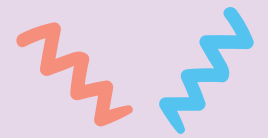




Look inside a Year 1 Decodable Reader

This **extended** book is for the focus grapheme **ng**.

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.



sing	song	ring
long	king	sang
thing	bring	singer

Read the Special Words.

along	kingdom
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The Singing King



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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.

There once lived a king who
liked to sing.

He sang all day and he sang
all night.



But when the king sang, kids ran inside and dogs howled.

When the king sang, flowers wilted and milk turned bad.



“Stop singing!” yelled the queen.

“I love to sing,” said the king.

“But you are not a good singer,”
said the queen.



“I am a good singer, you shall see,” said the king.

“I will invite all in the kingdom to hear me sing. They will love my singing,” he said.

To all in the kingdom,

*Come along to a night of
fine food and song in the
Grand Hall.*

Sunday at six.

The King

On Sunday all in the kingdom
came to the Grand Hall.

At six the king came out to sing.

The king's song went on and on.

No-one liked the king's singing,
but no-one said a thing.



Until a girl yelled, “Stop! Your singing hurts my ears.”

“What did you say?” said the king.

“I said you are a bad singer!” yelled the girl.

“Well then, perhaps it is time I stop singing and we have some food,” said the king.

The crowd cheered and so did the queen.



At the end of the night, the king turned to the queen and said, “Now I have quit singing, I will have time to take up the drums.”



Book Chat

1. What did kids do when the king sang? What did dogs do? (page 4)
2. Did the queen like the king's singing? How do you know? (pages 6 and 7)
3. What happened when the king sang in the Grand Hall? (pages 10–13)
4. What happened at the end of the story? (pages 14 and 15)
5. What do you think will happen next?
6. The king loved to sing. What are some things you love to do?

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

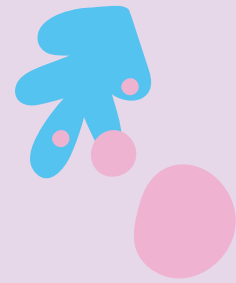
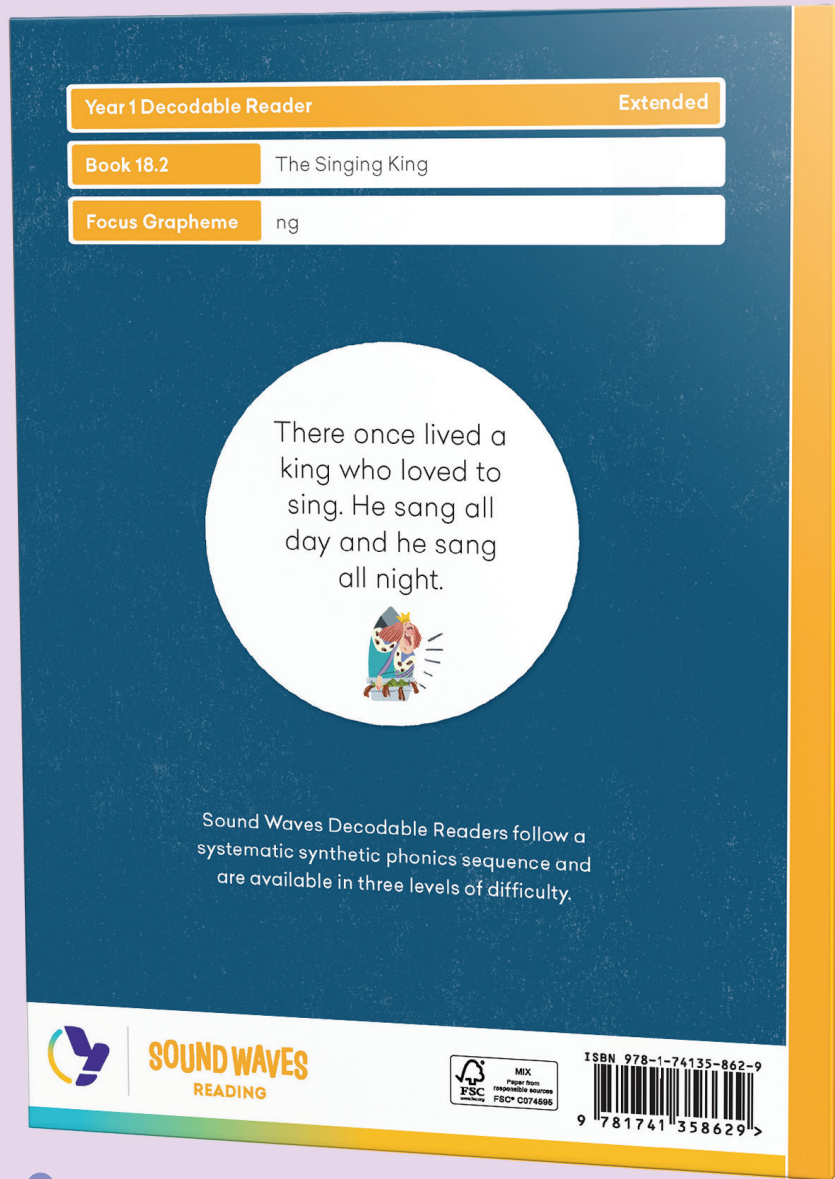
Extended

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 Singing King</i> contains 235 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.

