



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



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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.

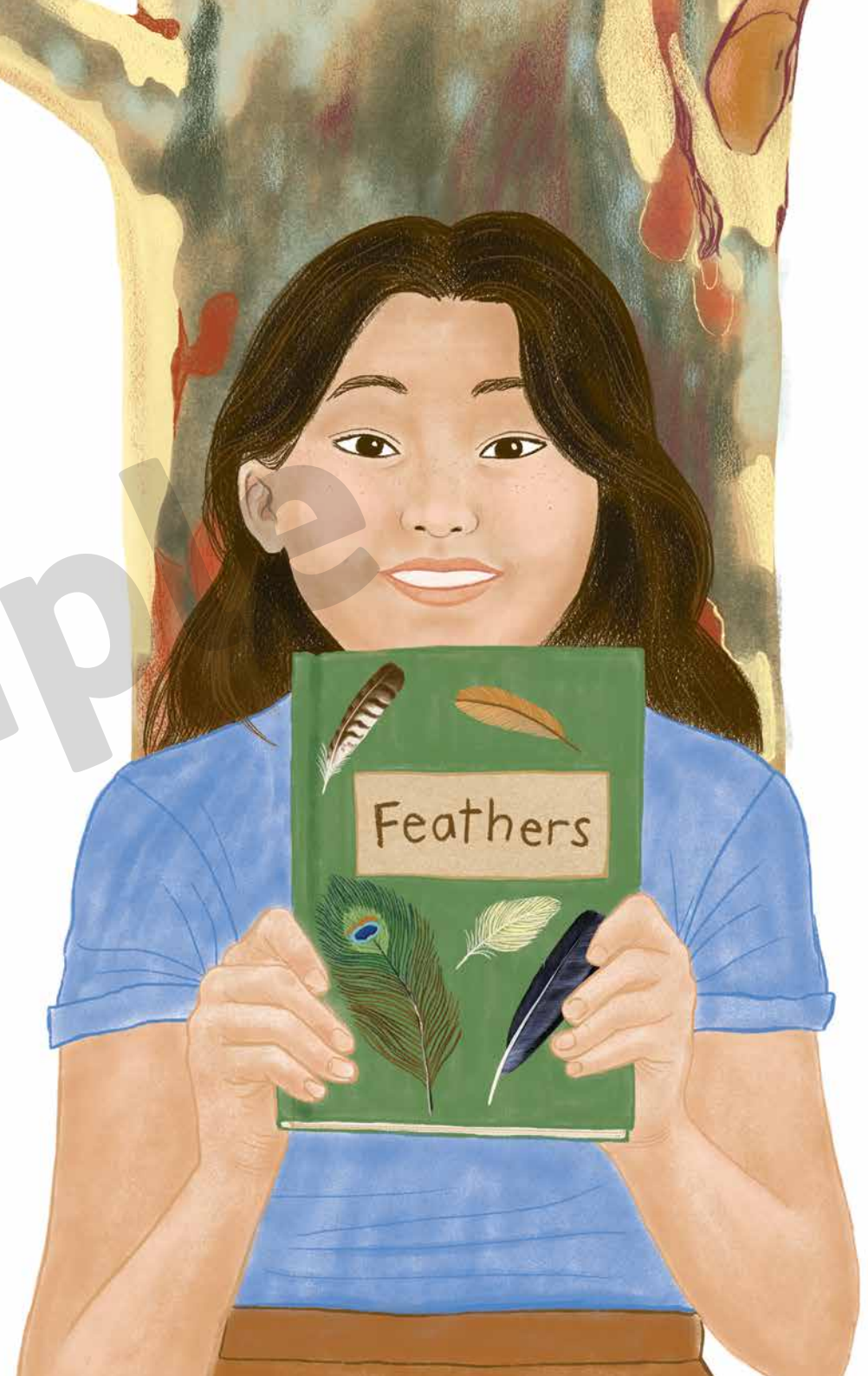
I love feathers.

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



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



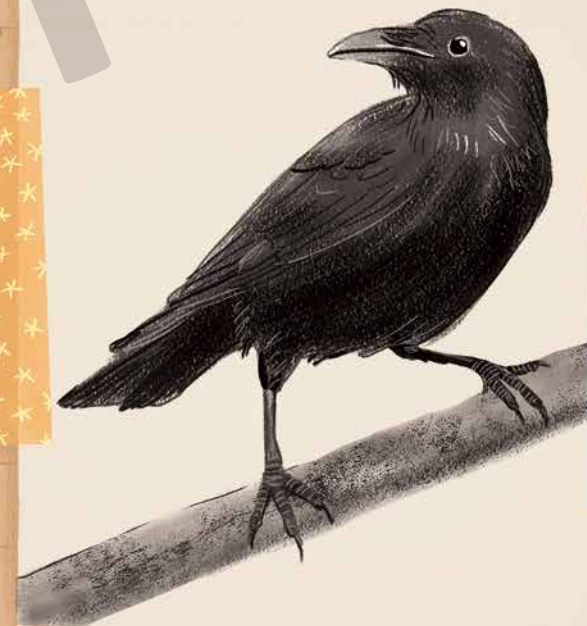
I found this black feather
at school.

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.

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

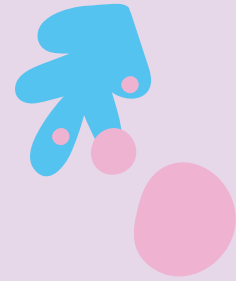
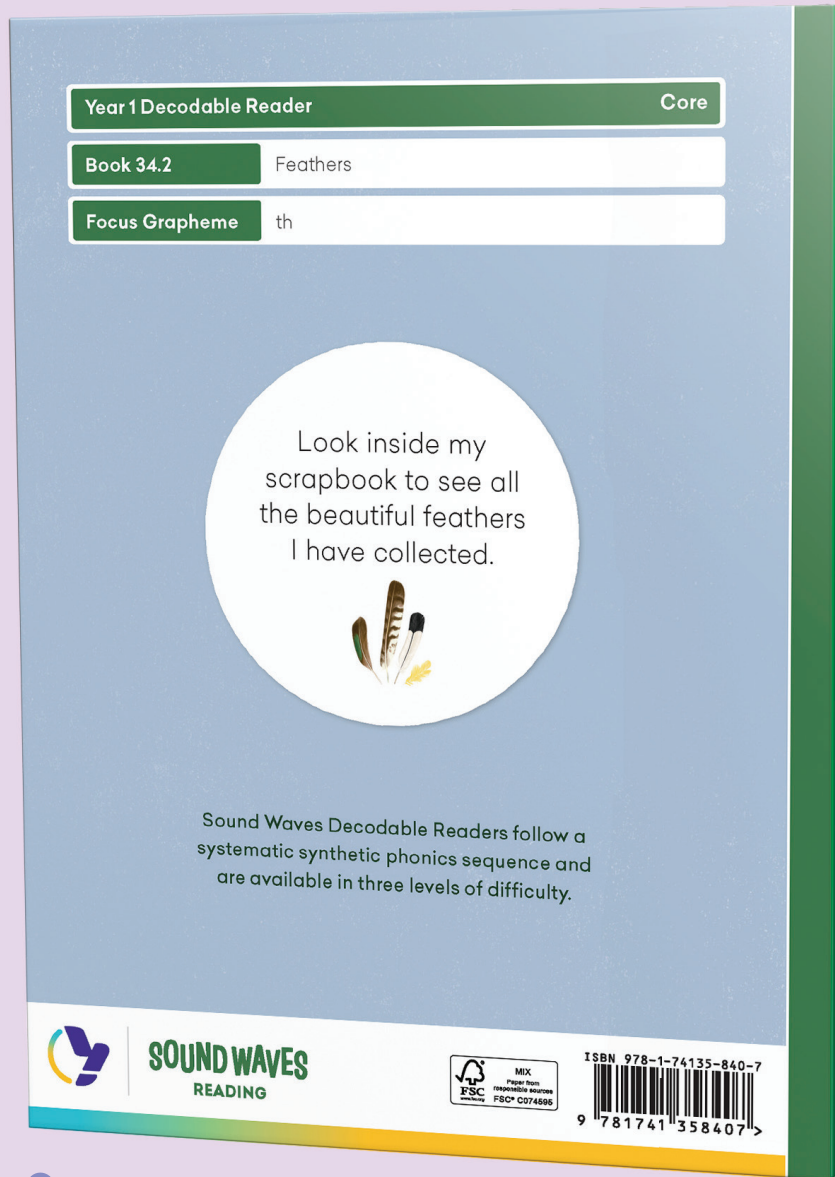
Extended

CCCVC, CVCCC words and two-syllable words

130–290 words

Core Decodable Readers

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	Getting Started	<i>The Big Six</i>	20.2	r, rr	<i>Hurry Scurry</i>
2	b, bb	<i>Wobble Wobble Wombat</i>	21	ar, a	<i>Garfish</i>
3	a	<i>Clap, Snap, Bang</i>	22	s, ss, x, se	<i>What is Summer?</i>
4	k, c, q, ck, x	<i>Jack in a Box</i>	23	ir, ur, er	<i>My Bird Book</i>
5	e, ea	<i>Fred Makes Lunch</i>	24	t, tt	<i>Spot the Odd One Out</i>
6	d, dd	<i>Todd the Wood Duck</i>	25	or, ore, a, aw	<i>My Trip to the Far North</i>
7	i	<i>The Big Fib</i>	26.1	v, ve	<i>The Hive</i>
8	f, ff	<i>So Much Stuff</i>	26.2	w, wh, u	<i>I Went to Woop Woop</i>
9	o, a	<i>The Box</i>	27	oo, u	<i>Chookyard Footy</i>
10	g, gg	<i>My Dog Gruff</i>	28	y	<i>I Love Yellow</i>
11	u, o	<i>Stunt Spud</i>	29	oo, ew	<i>Moonfish</i>
12.1	h	<i>Who am I?</i>	30	z, zz, s	<i>The Zop</i>
12.2	j	<i>Jen's Jokes</i>	31	ou, ow	<i>Helping Out</i>
13	ai, ay, a_e	<i>The Cave</i>	32.1	ch	<i>Hot Chips</i>
14	l, ll	<i>Dell</i>	32.2	sh	<i>My Fish Book</i>
15	ee, e, ea, y	<i>Leaf Printing</i>	33.1	oy, oi	<i>The Lucky Coin</i>
16	m, mm	<i>The Mean Mud Crab</i>	33.2	eer, ear	<i>Down Near the Bay</i>
17	i_e, y, igh	<i>I Spy on a Sunday Drive</i>	34.1	th	<i>The Sloth Park Run</i>
18.1	n, nn	<i>I am Not a Fish</i>	34.2	th	<i>Feathers</i>
18.2	ng	<i>The Fangs</i>	35	air	<i>Where Does it Come From?</i>
19	oa, o_e, ow, o	<i>Mister Bello's Goats</i>	36	er	<i>Dapper Snapper</i>
20.1	p, pp	<i>Nan and Poppy Day</i>	<i>Feathers</i> contains 212 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.

