



# Look inside a Year 1 Decodable Reader

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



Don't forget to also check out the support and extended books in this trio.



## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



them	this
gather	feather
father	brother

Read the Special Word.

their

# Feathers



Written by  
**Nicole Forrest & Mary Serenc**

Illustrated by  
**Margaux Samson Abadie**

**firefly**  
EDUCATION

Firefly Education Pty Ltd  
PO Box 634, Buderim, Qld 4556 Australia  
Gubbi Gubbi/Kabi Kabi Country  
www.fireflyeducation.com.au

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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.

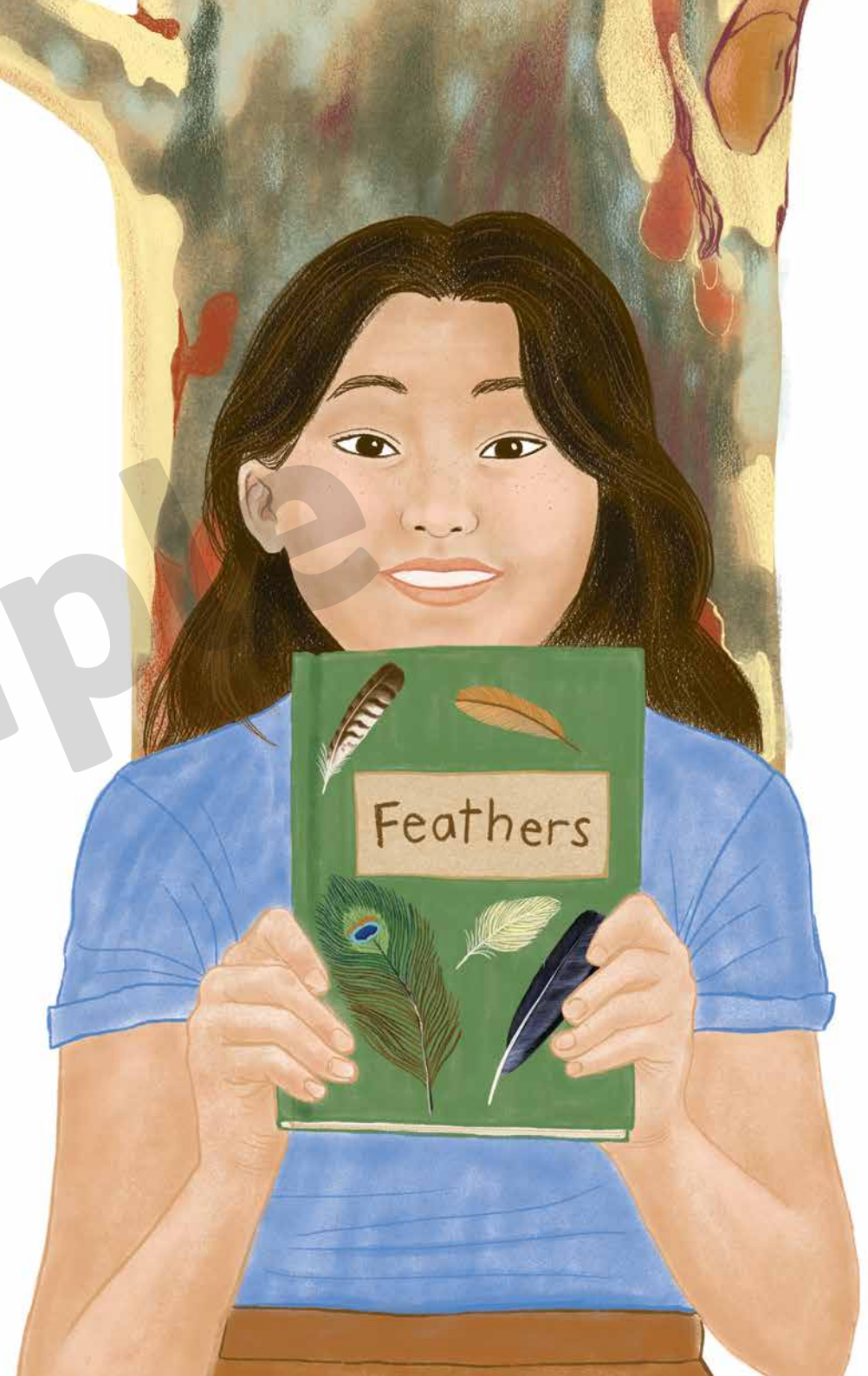
I love feathers.

They are so light and fluffy.

I am always on the lookout  
for them.

When I find a feather, I clean it  
and then I stick it in this book.

Would you like to have a look  
inside my book of feathers?

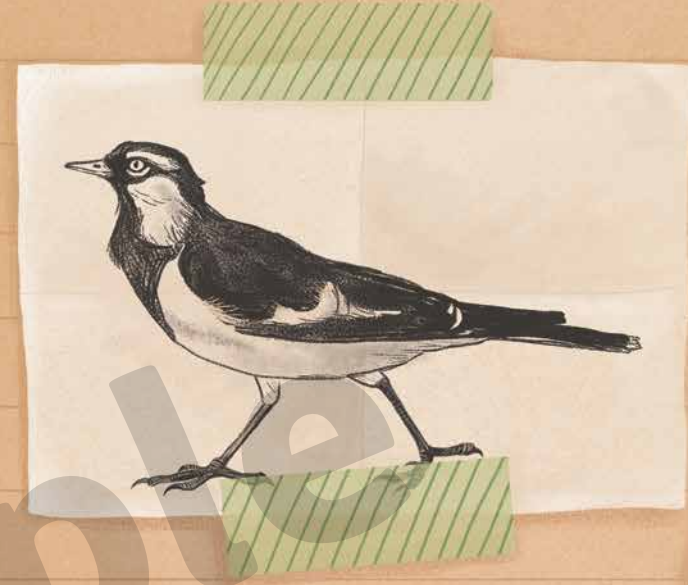


I found this black and white feather at the park.

It is a peewee feather.

There are lots of peewees at the park.

Sample



peewee  
feather



This feather is from a sunbird.

Their feathers are small,  
soft and yellow.

There are two sunbirds nesting in  
our backyard.

Their nest is hanging from the  
washing line.



sunbird  
feather



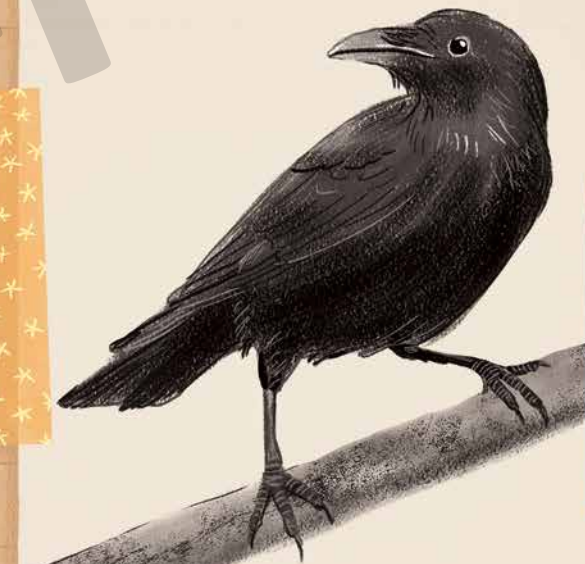
I found this black feather  
at school.

It is a crow feather.

Lots of crows gather in the  
gum trees near my classroom.

If you leave your lunch box out,  
they might steal your lunch.

Crow →  
feather



This feather was floating in the creek.

It is a duck feather.

There are lots of ducks in the creek near our house.

Sample

duck  
feather



My brother gave me this feather.

He found it on the beach.

It is a sea hawk feather.

Sam





My father found this white and yellow feather in the bush.

He said it is a finch feather.

I like this feather the most.

finch  
feather



Sample



## Book Chat

1. What does the girl do with the feathers that she finds? (pages 2 and 3)
2. Where did the girl find the peewee feather? (page 4)
3. Describe the sunbird feather. (pages 6 and 7)
4. Who gave the girl the sea hawk feather? (page 12)
5. Which feather is the girl's favourite? (page 14)
6. Where have you found a feather? What did it look like?

## 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 *said*, you could say: 'This word is tricky because the **ai** shows /e/. Watch me read it: /s/, /e/, /d/, said.'

### Correct Errors

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

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

### Discuss Word Meanings

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

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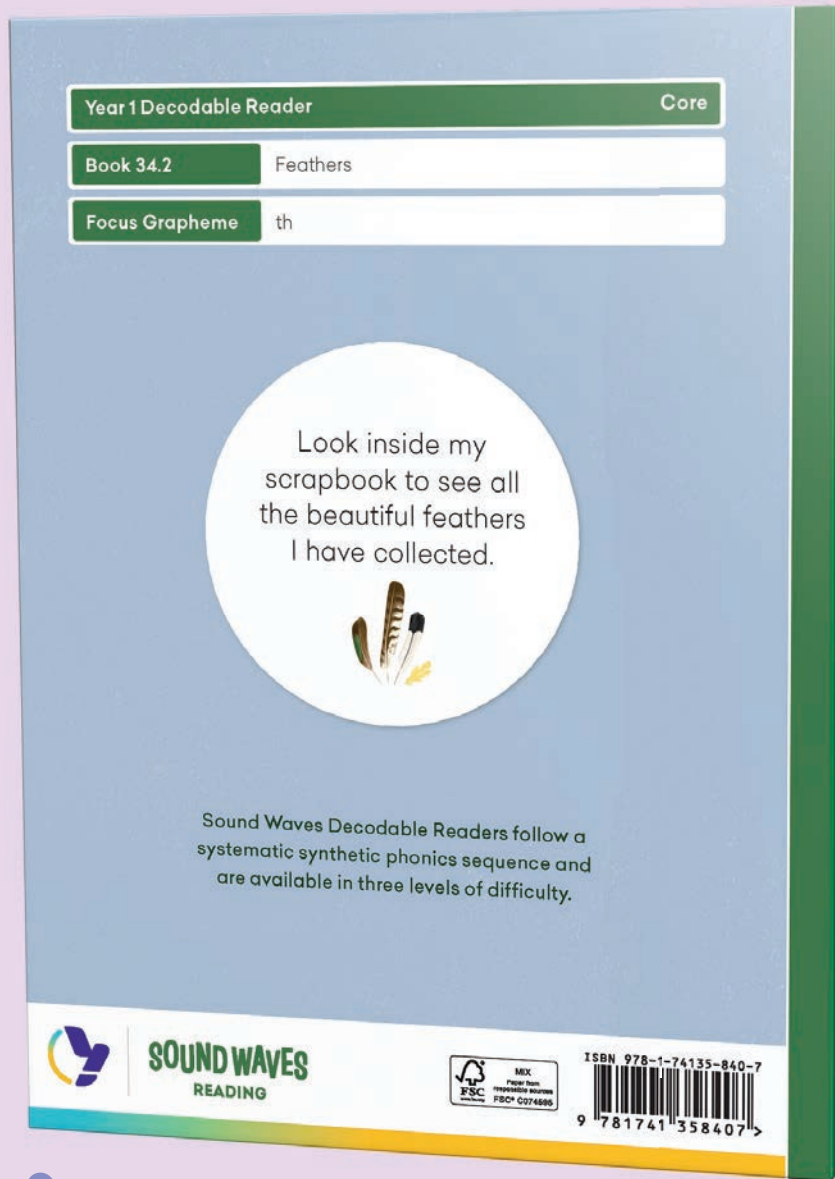
**Support** CVC words and two-syllable words 50–100 words

**Core** CCVC, CVCC, CCVCC words and two-syllable words 110–250 words

**Extended** CCCVC, CVCCC words and two-syllable words 130–290 words

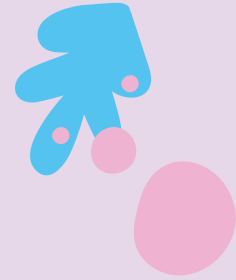
### Core Decodable Readers

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20.1	p, pp	<i>Nan and Poppy Day</i>	<i>Feathers</i> contains 212 words.		



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Focus Graphemes  
**r, rr**



Written by Nicole Forrest & Mary Serene  
Illustrated by Veronica Fabregat

Don't forget to also check out the support and extended books in this trio.



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crab	from	tree
road	bright	river
traffic	hurry	scurry

Read the Special Words.

forest	bridge
--------	--------

# Hurry Scurry



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**firefly**  
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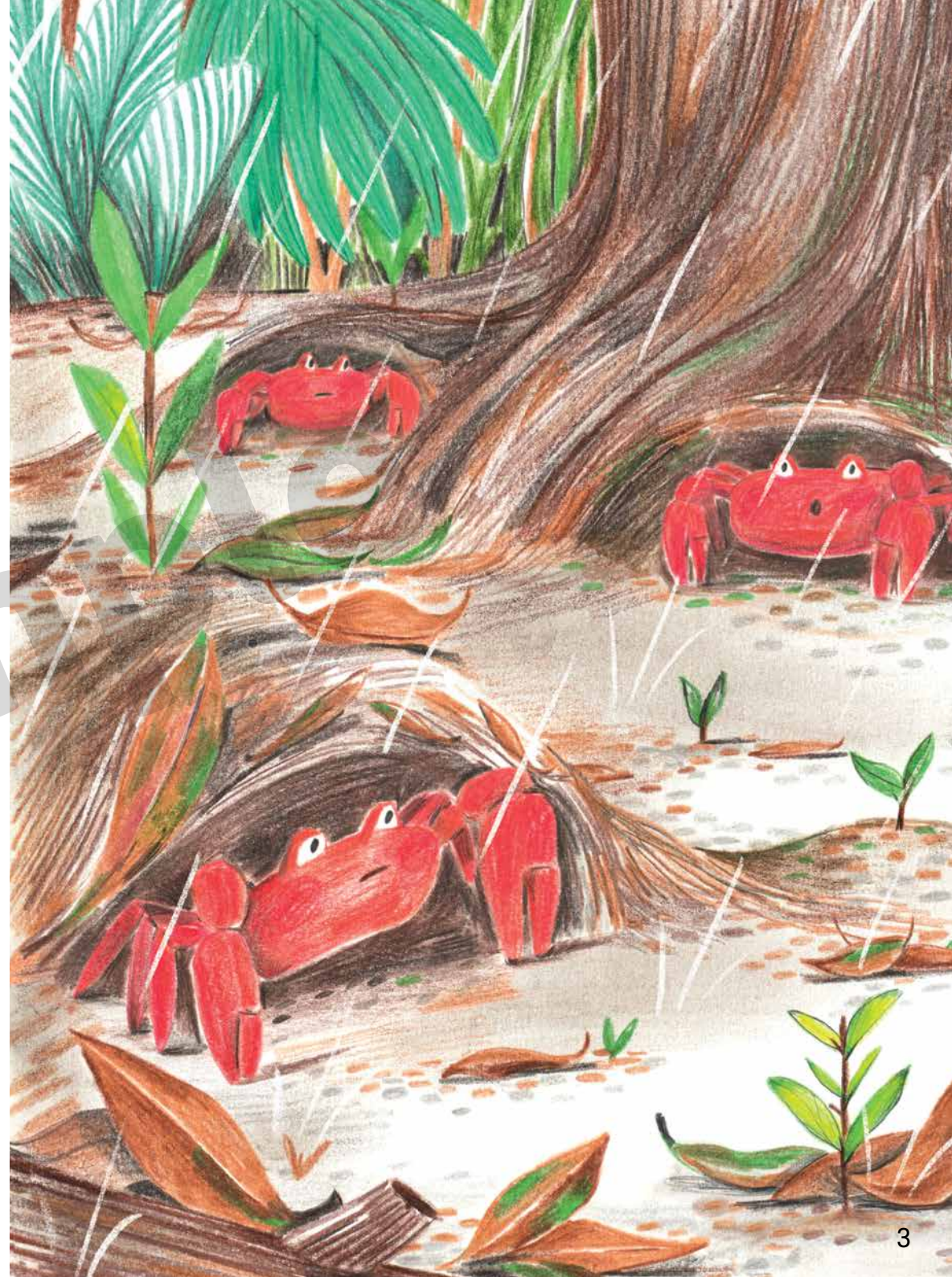
National Library of Australia ISBN 978 1 74135 822 3

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.

It is the big wet.

Red crabs scurry from burrows in  
the forest.

They will trek all the way from the  
forest to the sea.



Sam

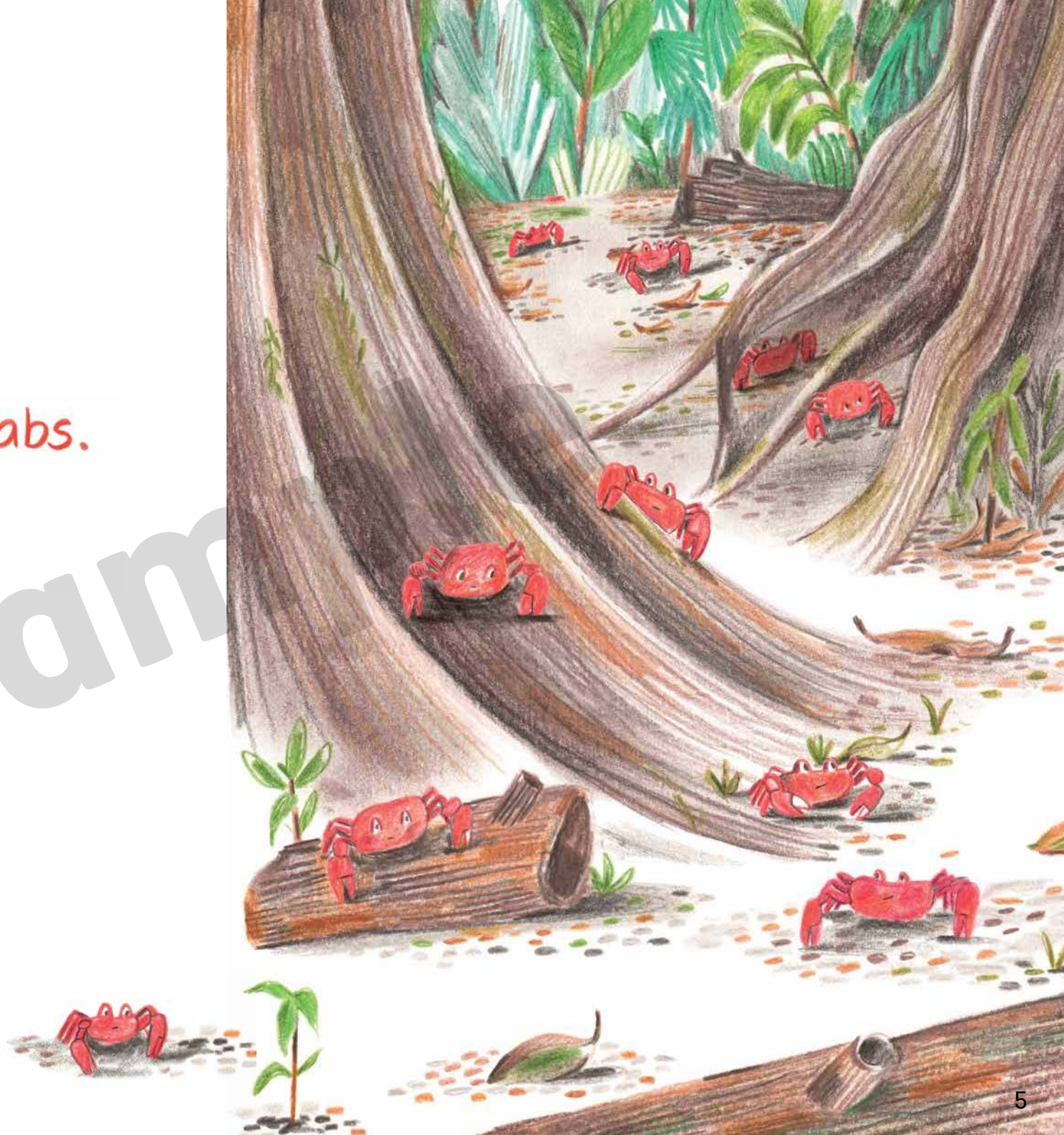
The red crabs scurry under  
tree roots.

They scurry on top of logs.

*Hurry scurry, red crabs.*

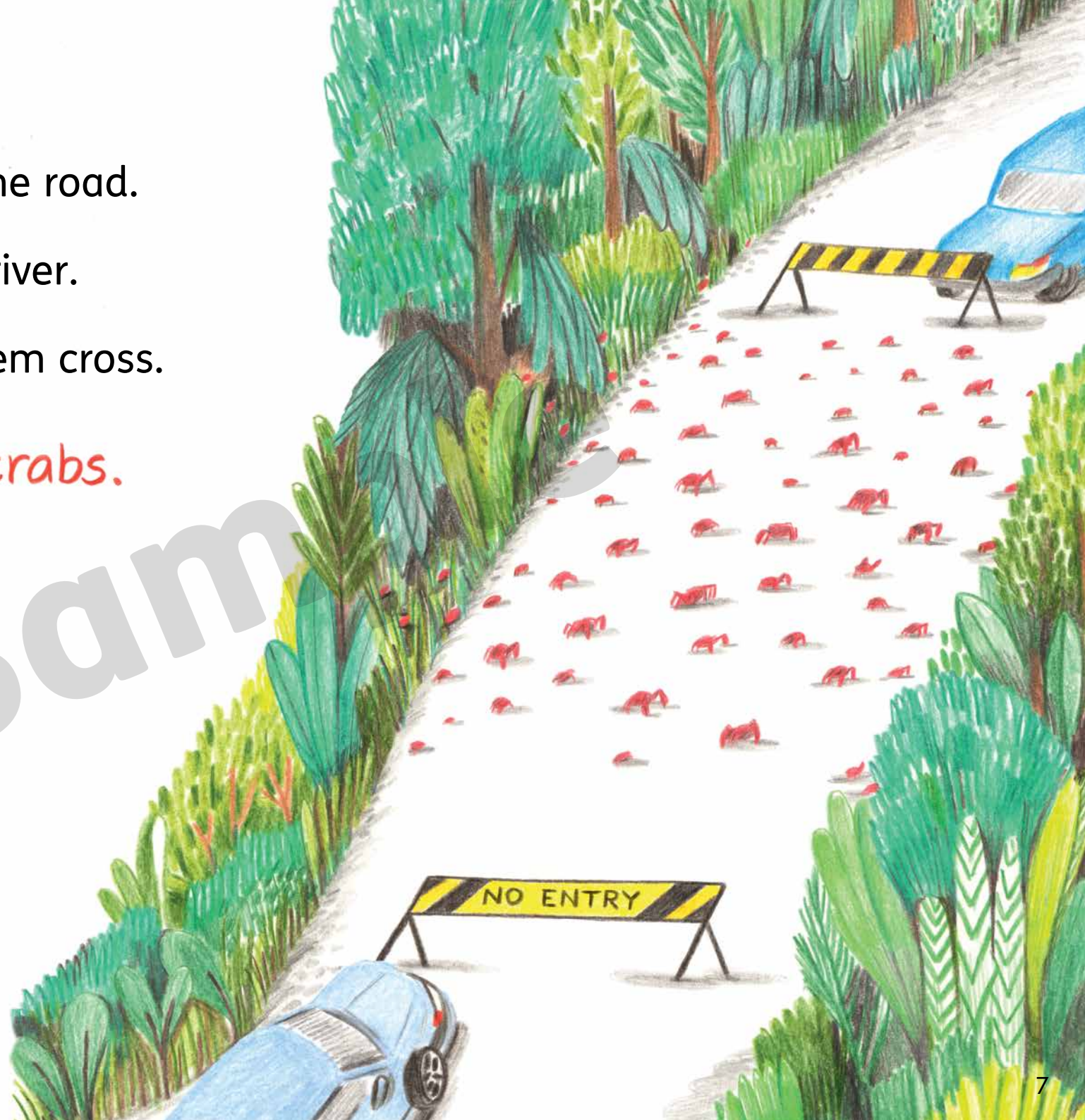
*Hurry scurry.*

Sam



The red crabs scurry on the road.  
They look like a long red river.  
The traffic stops to let them cross.

*Hurry scurry, red crabs.  
Hurry scurry.*





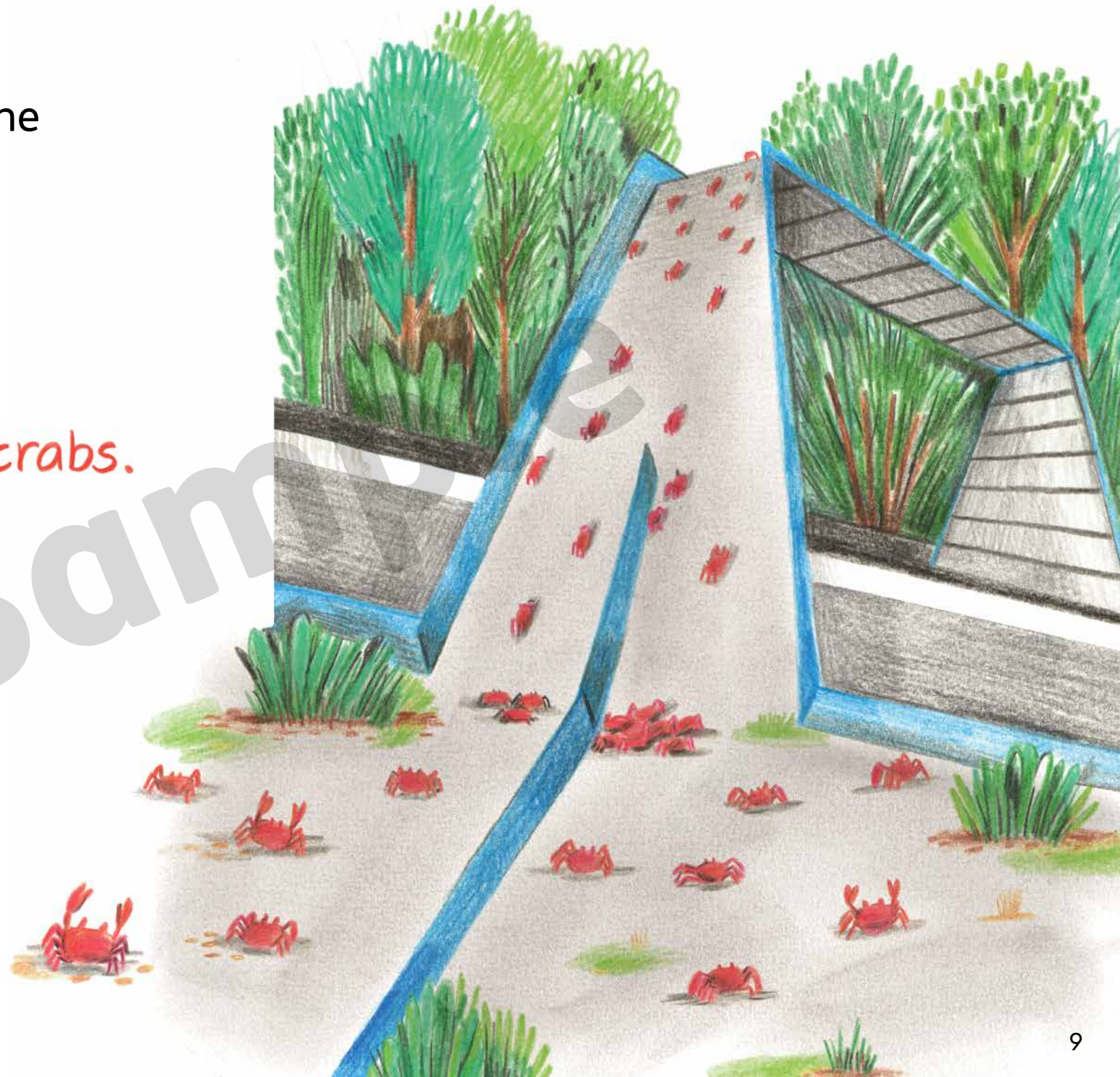
The red crabs scurry up the  
crab bridge.

They know the way.

They do not stop.

*Hurry scurry, red crabs.*

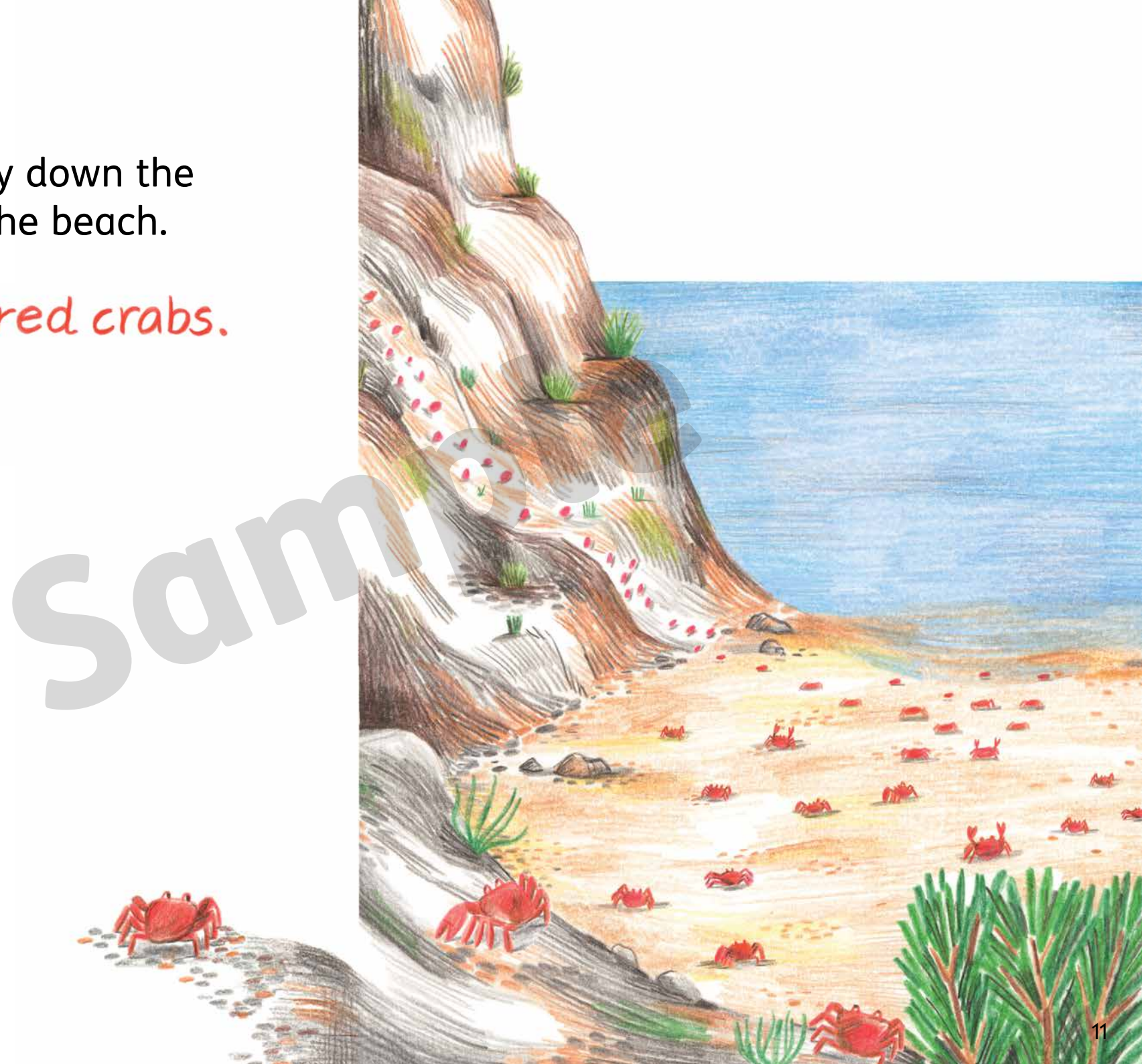
*Hurry scurry.*



The red crabs scurry down the  
rocks and cliffs to the beach.

*Hurry scurry, red crabs.*

*Hurry scurry.*



At the beach, the red crabs breed.

The mother crabs let eggs go in  
the sea.



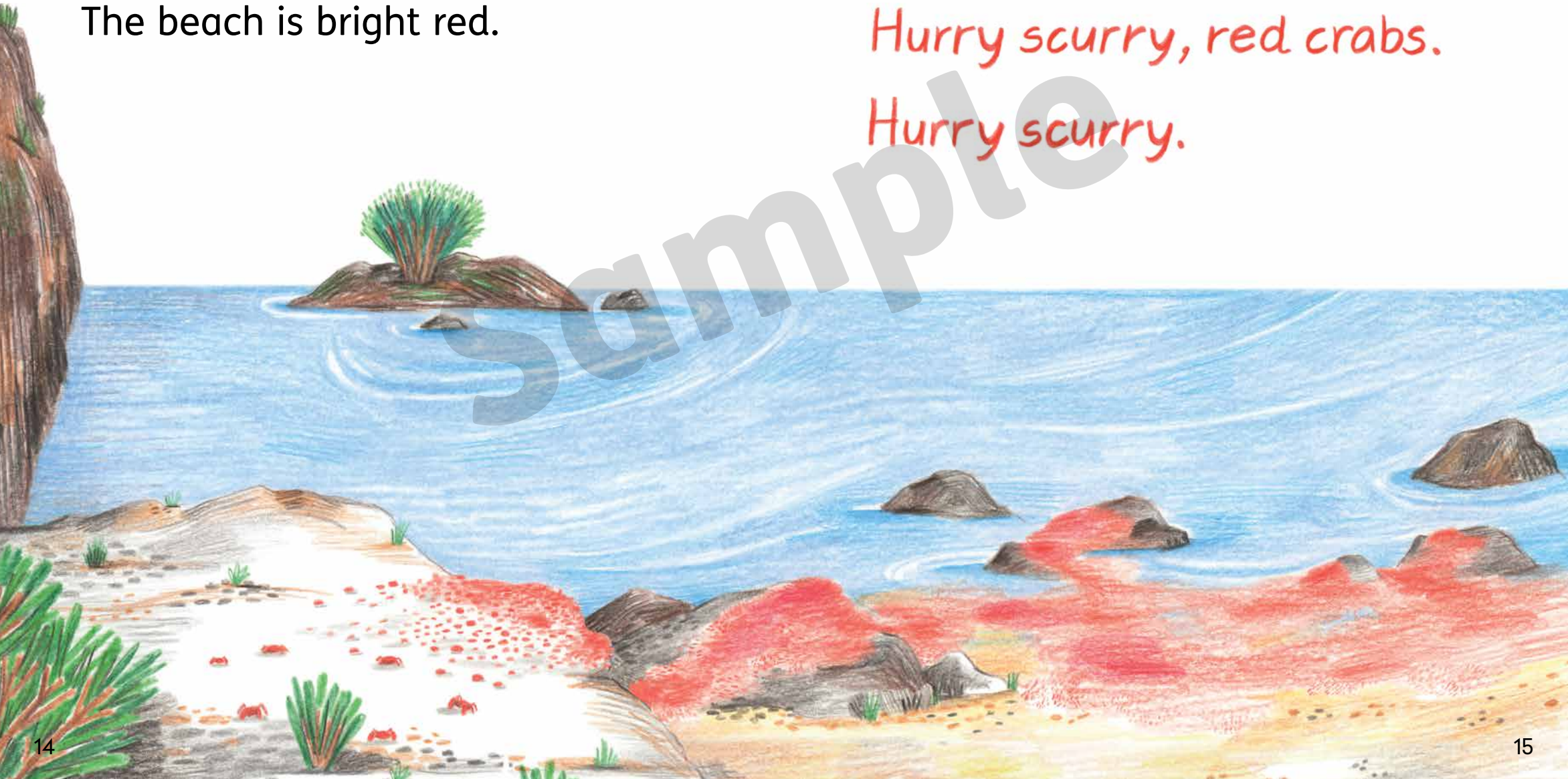
After four weeks, lots of little red crabs come in on the tide.

The beach is bright red.

The little red crabs scurry to the forest.

*Hurry scurry, red crabs.*

*Hurry scurry.*



## Book Chat

1. Where do the crabs begin their journey? (pages 2 and 3)
2. Where do the crabs go? (page 2)
3. What do people do to help keep the crabs safe? (pages 6–9)
4. Why do the crabs go to the sea? (pages 12 and 13)
5. Why does the beach look bright red after four weeks? (pages 14 and 15)
6. Have you seen a crab? Where did you see it? What did it look like?

## 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.

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CVC words and two-syllable words

50–100 words

### Core

CCVC, CVCC, CCVCC words and two-syllable words

110–250 words

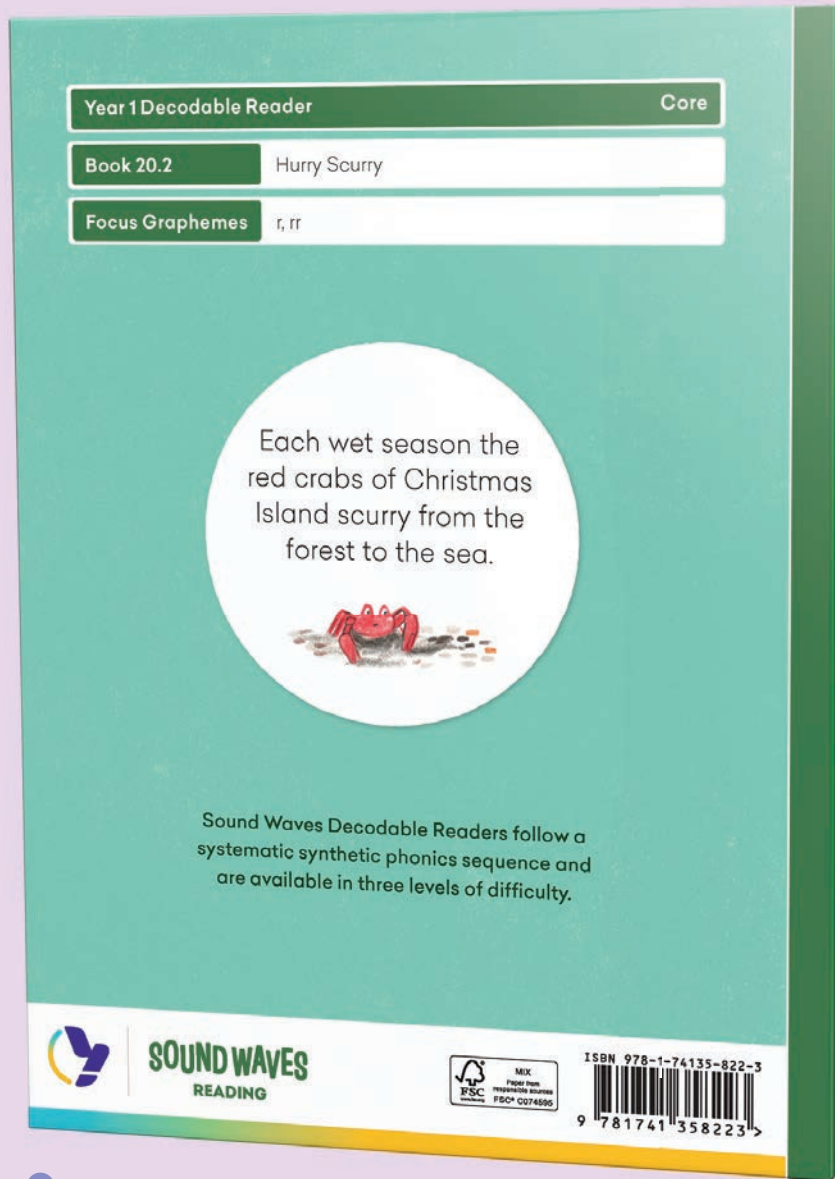
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CCCVC, CVCCC words and two-syllable words

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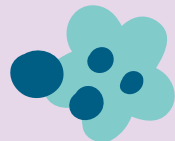
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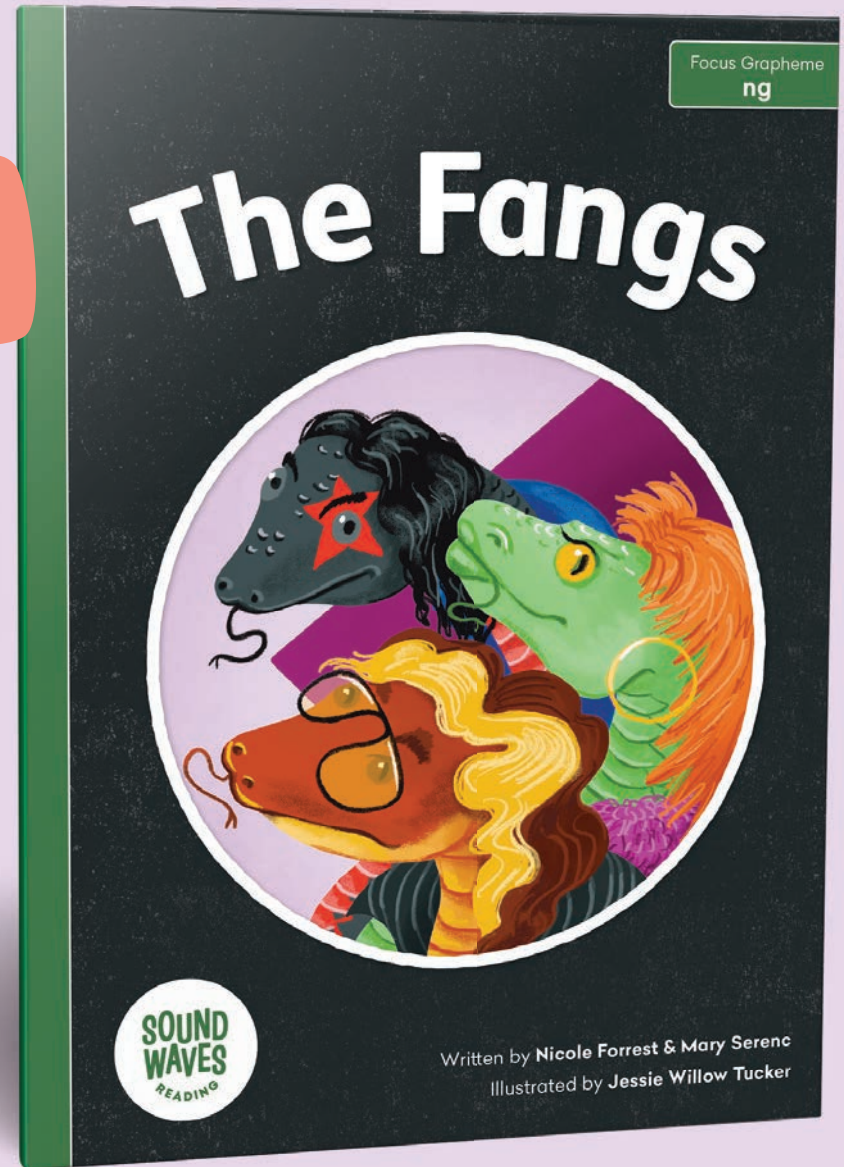




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## Warm Up

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song	sing	long
king	sang	bring
Sting	The Fangs	singer

# The Fangs



Written by  
**Nicole Forrest & Mary Serenc**

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**firefly**  
EDUCATION

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The Fangs are a band.  
Sting is the lead singer.  
Hiss plays the drums.  
Red plays the French horn.

twang  
zing zing!



The Fangs have three number one songs.

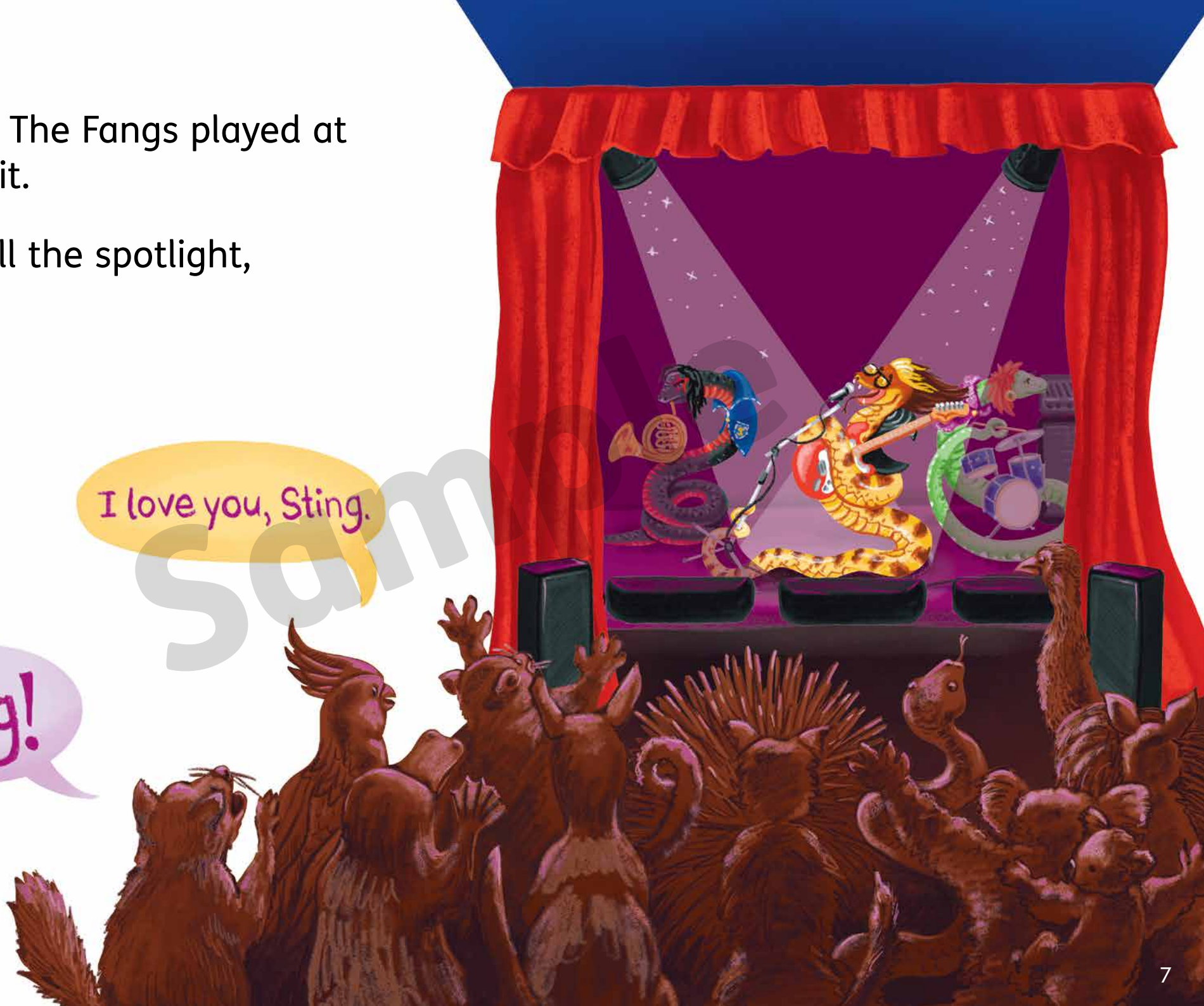


One Sunday The Fangs played at  
The Snake Pit.

Sting took all the spotlight,  
as always.

I love you, Sting.

Sting!



On Monday The Fangs met to  
come up with fresh songs.

Hiss and Red turned up on time.

Sting was late, as always.

“You are late!” yelled Hiss.

“Chill out,” said Sting. “I am the  
lead singer. I can turn up when  
I want.”

“Well, we quit!” yelled Hiss and  
Red, and they slid off.

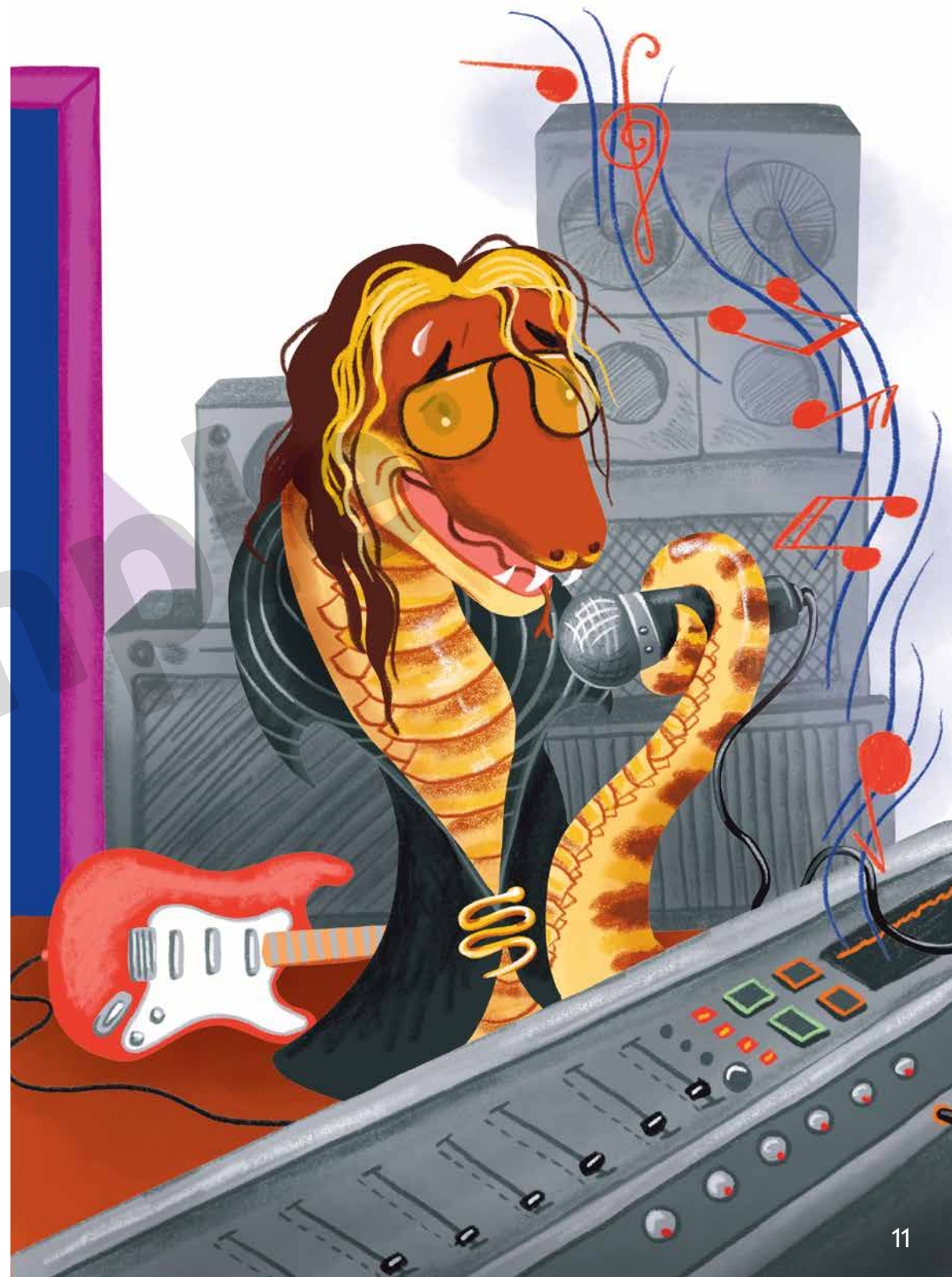
“Fine! I can sing by myself,” Sting  
yelled back after them.



Sting sang a song.

But without Hiss and Red, his song  
fell flat.

Sting had to get Hiss and  
Red back.



So Sting sent flowers, then rang Hiss and Red.

“The band is not the same without you two,” said Sting. “Will you come back?”

“As long as you do not take all the spotlight,” said Hiss.

“As long as you turn up on time,” said Red.

“Deal!” said Sting.



That night The Fangs played  
the best gig ever.

And Sting was not the only one in  
the spotlight.



## Book Chat

1. Who are the members of The Fangs? (pages 2 and 3)
2. Where did The Fangs play on Sunday? (page 6)
3. Why did Hiss and Red quit the band? (pages 8 and 9)
4. What was Sting's music like without Hiss and Red? (pages 10 and 11)
5. How did Sting get Hiss and Red to rejoin the band? (pages 12 and 13)
6. Would you like to be in a band? Why/Why not?

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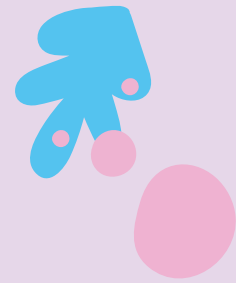
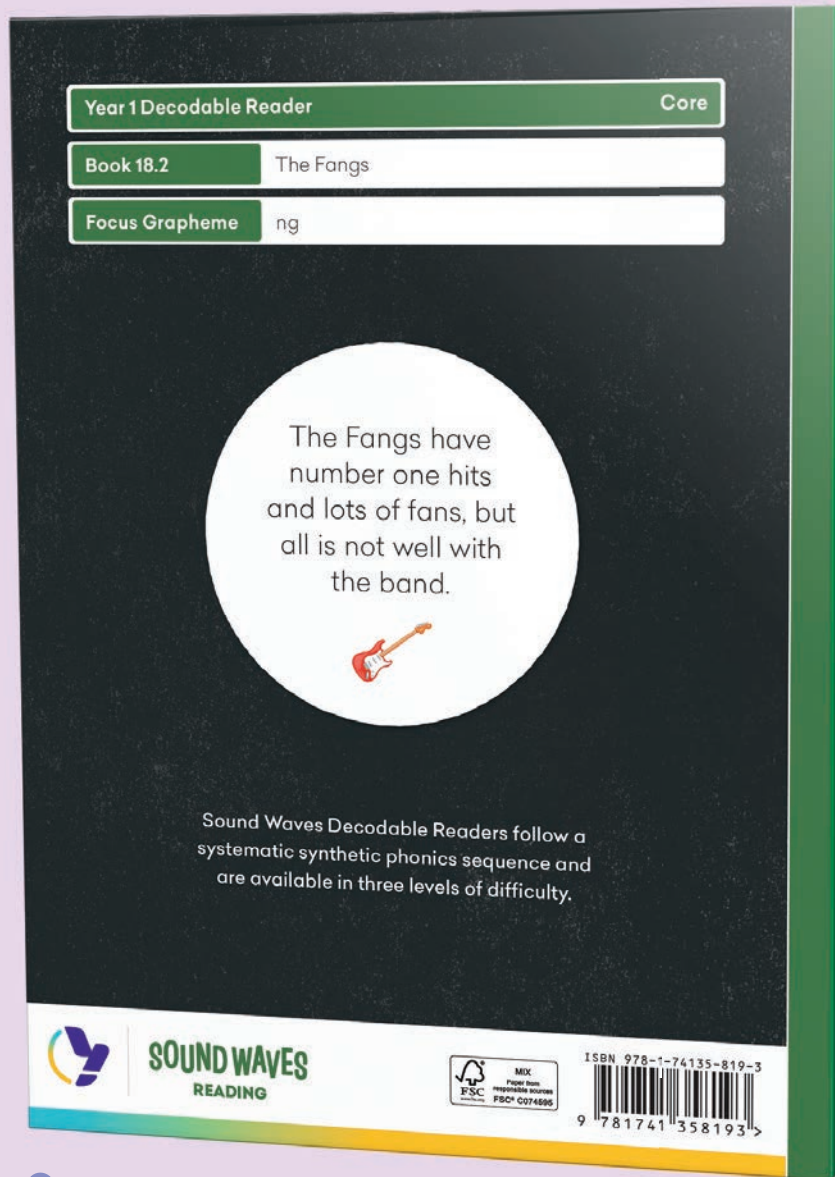
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Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



bed	rub	back
bang	boom	bump
wombat	bathtub	bedroom

Read the Special Word.

wobble

# Wobble Wobble Wombat



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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.

There is a wombat in my bedroom.



crash



bam



boom



I scoop the wombat up.

I shoo the wombat out.



But he gets back in.



wobble wobble wombat

There is a wombat in my bathtub.

rub a dub dub

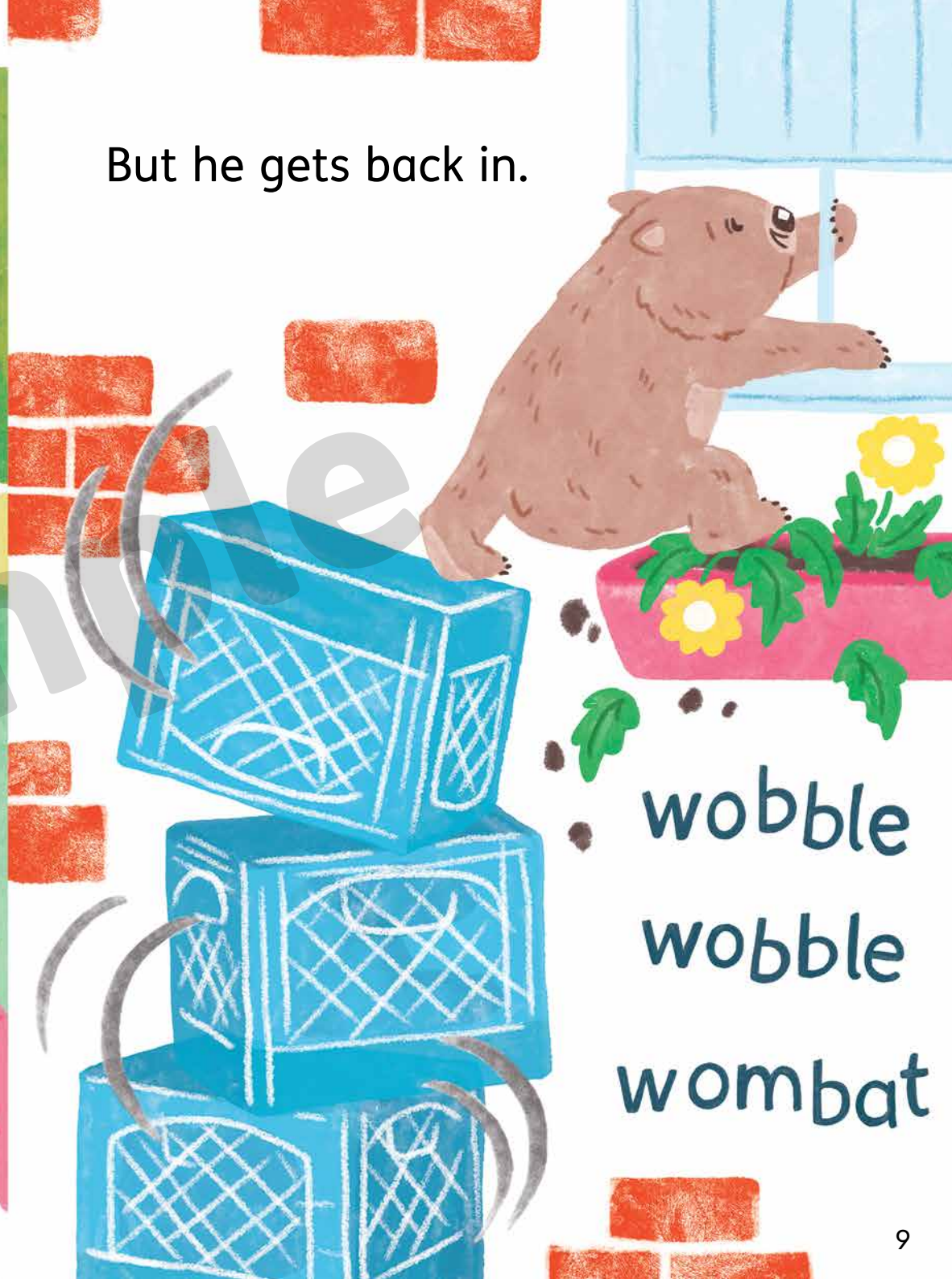


I lift the wombat up.

I take the wombat out.



But he gets back in.



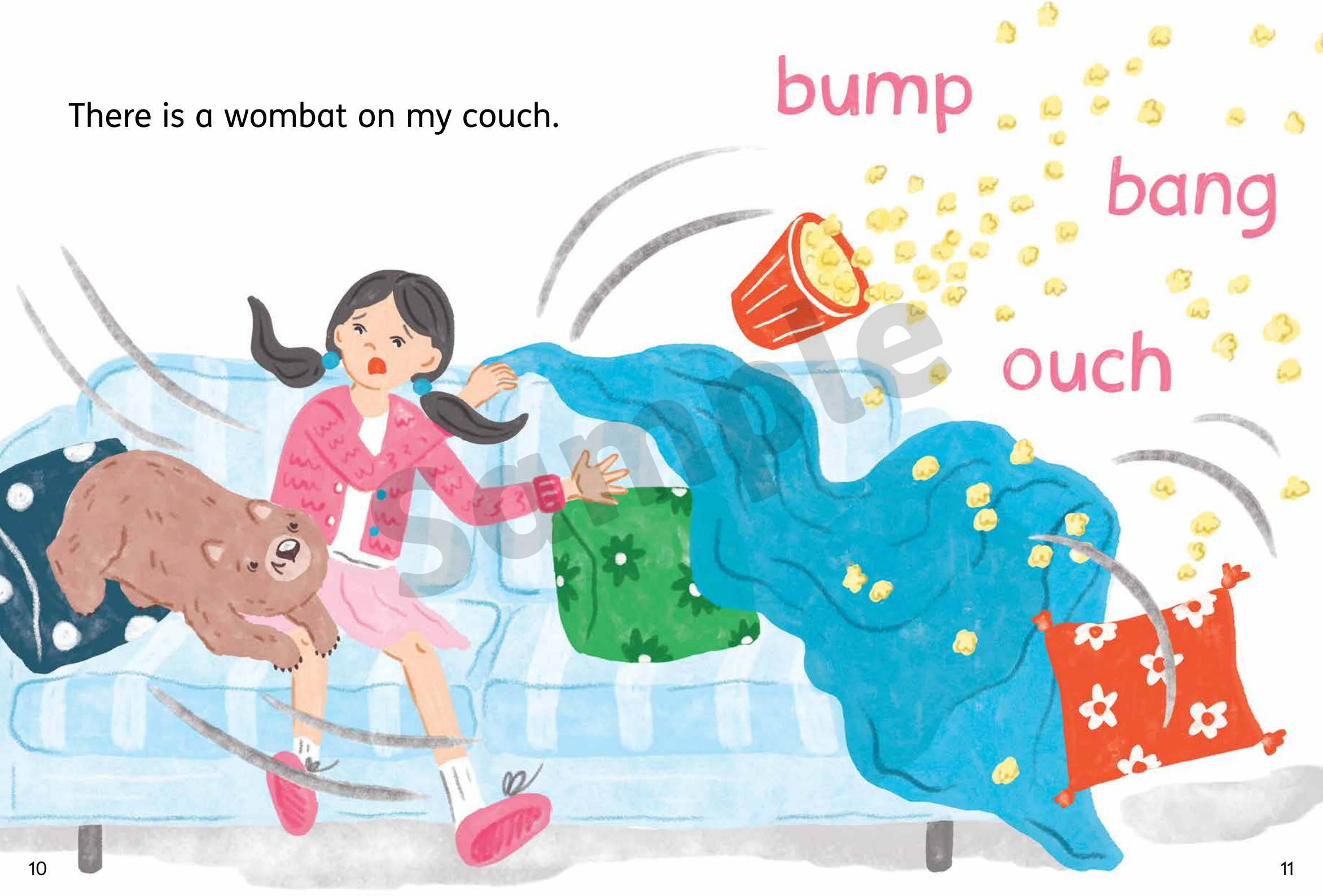
wobble  
wobble  
wombat

There is a wombat on my couch.

bump

bang

ouch





I roll the wombat up.

I drag the wombat out.



But he gets back in!



wobble

wobble

wombat



There is a wombat in my bed.

I tuck him in.

I pat his back.

I let him stay.

sh sh sh



## Book Chat

1. Who is in the story? (pages 2 and 3)
2. What did the wombat do in the house?
3. How did the girl get the wombat out of the house? (pages 4–12)
4. How did the wombat get back into the house? (pages 5–13)
5. What happened at the end of the story? (pages 14 and 15)
6. Would you like a wombat in your house? Why/Why not?

## 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 *said*, you could say: 'This word is tricky because the **ai** shows /e/. Watch me read it: /s/, /e/, /d/, said.'

### Correct Errors

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

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

### Discuss Word Meanings

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

## About Year 1 Decodable Readers

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

<b>Support</b>	CVC words and two-syllable words	50–100 words
<b>Core</b>	CCVC, CVCC, CCVCC words and two-syllable words	110–250 words
<b>Extended</b>	CCCVC, CVCCC words and two-syllable words	130–290 words

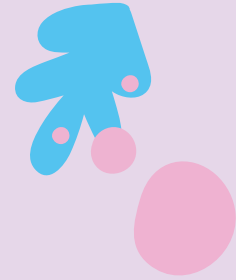
### Core Decodable Readers

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	<b>Getting Started</b>	<i>The Big Six</i>	20.2	<b>r, rr</b>	<i>Hurry Scurry</i>
2	<b>b, bb</b>	<i>Wobble Wobble Wombat</i>	21	<b>ar, a</b>	<i>Garfish</i>
3	<b>a</b>	<i>Clap, Snap, Bang</i>	22	<b>s, ss, x, se</b>	<i>What is Summer?</i>
4	<b>k, c, q, ck, x</b>	<i>Jack in a Box</i>	23	<b>ir, ur, er</b>	<i>My Bird Book</i>
5	<b>e, ea</b>	<i>Fred Makes Lunch</i>	24	<b>t, tt</b>	<i>Spot the Odd One Out</i>
6	<b>d, dd</b>	<i>Todd the Wood Duck</i>	25	<b>or, ore, a, aw</b>	<i>My Trip to the Far North</i>
7	<b>i</b>	<i>The Big Fib</i>	26.1	<b>v, ve</b>	<i>The Hive</i>
8	<b>f, ff</b>	<i>So Much Stuff</i>	26.2	<b>w, wh, u</b>	<i>I Went to Woop Woop</i>
9	<b>o, a</b>	<i>The Box</i>	27	<b>oo, u</b>	<i>Chookyard Footy</i>
10	<b>g, gg</b>	<i>My Dog Gruff</i>	28	<b>y</b>	<i>I Love Yellow</i>
11	<b>u, o</b>	<i>Stunt Spud</i>	29	<b>oo, ew</b>	<i>Moonfish</i>
12.1	<b>h</b>	<i>Who am I?</i>	30	<b>z, zz, s</b>	<i>The Zop</i>
12.2	<b>j</b>	<i>Jen's Jokes</i>	31	<b>ou, ow</b>	<i>Helping Out</i>
13	<b>ai, ay, a_e</b>	<i>The Cave</i>	32.1	<b>ch</b>	<i>Hot Chips</i>
14	<b>l, ll</b>	<i>Dell</i>	32.2	<b>sh</b>	<i>My Fish Book</i>
15	<b>ee, e, ea, y</b>	<i>Leaf Printing</i>	33.1	<b>oy, oi</b>	<i>The Lucky Coin</i>
16	<b>m, mm</b>	<i>The Mean Mud Crab</i>	33.2	<b>eer, ear</b>	<i>Down Near the Bay</i>
17	<b>i_e, y, igh</b>	<i>I Spy on a Sunday Drive</i>	34.1	<b>th</b>	<i>The Sloth Park Run</i>
18.1	<b>n, nn</b>	<i>I am Not a Fish</i>	34.2	<b>th</b>	<i>Feathers</i>
18.2	<b>ng</b>	<i>The Fangs</i>	35	<b>air</b>	<i>Where Does it Come From?</i>
19	<b>oa, o_e, ow, o</b>	<i>Mister Bello's Goats</i>	36	<b>er</b>	<i>Dapper Snapper</i>
20.1	<b>p, pp</b>	<i>Nan and Poppy Day</i>	Wobble Wobble Wombat contains 110 words.		



# Want more?

Visit [www.fireflyeducation.com.au](http://www.fireflyeducation.com.au) to:



### View other sample books

Be sure to check out other support, core and extended titles for Foundation and Year 1 to get a real sense of what the Sound Waves Decodable Readers have to offer.

### Download the scope and sequence

See how the Sound Waves Decodable Readers follow the systematic Sound Waves teaching sequence.

### Speak with a consultant

Want to speak to someone in the know? Our education consultants are all former classroom teachers and are only a phone call, email or visit away.

