



# Look inside a Year 1 Decodable Reader

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

Don't forget to also check out the core 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.



then	that
them	this

Read the Special Word.

their

# Dogs



Written by  
**Nicole Forrest & Mary Serenc**

Illustrated by  
**Claudia Frittitta**

**firefly**  
EDUCATION

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The Central Printing Press Ltd, Hong Kong

First edition published 2023

National Library of Australia ISBN 978 1 74135 940 4

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.

Dogs like pats on their heads  
and rubs on their tumms.



They wag their tails  
and shake their bums.

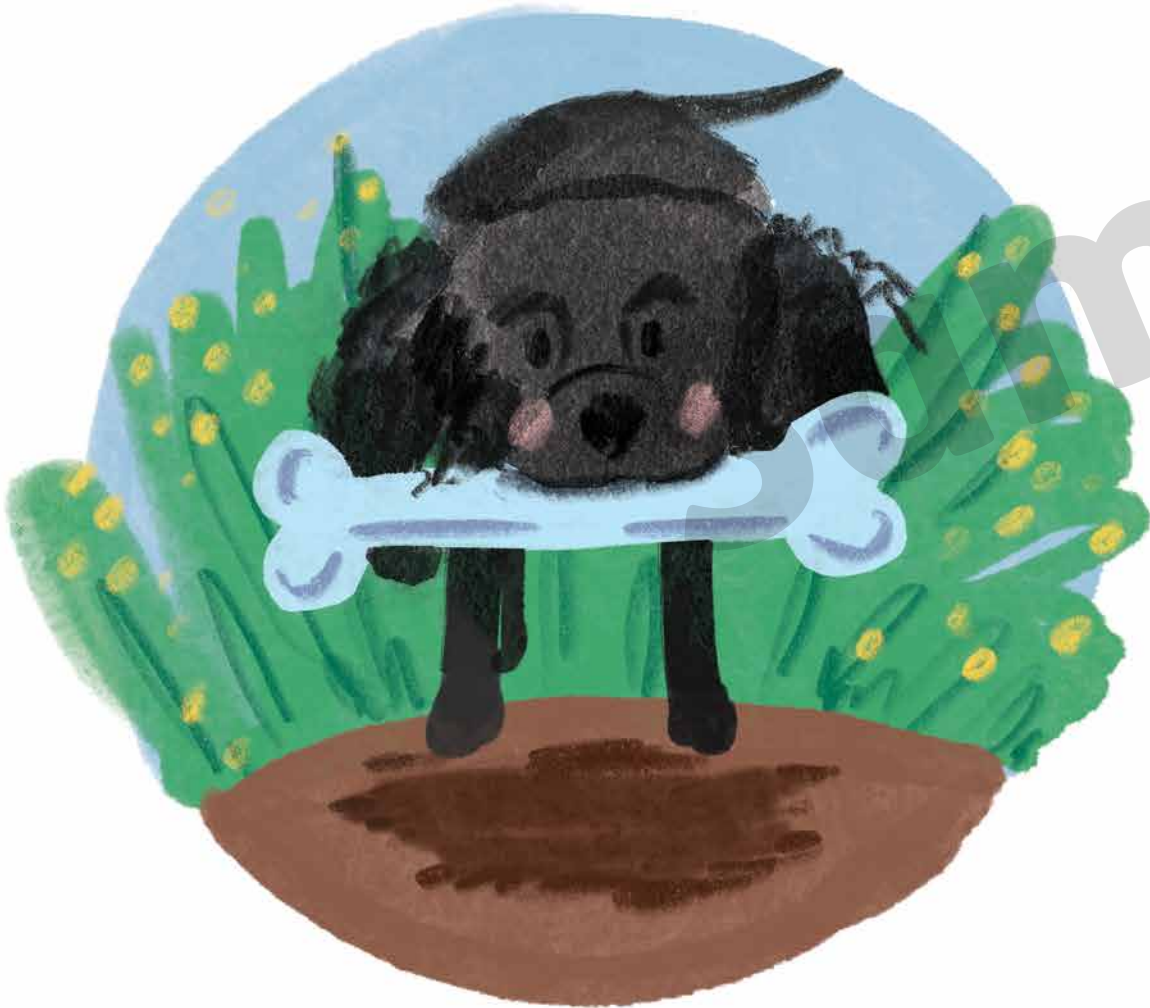


They dig big holes  
and roll in them too.



They hide all their bones.

Yes, they do!



They like to see their mates  
at the park.



They run.

Then chase.

Then yap and bark.





They lick to say,  
“I love you.”

Yes, that is what dogs  
like to do.



## Book Chat

1. What do you think it means when a dog wags its tail? (pages 2–5)
2. Where do dogs hide their bones? (pages 8 and 9)
3. What do dogs do at the park? (pages 10–13)
4. What does it mean when a dog licks you? (pages 14 and 15)
5. Which dog in the book is your favourite? Why?
6. What do you like about dogs?

## 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.

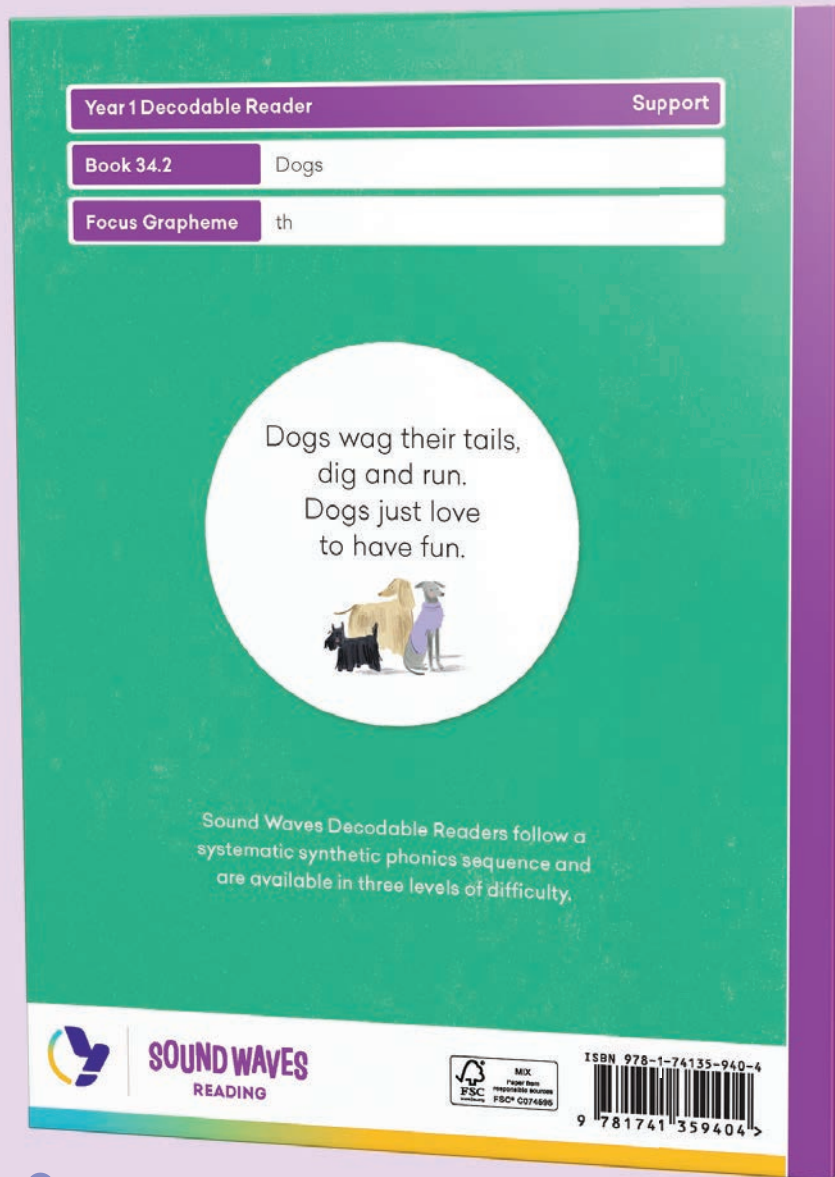
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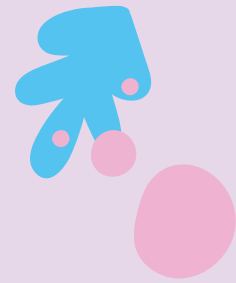
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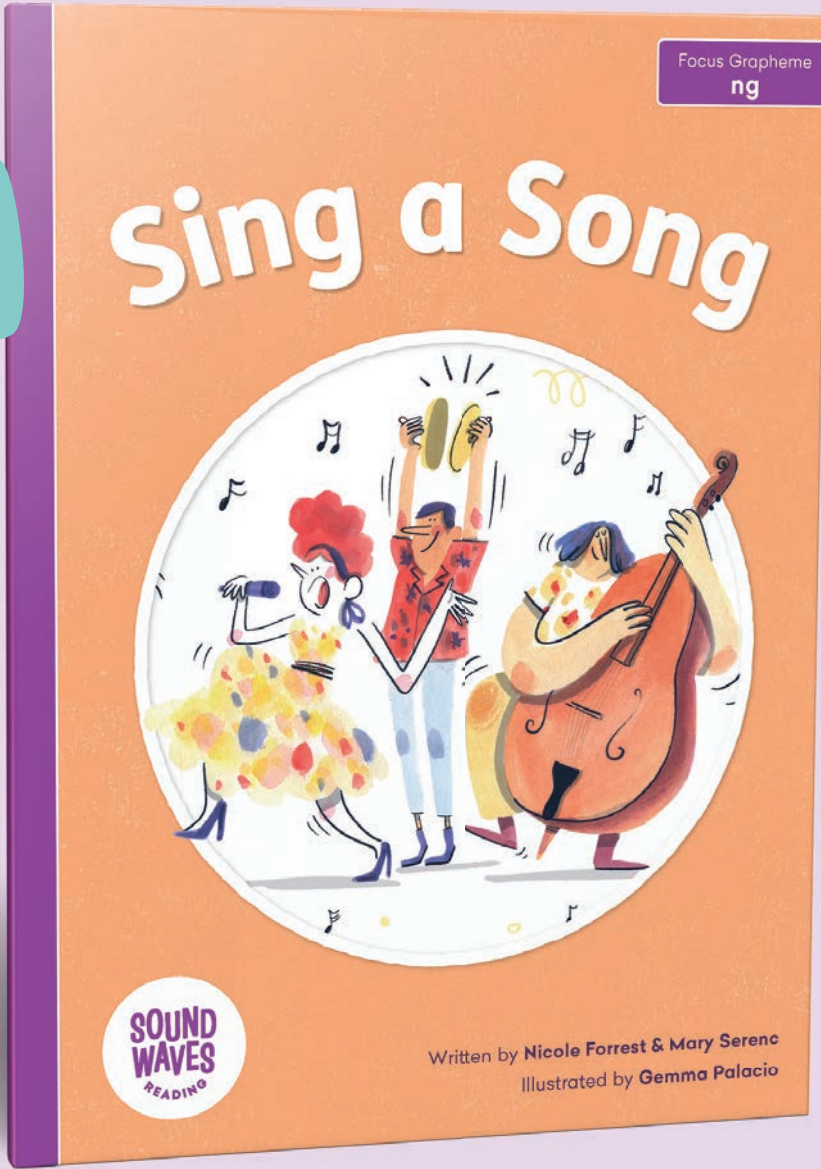
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## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



sing	song
bang	ring
long	thing

# Sing a Song



Written by  
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**Gemma Palacio**

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1 2 3

Tap your feet.

Tap your feet.

4 5 6

Feel the beat.

Feel the beat.

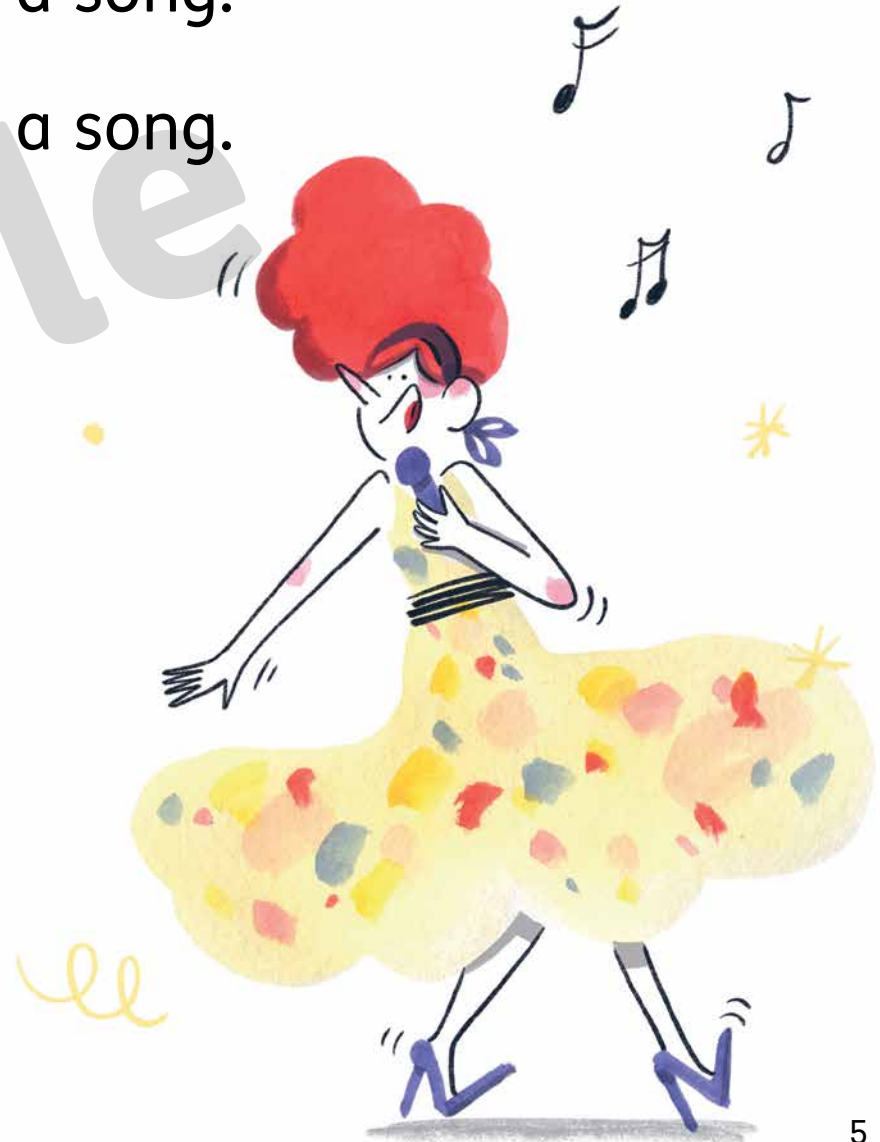




ding dang dong

Sing a song.

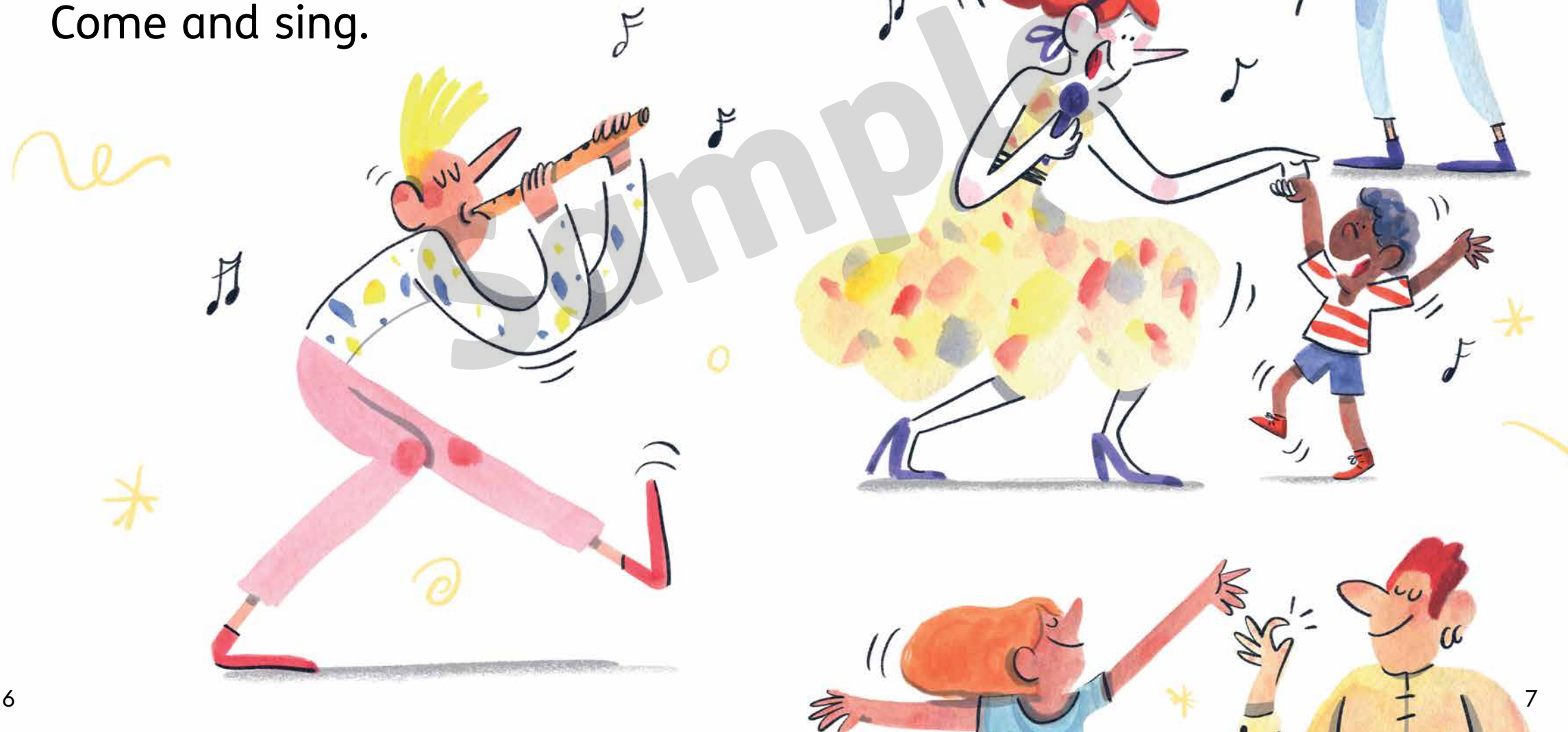
Sing a song.



# dong dang ding

Come and sing.

Come and sing.







ting tang tong

Sing the song.

Sing the song.



tong  
tang  
ting

Shake and sing.

Shake and sing.





bing bang bong

Hear the song.

Hear the song.

# bong bang bing

Do your thing!

Do your thing!



## Book Chat

1. What is the poem about?
2. The poem contains onomatopoeic words (e.g. *ding*). What are some other onomatopoeic words in the poem?
3. Do you think the people like the music? How do you know?
4. What instruments are shown in the illustrations?
5. How does the poem make you feel?
6. Do you like to sing and dance? What is your favourite song to sing or dance to?

## 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.'

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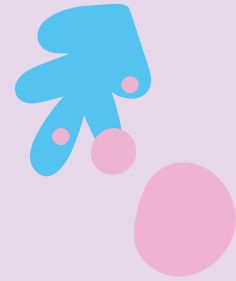
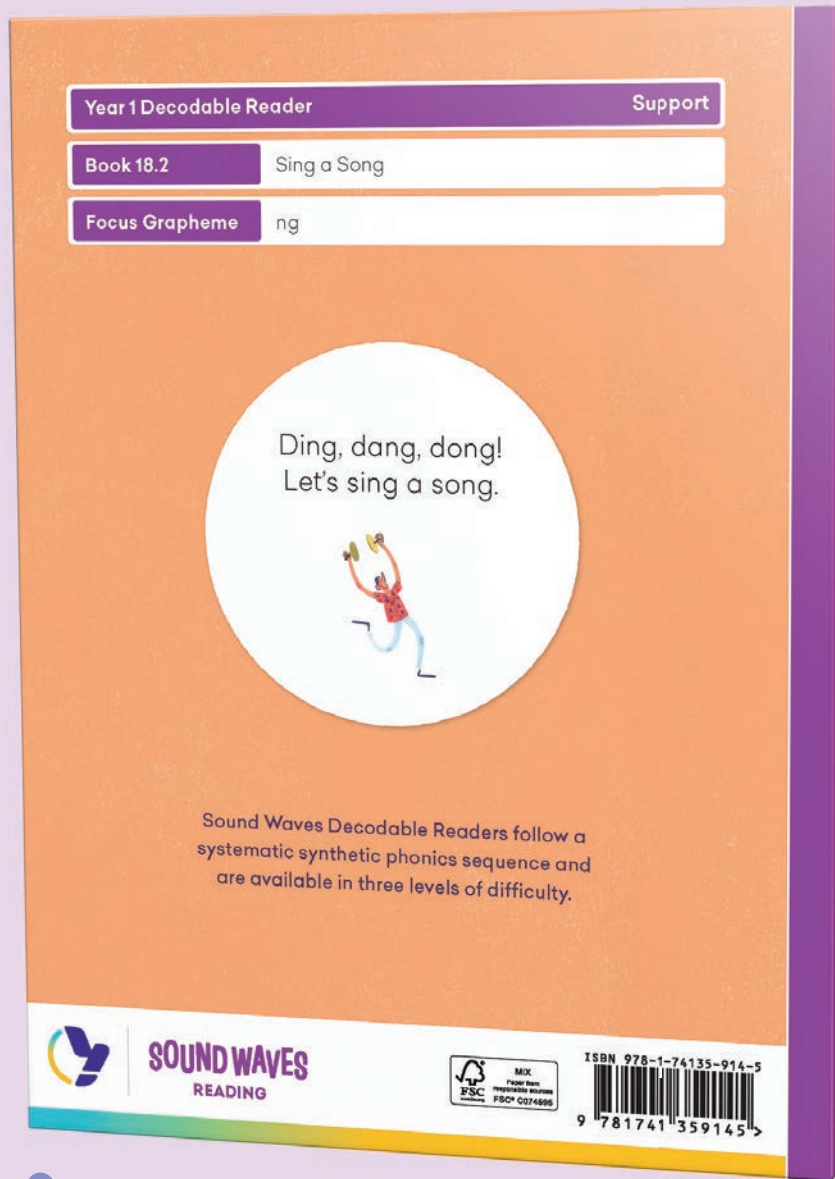
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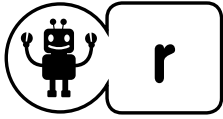
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rat	rip	red
rid	Ren	rock
ring	rich	rose

# The Red Ring



Written by  
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Ren dug up a red tin.  
In the tin was a red ring.  
It was a wishing ring.

“I wish I had a pet cat,”  
said Ren.



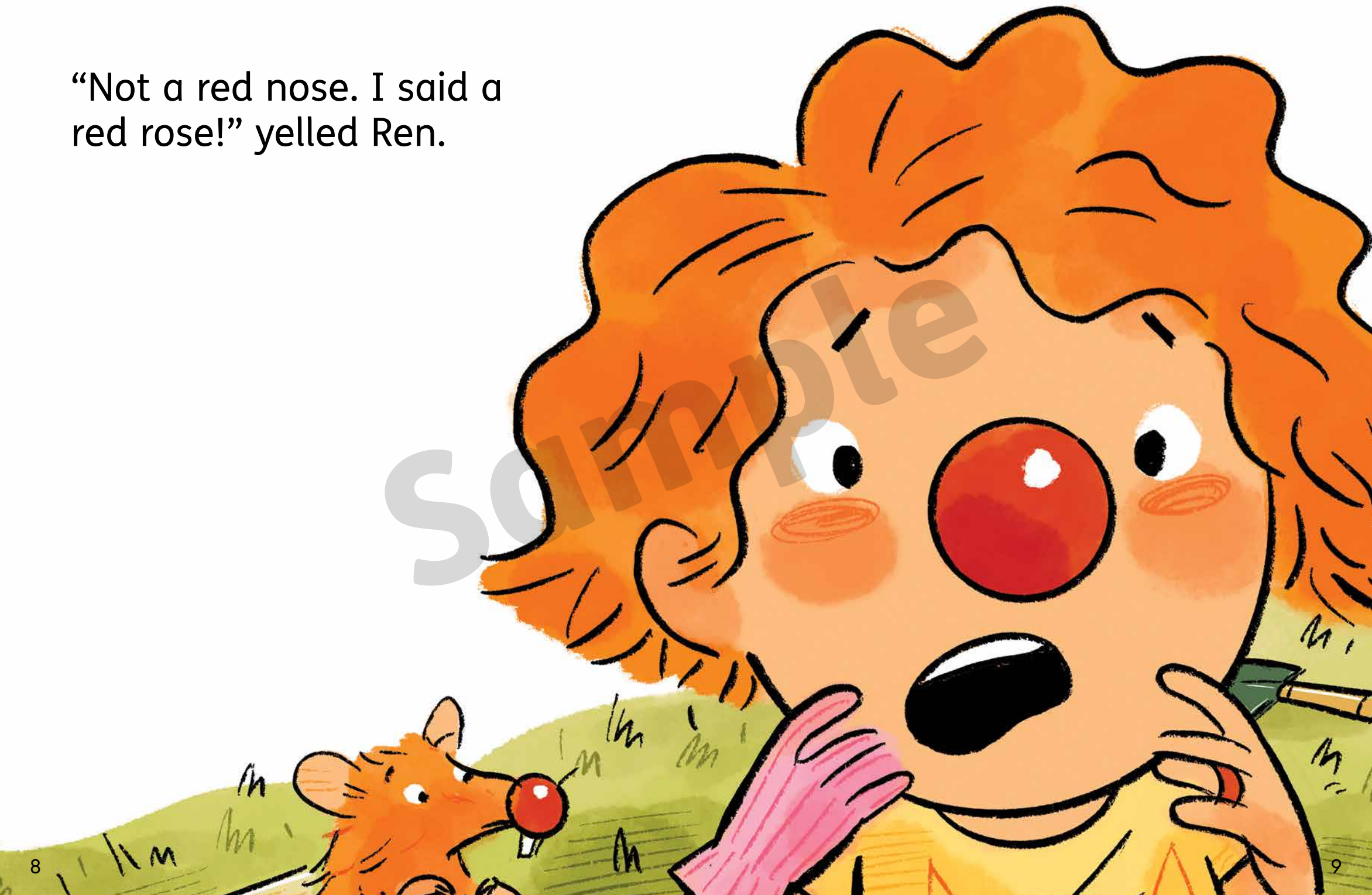
“No, not a pet rat. I said a pet cat!” yelled Ren.



“I wish for a red rose,”  
said Ren.



“Not a red nose. I said a red rose!” yelled Ren.



“I wish for a rich mud cake,”  
said Ren.



“This is a mud lake. I said a mud cake!” yelled Ren.



Samk

“I wish to be rid of this red ring!” yelled Ren.



## Book Chat

1. Where did Ren find the ring? (page 2)
2. What did Ren wish for? (pages 3–11)
3. When Ren wished for a cat, what did she get? (pages 4 and 5)
4. How do you think Ren felt when her wishes did not come true? (pages 4–13)
5. What did Ren do with the ring at the end of the story? (pages 14 and 15)
6. What would you wish for if you had a wishing ring?

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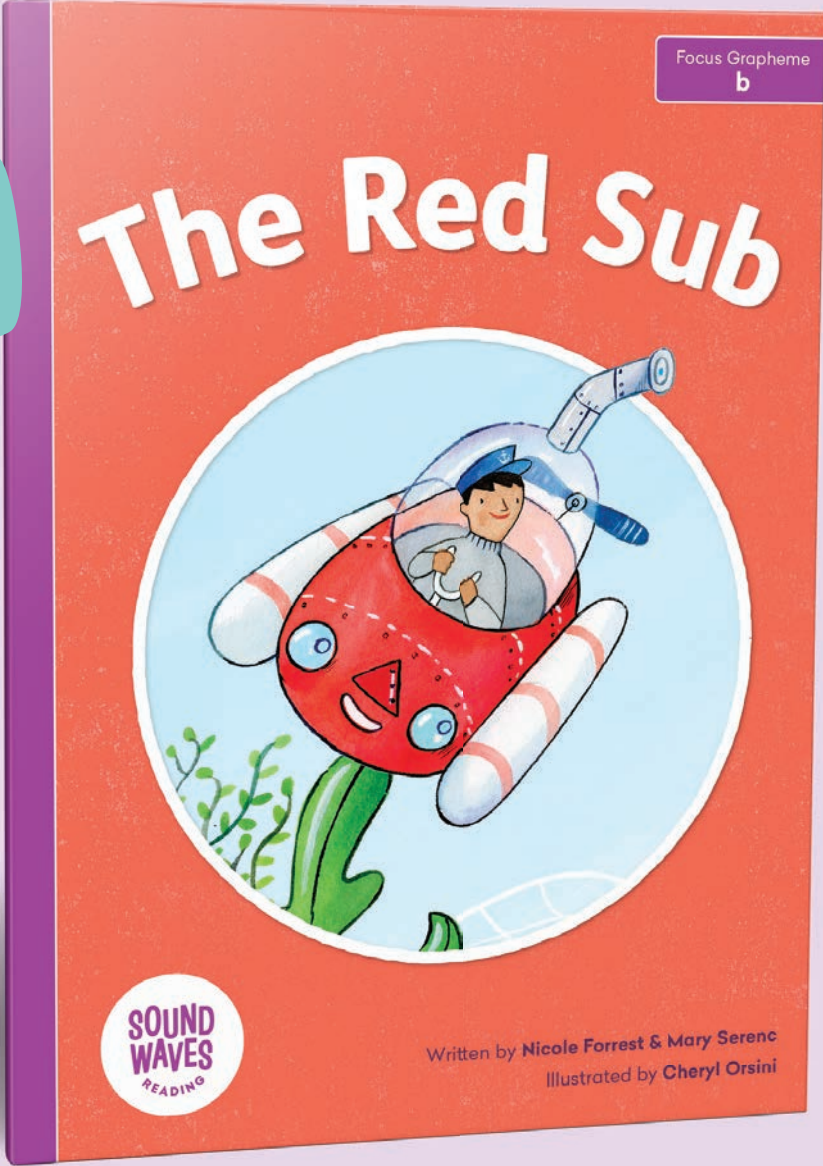




# Look inside a Year 1 Decodable Reader

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

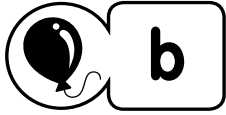
Don't forget to also check out the core and extended books in this trio.



## Warm Up

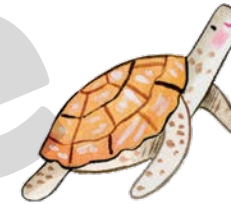
Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



bag	bit	big
sub	job	tub
back	buzz	Ben

# The Red Sub



Written by  
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**firefly**  
EDUCATION

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The Central Printing Press Ltd, Hong Kong

First edition published 2023

National Library of Australia ISBN 978 1 74135 887 2

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.

Ben is in a red sub.



The sub goes this way.



The sub goes that way.



Ben sees a net.



There is a big fish in the net.



Ben cuts the net with the sub.



Ben tugs the net with the sub.





The net is off!



Ben zips back up in the red sub.



## Book Chat

1. Who is in the submarine? (page 2)
2. Describe the submarine.
3. What did Ben see in the net? (pages 8 and 9)
4. How did Ben rescue the fish? (pages 10 and 11)
5. How did Ben feel after he rescued the fish? How do you know? (pages 12–15)
6. Would you like to travel in a submarine? 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.

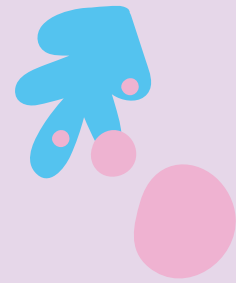
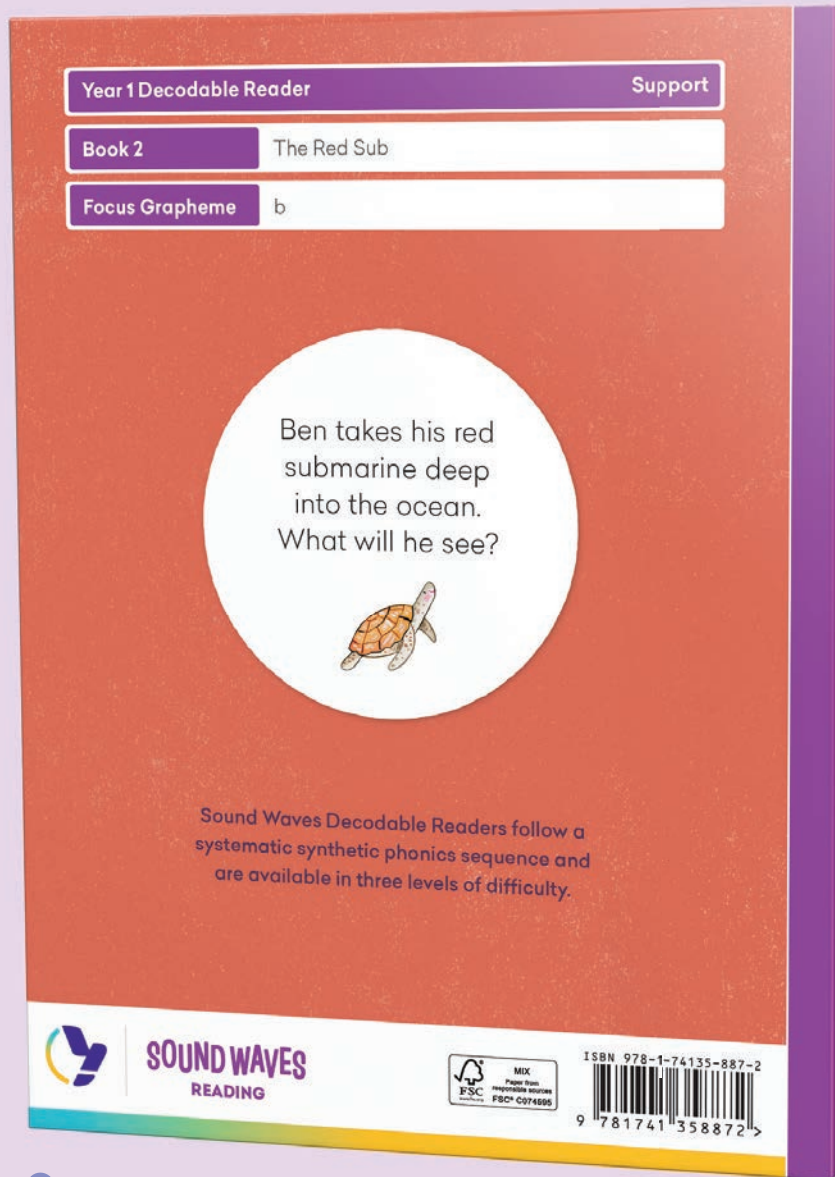
## About Year 1 Decodable Readers

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

### Support Decodable Readers

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	<b>Getting Started</b>	<i>Red Gum</i>	19.2	<b>oa, ow</b>	<i>Row, Row, Row Your Boat</i>
2	<b>b</b>	<i>The Red Sub</i>	20.1	<b>p</b>	<i>Pip's Pets</i>
3	<b>a</b>	<i>The Shack</i>	20.2	<b>r</b>	<i>The Red Ring</i>
4.1	<b>k, c, ck</b>	<i>Cash for Cans</i>	21	<b>ar</b>	<i>The Jar</i>
4.2	<b>x</b>	<i>Fox and the Box</i>	22.1	<b>s, ss, x</b>	<i>Miss Fix-it</i>
4.3	<b>q</b>	<i>Quick is the Quoll</i>	22.2	<b>se</b>	<i>Goose on the Loose</i>
5	<b>e, ea</b>	<i>Jen's Pet</i>	23.1	<b>ir, ur</b>	<i>The Dirt Bike Cup</i>
6	<b>d</b>	<i>The Dip-a-doo</i>	23.2	<b>er</b>	<i>Fern</i>
7	<b>i</b>	<i>Is it a Cat?</i>	24	<b>t</b>	<i>Moon Boot</i>
8	<b>f, ff</b>	<i>The Fun Run</i>	25.1	<b>or, a</b>	<i>Look How Tall I am!</i>
9	<b>o</b>	<i>A Lot of Socks</i>	25.2	<b>aw</b>	<i>Up at Dawn</i>
10	<b>g, gg</b>	<i>Goog</i>	26.1	<b>v, ve</b>	<i>Find Five</i>
11	<b>u</b>	<i>The Rub-a-dub Tub Cup</i>	26.2	<b>w, wh</b>	<i>Whale in the Lake</i>
12.1	<b>h</b>	<i>My Hat</i>	27	<b>oo, u</b>	<i>Do Not Pull the Rope</i>
12.2	<b>j</b>	<i>Jack and Jo</i>	28	<b>y</b>	<i>You Do Not Eat Meat?</i>
13.1	<b>ai</b>	<i>Red Tail and Bones at Gull Rock</i>	29	<b>oo</b>	<i>Where is All the Blue?</i>
13.2	<b>ay</b>	<i>In the Bay with Jay</i>	30	<b>z, zz, s</b>	<i>Bizz Buzz</i>
13.3	<b>a_e</b>	<i>Jane and Kate</i>	31	<b>ou, ow</b>	<i>Our Town</i>
14	<b>l, ll</b>	<i>Pin the Tail</i>	32.1	<b>ch</b>	<i>Here, Chook Chook</i>
15.1	<b>ee, e</b>	<i>Lee's Jeep</i>	32.2	<b>sh</b>	<i>The Shell</i>
15.2	<b>ea</b>	<i>Eat Your Peas</i>	33.1	<b>oy, oi</b>	<i>Boing!</i>
16	<b>m</b>	<i>Meet My Family</i>	33.2	<b>eer, ear</b>	<i>A Dear Little Cat</i>
17.1	<b>i_e, y</b>	<i>Hide-and-peek</i>	34.1	<b>th</b>	<i>Look at My Teeth</i>
17.2	<b>igh</b>	<i>In the Night</i>	34.2	<b>th</b>	<i>Dogs</i>
18.1	<b>n</b>	<i>Not Now</i>	35	<b>air</b>	<i>The Hair Nook</i>
18.2	<b>ng</b>	<i>Sing a Song</i>	36	<b>er</b>	<i>The Not So Eager Beaver</i>
19.1	<b>o_e, o</b>	<i>Red Tail and Bones at Seal Cove</i>	<i>The Red Sub</i> contains 63 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.

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