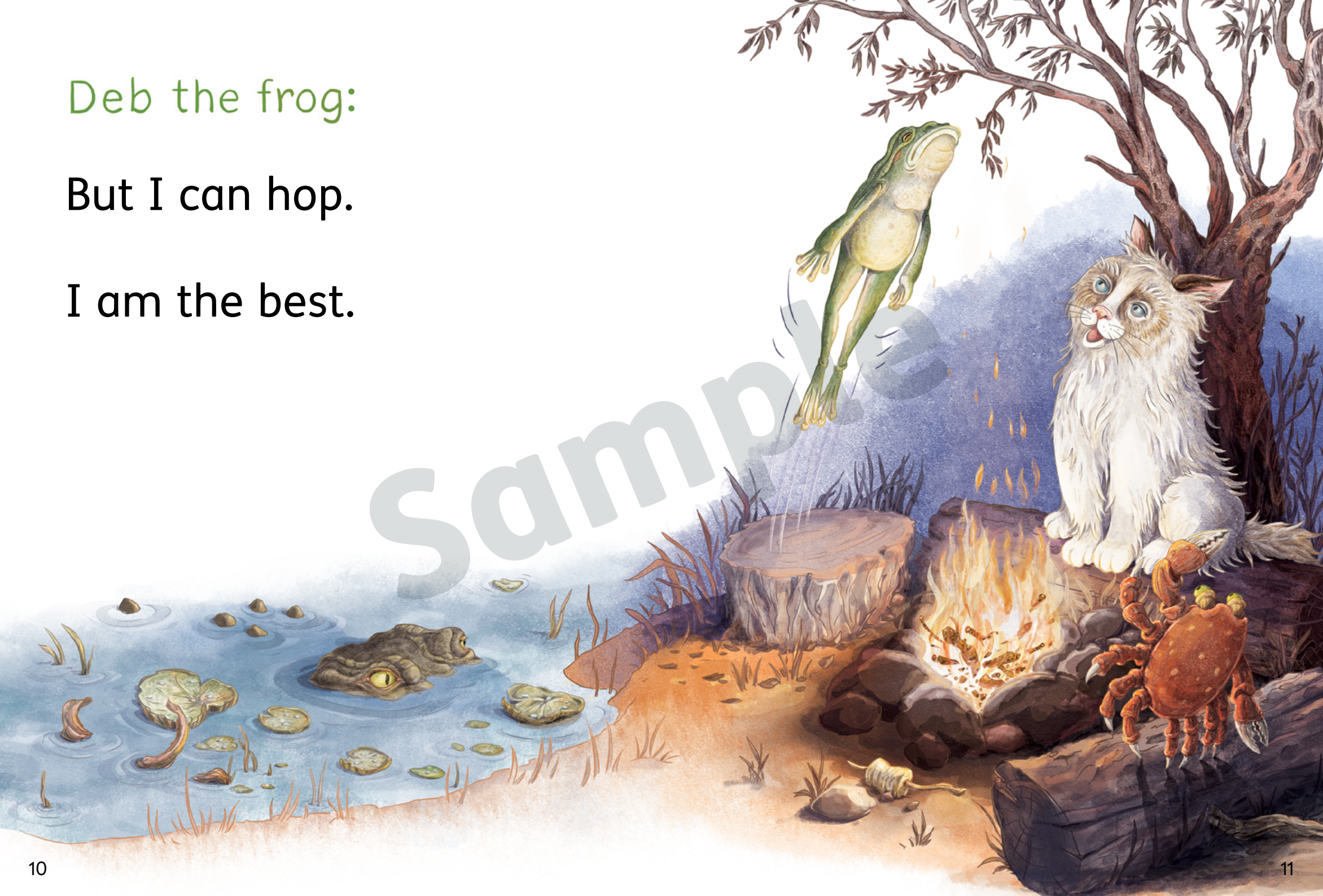
Scat the cat:
But I can spin.
I am the best.



Deb the frog:

But I can hop.

I am the best.



Rob the croc:

But I hunt the best!



Brad the crab:

Run!



Book Chat

1. Who are the characters in the play? (pages 2 and 3)
2. Where are the characters? (page 4)
3. What did Brad the crab brag about? (page 6)
4. Why didn't Brad, Scat and Deb notice Rob the croc?
5. What did Rob do? (pages 12–15)
6. How might bragging make others feel?

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

Extended 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>Tram Trip</i>	21	x	<i>Cop Dog and the Jam Drop</i>
2	g	<i>Spot a Frog</i>	22	q, u	<i>Quin</i>
3	e	<i>5 in a Nest</i>	23	ch	<i>The Jets</i>
4	h	<i>Hats</i>	24	sh	<i>The Lost Ship</i>
5	k	<i>Skip!</i>	25	th	<i>The Moth</i>
6	c	<i>The Croc</i>	26	th	<i>Spot the Bots</i>
7	u	<i>I Must Drum</i>	27	ai, ay, a_e	<i>Will it Rain?</i>
8	b	<i>I am the Best</i>	28	ee, e, ea	<i>Green</i>
9	l	<i>Plum</i>	29	i_e, y	<i>By My Side</i>
10	j	<i>Just Spin!</i>	30	oa, o_e, o	<i>Feed the Goat</i>
11	y	<i>Yan Can. Can You?</i>	31	ar, a	<i>Tag Art</i>
12	v	<i>Val and the Van</i>	32	ir, ur	<i>Big Surf</i>
13	w	<i>Wet Dog</i>	33	or, a	<i>The Falls</i>
14	z	<i>The Big Zip</i>	34	oo, u	<i>Pick a Book</i>
15	ck	<i>Stuck!</i>	35	oo	<i>The Land, Sky and Sea</i>
16	ng	<i>We are ...?</i>	36	ou, ow	<i>No Rain</i>
17	ss	<i>Floss and Bloss</i>	37	oy	<i>The Toy Run</i>
18	ff	<i>Dung</i>	38	ear	<i>Gruff</i>
19	ll	<i>Sit Still</i>	39	air	<i>Up North</i>
20	zz, s	<i>Bits and Bobs</i>	40	er	<i>Never Ever</i>

I am the Best contains 72 words.