



Look inside a Year 1 Decodable Reader

This **core** book is for the focus graphemes **r, rr**.



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.



crab	from	tree
road	bright	river
traffic	hurry	scurry

Read the Special Words.

forest	bridge
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Hurry Scurry



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firefly
EDUCATION

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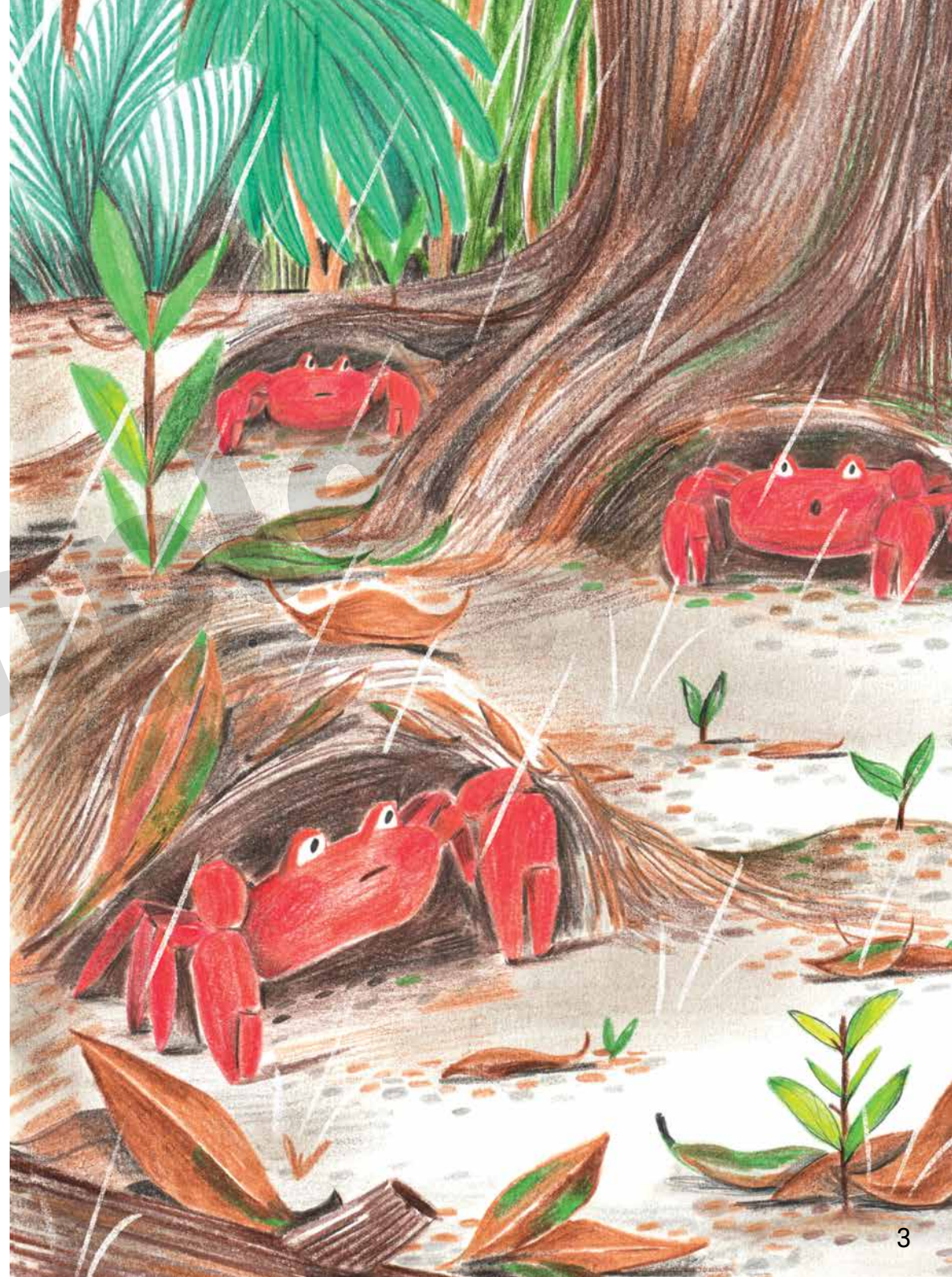
National Library of Australia ISBN 978 1 74135 822 3

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.

It is the big wet.

Red crabs scurry from burrows in
the forest.

They will trek all the way from the
forest to the sea.



Sam

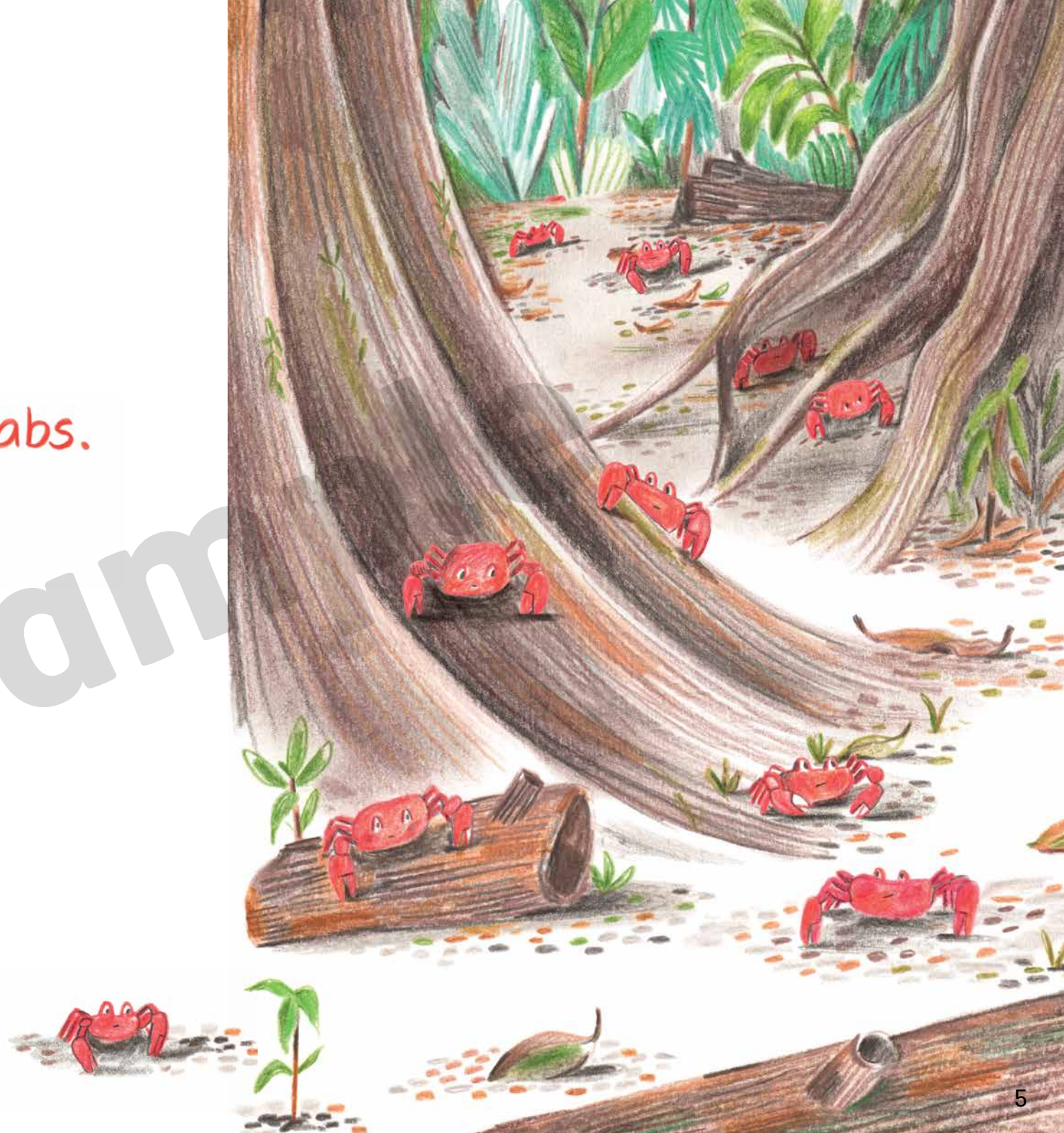
The red crabs scurry under tree roots.

They scurry on top of logs.

Hurry scurry, red crabs.

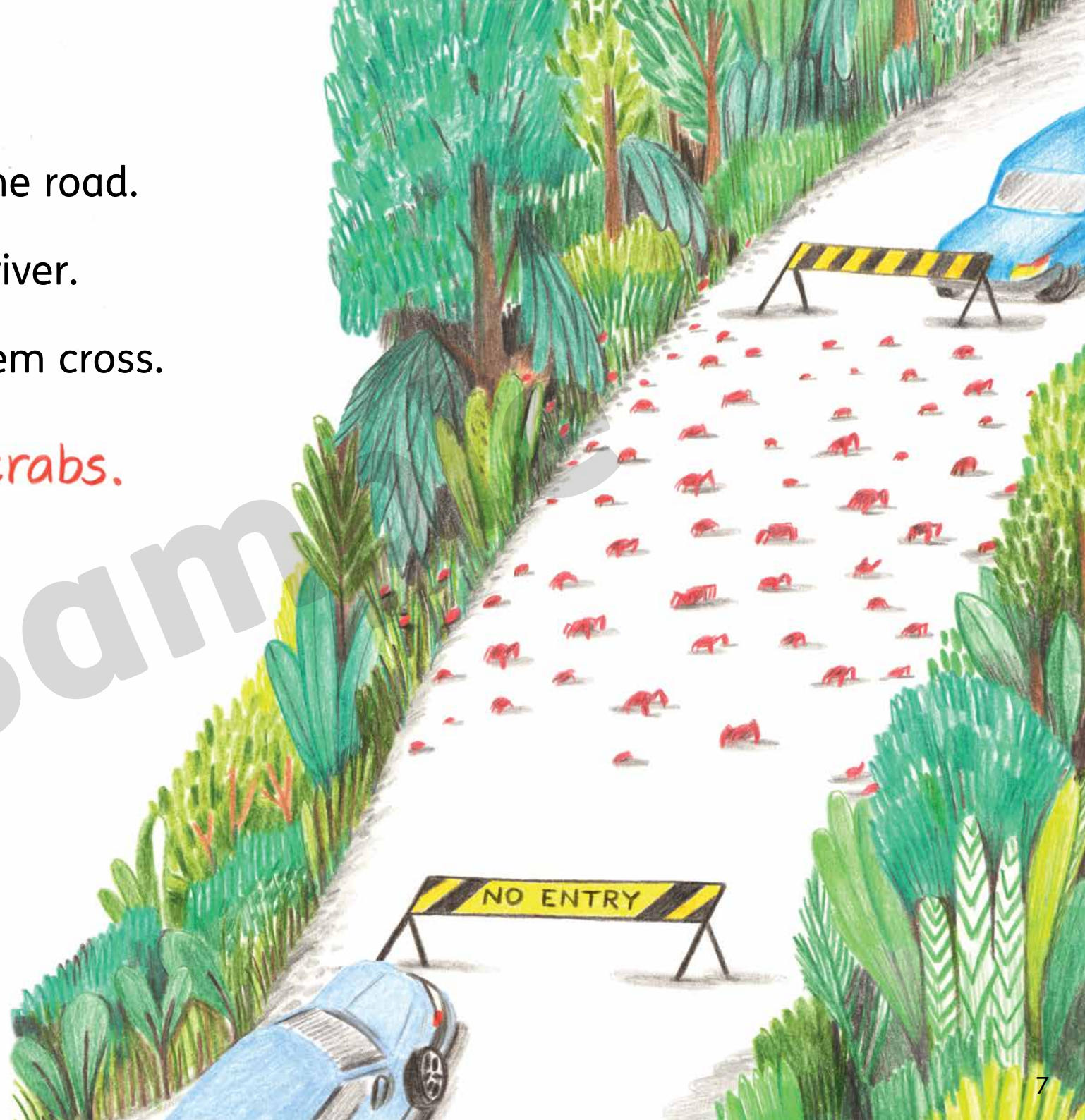
Hurry scurry.

Sam



The red crabs scurry on the road.
They look like a long red river.
The traffic stops to let them cross.

Hurry scurry, red crabs.
Hurry scurry.



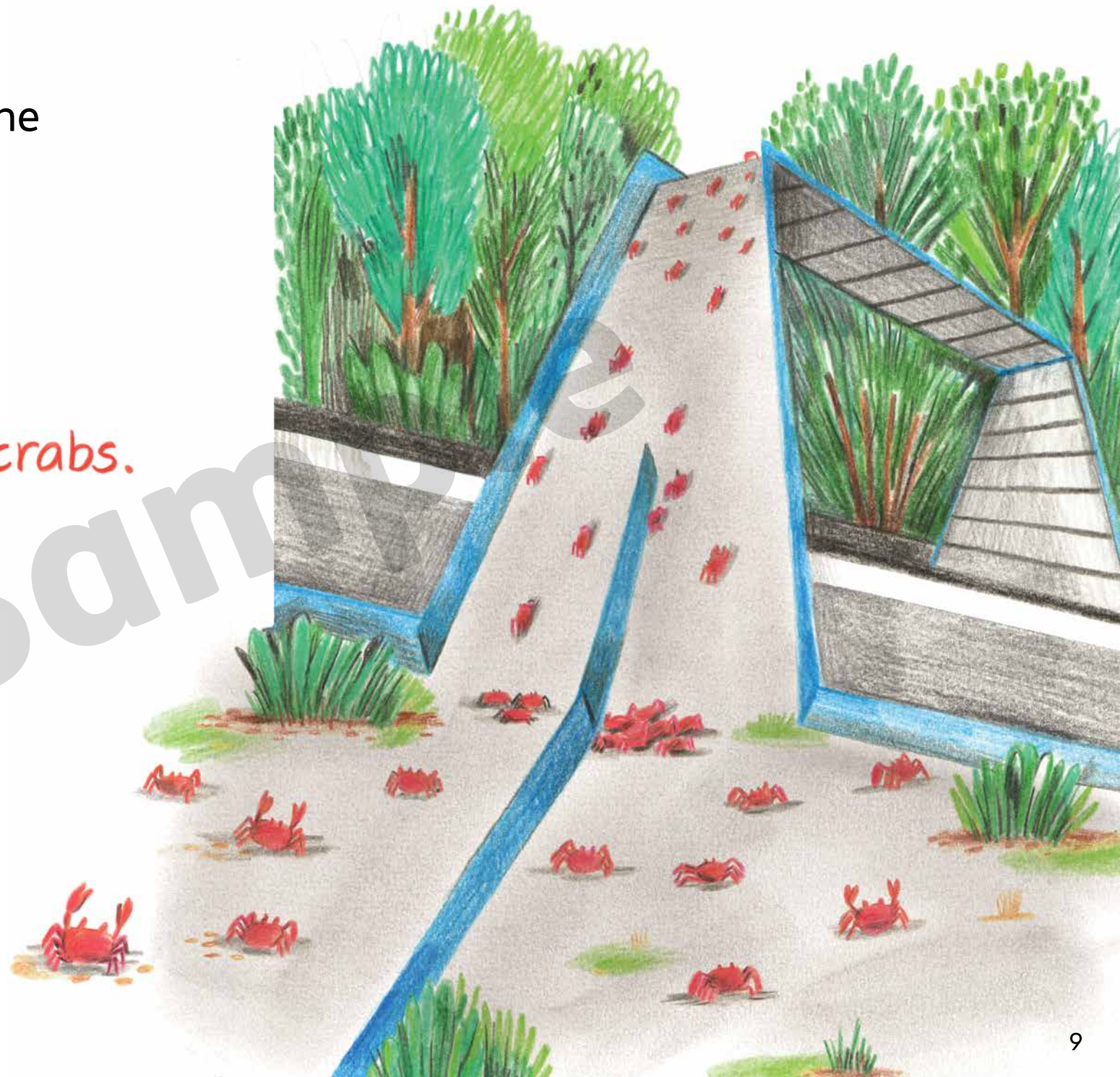
The red crabs scurry up the
crab bridge.

They know the way.

They do not stop.

Hurry scurry, red crabs.

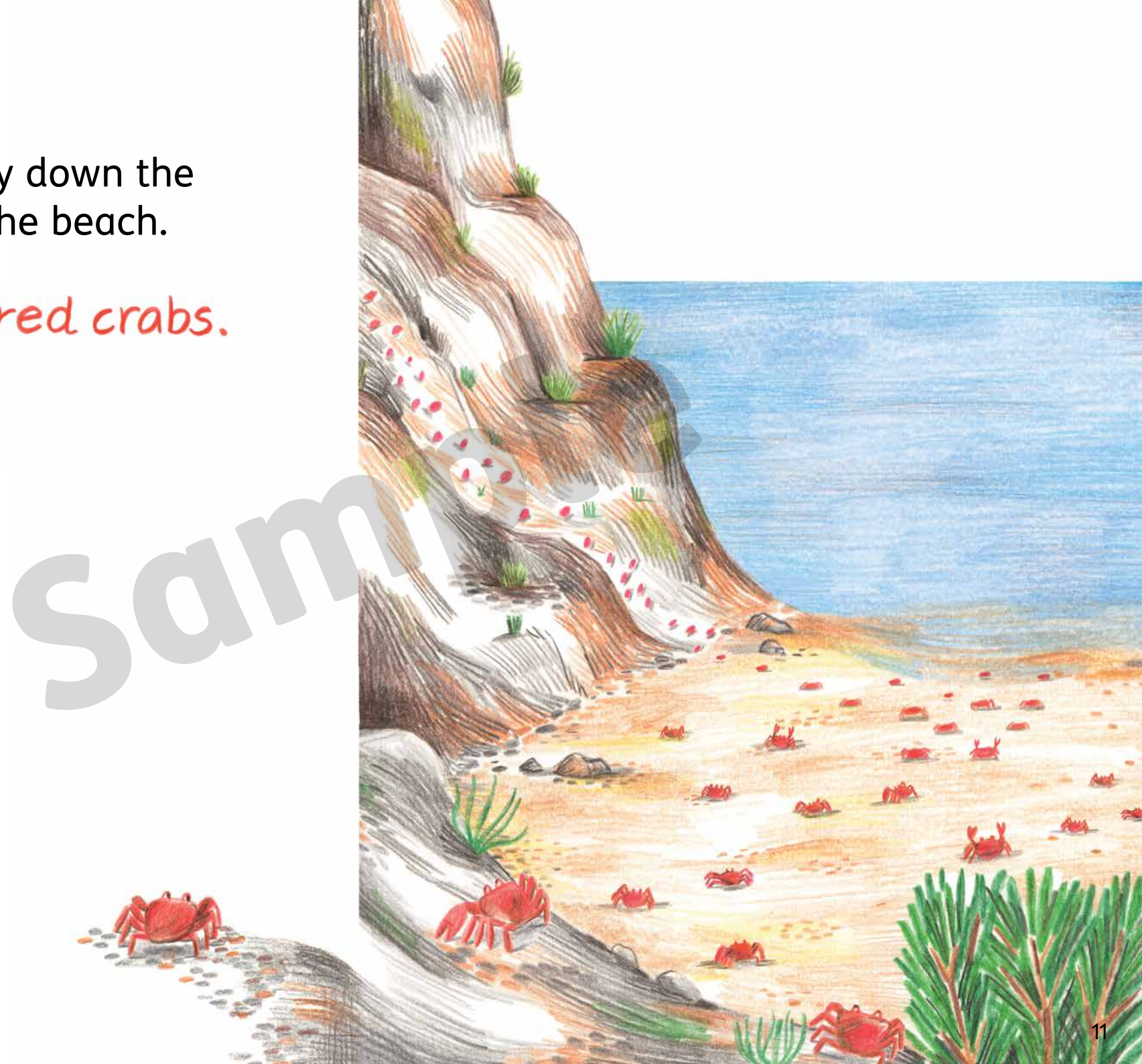
Hurry scurry.



The red crabs scurry down the
rocks and cliffs to the beach.

Hurry scurry, red crabs.

Hurry scurry.



At the beach, the red crabs breed.

The mother crabs let eggs go in
the sea.



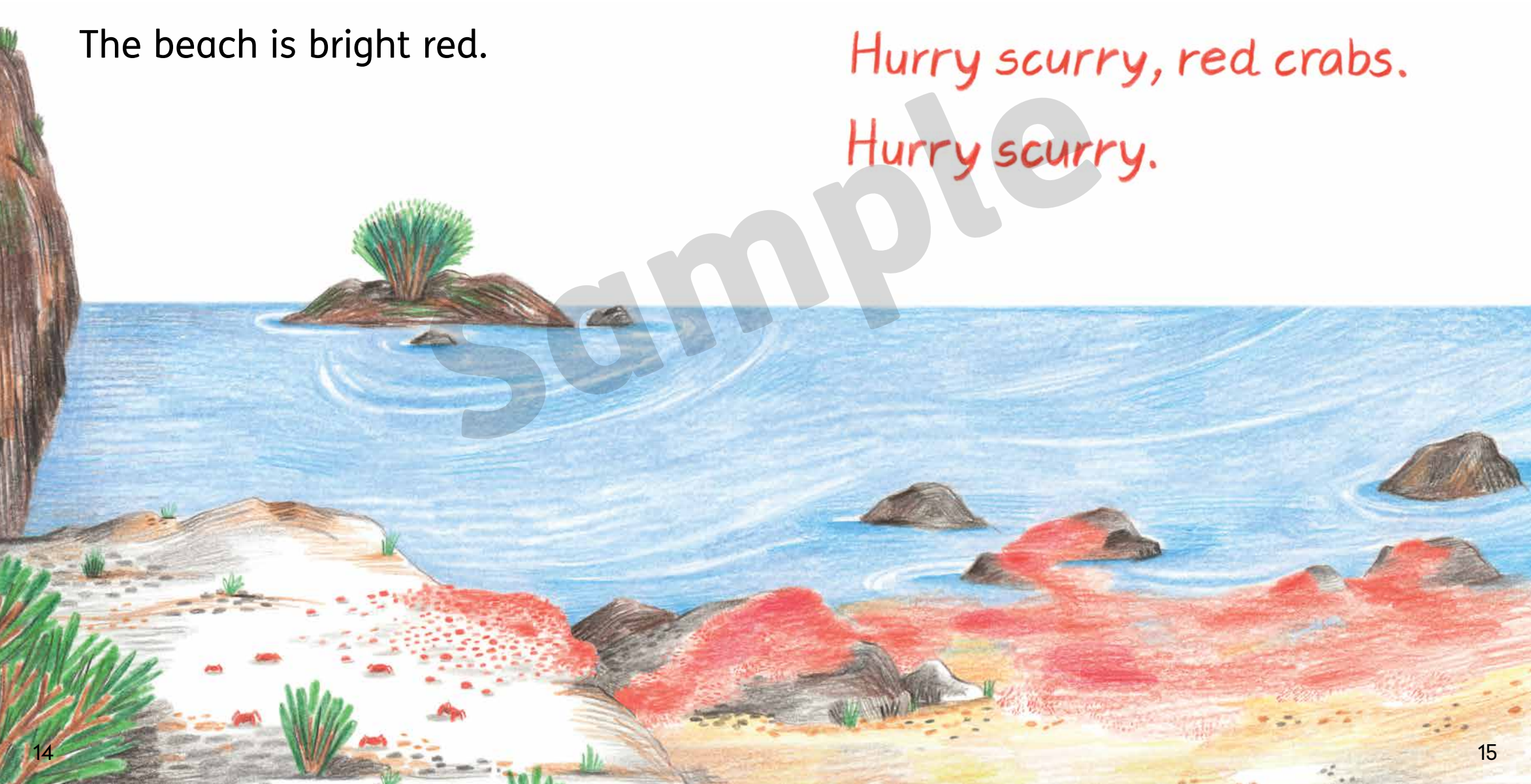
After four weeks, lots of little red crabs come in on the tide.

The beach is bright red.

The little red crabs scurry to the forest.

Hurry scurry, red crabs.

Hurry scurry.



Book Chat

1. Where do the crabs begin their journey? (pages 2 and 3)
2. Where do the crabs go? (page 2)
3. What do people do to help keep the crabs safe? (pages 6–9)
4. Why do the crabs go to the sea? (pages 12 and 13)
5. Why does the beach look bright red after four weeks? (pages 14 and 15)
6. Have you seen a crab? Where did you see it? 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.

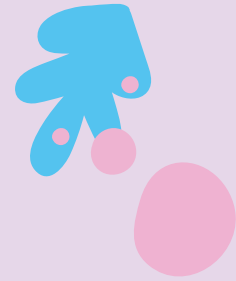
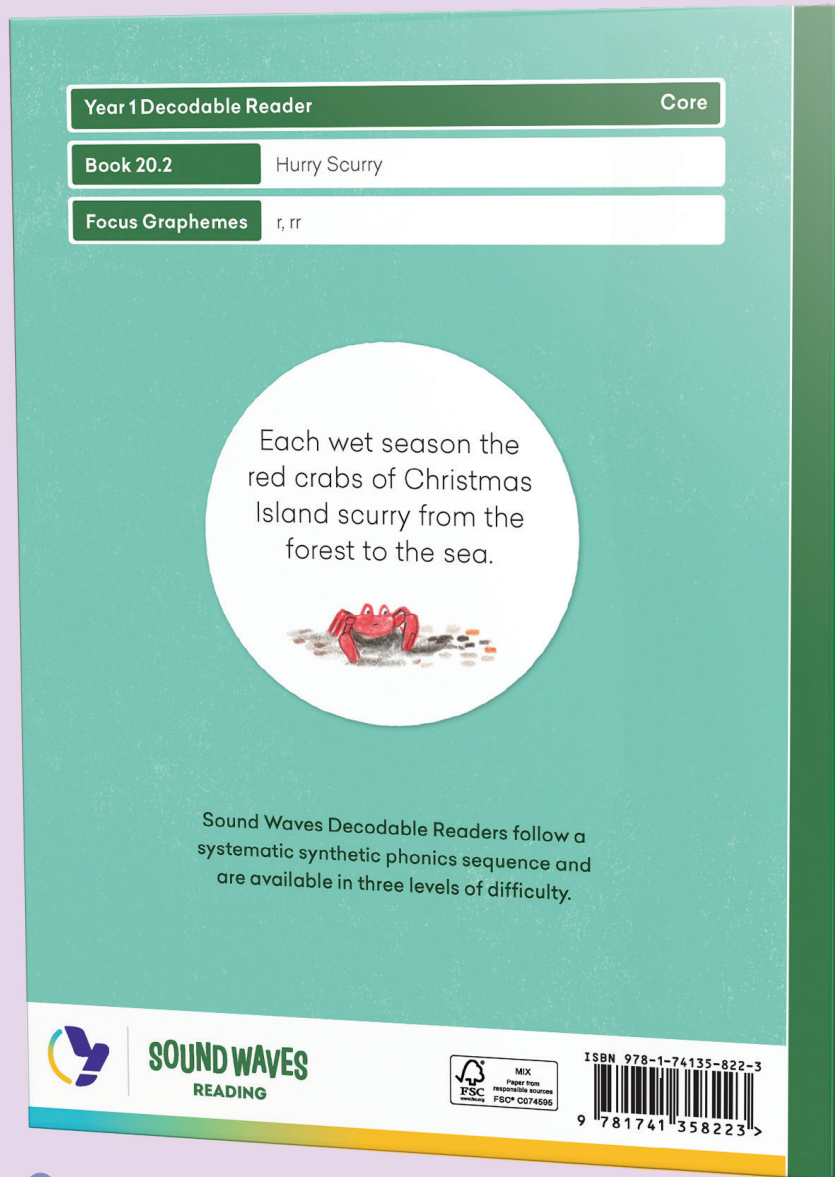
Support CVC words and two-syllable words 50–100 words

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>Hurry Scurry</i> contains 163 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.

