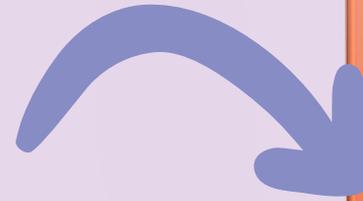




# Look inside a Foundation Decodable Reader

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

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



## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



|       |       |       |
|-------|-------|-------|
| chat  | such  | chips |
| lunch | bench | munch |
| bunch | champ | Chen  |

Read the Special Word.

for

# The Jets



Written by  
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Illustrated by  
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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.

Chen is in the Jets.

She is on the bench for  
a rest.

She will run back on in  
a sec.

Sample



Chen runs on.

Chen looks for a gap.



Chen kicks!

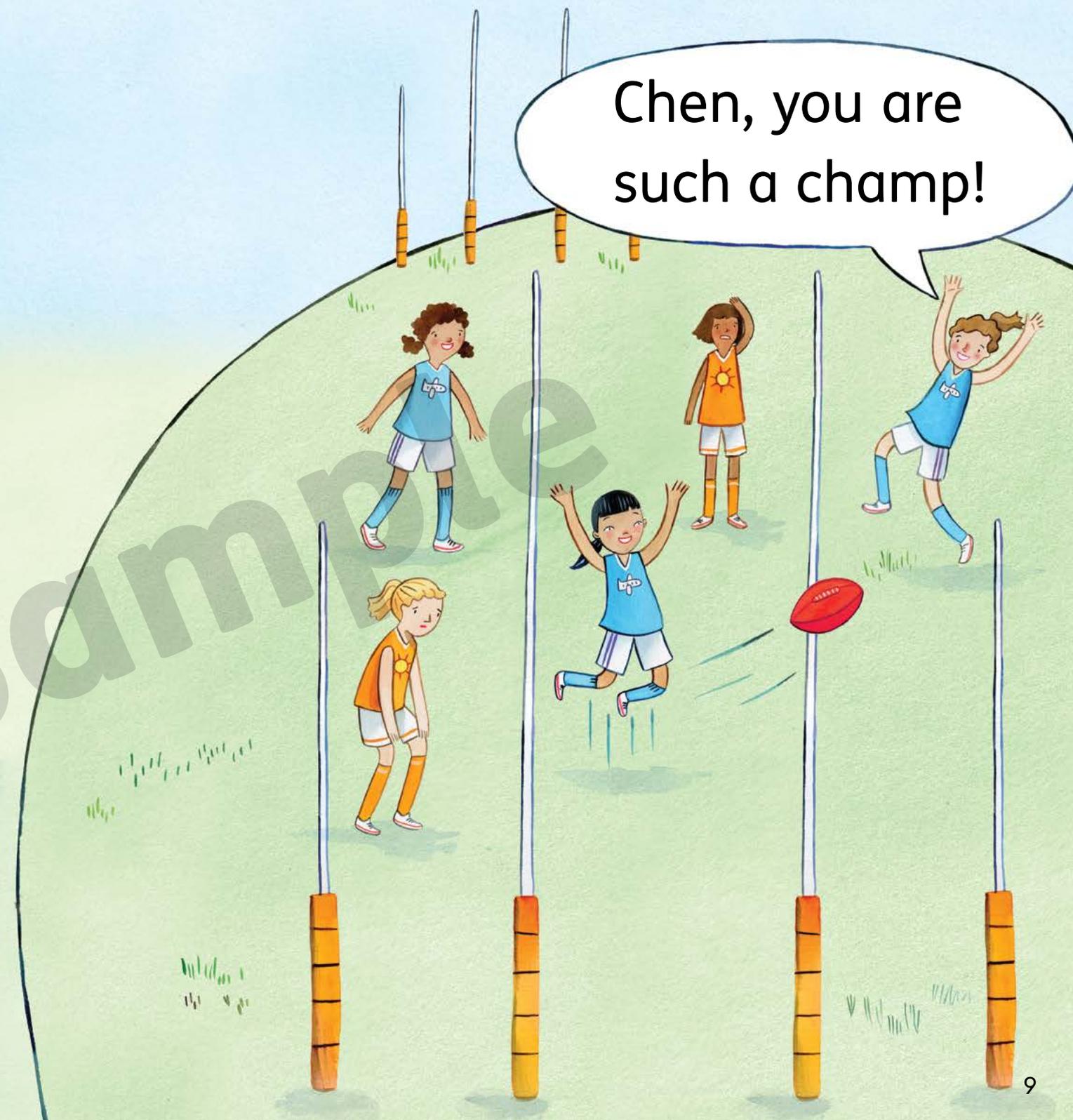


It is in!

The Jets win!



Chen, you are such a champ!



The Jets bunch up  
and chant.

We are the Jets.

We are the best.

Go Jets!

Sample



The Jets go for lunch.

The Jets munch on hot chips and sip punch.



The Jets sit on a bench and chit chat.

Chen is glad she is in the Jets.



## Book Chat

1. What is the name of Chen's team? (page 2)
2. What sport did the teams play? (pages 4 and 5)
3. What did Chen do when she ran on? (pages 5 and 6)
4. Why did the Jets bunch up and chant? (page 8)
5. What did the Jets do after the game? (pages 12–15)
6. Do you play a team sport or would you like to? Which team sport?

## 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.

**Support** CVC words 20–75 words

**Core** CVC words 25–130 words

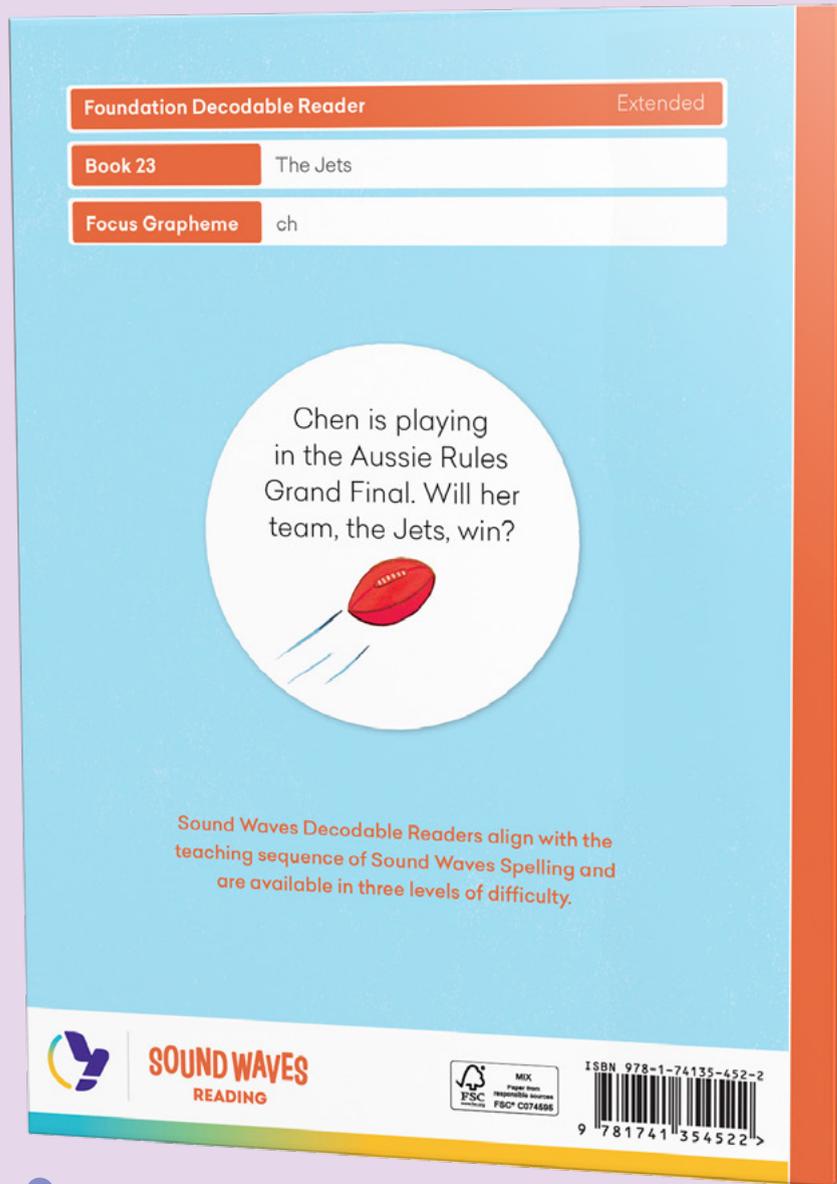
**Extended** CCVC, CVCC words 40–150 words

### Extended 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                | Tram Trip         | 21  | x                | Cop Dog and the Jam Drop |
| 2   | g                | Spot a Frog       | 22  | q, u             | Quin                     |
| 3   | e                | 5 in a Nest       | 23  | ch               | The Jets                 |
| 4   | h                | Hats              | 24  | sh               | The Lost Ship            |
| 5   | k                | Skip!             | 25  | th               | The Moth                 |
| 6   | c                | The Croc          | 26  | th               | Spot the Bots            |
| 7   | u                | I Must Drum       | 27  | ai, ay, a_e      | Will it Rain?            |
| 8   | b                | I am the Best     | 28  | ee, e, ea        | Green                    |
| 9   | l                | Plum              | 29  | i_e, y           | By My Side               |
| 10  | j                | Just Spin!        | 30  | oa, o_e, o       | Feed the Goat            |
| 11  | y                | Yan Can. Can You? | 31  | ar, a            | Tag Art                  |
| 12  | v                | Val and the Van   | 32  | ir, ur           | Big Surf                 |
| 13  | w                | Wet Dog           | 33  | or, a            | The Falls                |
| 14  | z                | The Big Zip       | 34  | oo, u            | Pick a Book              |
| 15  | ck               | Stuck!            | 35  | oo               | The Land, Sky and Sea    |
| 16  | ng               | We are ...?       | 36  | ou, ow           | No Rain                  |
| 17  | ss               | Floss and Bloss   | 37  | oy               | The Toy Run              |
| 18  | ff               | Dung              | 38  | ear              | Gruff                    |
| 19  | ll               | Sit Still         | 39  | air              | Up North                 |
| 20  | zz, s            | Bits and Bobs     | 40  | er               | Never Ever               |

The Jets contains 98 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 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.

