



# 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



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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

### 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.

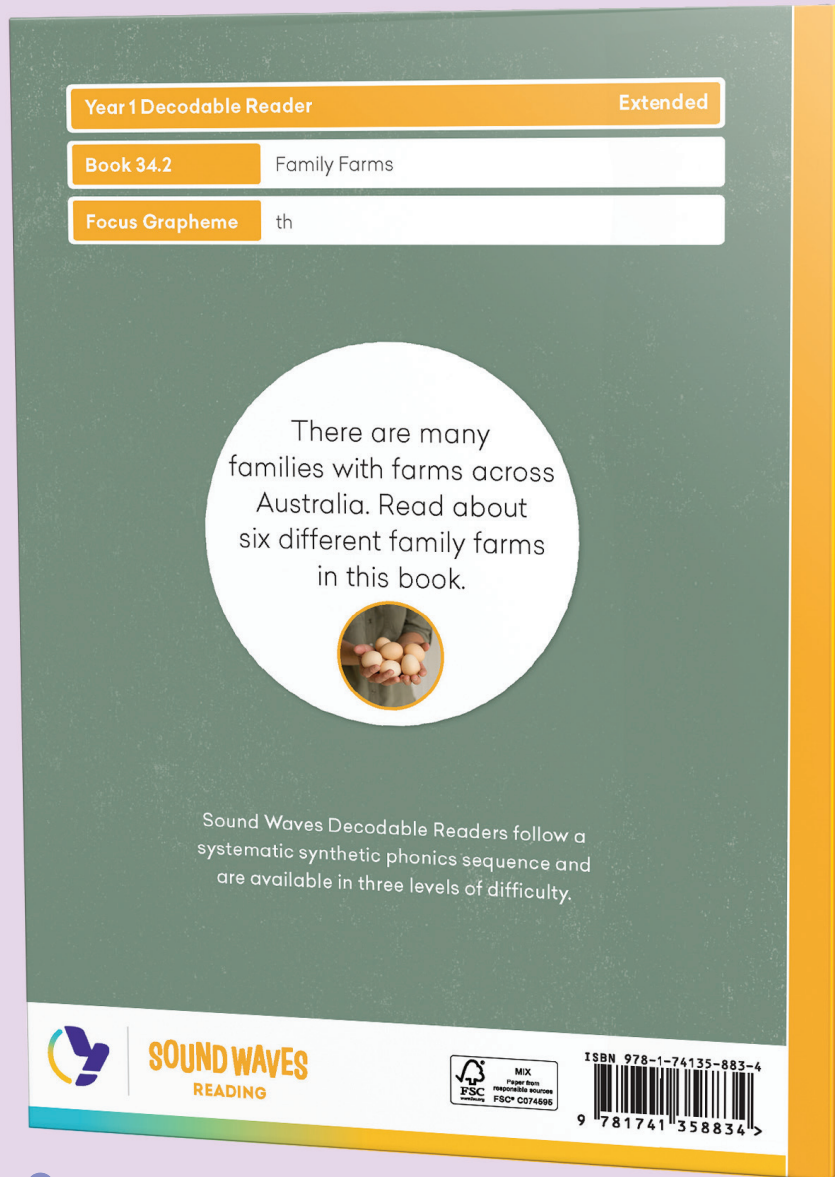
## About Year 1 Decodable Readers

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

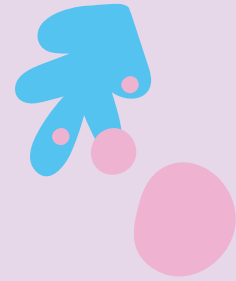
### Extended Decodable Readers

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	<b>Getting Started</b>	<i>The Maze Book</i>	20.2	<b>r, rr</b>	<i>Little Red</i>
2	<b>b, bb</b>	<i>The Bug Club</i>	21	<b>ar, a</b>	<i>Farmer Mark</i>
3	<b>a</b>	<i>Max and the Cat</i>	22	<b>s, ss, x, se</b>	<i>Sunny the Seahorse</i>
4	<b>k, c, q, ck, x</b>	<i>Book Week</i>	23	<b>ir, ur, er</b>	<i>The Fern Street Kids</i>
5	<b>e, ea</b>	<i>Pep's Nest</i>	24	<b>t, tt</b>	<i>Tully and Silver</i>
6	<b>d, dd</b>	<i>Dean's Birthday Cake</i>	25	<b>or, ore, a, aw</b>	<i>Red Claw and Small Fry</i>
7	<b>i</b>	<i>I am a Big Sister</i>	26.1	<b>v, ve</b>	<i>I Love My Town</i>
8	<b>f, ff</b>	<i>Jeff, the Frog and the Fish</i>	26.2	<b>w, wh, u</b>	<i>Wet Wombats</i>
9	<b>o, a</b>	<i>Do You Hear What I Hear?</i>	27	<b>oo, u</b>	<i>Brook and Harry at the Funhouse</i>
10	<b>g, gg</b>	<i>All Sorts of Eggs</i>	28	<b>y</b>	<i>Yacker</i>
11	<b>u, o</b>	<i>The Bug Club Save the Day</i>	29	<b>oo, ew</b>	<i>The Blue Moon Crew</i>
12.1	<b>h</b>	<i>The Little Red Hen</i>	30	<b>z, zz, s</b>	<i>Zoo Day</i>
12.2	<b>j</b>	<i>Jade's Trip</i>	31	<b>ou, ow</b>	<i>Maggy and Mouse</i>
13	<b>ai, ay, a_e</b>	<i>Rain, Rain, Go Away!</i>	32.1	<b>ch</b>	<i>Crunchy Munchy French Toast</i>
14	<b>l, ll</b>	<i>Frillnecks</i>	32.2	<b>sh</b>	<i>Sharks</i>
15	<b>ee, e, ea, y</b>	<i>Henry's Tea Shop</i>	33.1	<b>oy, oi</b>	<i>Summer at Oyster Point</i>
16	<b>m, mm</b>	<i>Monsters in the Swamp</i>	33.2	<b>eer, ear</b>	<i>My Ears</i>
17	<b>i_e, y, igh</b>	<i>The Red Kite</i>	34.1	<b>th</b>	<i>The Path</i>
18.1	<b>n, nn</b>	<i>Ant Facts</i>	34.2	<b>th</b>	<i>Family Farms</i>
18.2	<b>ng</b>	<i>The Singing King</i>	35	<b>air</b>	<i>A Chair for Brown Bear</i>
19	<b>oa, o_e, ow, o</b>	<i>Did You Know?</i>	36	<b>er</b>	<i>Hunter</i>
20.1	<b>p, pp</b>	<i>I Feel So Happy</i>	Family Farms contains 256 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.

