



Look inside a Year 1 Decodable Reader

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

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



Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



then	that
them	this
gather	weather

Read the Special Word.

their

Family Farms



Written by
Nicole Forrest & Mary Serenc

Photography by
Kim Storey

firefly
EDUCATION

Firefly Education Pty Ltd
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Gubbi Gubbi/Kabi Kabi Country
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Firefly Education acknowledge the Bundjalung people, the Wiradjuri people, the Paredarerme people, the Banggarla people and the Waka Waka people, the Traditional Custodians of the lands on which the photographs in this text were taken. We also acknowledge the Traditional Custodians of Country in other parts of Australia and their continued connections to the lands where we live, learn and work.

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Chook Farm

This family has a chook farm.

They have lots of chooks on their farm.

The chooks are free to roam around eating bugs, grubs and grain.

The chooks lay lots of eggs.

The family picks up all the eggs and then sells them.



Sheep Farm

This family has a sheep farm.

They have a lot of sheep on their farm.

Their sheep are shorn at least once a year.

The wool is cleaned and then sent off to be made into soft fluffy socks and jumpers.



Wheat Farm

This family grows wheat.

They need just the right weather to grow their wheat.

Too much or too little rain is not good for their wheat crop.

The family has a header, which cuts the wheat and gathers the grain.



Goat Farm

This family has a goat farm.

They milk their goats each morning.

They make cheese from the milk.



Oyster Farm

This family farms oysters.

The oysters grow in mesh bags that hang on lines in the sea.

When the oysters are fully grown, the mesh bags are loaded onto a boat.

Then the boat takes the oysters back to shore.

The oysters are sorted in a shed and then they are sold.



Peanut Farm

This family has a peanut farm.

Each leafy green peanut bush grows peanut pods under the ground.

Each peanut bush can have up to 50 peanut pods.

That is a lot of peanuts on one bush!



Book Chat

1. What do the chooks on the chook farm eat? (page 4)
2. What items can be made from wool? (page 6)
3. What machine does the family with the wheat farm use to harvest their wheat? (page 8)
4. What does the family with the goat farm make with goat's milk? (page 10)
5. Where do oysters grow? (page 12)
6. Have you visited a farm? What type of farm was it?

How to Support Students During Reading

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

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- Repeat the error back to the student: 'Pat? Is this word pat?'
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Pause to discuss the meaning of unfamiliar words and words with multiple meanings.

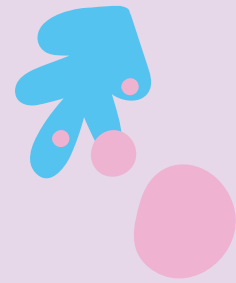
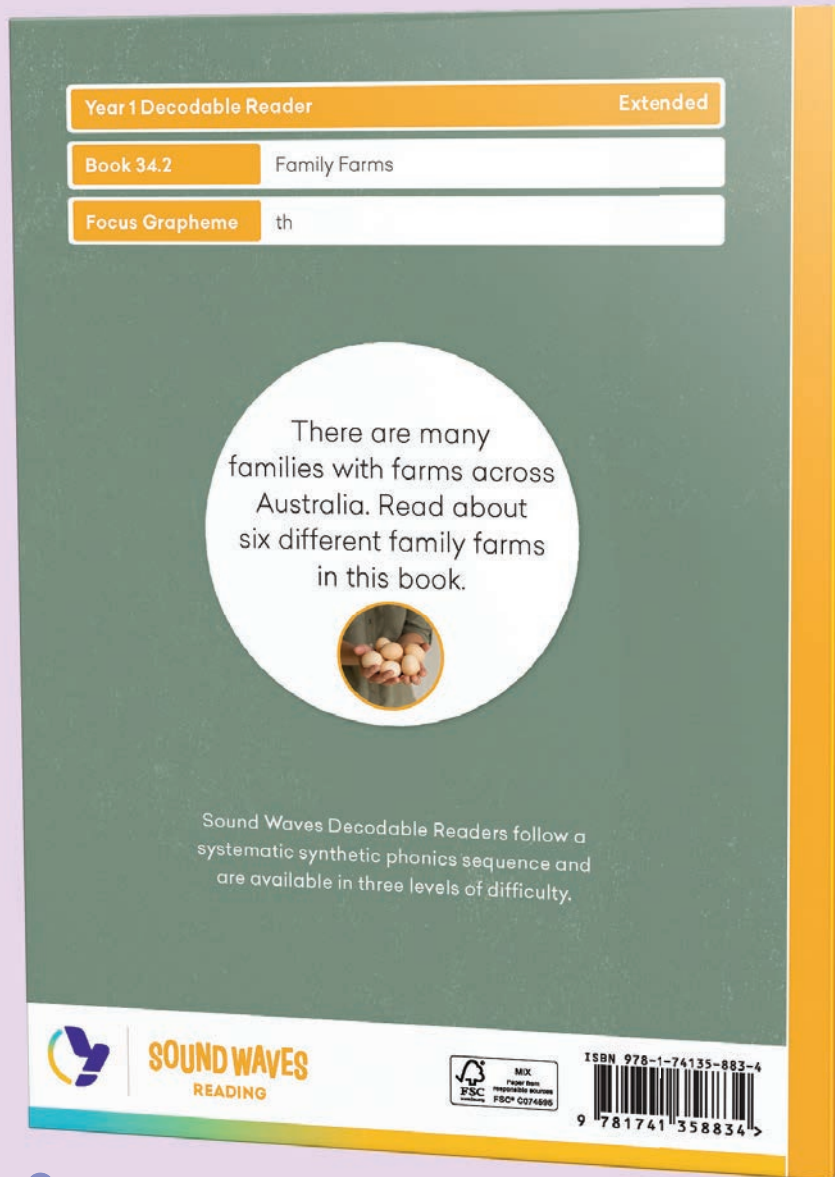
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Support	CVC words and two-syllable words	50–100 words
Core	CCVC, CVCC, CCVCC words and two-syllable words	110–250 words
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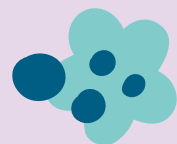
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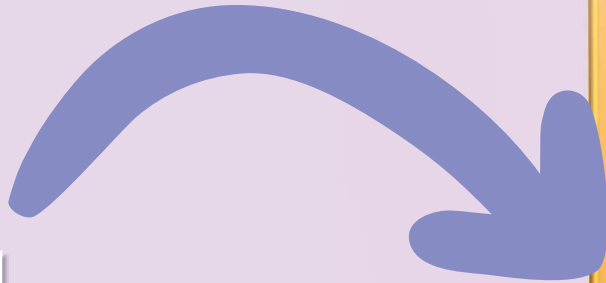




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croc	Gran	track
real	green	creek
tree	rolls	cherry

Read the Special Words.

across	really
--------	--------

Little Red



Written by
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Illustrated by
Ollie Davis

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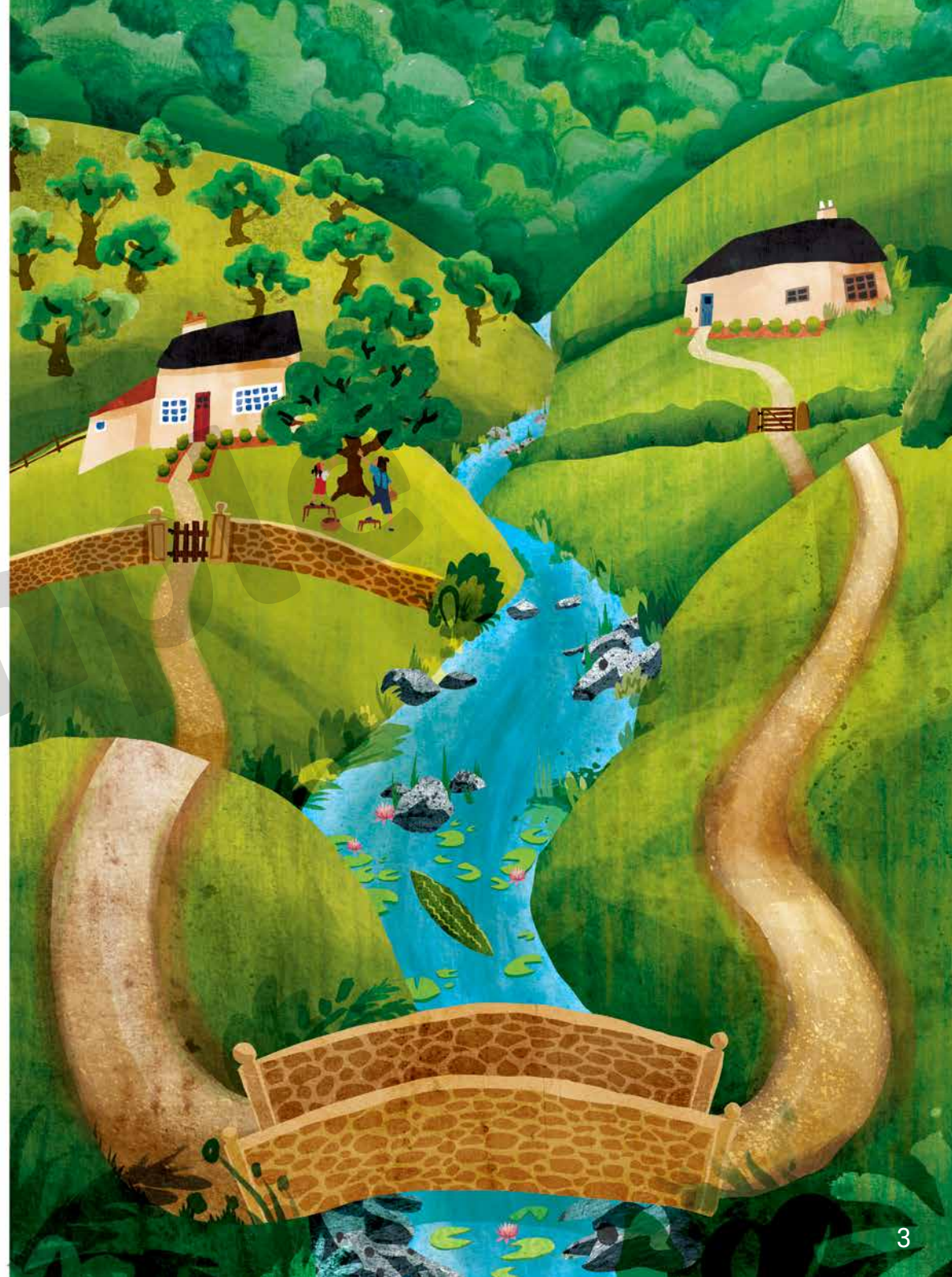
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In the spirit of reconciliation, Firefly Education acknowledge the Traditional Custodians of Country throughout Australia and their continued connections to the lands where we live, learn and work.

Once upon a time, a girl called Little Red lived with her mother in a house by Cherry Tree Creek.

Her gran's house was across the creek.



Sam

One day Gran rang and asked Little Red to bring her some cherry rolls.



Little Red packed a bag of cherry rolls and got on her bike.

“Stay on the track and look out for Big Bad Croc in the creek,” said her mother.



Little Red rode down the track.

She looked for Big Bad Croc, but he was not in the creek.



When Little Red got to Gran's house, she rang the bell.

"Come in! I have been waiting for you to bring my cherry rolls," said Gran.



Little Red and Gran sat by the window.

"Gran, you look a bit green. Are you sick?" asked Little Red.

"No, I am fine," said Gran.



“Gran, is that a lily pad I can see?”
asked Little Red.

“No, it is my hat,” said Gran.



“Gran, what big teeth you have!”
said Little Red.



Just then the real Gran came in.

“Big Bad Croc, what are you up to?” yelled Gran.

“Sorry!” said Big Bad Croc. “I really wanted cherry rolls.”

“Big Bad Croc, you did not need to trick me. You just had to ask,” said Little Red.



From then on Little Red took
cherry rolls to Big Bad Croc each
time she rode to Gran's house.

He was not such a bad croc
after all.

He just had a sweet tooth.



Book Chat

1. Where does Little Red live? (pages 2 and 3)
2. What did Little Red take to Gran's house? (page 5)
3. Why wasn't Big Bad Croc in the creek?
4. How did Little Red find out Big Bad Croc was dressed as Gran? (pages 12 and 13)
5. Why did Big Bad Croc dress as Gran? (pages 12 and 13)
6. How is this story the same as *Little Red Riding Hood*? How is it different?

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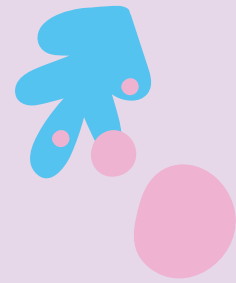
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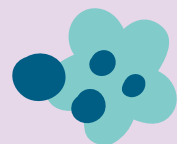
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bird	bang	club
block	best	belt
branch	brave	backyard

Read the Special Word.

cubby

The Bug Club



Written by
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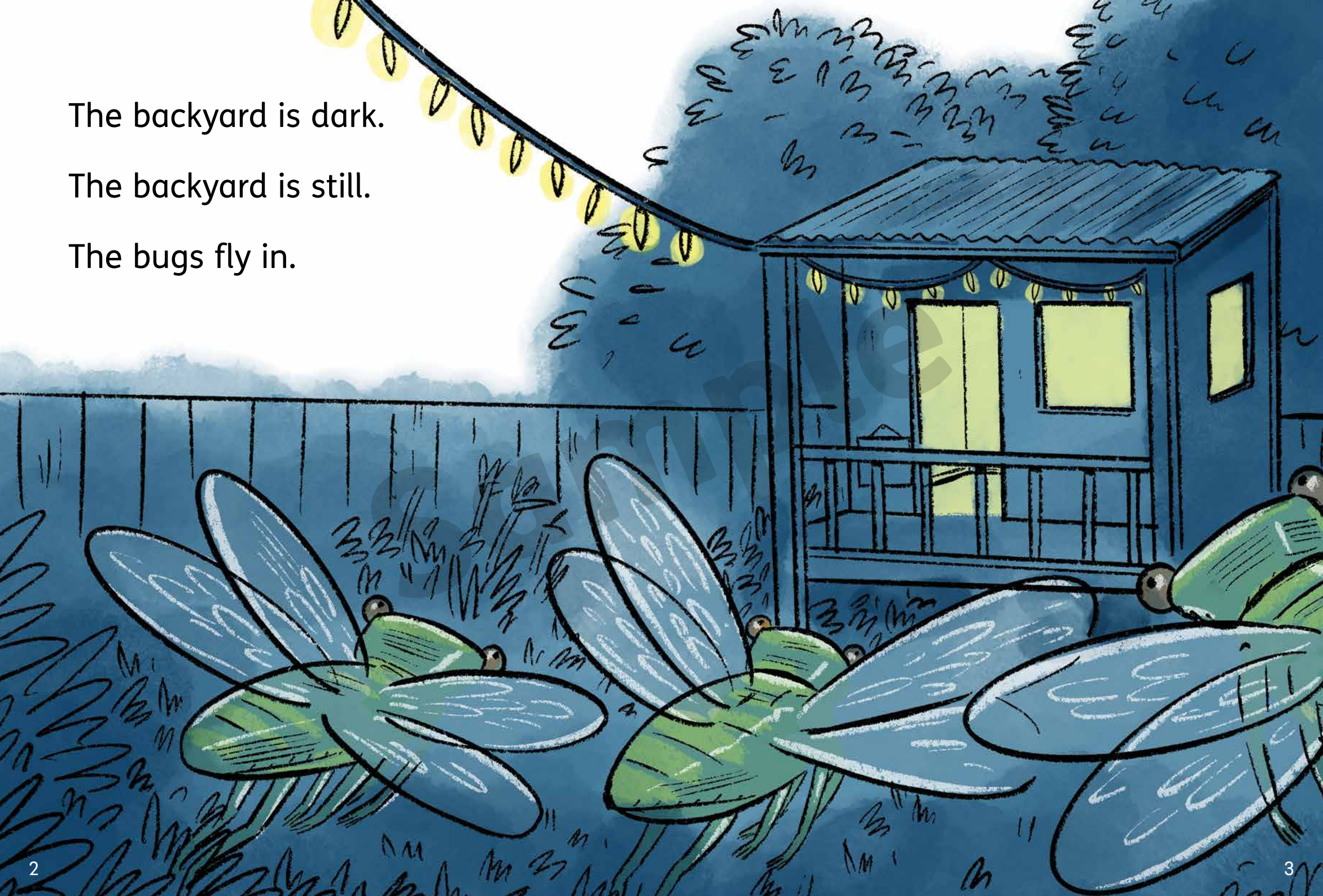
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The backyard is dark.

The backyard is still.

The bugs fly in.

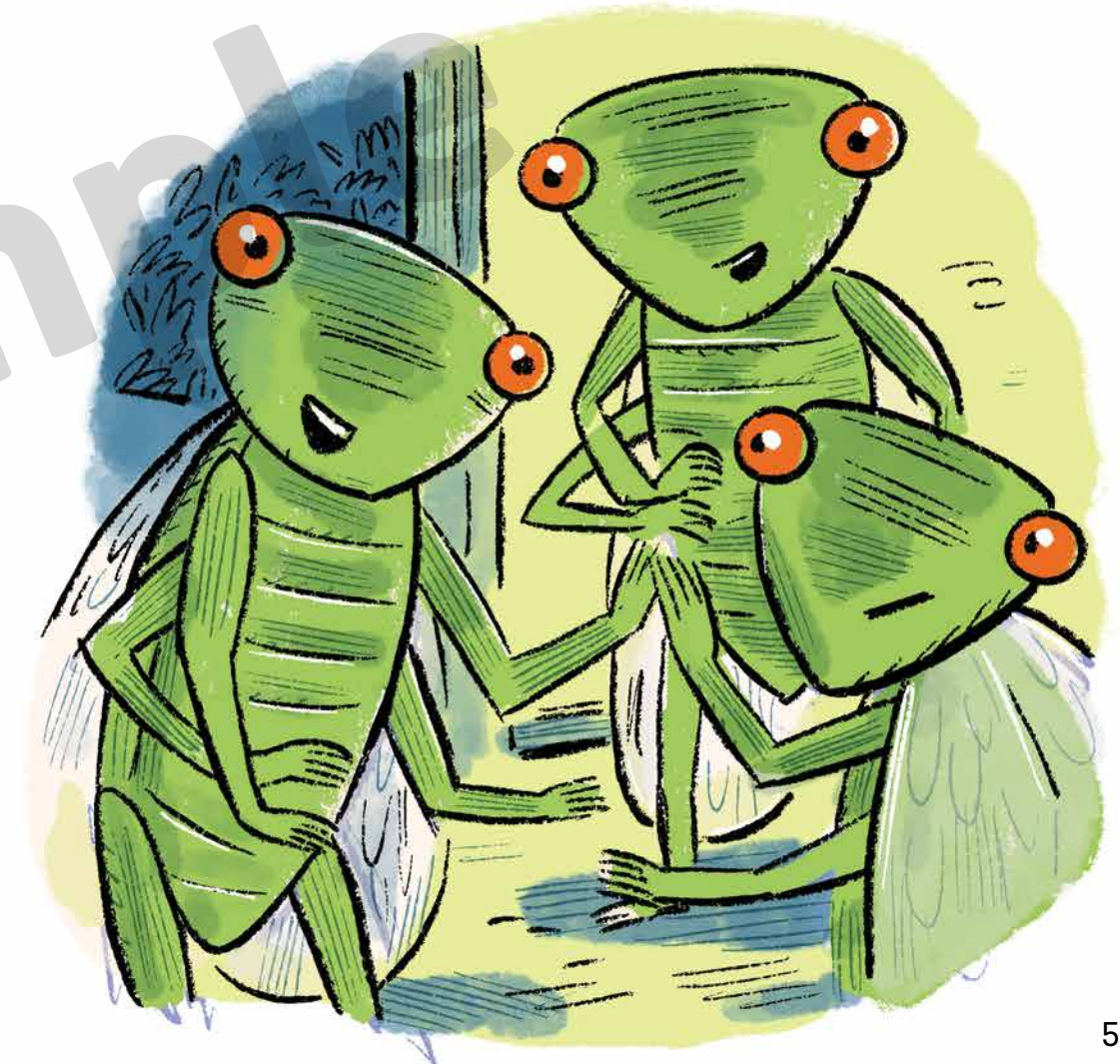


The bugs enter the cubby.

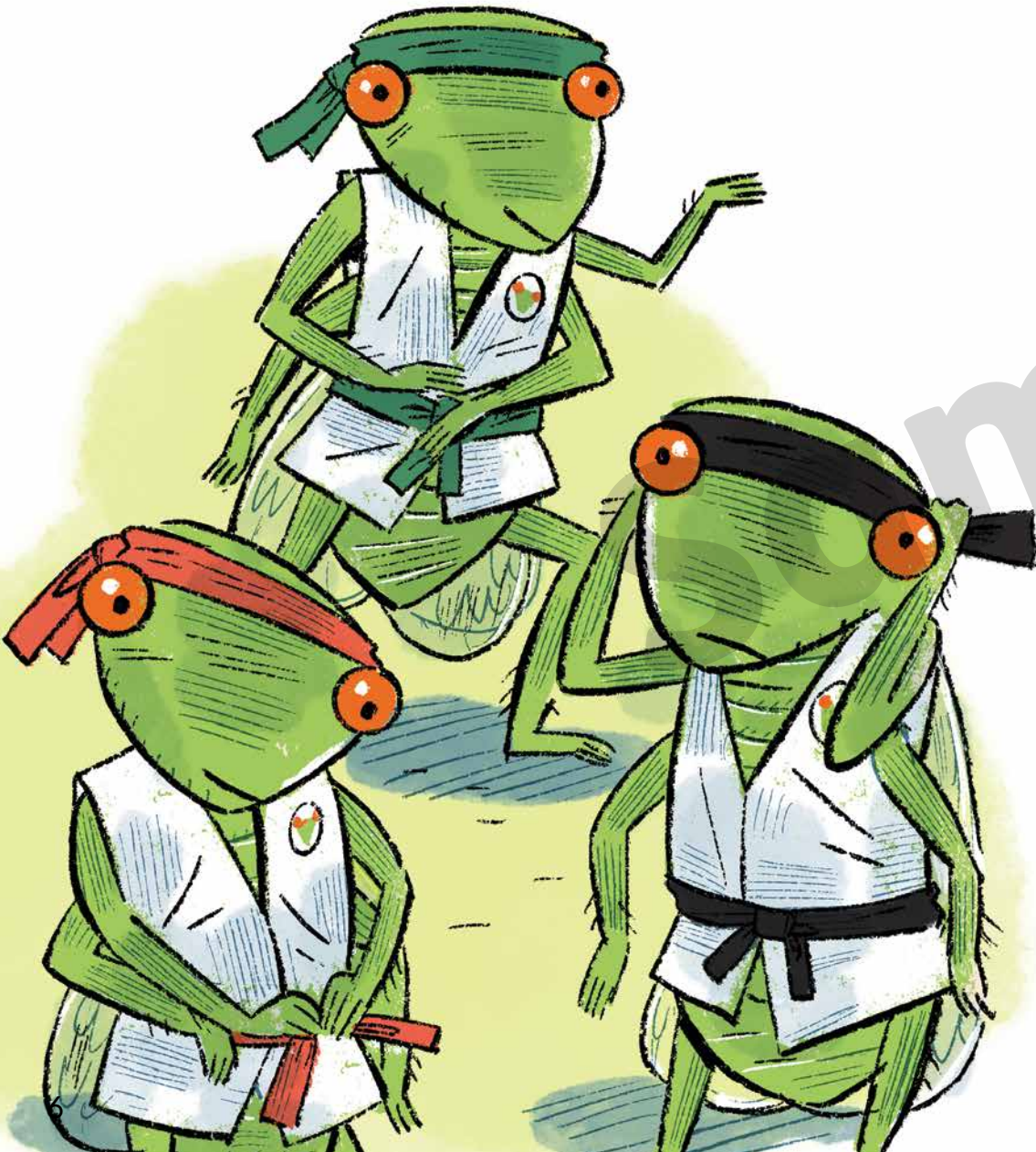


There is such a buzz in the cubby.

The bugs chirp and chat.



Then the bugs start to train.



Brad has a green belt.

He is as fast as a fox.

He can block, spin and kick.



Bree has a red belt.

She is as brave as a bull.

She can snap a branch with
her foot.

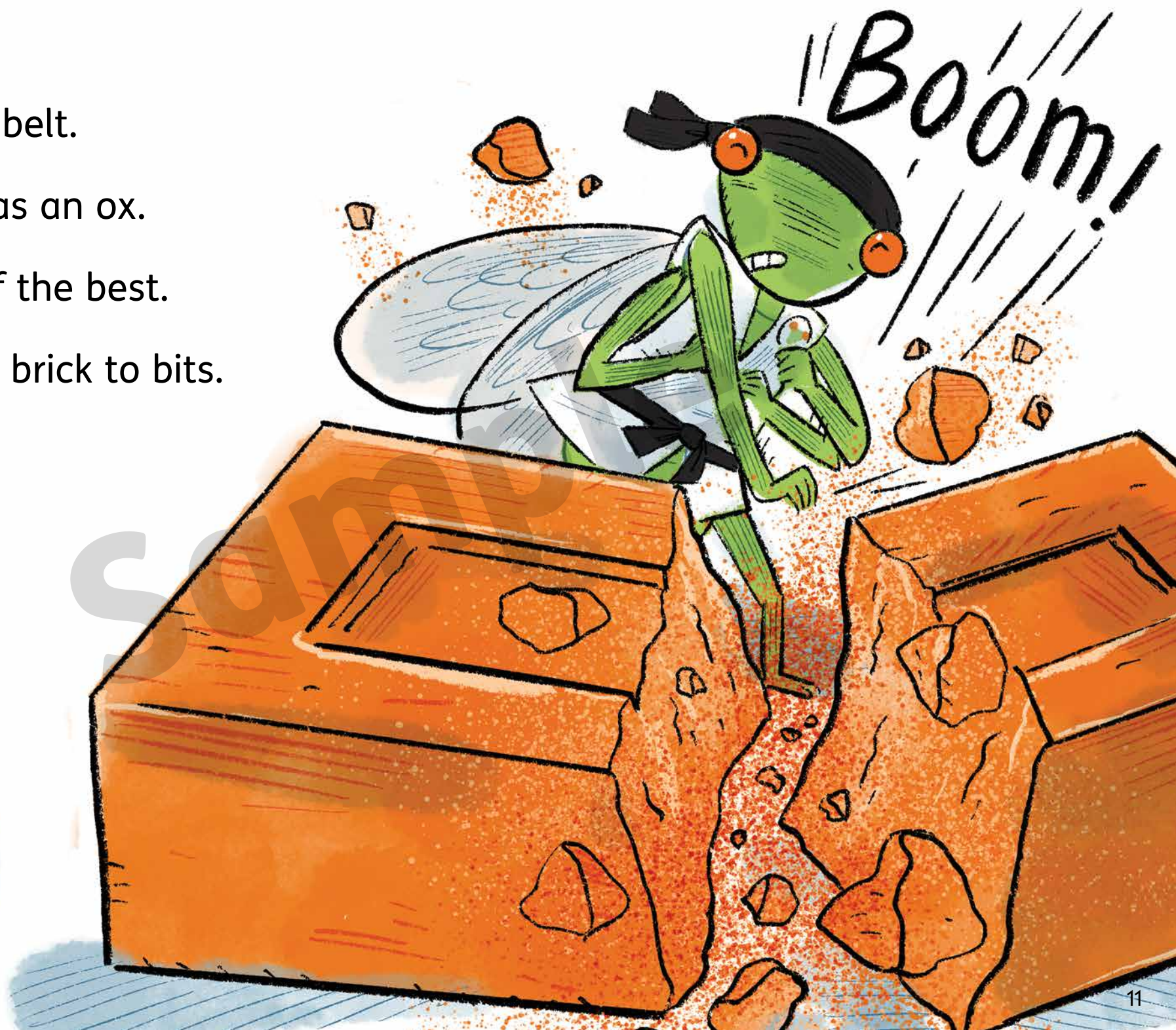


Seb has a black belt.

He is as strong as an ox.

He is the best of the best.

He can smash a brick to bits.



Bang!-

Is it a bat?

Is it a bird?

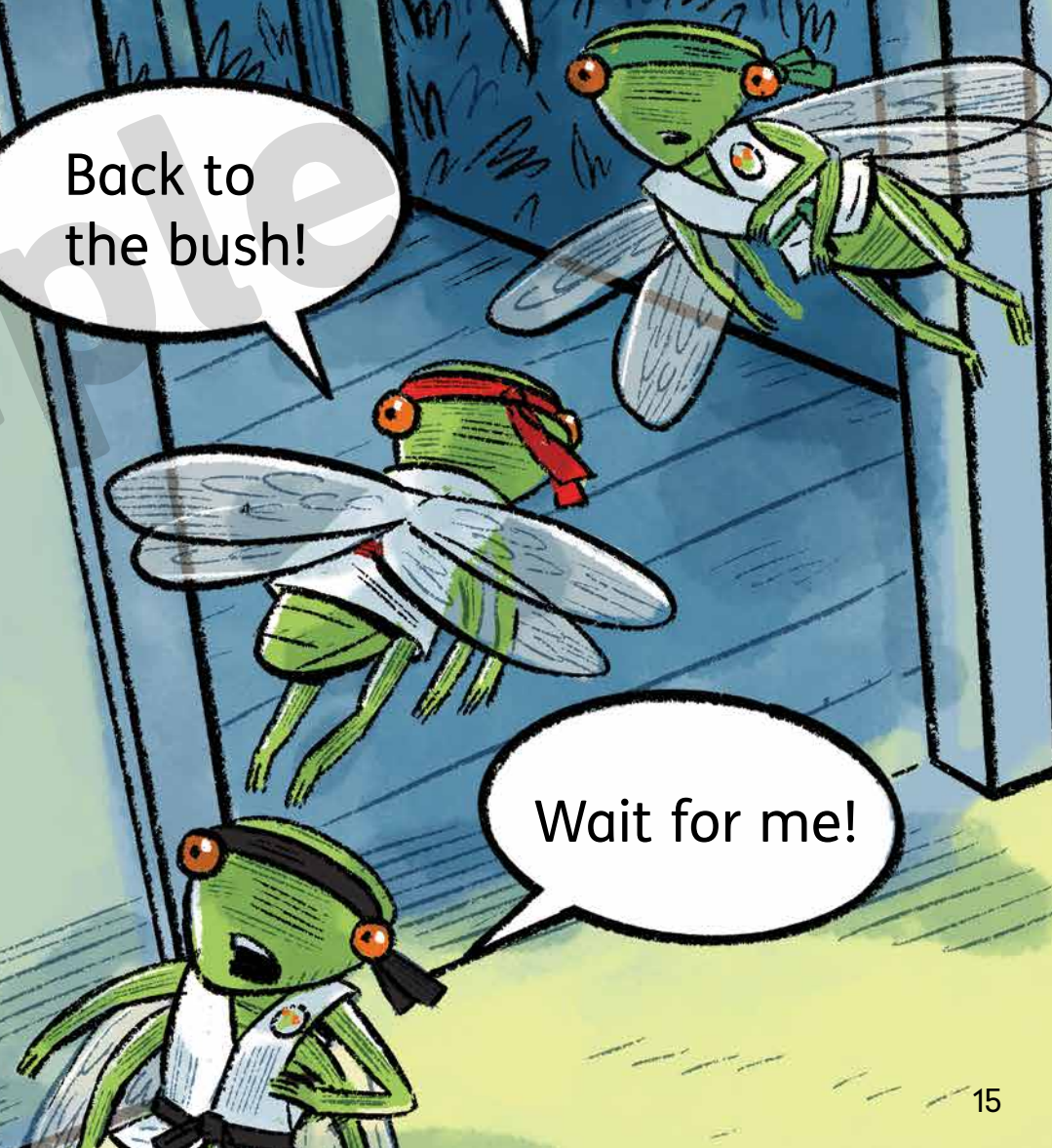
No, it is Banjo the cat!



We need to go!

Back to the bush!

Wait for me!



Book Chat

1. Where did the bugs meet at the start of the story? (pages 2–4)
2. Which bug has a green belt? (page 7)
3. Which bug can snap a branch? (pages 8 and 9)
4. What can Seb do? (pages 10 and 11)
5. Why did the bugs fly off at the end of the story? (pages 12–15)
6. If you had a club, what type of club would it be?

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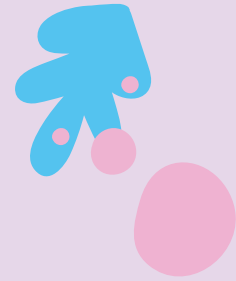
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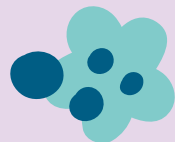
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sing	song	ring
long	king	sang
thing	bring	singer

Read the Special Words.

along	kingdom
-------	---------

The Singing King



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There once lived a king who
liked to sing.

He sang all day and he sang
all night.



But when the king sang, kids ran inside and dogs howled.

When the king sang, flowers wilted and milk turned bad.



“Stop singing!” yelled the queen.

“I love to sing,” said the king.

“But you are not a good singer,”
said the queen.



“I am a good singer, you shall see,” said the king.

“I will invite all in the kingdom to hear me sing. They will love my singing,” he said.

To all in the kingdom,

*Come along to a night of
fine food and song in the
Grand Hall.*

Sunday at six.

The King

On Sunday all in the kingdom
came to the Grand Hall.

At six the king came out to sing.

The king's song went on and on.

No-one liked the king's singing,
but no-one said a thing.



Until a girl yelled, “Stop! Your singing hurts my ears.”

“What did you say?” said the king.

“I said you are a bad singer!” yelled the girl.

“Well then, perhaps it is time I stop singing and we have some food,” said the king.

The crowd cheered and so did the queen.



At the end of the night, the king turned to the queen and said, “Now I have quit singing, I will have time to take up the drums.”



Book Chat

1. What did kids do when the king sang? What did dogs do? (page 4)
2. Did the queen like the king's singing? How do you know? (pages 6 and 7)
3. What happened when the king sang in the Grand Hall? (pages 10–13)
4. What happened at the end of the story? (pages 14 and 15)
5. What do you think will happen next?
6. The king loved to sing. What are some things you love to do?

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.

Support

CVC words and two-syllable words

50–100 words

Core

CCVC, CVCC, CCVCC words and two-syllable words

110–250 words

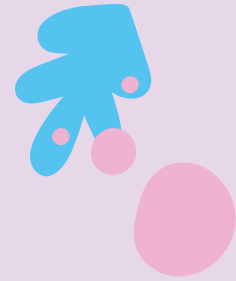
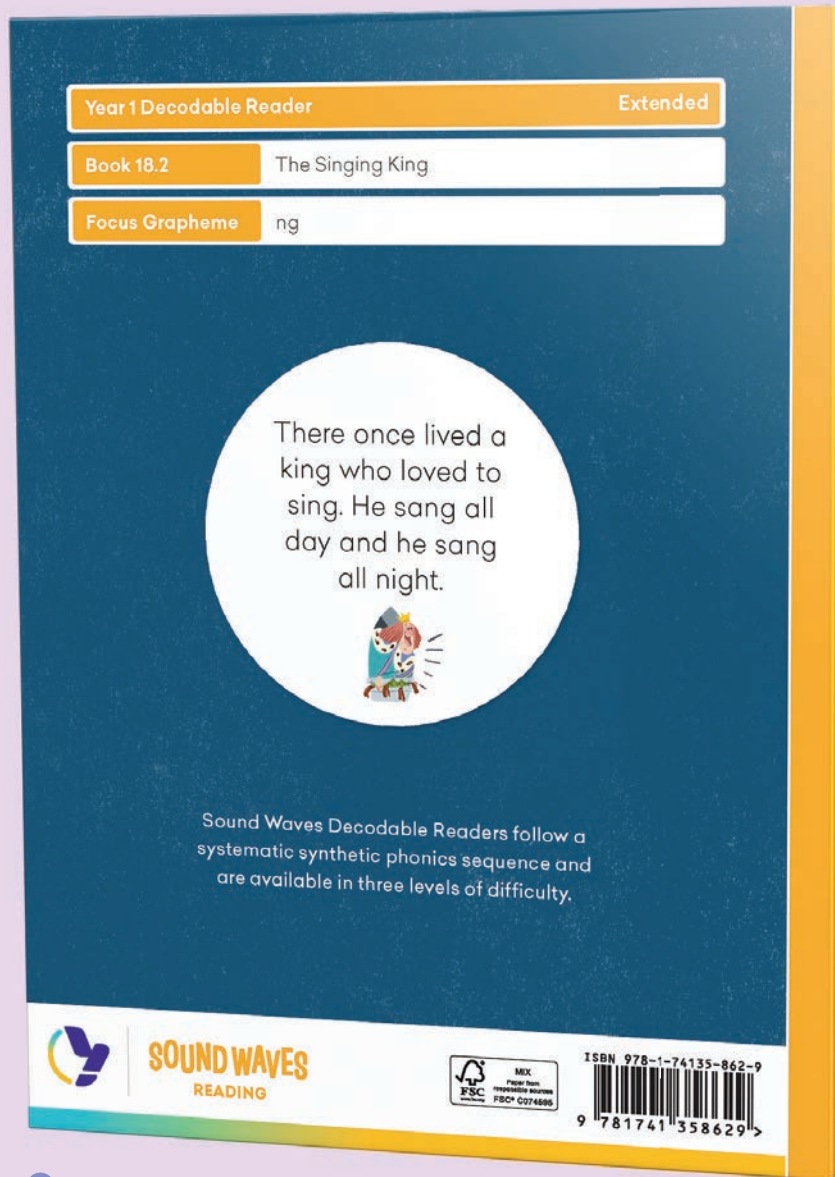
Extended

CCVC, CVCC words and two-syllable words

130–290 words

Extended Decodable Readers

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	Getting Started	<i>The Maze Book</i>	20.2	r, rr	<i>Little Red</i>
2	b, bb	<i>The Bug Club</i>	21	ar, a	<i>Farmer Mark</i>
3	a	<i>Max and the Cat</i>	22	s, ss, x, se	<i>Sunny the Seahorse</i>
4	k, c, q, ck, x	<i>Book Week</i>	23	ir, ur, er	<i>The Fern Street Kids</i>
5	e, ea	<i>Pep's Nest</i>	24	t, tt	<i>Tully and Silver</i>
6	d, dd	<i>Dean's Birthday Cake</i>	25	or, ore, a, aw	<i>Red Claw and Small Fry</i>
7	i	<i>I am a Big Sister</i>	26.1	v, ve	<i>I Love My Town</i>
8	f, ff	<i>Jeff, the Frog and the Fish</i>	26.2	w, wh, u	<i>Wet Wombats</i>
9	o, a	<i>Do You Hear What I Hear?</i>	27	oo, u	<i>Brook and Harry at the Funhouse</i>
10	g, gg	<i>All Sorts of Eggs</i>	28	y	<i>Yacker</i>
11	u, o	<i>The Bug Club Save the Day</i>	29	oo, ew	<i>The Blue Moon Crew</i>
12.1	h	<i>The Little Red Hen</i>	30	z, zz, s	<i>Zoo Day</i>
12.2	j	<i>Jade's Trip</i>	31	ou, ow	<i>Maggy and Mouse</i>
13	ai, ay, a_e	<i>Rain, Rain, Go Away!</i>	32.1	ch	<i>Crunchy Munchy French Toast</i>
14	l, ll	<i>Frillnecks</i>	32.2	sh	<i>Sharks</i>
15	ee, e, ea, y	<i>Henry's Tea Shop</i>	33.1	oy, oi	<i>Summer at Oyster Point</i>
16	m, mm	<i>Monsters in the Swamp</i>	33.2	eer, ear	<i>My Ears</i>
17	i_e, y, igh	<i>The Red Kite</i>	34.1	th	<i>The Path</i>
18.1	n, nn	<i>Ant Facts</i>	34.2	th	<i>Family Farms</i>
18.2	ng	<i>The Singing King</i>	35	air	<i>A Chair for Brown Bear</i>
19	oa, o_e, ow, o	<i>Did You Know?</i>	36	er	<i>Hunter</i>
20.1	p, pp	<i>I Feel So Happy</i>	<i>The Singing King</i> contains 235 words.		



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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.

