



# Look inside a Foundation Decodable Reader

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



Don't forget to also check out the support and extended books for this grapheme.



## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



chin	chop	chat
check	such	much
Chad	Chaz	Chen

Read the Special Word.

for

# Chad



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EDUCATION

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The Central Printing Press Ltd, Hong Kong

First edition published 2022

National Library of Australia ISBN 978 1 74135 412 6

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.

Chad is not in the pen!

Sample



I look for Chad in the log.

I check the rock.

I check the big bin.

No Chad!



I look for Chad on  
the deck.

No Chad!

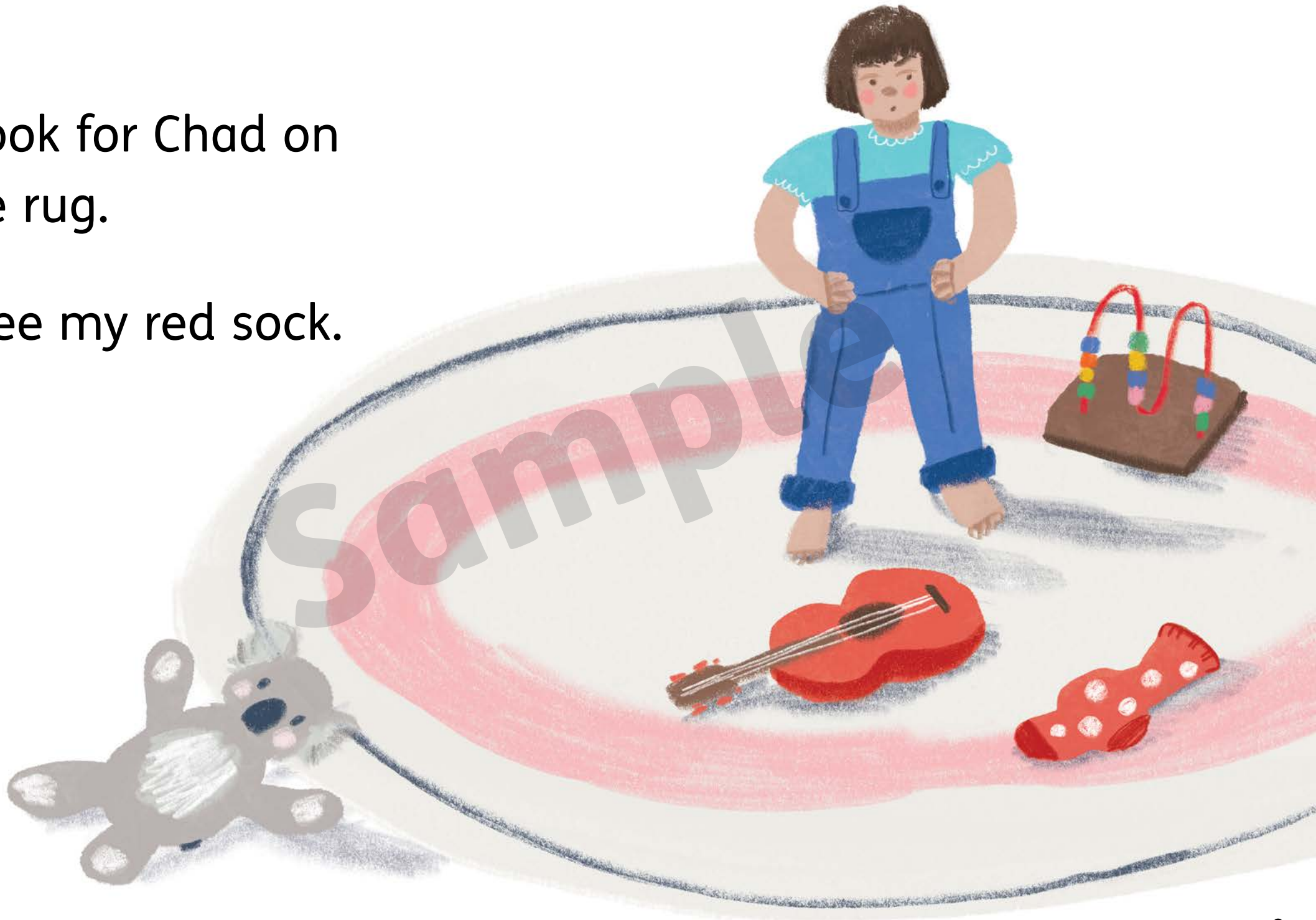
I check in my bed.

No Chad!



I look for Chad on  
the rug.

I see my red sock.



I see my red sock hop.

I see it zig zag.

I see it run.



Can a sock hop?

Can a sock zig zag?

Can a sock run?



I pick up my sock.

It is Chad!

Chad!





Such a  
fuss, Chad!



Chaz

Chen

Chad

Back to  
the pen  
for you.



## Book Chat

1. Who was missing from the pen at the start of the story? (page 2)
2. Where did the girl look for Chad? (pages 4–13)
3. Where did the girl find Chad? (page 12)
4. How did the girl feel when she found Chad? (page 13)
5. Where did the girl take Chad at the end of the story? (page 15)
6. Chad hid in a sock. What are some funny places pets can hide?

## 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 *was*, you could say: 'This word is tricky because the **a** shows /**o**/ and the **s** shows /**z**/. Watch me read it: /**w**/, /**o**/, /**z**/, was.'

### Correct Errors

If a student makes an error, stop and correct. For example, if a student reads *bag* as *bat*, you could:

- Repeat the error back to the student: 'Bat? Is this word bat?'
- Point to the part of the word they read incorrectly: 'This **g** shows /**g**/. Read the word again.'

### Discuss Word Meanings

Pause to discuss the meaning of unfamiliar words and words with multiple meanings.

## About Foundation Decodable Readers

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

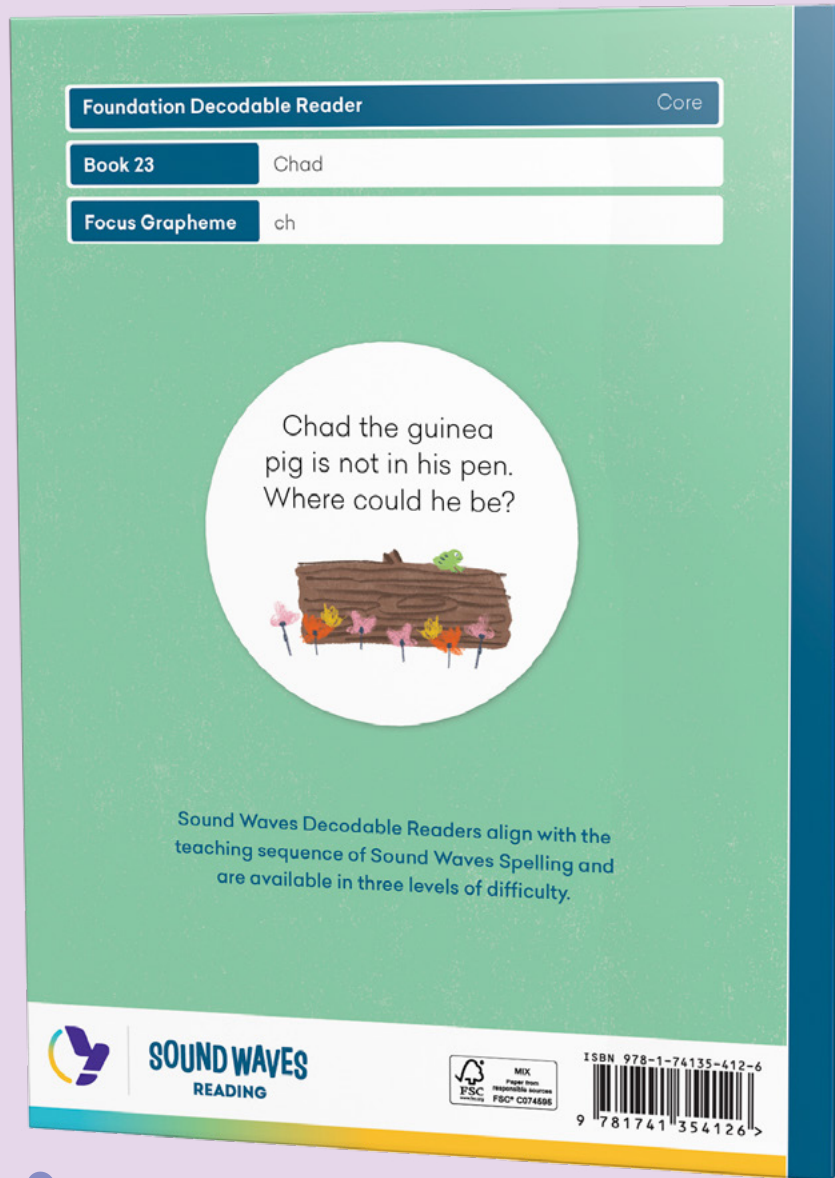
<b>Support</b>	CVC words	20–75 words
<b>Core</b>	CVC words	25–130 words
<b>Extended</b>	CCVC, CVCC words	40–150 words

### Core Decodable Readers

Students need to be taught the graphemes **m, a, t, s, i, d, f, n, p, o** and **r** before reading the first book in the sequence.

No.	Focus Grapheme/s	Title	No.	Focus Grapheme/s	Title
1	r	<i>Rat!</i>	21	x	<i>Mick and Rex</i>
2	g	<i>Dot and Tig</i>	22	q, u	<i>Quick! Quick!</i>
3	e	<i>Red Pen</i>	23	ch	<i>Chad</i>
4	h	<i>Mop Top</i>	24	sh	<i>Sh!</i>
5	k	<i>The Kit</i>	25	th	<i>The King</i>
6	c	<i>Mac and Tic Tac</i>	26	th	<i>Chop Chop</i>
7	u	<i>I am Gus</i>	27	ai, ay, a_e	<i>Dane</i>
8	b	<i>Bam!</i>	28	ee, e, ea	<i>A Big Job</i>
9	l	<i>The Bug</i>	29	i_e, y	<i>My Job at the Mine</i>
10	j	<i>On the Mat</i>	30	oa, o_e, o	<i>Wet Day</i>
11	y	<i>Am I a ...?</i>	31	ar	<i>The Farm</i>
12	v	<i>Tom Cat</i>	32	ir, ur	<i>A Girl and a Bird</i>
13	w	<i>Cop Dog and the Web</i>	33	or, a	<i>North Beach</i>
14	z	<i>The Big Top</i>	34	oo, u	<i>Could You? Would You?</i>
15	ck	<i>My Duck</i>	35	oo	<i>Full Moon</i>
16	ng	<i>The Bip Bop Gang</i>	36	ou, ow	<i>My House</i>
17	ss	<i>Ring Toss</i>	37	oy	<i>Bok Choy</i>
18	ff	<i>Off to See Pop</i>	38	ear	<i>My Job at the Sheep Farm</i>
19	ll	<i>The Hill</i>	39	air	<i>Where am I?</i>
20	zz, s	<i>Is it a ...?</i>	40	er	<i>My Teacher</i>

*Chad* contains 106 words.



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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 to get a real sense of what Sound Waves Decodable Readers has to offer.

**Download the scope and sequence**

See how the Sound Waves Decodable Readers perfectly align with the systematic teaching sequence in Sound Waves Spelling.

**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.

