



# Look inside a Year 1 Decodable Reader

This **support** book is for the focus grapheme **r**.

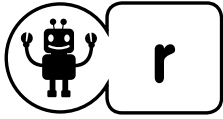
Don't forget to also check out the core and extended books in this trio.



## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



rat	rip	red
rid	Ren	rock
ring	rich	rose

# The Red Ring



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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.

Ren dug up a red tin.  
In the tin was a red ring.  
It was a wishing ring.

“I wish I had a pet cat,”  
said Ren.

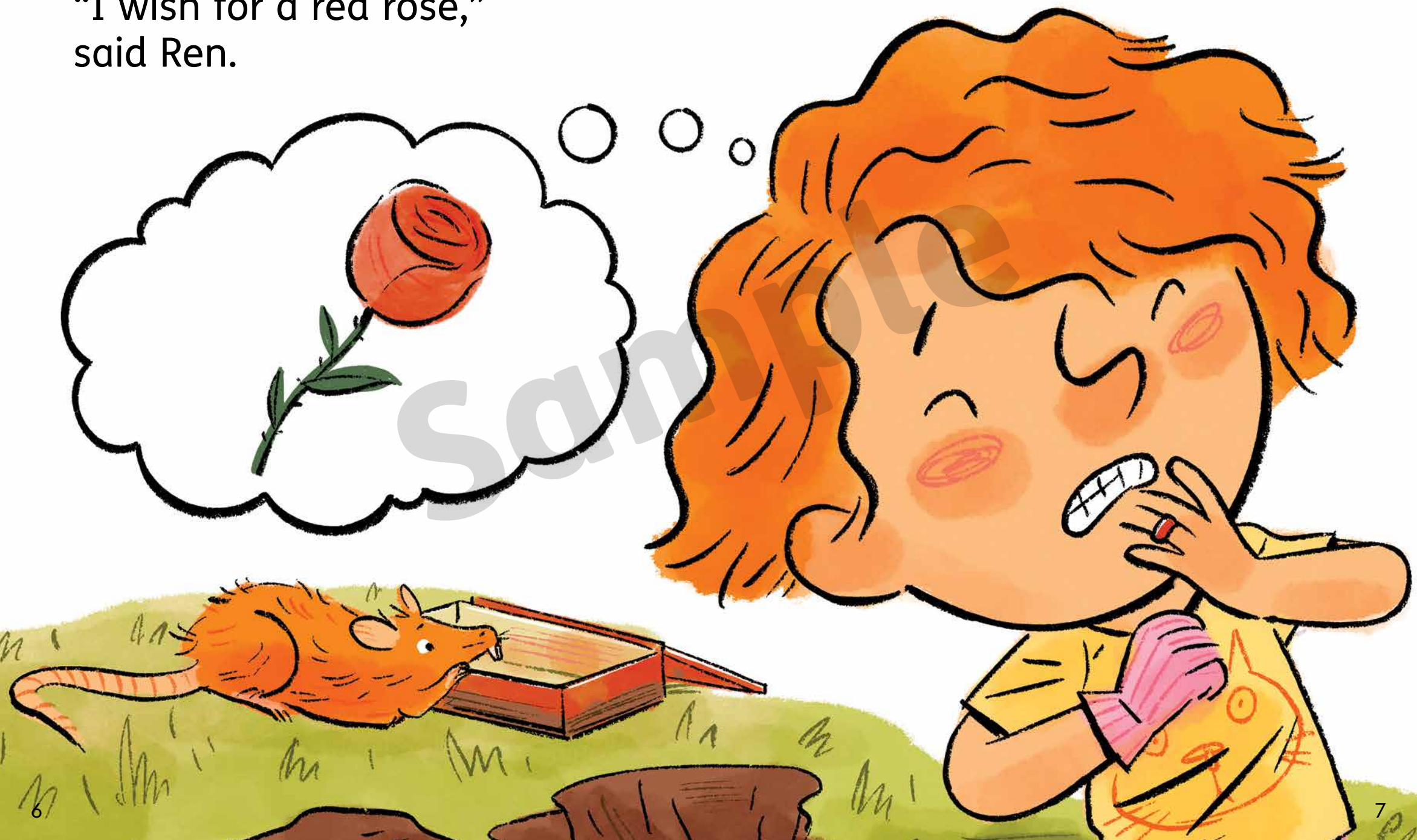




“No, not a pet rat. I said a pet cat!” yelled Ren.

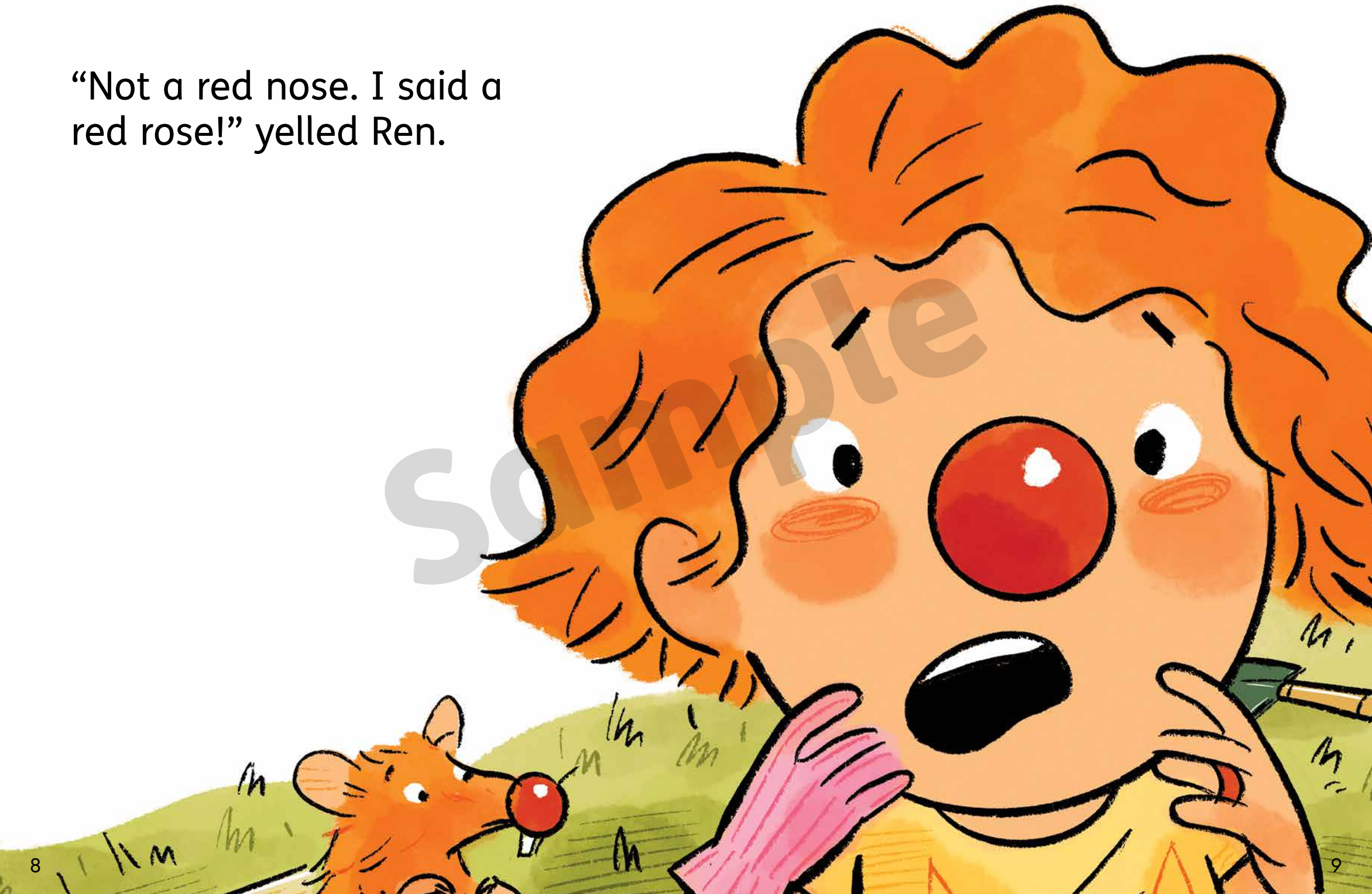


“I wish for a red rose,”  
said Ren.

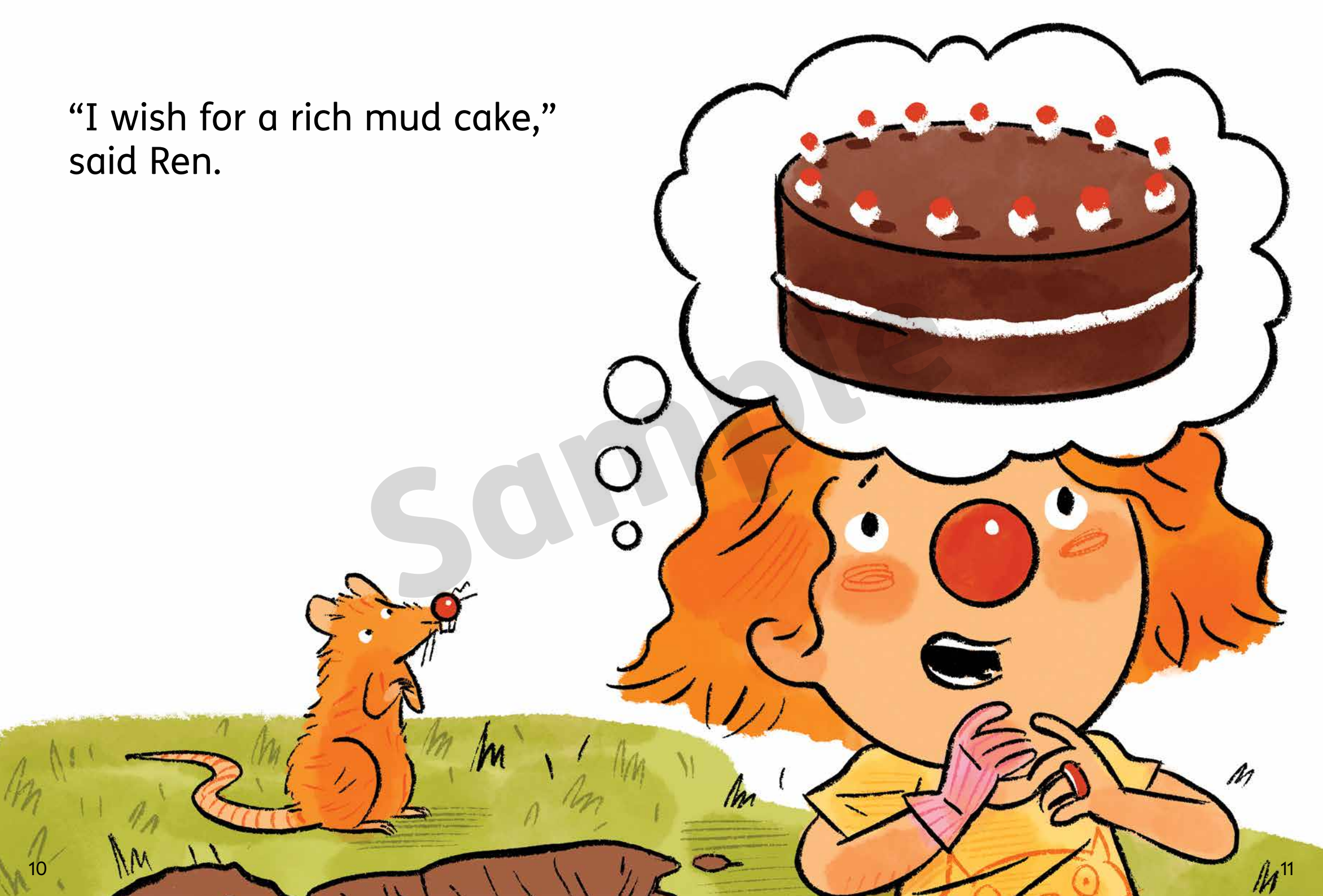




“Not a red nose. I said a red rose!” yelled Ren.



“I wish for a rich mud cake,”  
said Ren.





“This is a mud lake. I said a mud cake!” yelled Ren.



Sam



“I wish to be rid of this red ring!” yelled Ren.



## Book Chat

1. Where did Ren find the ring? (page 2)
2. What did Ren wish for? (pages 3–11)
3. When Ren wished for a cat, what did she get? (pages 4 and 5)
4. How do you think Ren felt when her wishes did not come true? (pages 4–13)
5. What did Ren do with the ring at the end of the story? (pages 14 and 15)
6. What would you wish for if you had a wishing ring?

## 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

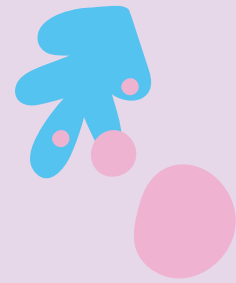
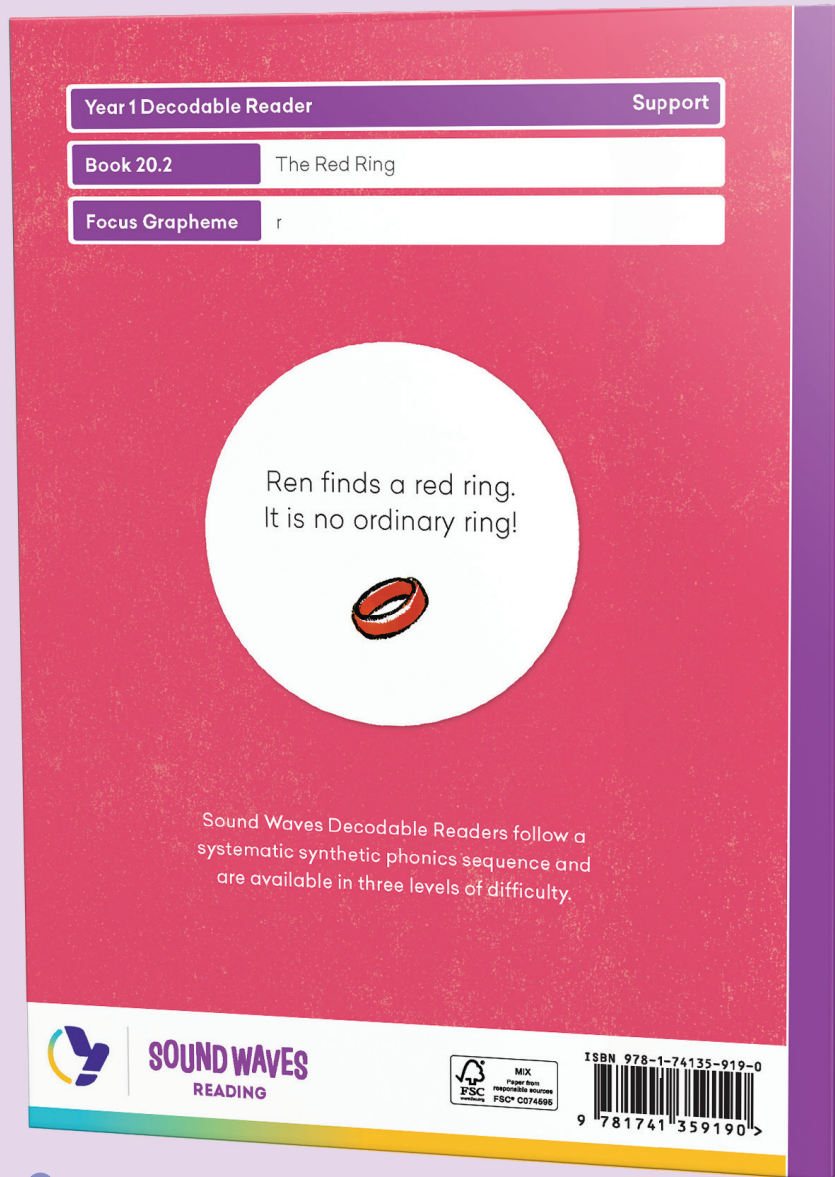
These books each feature one or more focus graphemes and should only be read after the associated Sound Waves lesson. There are three levels of difficulty.

<b>Support</b>	CVC words and two-syllable words	50–100 words
<b>Core</b>	CCVC, CVCC, CCVCC words and two-syllable words	110–250 words
<b>Extended</b>	CCCVC, CVCCC words and two-syllable words	130–290 words

### Support Decodable Readers

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	<b>Getting Started</b>	<i>Red Gum</i>	19.2	<b>oa, ow</b>	<i>Row, Row, Row Your Boat</i>
2	<b>b</b>	<i>The Red Sub</i>	20.1	<b>p</b>	<i>Pip's Pets</i>
3	<b>a</b>	<i>The Shack</i>	20.2	<b>r</b>	<i>The Red Ring</i>
4.1	<b>k, c, ck</b>	<i>Cash for Cans</i>	21	<b>ar</b>	<i>The Jar</i>
4.2	<b>x</b>	<i>Fox and the Box</i>	22.1	<b>s, ss, x</b>	<i>Miss Fix-it</i>
4.3	<b>q</b>	<i>Quick is the Quoll</i>	22.2	<b>se</b>	<i>Goose on the Loose</i>
5	<b>e, ea</b>	<i>Jen's Pet</i>	23.1	<b>ir, ur</b>	<i>The Dirt Bike Cup</i>
6	<b>d</b>	<i>The Dip-a-doo</i>	23.2	<b>er</b>	<i>Fern</i>
7	<b>i</b>	<i>Is it a Cat?</i>	24	<b>t</b>	<i>Moon Boot</i>
8	<b>f, ff</b>	<i>The Fun Run</i>	25.1	<b>or, a</b>	<i>Look How Tall I am!</i>
9	<b>o</b>	<i>A Lot of Socks</i>	25.2	<b>aw</b>	<i>Up at Dawn</i>
10	<b>g, gg</b>	<i>Goog</i>	26.1	<b>v, ve</b>	<i>Find Five</i>
11	<b>u</b>	<i>The Rub-a-dub Tub Cup</i>	26.2	<b>w, wh</b>	<i>Whale in the Lake</i>
12.1	<b>h</b>	<i>My Hat</i>	27	<b>oo, u</b>	<i>Do Not Pull the Rope</i>
12.2	<b>j</b>	<i>Jack and Jo</i>	28	<b>y</b>	<i>You Do Not Eat Meat?</i>
13.1	<b>ai</b>	<i>Red Tail and Bones at Gull Rock</i>	29	<b>oo</b>	<i>Where is All the Blue?</i>
13.2	<b>ay</b>	<i>In the Bay with Jay</i>	30	<b>z, zz, s</b>	<i>Bizz Buzz</i>
13.3	<b>a_e</b>	<i>Jane and Kate</i>	31	<b>ou, ow</b>	<i>Our Town</i>
14	<b>l, ll</b>	<i>Pin the Tail</i>	32.1	<b>ch</b>	<i>Here, Chook Chook</i>
15.1	<b>ee, e</b>	<i>Lee's Jeep</i>	32.2	<b>sh</b>	<i>The Shell</i>
15.2	<b>ea</b>	<i>Eat Your Peas</i>	33.1	<b>oy, oi</b>	<i>Boing!</i>
16	<b>m</b>	<i>Meet My Family</i>	33.2	<b>eer, ear</b>	<i>A Dear Little Cat</i>
17.1	<b>i_e, y</b>	<i>Hide-and-peek</i>	34.1	<b>th</b>	<i>Look at My Teeth</i>
17.2	<b>igh</b>	<i>In the Night</i>	34.2	<b>th</b>	<i>Dogs</i>
18.1	<b>n</b>	<i>Not Now</i>	35	<b>air</b>	<i>The Hair Nook</i>
18.2	<b>ng</b>	<i>Sing a Song</i>	36	<b>er</b>	<i>The Not So Eager Beaver</i>
19.1	<b>o_e, o</b>	<i>Red Tail and Bones at Seal Cove</i>	<i>The Red Ring</i> contains 93 words.		





## Want more?

Visit [www.fireflyeducation.com.au](http://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.

