



BOOK

1

Sustainability

TEACHERS' RESOURCE

Carole Crimeen
Suzanne Fletcher

**Phonics
and
Decoding**

**Readers
1-10**

KNOWLEDGE
BOOKS AND SOFTWARE



Suggested Reading Levels

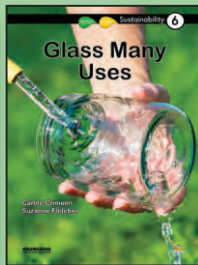
The texts have been carefully written with a gradient of difficulty based on content and subject matter; vocabulary; words; sentence complexity; illustrations; book and print features and language structures.

Some of the topics in the readers will be unfamiliar to students. These topics may require explanation before using the readers. Some students may need more, or less support as you read with them. Take this as an opportunity to program into your KLA's.

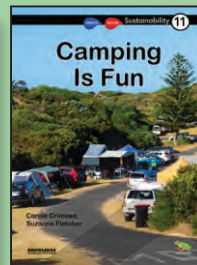
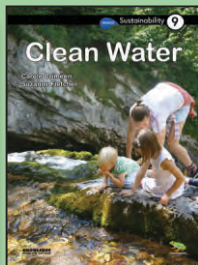
Reading Recovery Level 1



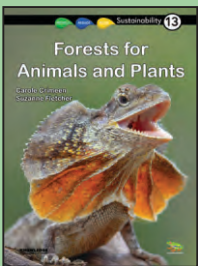
Reading Recovery Level 2



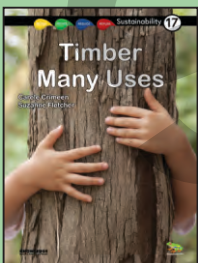
Reading Recovery Level 3



Reading Recovery Level 4



Reading Recovery Level 5



Contents

Teacher Notes

Individual and collective actions for a sustainable future	I
Mirrors, windows and sliding glass doors	I
Reading informational text with young readers	II
Using the Sustainability readers to develop sustainable patterns of living	II
Using the Sustainability readers	III
Features of the Sustainability worksheets	III
Literacy progression word maps	IV
Phonic knowledge and word recognition (PKW)	V
Phonological awareness (PhA)	VII

Student Worksheets

1 No Waste Lunch	1
2 We Walk to School	5
3 On and Off	9
4 Riding My Bike	13
5 Our Beautiful Garden	17
6 Glass Many Uses	21
7 Bring Your Own Bags	25
8 A Bus Trip is Fun	29
9 Clean Water	33
10 The Little Tree	37

Individual and collective actions for a sustainable future

"Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment."

Australian National Curriculum

The Sustainability series of readers aim to introduce the youngest of our citizens to patterns of living that will encourage them to interact in sustainably positive ways within the environment.

Each title explores important environmental issues in developmentally appropriate ways. With titles such as *Bring Your Own Bags*, *Do We Need The Packaging* and *Say No To Plastic Straws*, there is potential for young students to develop the understandings and skills necessary to act responsibly and to persuade others to take similar actions for sustainable futures.



"Diversity and inclusion are central themes of the guiding principles of early childhood education and care in Australia. Children's literature can be a powerful tool for extending children's knowledge and understanding of themselves and others who may be different culturally, socially or historically."

Adam and Barret-Pugh (2020)

The Sustainability series of readers strive to reflect the diversity in contemporary Australian society. With images that reflect diversity in age, race, ethnicity, socio-economic background, gender and ability, the readers support students to develop positive identities as well as help(s) build their social consciousness.



Mirrors, windows and sliding glass doors

"We need diverse books because they are mirrors, windows and sliding glass doors."

Bishop, R.S. (1990).

The Sustainability series of readers aim to act as mirrors, windows and sliding glass doors. Within each title there is opportunity for students to see themselves (mirrors) as well as see others reflected (windows). Additionally each title is designed to give students the opportunity to step into another world where their thinking may be changed or transformed (sliding glass doors).



Reading informational text with young readers

"What many researchers have now shown is that for all children, learning to read and reading to learn should be happening simultaneously and continuously, from preschool through middle school — and perhaps beyond."

Robb, L. (2002)

There have historically been tensions around the balance between children learning to read and reading to learn. As a result many systems delay engagement in informational texts until students are out of reading acquisition. We now know that with appropriate teacher scaffolding and support, students in reading acquisition can be introduced to informational text structures successfully.

Each title in the Sustainability series has been carefully designed and sequenced to be used in a Guided Reading setting where students can be supported by a teacher before, during and after reading. As some of the concepts may be unfamiliar to students, it is anticipated that teachers will provide contingent support, particularly with new vocabulary.



Using the Sustainability readers to develop sustainable patterns of living

Before Reading: *introducing the texts to young readers will be vitally important to ensure they read the text successfully.*

- Help build or enlarge background knowledge. Ensure students know the topic and the key understandings presented in each title, such as reducing single-use plastic, planting trees or leaving the car at home and walking to school.
- Pre-teach new and/or unusual vocabulary. You may want to write out particular words on a whiteboard and have students locate them in the text. Once located, students then say the word.
- Identify and rehearse new or unfamiliar language structures. Phrases with irregular past tense verbs such as 'I took my fishing rod with me' and 'I took my torch with me' (Camping Is Fun); phrases with repetition such as 'the little tree goes up and up' (The Little Tree) and 'I can run and run and run' (Exercise Is Fun) and rebus style language structures such as those in Recycle and Save, will need to be introduced.
- Begin a Key Learning Questions (KLQ) chart to add to during and after the lesson.

What do I already know about the topic?	What have I learned about the topic after reading the book?	What questions do I have about the topic after reading the book?

During Reading: *prompt students to search for and use the visual information, the meaning of the text and the language structure, as they read and problem solve.*

Encourage strategic activity:

- To support problem-solving such as re-reading, searching the picture, repeating the word or saying the first sound or letter chunk in the word.
- To maintain fluency such as scooping phrases together, putting words together smoothly and attending to the punctuation.

After Reading: discuss the text with students and the things they have learned about the topic. Aim to use open-ended prompts.

- Talk about the key ideas in the text.
- How is this book like other books you have read?
- Talk about what you learned when you read the book and what you already knew about the topic.
- Do you have any wonderings about the topic?
- Return to KLQ chart.
- Revisit the text often with students.

Features of the Sustainability readers

Links to the ACARA Literacy Progressions as well as suggested teaching and learning notes are included in every reader.

Text features including glossaries and rebus style support.

Here is my sandwich.

Images provide high picture support.

The apples do not need packaging.

The oranges do not need packaging.

New words are embedded in known high frequency words.

Features of the Sustainability worksheets

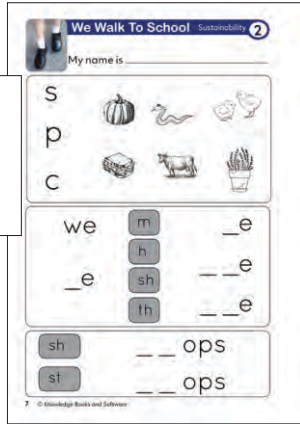
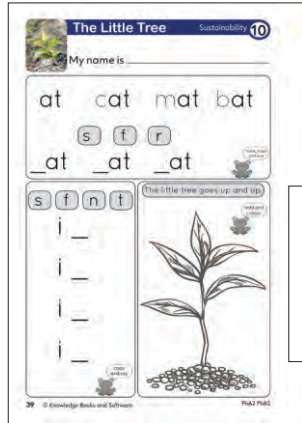
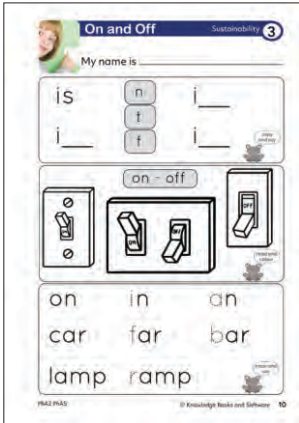
The worksheets are designed to engage students in purposeful activities that reinforce the phonics, word knowledge and phonemic awareness opportunities in each text. It is suggested that teachers talk with students about the worksheet and discuss the activities to ensure they know what they are to do in each task.

Reading and Viewing	No Waste Lunch	We Walk to School	On and Off	Riding My Bike	Our Beautiful Garden	Classroom Waste	Water Your Garden	A Bug Day	Clean Water
Phonics - Common and Mixed Phonemes (CVC) says the most common phonemes for taught, single-letter graphemes (b, c, m) and applies knowledge when reading decodable texts.	no, w, l, e, t	n, r, w, k, s	o, n, a, n, d, o, f, f	r, i, d, i, n, g, m, y, b, i, k, e	o, u, r, b, e, a, u, t, i, f, u, l, g, a, r, d, e, n	c, l, a, s, s, r, o, o, m, w, a, s, t, e	w, a, t, e, r, y, o, u, r, g, a, r, d, e, n	a, b, u, g, d, a, y	c, l, e, a, n, w, a, t, e, r
Phonics - Phonemes for all common, single-letter graphemes to teach CVC and CVVC words and applies this knowledge when reading decodable texts.	n, w, l, e, t	n, r, w, k, s	o, n, a, n, d, o, f, f	r, i, d, i, n, g, m, y, b, i, k, e	o, u, r, b, e, a, u, t, i, f, u, l, g, a, r, d, e, n	c, l, a, s, s, r, o, o, m, w, a, s, t, e	w, a, t, e, r, y, o, u, r, g, a, r, d, e, n	a, b, u, g, d, a, y	c, l, e, a, n, w, a, t, e, r
Phonics - High-frequency words in a decodable text and in the environment (the, in, I, no, go)	the, in, I, no, go	the, in, I, no, go	the, in, I, no, go	the, in, I, no, go	the, in, I, no, go	the, in, I, no, go	the, in, I, no, go	the, in, I, no, go	the, in, I, no, go
Phonics - A familiar word in different contexts (spat, raven, boat, table)	spat, raven, boat, table	spat, raven, boat, table	spat, raven, boat, table	spat, raven, boat, table	spat, raven, boat, table	spat, raven, boat, table	spat, raven, boat, table	spat, raven, boat, table	spat, raven, boat, table
Phonics - Phonemes for all common, single-letter graphemes to teach CVVC and CVC words and applies this knowledge when reading decodable texts.	n, w, l, e, t	n, r, w, k, s	o, n, a, n, d, o, f, f	r, i, d, i, n, g, m, y, b, i, k, e	o, u, r, b, e, a, u, t, i, f, u, l, g, a, r, d, e, n	c, l, a, s, s, r, o, o, m, w, a, s, t, e	w, a, t, e, r, y, o, u, r, g, a, r, d, e, n	a, b, u, g, d, a, y	c, l, e, a, n, w, a, t, e, r
Phonics - An increasing number of taught high-frequency words in decodable texts and own writing (mrs, you, are, said, have, went)	mrs, you, are, said, have, went	mrs, you, are, said, have, went	mrs, you, are, said, have, went	mrs, you, are, said, have, went	mrs, you, are, said, have, went	mrs, you, are, said, have, went	mrs, you, are, said, have, went	mrs, you, are, said, have, went	mrs, you, are, said, have, went
Phonics - Short and long vowel sounds for letters (i, e, o, u, a, e, o)	i, e, o, u, a, e, o	i, e, o, u, a, e, o	i, e, o, u, a, e, o	i, e, o, u, a, e, o	i, e, o, u, a, e, o	i, e, o, u, a, e, o	i, e, o, u, a, e, o	i, e, o, u, a, e, o	i, e, o, u, a, e, o
Phonics - Single-syllable words with common double letters (ai, ea, ee, ee, ee, ee, ee)	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee	ai, ea, ee, ee, ee, ee, ee

A comprehensive letter and word map.
Letters, vocabulary and high frequency words are mapped onto the applicable ACARA Literacy Progressions. This provides teachers a useful reference resource for planning purposes.

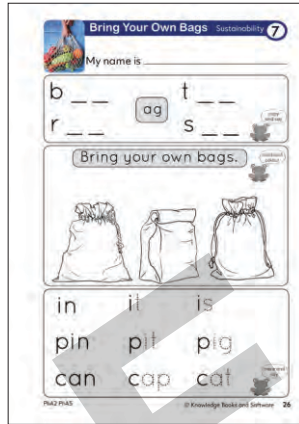
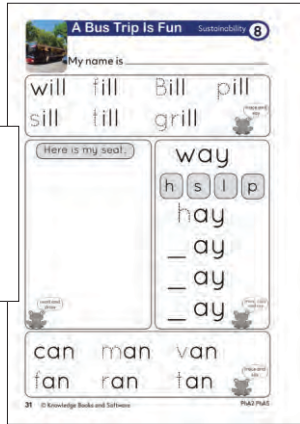
Letter sound relationships are targeted and reinforced. Students will practise letter-sound relationships in a variety of activities.

Consistent layouts and activities.
Students are able to build familiarity with the worksheet tasks which in turn, supports their independence.



Engaging illustrations with links to the texts.
Newly introduced concepts from the texts are reinforced via imagery which provides another layer of meaning for students.

Phonemic awareness is targeted and reinforced.
Students have opportunity to manipulate phonemes via phoneme deletion, phoneme substitution and phoneme addition activities.



Reading and Viewing	Phonic knowledge and Word Recognition (PKW)	No Waste Lunch	We Walk to School	On and Off	Riding My Bike	Our Beautiful Garden
says the most common phoneme for taught, single-letter graphemes (a, o, m) and applies knowledge when reading decodable texts	a, b, s, t, l	s, b, c, w, r	L, A, S, C, E, B, G	P, L, K, S, P, C, T, B	S, T, B, T, W	
blends phonemes of taught graphemes to decode VC (at) and CVC (at) words and applies this knowledge when reading decodable texts	a, m, y, bag	we, to	is, on, car	can, my	is, we, fr	
reads to find high-frequency words in a decodable text and in the environment (the, to, I, no, go)	here, is, my	we, the, to, school	the, it, on, off, are	I, can, my, to, the	this, it, can, we, here	
reads a familiar word in different contexts (brand names, book titles)	wrap	post	on			
blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts	a, m, y, bag	we, to	is, on, car	can, my	is, we, fr	
reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, went)	here, it, my	we, the, to, school	the, it, on, off, are	I, can, my, to, the	this, it, can, we, here	
says short and long vowel sounds for letters (a, e, i, o, u)	a, lach, had apple					
reads single-syllable words with common double letters (ss - fus, ll - m) and applies this when reading decodable texts	lunch					
reads single-syllable words with taught digraphs (sh, ch and ai - sh - ip, r - ch, i - o - ck) and applies this when reading decodable texts						
reads single-syllable words with common long vowels (Ca and applies this when reading decodable texts						
reads one and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed) (jumped)						

Links to ACARA Literacy Progressions.
All worksheet activities are linked to the ACARA Literacy Progressions. This supports teachers when planning and sequencing activities.

Literacy progression word maps

The Australian Curriculum literacy progressions provide teachers a comprehensive view of change over time in literacy learning. They are an invaluable tool that can support the planning of targeted teaching and learning programmes.

Words in the Sustainability readers have been mapped onto the Phonic and Word Knowledge (PKW) and Phonological Awareness (PhA) literacy progressions. This provides a comprehensive word map that can be used to plan and document phonic, word and phonological awareness learning activities.

NB The worksheets are not a complete, comprehensive phonics programme. They are designed to compliment the Sustainability readers and form part of a balanced literacy programme. It is anticipated that teachers will still implement explicit and systematic phonics instruction.

Reading and Viewing Phonic Knowledge and Word Recognition (PKW)	Camping Is Fun	Exercise Is Fun	Forests for Animals and Plants	Say No to Plastic Waste	Do We Need the Packaging?	Say No to Plastic Straws	Timber Many Uses	Plants Love Compost	Warm in Winter Cool in Summer	Recycle and Save
PKW3	says the most common phoneme for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts	p, r, w, c, t, h, b, k	r, p, a, l, b, s, g, f, w, h	p, h, s, f, w, l	p, f, s, o, a, b, c	p, s, g, l, t, w	g, t, f, d, l, w, p, s, r	b, c, g, r, k, f, w	h, c, w, d, v	r, p, h, y, b, g, f, m
	blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts	is, can, run, up, on, on, Dad	is, in, has, sun, big, on	is, me, my, at, am, in, not, it, can, no, bag	is, it, at, not	is, not, in, can, go	is, not, in, can, go	is, in, bin, can, not, go	is, it, we, can, at, hot	we, it, is, can, at, has, lid, bin
PKW4	reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)	this, is, the, like, can, in, look, at, go, up, and, down, come, here	the, is, this, in, and, here, at, look, can, are	this, is, my, from, me, look, the, am, good, some, for, in, will	this, is, some, to, it, look, to, do, not, good, for, the	this, is, a, are, not, for, the, good, will, look, here	this, is, a, has, the, too, in, will, be, down, look, into, my, from	this, is, our, in, the, put, can, we, go, little	this, is, our, when, it, we, can, look, they, will, these	when, we, into, a, it, is, to, our, here, has, can, put, this, the, some
	reads a familiar word in different contexts (brand names, book titles)	is, can, run, up, on, on, Dad	is, in, has, sun, big, on	is, me, my, at, am, in, not, it, can, no, bag	is, it, at, not	is, not, in, can, go	is, not, in, can, go	is, in, bin, can, not, go	is, it, we, can, at, hot	we, it, is, can, at, has, lid, bin
PKW5	reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were)	we, went, was, here, is, my, with, me, I, are, the	the, is, this, in, and, here, at, look, can, are	this, is, my, from, me, look, the, am, good, some, for, in, will	this, is, some, it, look, to, do, not, good, for, the	this, is, a, are, not, for, the, good, will, look, here	this, is, a, has, the, too, in, will, be, down, look, into, my, from	this, is, our, in, the, put, can, we, go, little	this, is, our, when, it, we, can, look, they, will, these	when, we, into, a, it, is, to, our, here, has, can, put, this, the, some
	says short and long vowel sounds for letters a, e, i, o, u	can, Dad, is	is, sun, big, and, at, has	is, in, me, at, am	is, it, not	is, not, can, in	is, has, in, out, be, logs	is, in, bin, can, not, go	is, can, keep, we, at	this, can, at, bin, lid, has, box
PKW6	reads single-syllable words with common double letters (ss – fuss, ll – will) and applies this when reading decodable texts	wa-ll, ba-ll	ki-ck	wi-ll	wi-ll	wi-ll	wi-ll	wi-ll	wi-ll	wi-ll, gla-ss
	reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-ip, r-i-ch, l-o-ck) and applies this when reading decodable texts	like, hole	safe, hole	fi-sh, lun-ch, sh-opping	fre-sh	bea-ch	time	th-is	th-is, wh-en, th-ese, th-ey	close
PKW6	reads one and two-syllable words with common suffixes; applies when reading decodable texts and uses appropriately when writing (-ing, -ed, (jumped))	runn-ing	plant-s, animal-s, grow-s, frog-s, live-s, tree-s	shopp-ing, recycl-ing	packag-ing	straw-s	tree-s, log-s, recycl-ing	worm-s	clos-ing	branch-es, help-s
	segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends	park, swim, down, hand	frog, plant, help, find	from, fort, fish, bird, help	from, card	stay, long, sand	from	grow, for, help	help, warm	help
PKW6	reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading)	this, is, the, like, can, in, look, at, go, up, and, down, come, here	the, is, this, in, and, here, at, look, can, are	this, is, my, from, me, look, the, am, good, some, for, in, will	this, is, some, to, it, look, to, do, not, good, for, the	this, is, a, are, not, for, the, good, will, look, here	this, is, a, has, the, too, in, will, be, down, look, into, my, from	this, is, our, in, the, put, can, we, go, little	this, is, our, when, it, we, can, look, they, will, these	when, we, into, a, it, is, to, our, here, has, can, put, this, the, some
	reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts	g-oe-s, ou-t, p-oo-l	f-oo-d, tree, gr-ow-s, lea-ves	k-ee-p, g-oo-d, f-oo-d, ea-t, t-oo, ou-r	f-oo-d, n-ee-ds, k-ee-p, g-oo-d	st-ay, s-ee, g-oo-d, str-aw	into	ou-r, s-ee, s-oi-l, br-ow-n	ou-r, h-ou-se, k-ee-p, l-oo-k	h-ou-se, ou-r, gr-ee-n, th-ey
PKW6	reads two-syllable compound words with taught grapheme-phoneme correspondences (carpark, farmyard) and applies when reading decodable texts		rainforest	cotton			into	into	inside, outside	into
	reads most common high-frequency words (100 or more) in connected text	this, is, the, like, can, in, look, at, go, up, and, down, come, here	the, is, this, in, and, here, at, look, can, are	this, is, my, from, me, look, the, am, good, some, for, in, will	this, is, some, to, it, look, to, do, not, good, for, the	this, is, a, are, not, for, the, good, will, look, here	this, is, a, are, not, for, the, good, will, look, here	this, is, a, has, the, too, in, will, be, down, look, into, my, from	this, is, our, in, the, put, can, we, go, little	this, is, our, when, it, we, can, look, they, will, these



No Waste Lunch

Sustainability

1

My name is _____

Here

my

Here is my apple.

Here is my banana.

trace and read

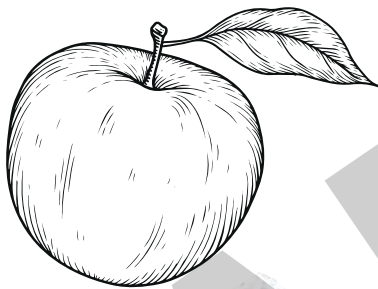


a

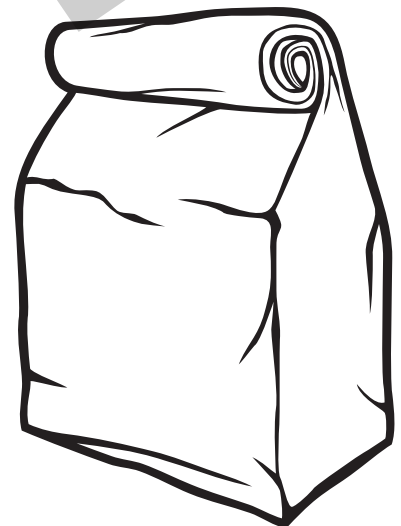
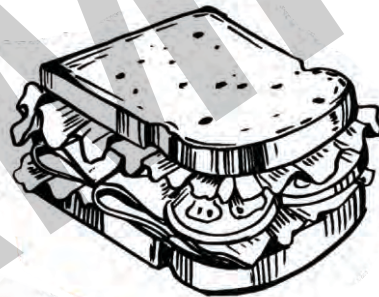
_ pple

b _ n _ n _

copy and say



my lunch



read and colour





No Waste Lunch

Sustainability

1

My name is _____

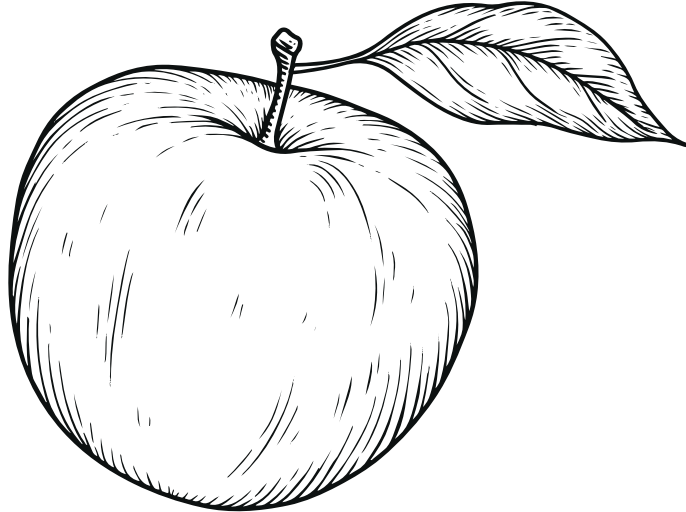
cut, paste,
read and
draw



Here is my lunch.



My name is _____



say and colour



apple

banana

say and draw



apple

treat

sandwich

Here is my _____.

Here is my _____.

Here is my _____.

copy and read





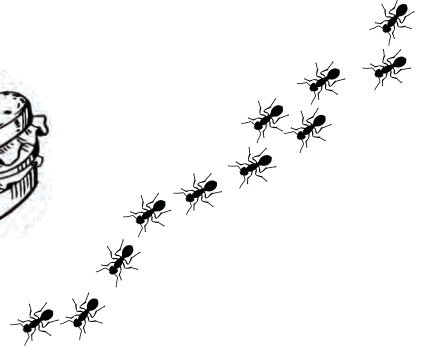
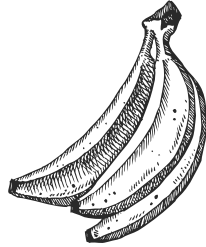
No Waste Lunch

Sustainability

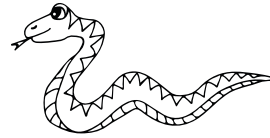
1

My name is _____

a



b



s

say and match



is

n

i

t

i

f

i

copy and say



bag

r

_____ ag

s

_____ ag

t

_____ ag



My name is _____

clock

ock

s _ _ _

bl _ _ _



r _ _ _

e

m _

h _

w _



statue

s

clock _

rock _

sock _





My name is _____

w w w _____

g g g _____

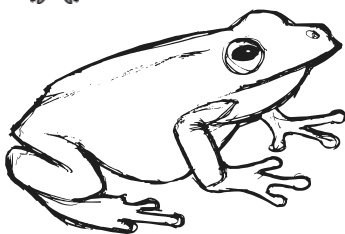
b b b _____

trace, copy
and say



We have frogs in our garden.

say and
colour



we we _____

our our _____

is is _____

trace, copy
and say





My name is _____

c

c

c

n

n

n

f

f

f

trace, copy
and say



p

c

th

at

hat

cat

— at

in

fin

bin

— in

all

ball

fall

— all

like

likes

flower

flowers

grow

grows

trace and
say





The Little Tree

My name is _____

at cat mat bat

s f r

_at _at _at



s f n t

i —
i —
i —
i —



The little tree goes up and up.





The Little Tree

My name is _____

A large rounded rectangular frame containing a drawing area on the left and five smaller rectangular boxes on the right. At the bottom of the drawing area is a cartoon frog with a speech bubble that says "cut, paste, read and draw".

The soil goes in here. ✂

Knowledge Books and Software

PO Box 50 Sandgate, Queensland 4017 Australia

p. +617-55680288 f. +617-55680277 email: sales@kbs.com.au

First Published 2020

ISBN 9781922370501

Text and editing: Carole Crimeen

Design and layout: Suzanne Fletcher

Publisher: Robert Watts

Series Information: **Sustainability**

Copyright Notice

This resource is covered by Australian copyright law. Teachers/schools may photocopy the worksheets for use with their class(es) only. The publisher prohibits the loaning or onselling of this master to other teachers and schools for purposes of reproduction.

Credits

Photographs: Frontcover © halimqd; pp. 1 - 40, Backcover © sokolfly, Margaret Jone Wollman, kasarp studio, minibox, schankz, Rogozhina Elena, maxpro, zlikovec, D.Somsup, Breathes, panco971, Fer Gregory/Shutterstock.

Illustrations: pp. 1 - 40 © aksol, Tribalium, EngravingFactory, iconix, Alexander Lysenko, Oleg7799, LEV16, Fandorina Liza, NikomMaelao Production, KsushaArt, Yaroslav Shkuro, Melok, Svesla Tasla, Freud, shooarts, Viktorija Reuta, 3DMAVR, Alsu Gizzatullina, Aleks Melnik, Les Perysty, Rvector, Kancerina, lineartestpilot, Victoria Sergeeva, Ellina Novokhatskaya, Abbie, Light-Dew, lestyan, Prokhorovich, Lucky Creative, AVA Bitter, IhorZigor, Michal Sanca, SuperDesigner, Fandorina Liza, Rvector, Mark Rademaker, Svesla Tasla, Svesla Tasla, Irina Vaneeva, Babich Alexander, Solar.Garia, chronicler, Christos Georgiou, Svesla Tasla, olllikeballoon/Shutterstock.

