



Look inside a Year 1 Decodable Reader

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

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.



song	sing	long
king	sang	bring
Sting	The Fangs	singer

The Fangs



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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.

The Fangs are a band.
Sting is the lead singer.
Hiss plays the drums.
Red plays the French horn.

twang
zing zing!



The Fangs have three number one songs.

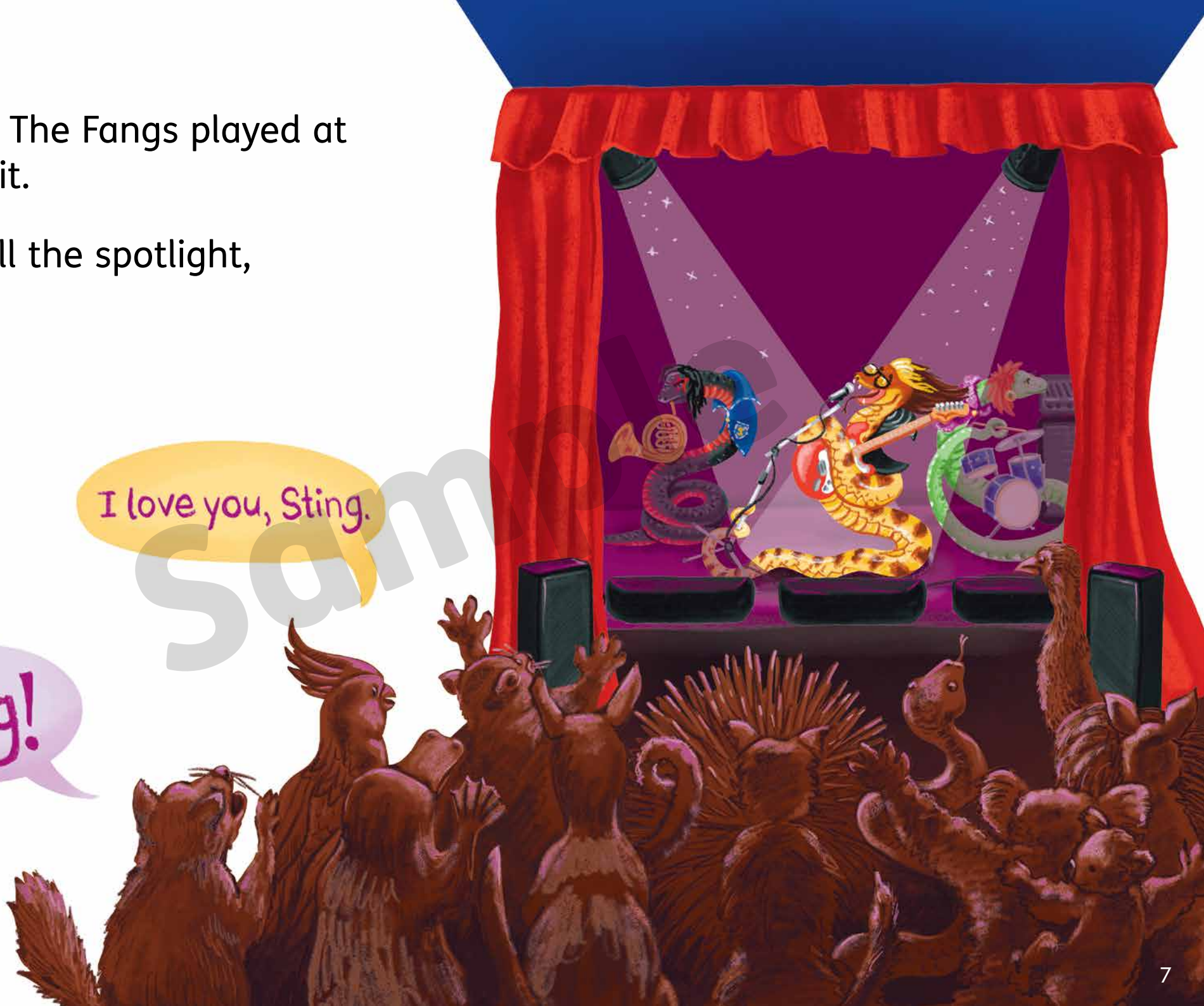


One Sunday The Fangs played at
The Snake Pit.

Sting took all the spotlight,
as always.

I love you, Sting.

Sting!



On Monday The Fangs met to
come up with fresh songs.

Hiss and Red turned up on time.

Sting was late, as always.

“You are late!” yelled Hiss.

“Chill out,” said Sting. “I am the
lead singer. I can turn up when
I want.”

“Well, we quit!” yelled Hiss and
Red, and they slid off.

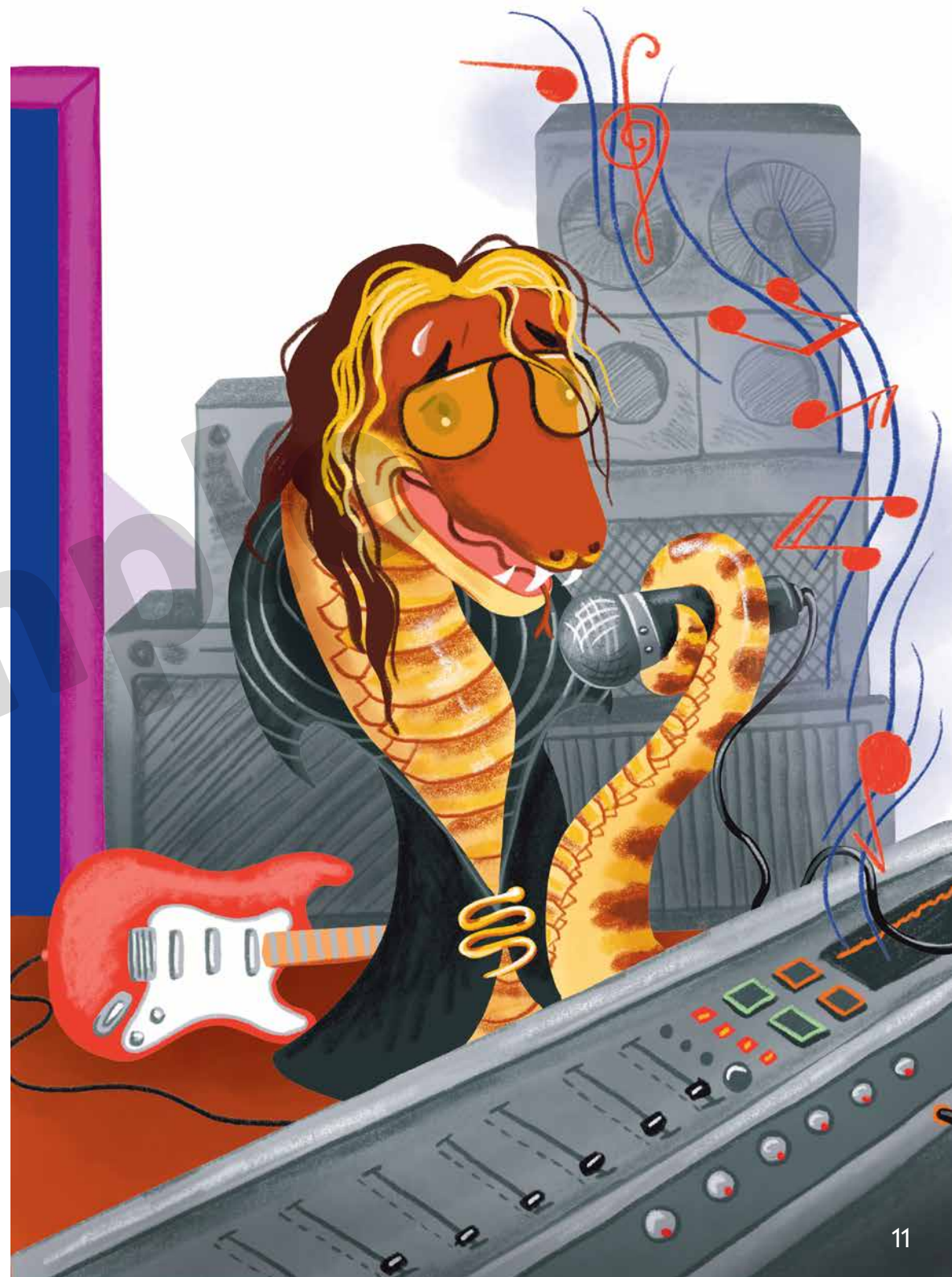
“Fine! I can sing by myself,” Sting
yelled back after them.



Sting sang a song.

But without Hiss and Red, his song
fell flat.

Sting had to get Hiss and
Red back.



So Sting sent flowers, then rang
Hiss and Red.

“The band is not the same without
you two,” said Sting. “Will you
come back?”

“As long as you do not take all the
spotlight,” said Hiss.

“As long as you turn up on time,”
said Red.

“Deal!” said Sting.



That night The Fangs played
the best gig ever.

And Sting was not the only one in
the spotlight.



Book Chat

1. Who are the members of The Fangs? (pages 2 and 3)
2. Where did The Fangs play on Sunday? (page 6)
3. Why did Hiss and Red quit the band? (pages 8 and 9)
4. What was Sting's music like without Hiss and Red? (pages 10 and 11)
5. How did Sting get Hiss and Red to rejoin the band? (pages 12 and 13)
6. Would you like to be in a band? Why/Why not?

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.

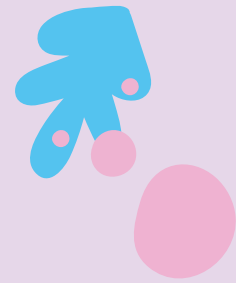
About Year 1 Decodable Readers

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>	The Fangs contains 216 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.

