



Look inside a Year 1 Decodable Reader

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

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.



croc	Gran	track
real	green	creek
tree	rolls	cherry

Read the Special Words.

across	really
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Little Red



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firefly
EDUCATION

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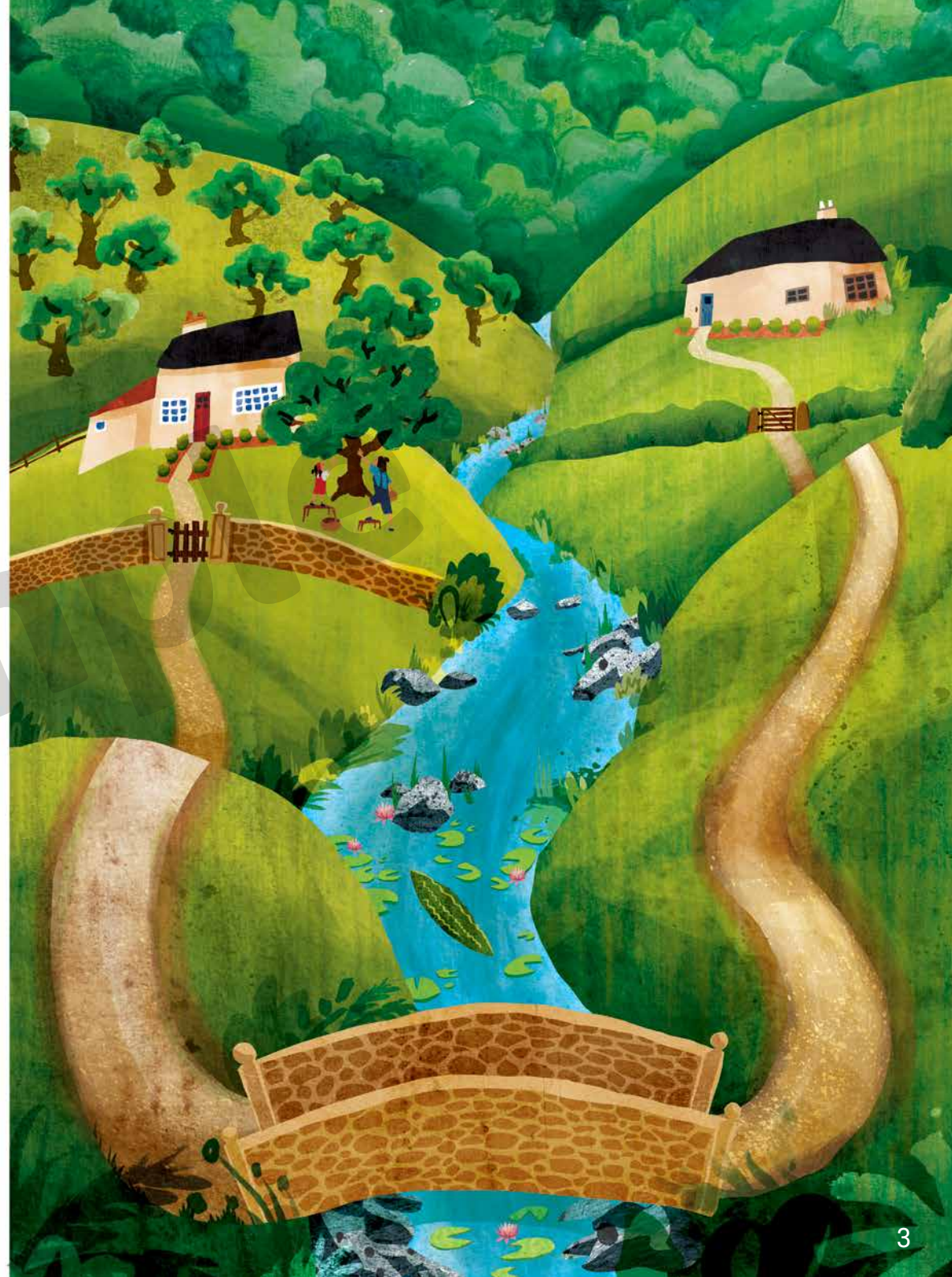
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In the spirit of reconciliation, Firefly Education acknowledge the Traditional Custodians of Country throughout Australia and their continued connections to the lands where we live, learn and work.

Once upon a time, a girl called Little Red lived with her mother in a house by Cherry Tree Creek.

Her gran's house was across the creek.



Sam

One day Gran rang and asked Little Red to bring her some cherry rolls.



Little Red packed a bag of cherry rolls and got on her bike.

“Stay on the track and look out for Big Bad Croc in the creek,” said her mother.



Little Red rode down the track.

She looked for Big Bad Croc, but he was not in the creek.



When Little Red got to Gran's house, she rang the bell.

"Come in! I have been waiting for you to bring my cherry rolls," said Gran.



Little Red and Gran sat by the window.

"Gran, you look a bit green. Are you sick?" asked Little Red.

"No, I am fine," said Gran.



“Gran, is that a lily pad I can see?”
asked Little Red.

“No, it is my hat,” said Gran.



“Gran, what big teeth you have!”
said Little Red.



Just then the real Gran came in.

“Big Bad Croc, what are you up to?” yelled Gran.

“Sorry!” said Big Bad Croc. “I really wanted cherry rolls.”

“Big Bad Croc, you did not need to trick me. You just had to ask,” said Little Red.



From then on Little Red took
cherry rolls to Big Bad Croc each
time she rode to Gran's house.

He was not such a bad croc
after all.

He just had a sweet tooth.



Book Chat

1. Where does Little Red live? (pages 2 and 3)
2. What did Little Red take to Gran's house? (page 5)
3. Why wasn't Big Bad Croc in the creek?
4. How did Little Red find out Big Bad Croc was dressed as Gran? (pages 12 and 13)
5. Why did Big Bad Croc dress as Gran? (pages 12 and 13)
6. How is this story the same as *Little Red Riding Hood*? How is it different?

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.

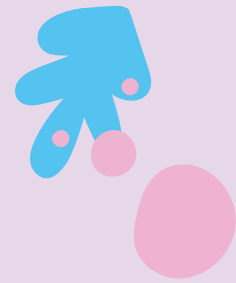
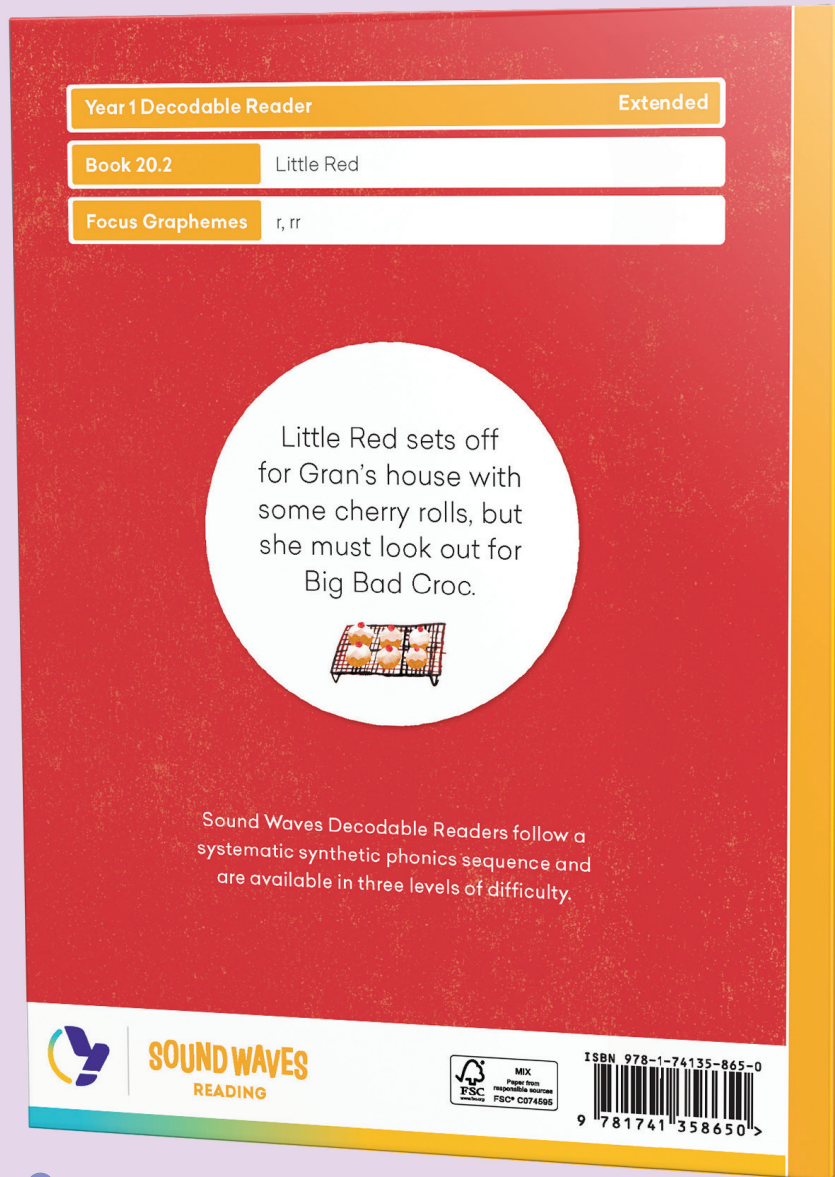
About Year 1 Decodable Readers

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>	Little Red contains 251 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.

