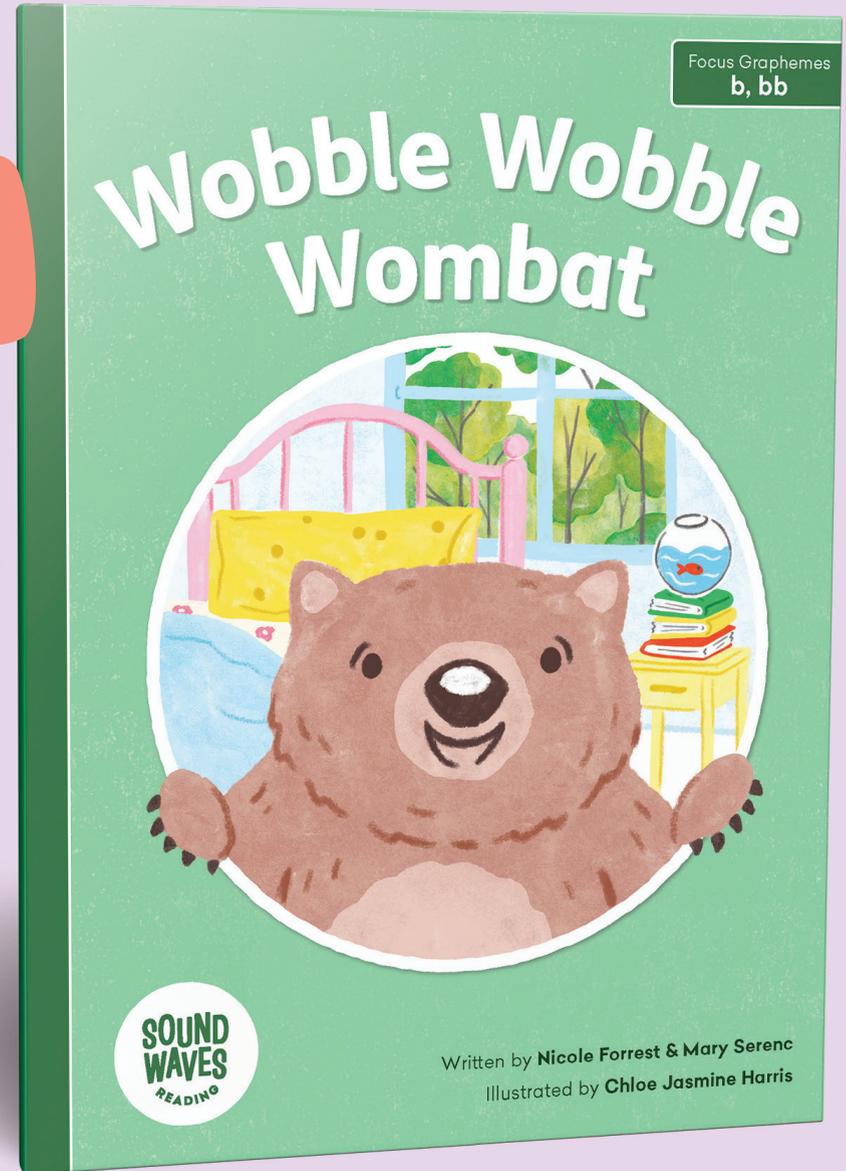




# Look inside a Year 1 Decodable Reader

This **core** book is for the focus graphemes **b, bb**.



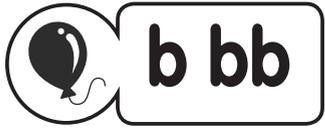
Don't forget to also check out the support and extended books in this trio.



## Warm Up

Say the sound, then read the words.

See page 16 for tips on supporting students during reading.



bed	rub	back
bang	boom	bump
wombat	bathtub	bedroom

Read the Special Word.

wobble

# Wobble Wobble Wombat



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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.

There is a wombat in my bedroom.



crash



bam



boom



I scoop the wombat up.

I shoo the wombat out.



But he gets back in.



There is a wombat in my bathtub.

rub a dub dub

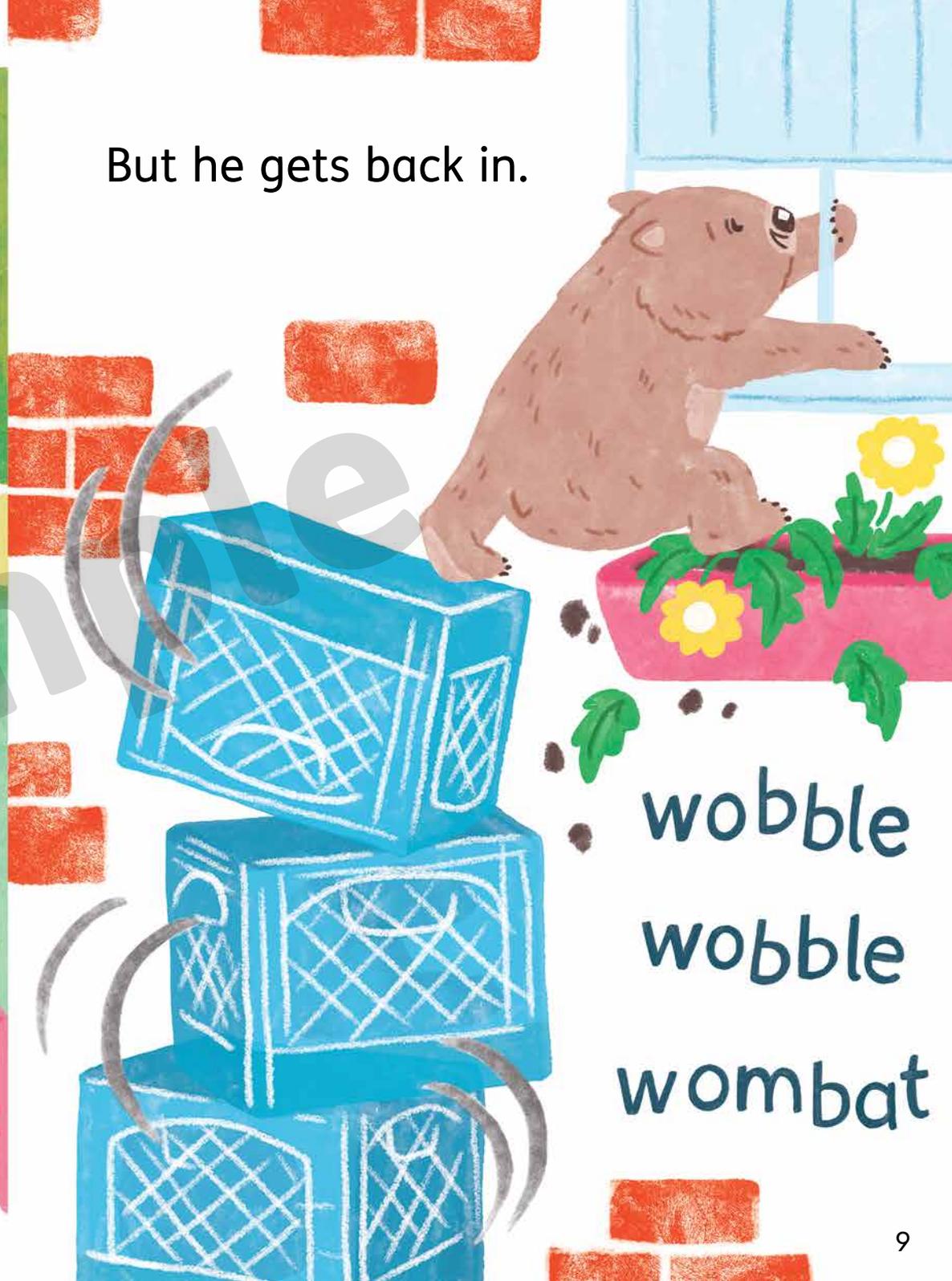


I lift the wombat up.

I take the wombat out.



But he gets back in.



wobble  
wobble  
wombat

There is a wombat on my couch.

bump

bang

ouch



I roll the wombat up.

I drag the wombat out.



But he gets back in!



wobble

wobble



wombat

There is a wombat in my bed.

I tuck him in.

I pat his back.

I let him stay.

sh sh sh



## Book Chat

1. Who is in the story? (pages 2 and 3)
2. What did the wombat do in the house?
3. How did the girl get the wombat out of the house? (pages 4–12)
4. How did the wombat get back into the house? (pages 5–13)
5. What happened at the end of the story? (pages 14 and 15)
6. Would you like a wombat in your house? 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

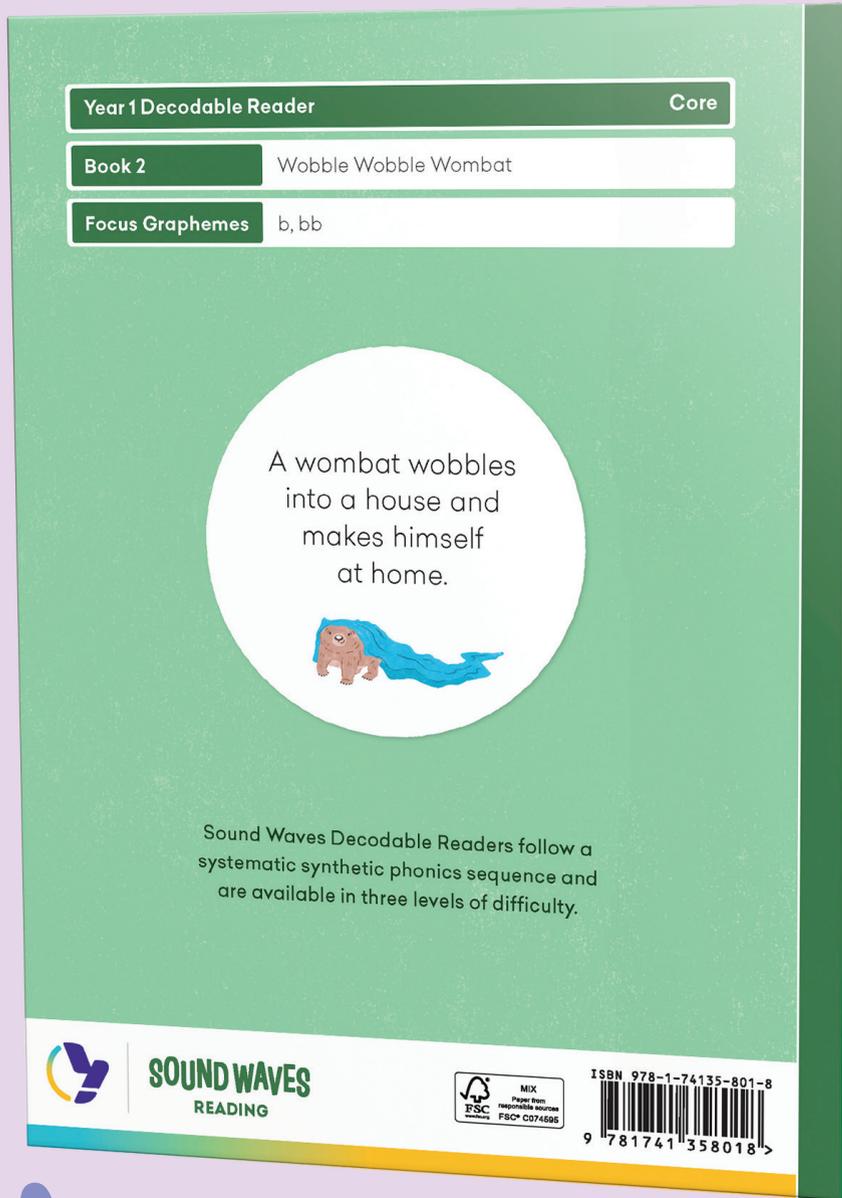
### Extended

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>	<i>Wobble Wobble Wombat</i> contains 110 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.

