



Look inside a Year 1 Decodable Reader

This **extended** book is for the focus graphemes **b, bb**.

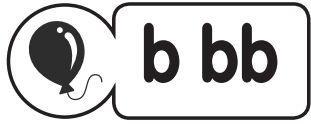
Don't forget to also check out the support and core books in this trio.



Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.

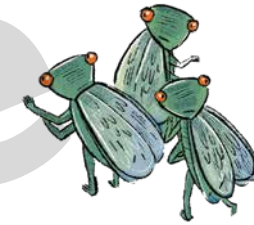


bird	bang	club
block	best	belt
branch	brave	backyard

Read the Special Word.

cubby

The Bug Club



Written by
Nicole Forrest & Mary Serenc

Illustrated by
Tom Jellett

firefly
EDUCATION

Firefly Education Pty Ltd
PO Box 634, Buderim, Qld 4556 Australia
Gubbi Gubbi/Kabi Kabi Country
www.fireflyeducation.com.au

Copyright © Nicole Forrest and Mary Serenc 2023
Illustrations © Firefly Education

The Central Printing Press Ltd, Hong Kong

First edition published 2023

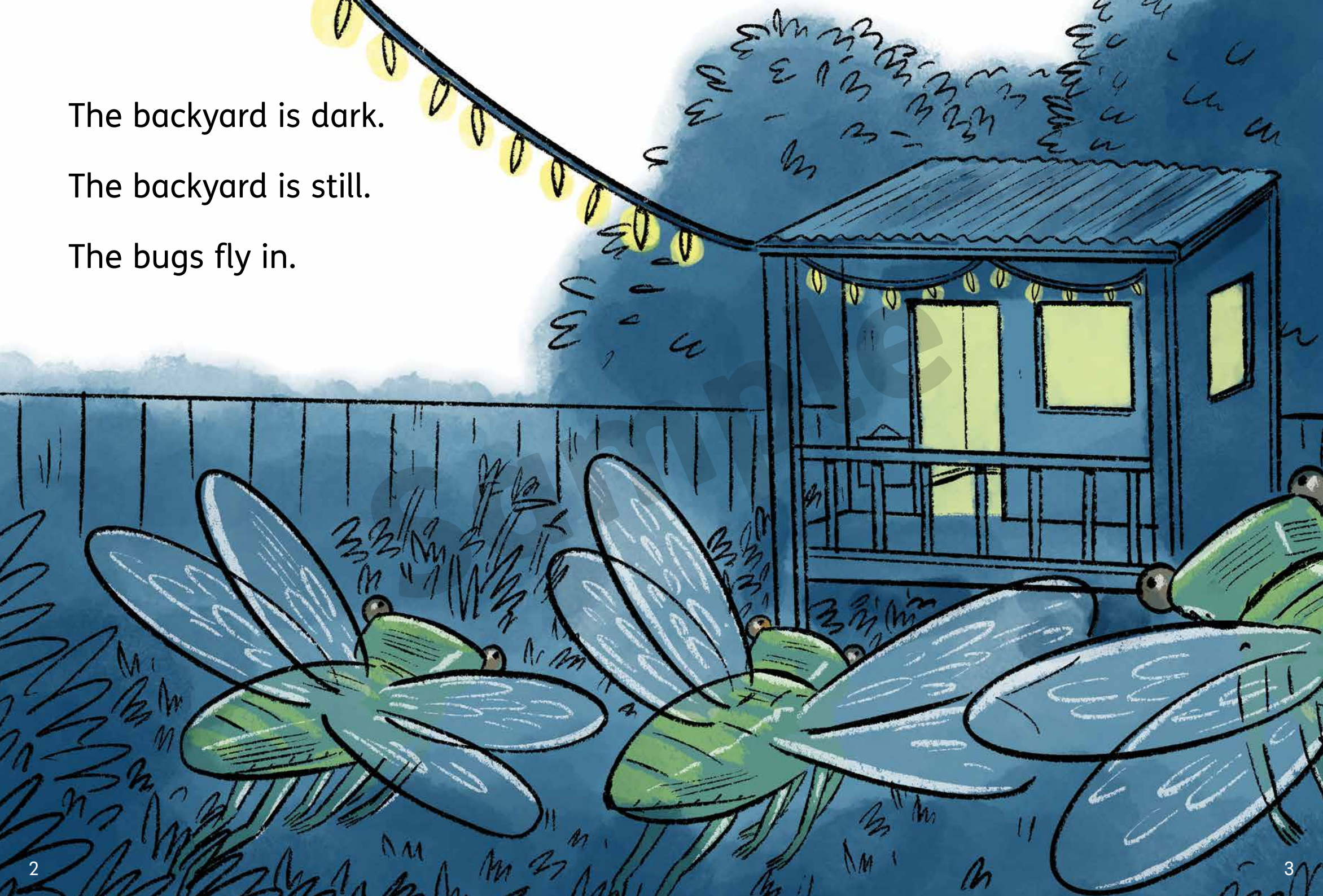
National Library of Australia ISBN 978 1 74135 844 5

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.

The backyard is dark.

The backyard is still.

The bugs fly in.

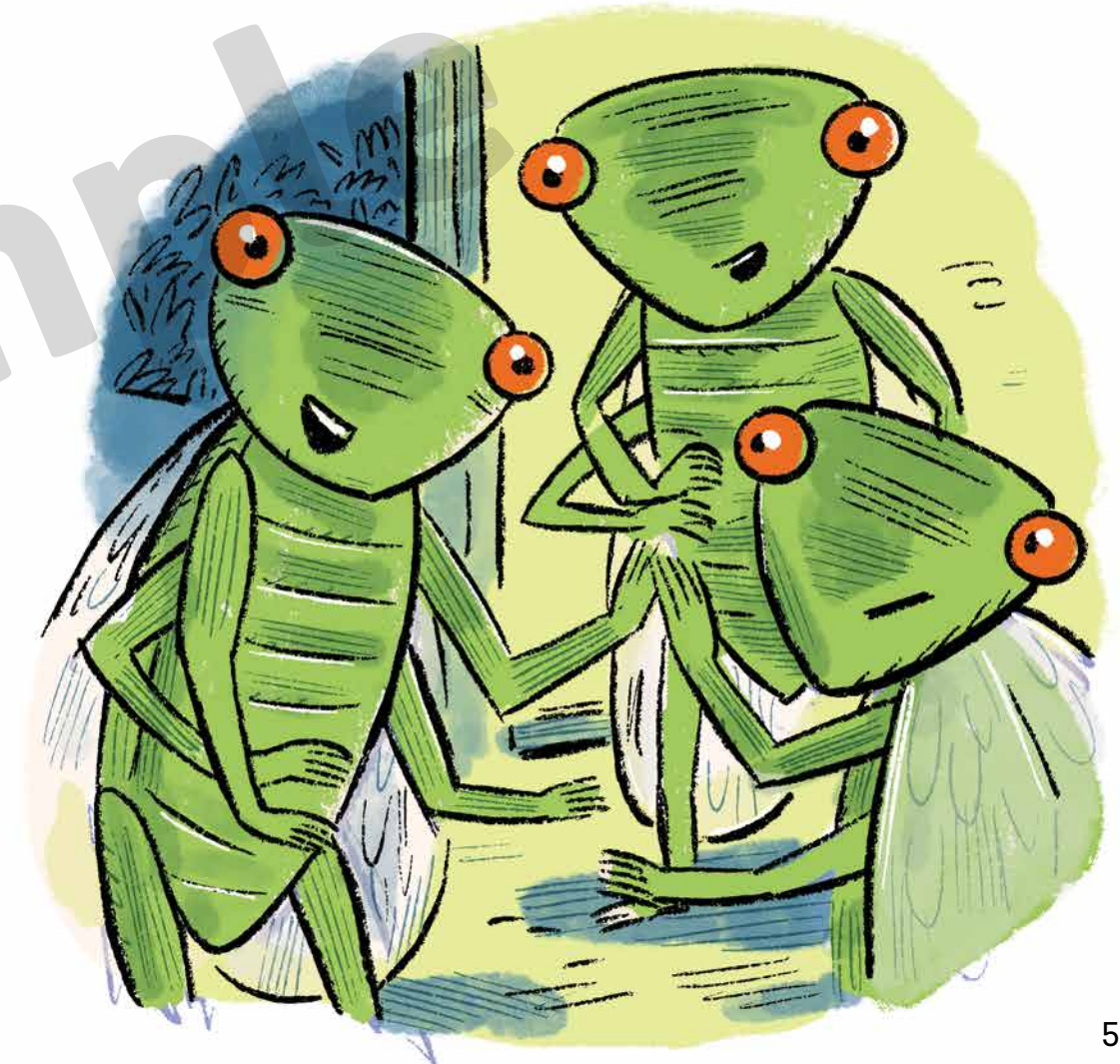


The bugs enter the cubby.



There is such a buzz in the cubby.

The bugs chirp and chat.



Then the bugs start to train.



Brad has a green belt.

He is as fast as a fox.

He can block, spin and kick.



Bree has a red belt.

She is as brave as a bull.

She can snap a branch with
her foot.



Seb has a black belt.

He is as strong as an ox.

He is the best of the best.

He can smash a brick to bits.



Bang!-

Is it a bat?

No, it is Banjo the cat!

Is it a bird?



We need to go!

Back to
the bush!

Wait for me!

Book Chat

1. Where did the bugs meet at the start of the story? (pages 2–4)
2. Which bug has a green belt? (page 7)
3. Which bug can snap a branch? (pages 8 and 9)
4. What can Seb do? (pages 10 and 11)
5. Why did the bugs fly off at the end of the story? (pages 12–15)
6. If you had a club, what type of club would it be?

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	CCVC, CVCC words and two-syllable words	130–290 words

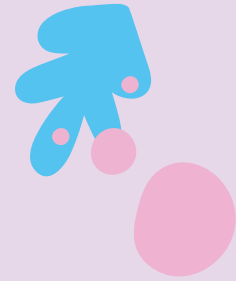
Extended Decodable Readers

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	Getting Started	<i>The Maze Book</i>	20.2	r, rr	<i>Little Red</i>
2	b, bb	<i>The Bug Club</i>	21	ar, a	<i>Farmer Mark</i>
3	a	<i>Max and the Cat</i>	22	s, ss, x, se	<i>Sunny the Seahorse</i>
4	k, c, q, ck, x	<i>Book Week</i>	23	ir, ur, er	<i>The Fern Street Kids</i>
5	e, ea	<i>Pep's Nest</i>	24	t, tt	<i>Tully and Silver</i>
6	d, dd	<i>Dean's Birthday Cake</i>	25	or, ore, a, aw	<i>Red Claw and Small Fry</i>
7	i	<i>I am a Big Sister</i>	26.1	v, ve	<i>I Love My Town</i>
8	f, ff	<i>Jeff, the Frog and the Fish</i>	26.2	w, wh, u	<i>Wet Wombats</i>
9	o, a	<i>Do You Hear What I Hear?</i>	27	oo, u	<i>Brook and Harry at the Funhouse</i>
10	g, gg	<i>All Sorts of Eggs</i>	28	y	<i>Yacker</i>
11	u, o	<i>The Bug Club Save the Day</i>	29	oo, ew	<i>The Blue Moon Crew</i>
12.1	h	<i>The Little Red Hen</i>	30	z, zz, s	<i>Zoo Day</i>
12.2	j	<i>Jade's Trip</i>	31	ou, ow	<i>Maggy and Mouse</i>
13	ai, ay, a_e	<i>Rain, Rain, Go Away!</i>	32.1	ch	<i>Crunchy Munchy French Toast</i>
14	l, ll	<i>Frillnecks</i>	32.2	sh	<i>Sharks</i>
15	ee, e, ea, y	<i>Henry's Tea Shop</i>	33.1	oy, oi	<i>Summer at Oyster Point</i>
16	m, mm	<i>Monsters in the Swamp</i>	33.2	eer, ear	<i>My Ears</i>
17	i_e, y, igh	<i>The Red Kite</i>	34.1	th	<i>The Path</i>
18.1	n, nn	<i>Ant Facts</i>	34.2	th	<i>Family Farms</i>
18.2	ng	<i>The Singing King</i>	35	air	<i>A Chair for Brown Bear</i>
19	oa, o_e, ow, o	<i>Did You Know?</i>	36	er	<i>Hunter</i>
20.1	p, pp	<i>I Feel So Happy</i>	<i>The Bug Club</i> contains 136 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.

