



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



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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.

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



They wag their tails
and shake their bums.

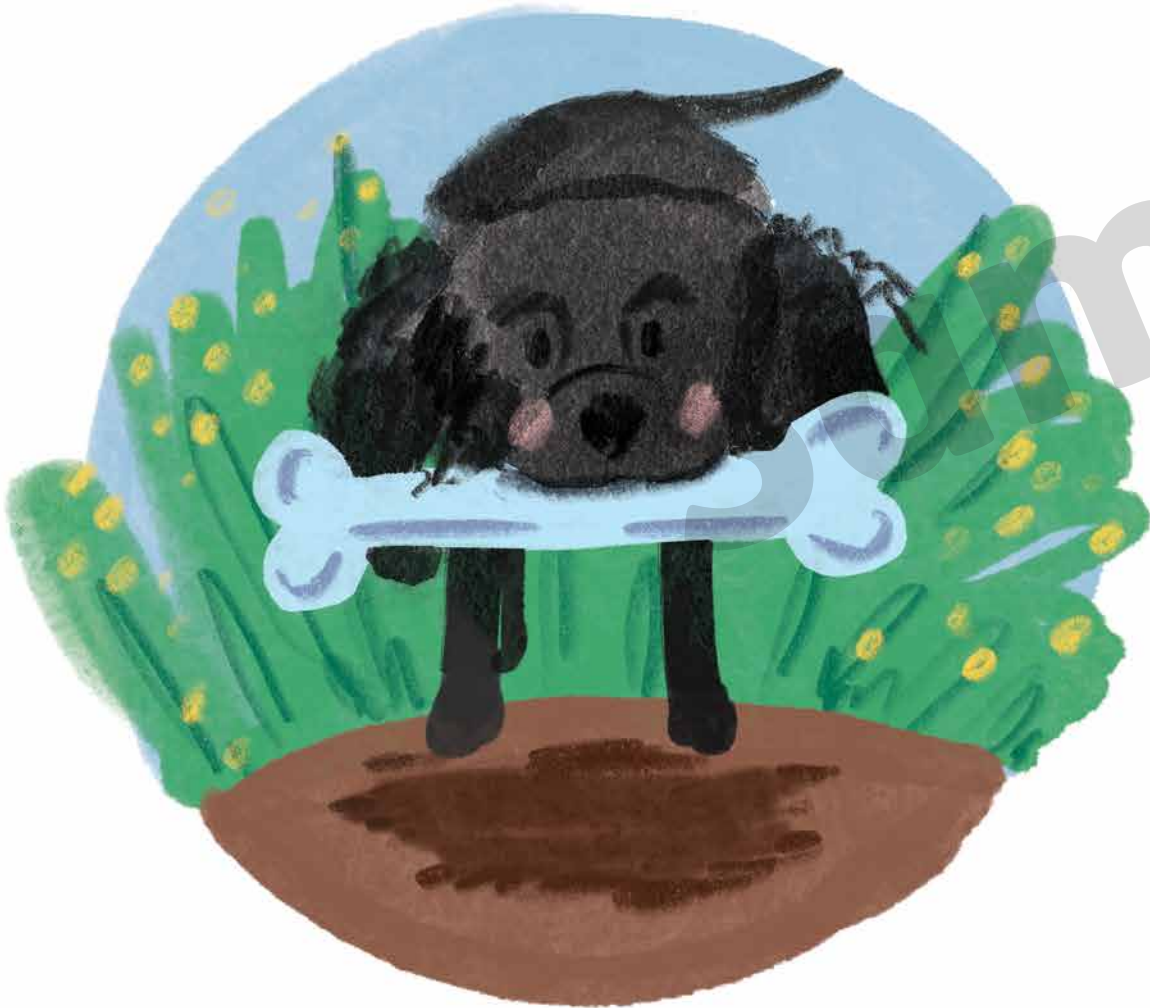


They dig big holes
and roll in them too.

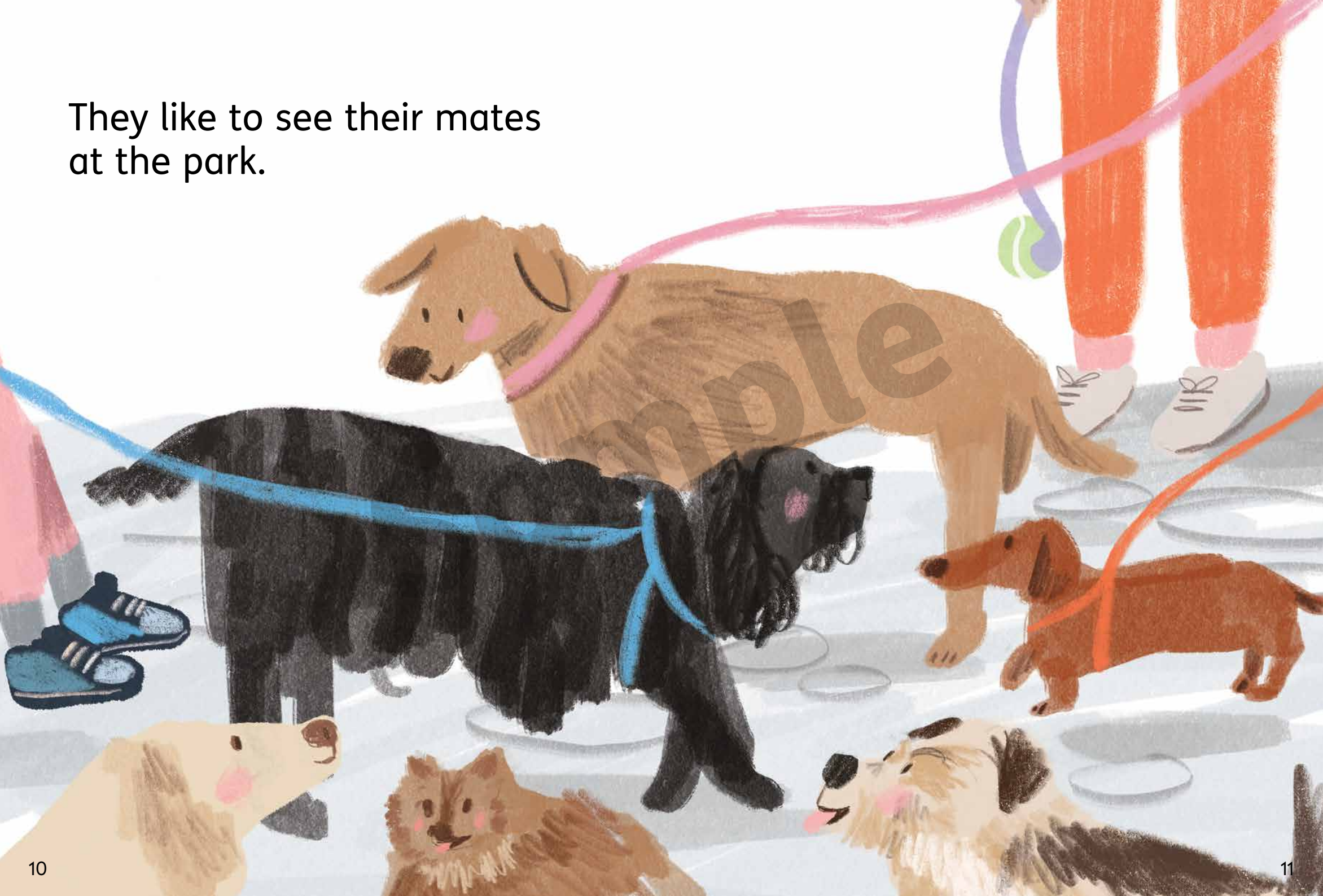


They hide all their bones.

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.

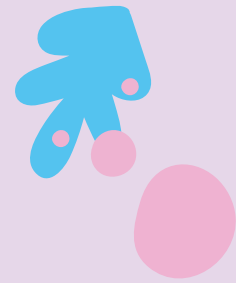
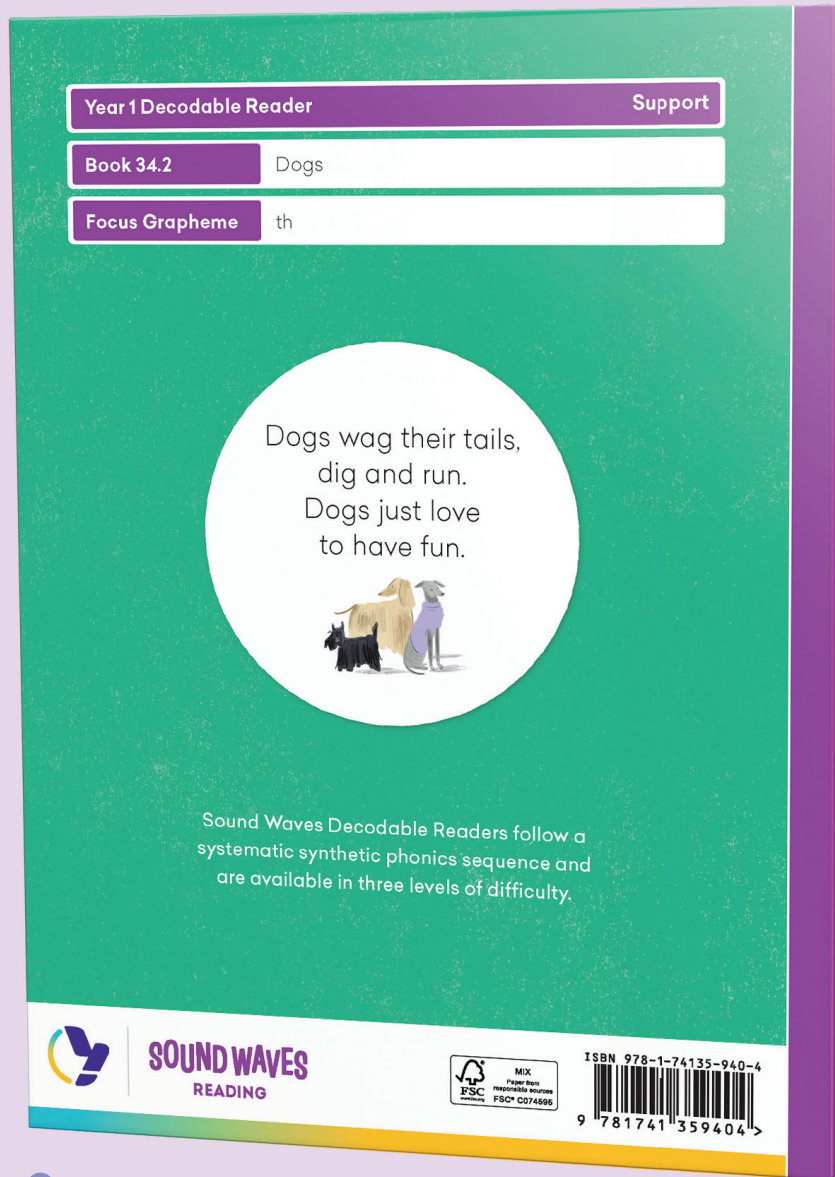
About Year 1 Decodable Readers

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 | CCCVC, CVCCC words and two-syllable words | 130–290 words |

Support Decodable Readers

| No. | Focus Grapheme/s | Title | No. | Focus Grapheme/s | Title |
|------|------------------------|--|-------------------------|------------------|--------------------------------|
| 1 | Getting Started | <i>Red Gum</i> | 19.2 | oa, ow | <i>Row, Row, Row Your Boat</i> |
| 2 | b | <i>The Red Sub</i> | 20.1 | p | <i>Pip's Pets</i> |
| 3 | a | <i>The Shack</i> | 20.2 | r | <i>The Red Ring</i> |
| 4.1 | k, c, ck | <i>Cash for Cans</i> | 21 | ar | <i>The Jar</i> |
| 4.2 | x | <i>Fox and the Box</i> | 22.1 | s, ss, x | <i>Miss Fix-it</i> |
| 4.3 | q | <i>Quick is the Quoll</i> | 22.2 | se | <i>Goose on the Loose</i> |
| 5 | e, ea | <i>Jen's Pet</i> | 23.1 | ir, ur | <i>The Dirt Bike Cup</i> |
| 6 | d | <i>The Dip-a-doo</i> | 23.2 | er | <i>Fern</i> |
| 7 | i | <i>Is it a Cat?</i> | 24 | t | <i>Moon Boot</i> |
| 8 | f, ff | <i>The Fun Run</i> | 25.1 | or, a | <i>Look How Tall I am!</i> |
| 9 | o | <i>A Lot of Socks</i> | 25.2 | aw | <i>Up at Dawn</i> |
| 10 | g, gg | <i>Goog</i> | 26.1 | v, ve | <i>Find Five</i> |
| 11 | u | <i>The Rub-a-dub Tub Cup</i> | 26.2 | w, wh | <i>Whale in the Lake</i> |
| 12.1 | h | <i>My Hat</i> | 27 | oo, u | <i>Do Not Pull the Rope</i> |
| 12.2 | j | <i>Jack and Jo</i> | 28 | y | <i>You Do Not Eat Meat?</i> |
| 13.1 | ai | <i>Red Tail and Bones at Gull Rock</i> | 29 | oo | <i>Where is All the Blue?</i> |
| 13.2 | ay | <i>In the Bay with Jay</i> | 30 | z, zz, s | <i>Bizz Buzz</i> |
| 13.3 | a_e | <i>Jane and Kate</i> | 31 | ou, ow | <i>Our Town</i> |
| 14 | l, ll | <i>Pin the Tail</i> | 32.1 | ch | <i>Here, Chook Chook</i> |
| 15.1 | ee, e | <i>Lee's Jeep</i> | 32.2 | sh | <i>The Shell</i> |
| 15.2 | ea | <i>Eat Your Peas</i> | 33.1 | oy, oi | <i>Boing!</i> |
| 16 | m | <i>Meet My Family</i> | 33.2 | eer, ear | <i>A Dear Little Cat</i> |
| 17.1 | i_e, y | <i>Hide-and-peek</i> | 34.1 | th | <i>Look at My Teeth</i> |
| 17.2 | igh | <i>In the Night</i> | 34.2 | th | <i>Dogs</i> |
| 18.1 | n | <i>Not Now</i> | 35 | air | <i>The Hair Nook</i> |
| 18.2 | ng | <i>Sing a Song</i> | 36 | er | <i>The Not So Eager Beaver</i> |
| 19.1 | o_e, o | <i>Red Tail and Bones at Seal Cove</i> | Dogs contains 69 words. | | |



Want more?

Visit 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.

