



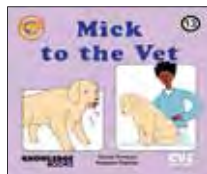
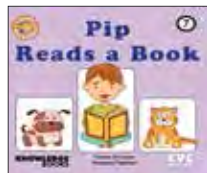
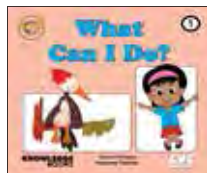
Teacher Guide



**KNOWLEDGE
BOOKS**

Carole Crimeen
Suzanne Fletcher

**CVC
DECODABLES**



All children come to school eagerly anticipating they will learn to read. Supporting them on this journey, is one of the most rewarding and privileged experiences there is. My sister and I created the Comic Decoder series of readers with childrens' journey to becoming literate, at the heart of every decision we made.

MEANINGFUL STORIES WHILE USING A CONTROLLED SET OF LETTERS

Creating meaningful stories whilst adhering to a controlled set of letters was the first step. We wanted to situate characters in authentic, meaning rich, storylines that young children could relate to. To this end, we made deliberate decisions such as animals thinking rather than talking; characters experiencing real life activities such as looking after a pet, helping out in the kitchen, taking a pet to the vet and ensuring a young cat has a bell around its neck; having the main characters around the same age as children; and situating all the characters in the same town.



CONTEXTUALISING AND LINKING CHARACTERS

Contextualising and linking the characters in each title was important to us. The Comic Decoders are organised in six groups with a number of titles in each group. In each group the characters and their experiences are linked. For example in Group Two, there are three titles that feature Mick (the tan lab) falling ill, going to the vet and recuperating at the vet with other animals from the series.



DIVERSITY AND INCLUSION

Representing diversity and inclusion has always been important to us. When developing the Comic Decoders we were committed to creating characters that were diverse culturally, racially and physically. We want children to see themselves as well as others, reflected in the characters.



COMIC BOOK STYLE ALONGSIDE TRADITIONAL STYLE

Merging a comic book style with traditional narrative, was new for us. Young readers always want to leave behind 'babyish' readers and reach out to text that may be beyond them - including graphic novels! We were committed to creating a balance, between traditional narrative that affords the reader many opportunities to practice decoding and graphic comic style layouts that feature: frames, speech and thought bubbles and literary devices such as onomatopoeia and repetition.



We are very excited to bring the Comic Decoder series of readers into the market of early decodable readers for young children. We hope you enjoy using them with your early readers as much as we enjoyed developing them.

Carole and Suzanne

CONTROLLED SET OF LETTERS AND VOCABULARY

The series has been written with a very controlled vocabulary that builds as readers move through the series. Books are grouped in sets, based on the letters and words used. The words listed are high frequency words. Although some of these words are decodable, it is desirable that students recall them rapidly, thus avoiding a letter by letter analysis. The word *tend* has been included in the word list as, although decodable, it is regarded as a Tier Two word and one that teachers may want to introduce to students before reading.

Groups	#	Book Title	Letters/Sounds	Words
Group 1	1	What Can I Do?	s, a, t, p, i, n, m, d, g	a, at, am, and, I, it, on, can, no, not
	2	What Can You Do?		
Group 2	3	Hello Pat!	o, c, e	in, is, got, go
	4	No, Pat, No!		
	5	No, Pat! No, No, No!		
Group 3	6	Kip Got a Kit	k, ck, l, u	to, an, Dad, see, sees
	7	Pip Reads a Book		
	8	Pip On a Trip		

Letters and sounds are introduced in the following order:

s, a, t, p, i, n, m, d, g, o, c, e, k, ck, l, u, r, h, b, f, y, v, j, sh, w, x, ff, ll, ss, qu, ch,

CVC Words	Text Features
Sam, Pam, Pat, Pim, Sid, dig, sit, pad, tap, dip, tip	simple sentences/question and answers/repetitious language structures/speech bubbles/thought bubbles/full stops/commas/question marks/exclamation marks
Pam, Pat, Sam, Sid, pin, tap, pan, dip, tip, dig, nap, can, not, sit	
Pat, Sam, Pop, cat, did, get, got, cod, sat, pot, mat, can, tap, dog	simple sentences/two compound sentences/question and answers/repetitious language structures/onomatopoeia/hyphenated words/speech bubbles/thought bubbles/full stops/commas/question marks/exclamation marks/ellipses
Sam, Pat, nap, pit, pat, can, dig, not, mad, not	
Sam, Pat, nap, mat, not, pit, pat, mad, got, tag	
Dad, Kip, can, nip, not, mad, sad, sat, set, kit, got, dig	simple sentences/question and answers/repetitious language structures/onomatopoeia/-s to denote plural/hyphenated words/speech bubbles/thought bubbles/full stops/commas/question marks/exclamation marks/ellipses/quotation marks/number sequence
Pip, Dad, sat, mat, cod, cat, kit, dog, can, pat, get, sit	
Tam, Pip, Dad, sit, Nan, sat, can, pat, got, tin, kid, did, lot	

Groups	#	Book Title	Letters/Sounds	Words
Group 4	9	Germes at School	No new letters introduced in this set.	the
	10	Germes at the Park		
	11	Germes at Home		
Group 5	12	Mick is Sick	r, h, b, f, y, v, j, sh	get, up, Mum, his, has, oh, me, he, had, tend
	13	Mick to the Vet		
	14	Jack the Vet		
	15	Scrub, Scrub, Scrub!		
Group 6	16	Chop, Chop, Chop!	w, x, ff, ll, ss, qu, ch, th	if, off, he, she, them, that, this, look, big, out, have, do, was, meow, ball, be, throw, then
	17	Mix, Mix, Mix!		
	18	Out I Go!		
	19	In I Go!		
	20	Try, Try, Try!		

CVC Words	Text Features
Sim, Pat, Mon, Pip, Tim, Tap, Gam, Mac, tan, nip, cat, can, dog, kid, not, top	simple sentences/question and answers/repetitious language structures/onomatopoeia/-s to denote plural/hyphenated words/speech bubbles/thought bubbles/full stops/commas/question marks/exclamation marks/ellipses/quotation marks/number sequence
Sim, Pat, Mon, Pip, Tim, Tap, Gam, sat, sit, not, pit, dig, got	
Sim, Pat, Mon, Pip, Tim, Tap, Gam, top, can, not, sad	
Big Kid, Red Hen, Dan, dog, tan, lab, can, yap, pen, mud, yes, vet, get, his	simple sentences/one compound sentence/question and answers/rebus sentences/repetitious language structures/onomatopoeia/-s to denote plural/-'s to denote ownership/hyphenated words/pronouns/speech bubbles/thought bubbles/full stops/commas/question marks/exclamation marks/ellipses/quotation marks/number sequence
Mum, vet, can, not, yap, run, sad, get, his, red, rub, red, has, bug, bed, sit	
Ted, Nan, Pat, vet, can, hen, kid, pet, dog, not, yap, cat, get, pen, yes, pal	
Dan, Tom, Big Kid, Red Hen, gap, not, pen, mud, did, yes, mat, hop, tub, had, fun	
Mum, Bub, get, pot, can, not, hot, yum	simple sentences/a few compound sentences/question and answers/rebus sentences/repetitious language structures/onomatopoeia/-s to denote plural/-'s to denote ownership/hyphenated words/pronouns/speech bubbles/thought bubbles/full stops/commas/question marks/exclamation marks/ellipses/quotation marks/number sequence
Mum, Bub, Rex, got, six, mix, pan, can, lit, yum, fun	
Jon, pal, big, get, run, tug, rag, pip, fun	
Tim, cat, fun, can, sit, lap, nap, get, pip, has	
Nan, Bob, Pop, net, run, can, but, not, yet, was, sad, but, did, hit	

SCOPE AND SEQUENCE

The scope and sequence is based on the phonics sequence outlined in *From Sounds to Spelling: A Teaching Sequence*. This publication, developed by Edith Cowan University was designed to help classroom teachers implement comprehensive, quality phonological, phonics and spelling programs for students across the primary school years, K to Year 6. The early stages of the Edith Cowan scope and sequence (K to Yr 2) are based on the phonological and phonics sequences of the UK Letters and Sounds Program.

WHY USE TEXT WITH HIGH DECODABILITY

Texts with a high number of phonically regular words that can be readily decoded with a students' current letter/sound knowledge, work to make the alphabetic code and its application to reading, transparent for early readers.

There are three key reasons to use text with high levels of decodability:

1. to bridge an important transition in word reading
2. to provide a context for the transfer of letter sound knowledge to reading
3. to encourage, support and empower beginning readers to decode.

(Mesmer, 2000).

WHEN TO USE TEXT WITH HIGH DECODABILITY

Texts with a high level of decodability are designed to be used during a short window of time when students are learning to read. Ideally, they should be used as young readers transition from the pre-alphabetic stage to the full-alphabetic stage of reading (Ehri, 2020). They can be likened to training wheels on a bike - they offer temporary support and are designed to lead to future independence (Mesmer, 2000).

The Comic Decoder series provides early readers abundant opportunities to use what they know about letter sound relationships, to sound out words in meaningful and comprehensible continuous text. With engaging, authentic storylines and relatable characters, young children will be drawn into each text.

Texts with a high level of decodability are just one element of a balanced literacy programme. They should be used alongside other types of readers such as little stories often referred to as predictable text.

HOW TO USE TEXT WITH HIGH DECODABILITY

Before Reading build background knowledge and set the scene.

- Discuss the story: Tell students the name of the story, the characters and in one or two sentences, what the story is about.
- Phonic Review and Practice: Use flashcards, alphabet books or whiteboard and markers to quickly review known letter sounds. Aim to give extra practice to the letter sounds that students are unsure of. Show students the inside front cover of the book, where the new letter sounds are illustrated and devote extra time to those. Ensure students are using pure sounds for consonants e.g. t not tuh, m not muh.
- Revise Decoding Strategies: Review the strategy students have been taught to blend letters in order to read words. Practice using several CVC, CCVC or CVCC words as examples.
- Word Practice: Use flashcards or a small whiteboard to quickly review the high frequency words students will read. Have students locate them in the story. Make links to other known words that work the same way such e.g. no (go), can (man).
- Vocabulary Check: Ensure students hear, use and locate any new or unusual vocabulary in the story.

During Reading support independent reading and prompt for phonic knowledge and strategic activity.

- Read the story: Encourage students to read in a whisper voice, at their own pace and bring their finger back to help when needed. Move around the group listening

in to each student as they read. Encourage independence by supporting and prompting at point of need.

- Prompt for phonic knowledge: Encourage students to sound out and blend words if they do not know them fluently. To provide additional support you could take the word out of the text by writing it on a whiteboard or quickly assembling it with magnetic letters. Be very helpful and remind students of the segmenting and blending strategies they can use. If the student has spent a lot of time decoding a word, prompt them to re-read from the start of the sentence to both attend to fluency and gather up the meaning.
- Comprehension check: As students read, you may want to pause them from time to time to discuss what has happened, make predictions about what may happen and discuss how characters are feeling.

After Reading have a conversation about the story and review phonics.

- Story Conversation: Invite students into a conversation about the story. You may want to use open ended prompts such as Tell the important things that happened in the story or use the specific questions listed in the Teachers' Guide (p.13).
- Phonic Practice: Quickly review two or three words with the newly introduced letter sounds. Have students show how they decoded these words. You could have students write the words on small whiteboards. This will support them to make links between seeing a letter and saying the sound and saying a sound and recalling the letter.

A VARIETY OF TEXT FEATURES

A variety of text features are used throughout the groups.



Speech bubbles are introduced in group 1.



S to denote plurals is used in group 1.



Thought bubbles are introduced in group 1.



S to denote ownership is used in group 1.



A number sequence is used in group 3.



Rebuses are used in a number of the higher level books.

COMPREHENSION: CONVERSATION NOT INTERROGATION!

Comprehension is at the heart of reading. Below are some questions you may want to use after reading to check on understanding. Aim to keep a conversational tone with students.

#	Book Title	Discussion Topics
1	What Can I Do?	Can you tell the characters in the story? Talk about some of the things you can do? How are they the same as in the story?
2	What Can You Do?	Can the pin, the tap and the pan move like Pam? Why do you say that? Can you tell something that is like the pin or the tap? How is it the same?
3	Hello Pat!	How many cats did Sam get? What name did Sam give his cat? Tell some things Sam got for his cat.
4	No, Pat, No!	Talk about what Pat was doing in the house? How did Pat feel when told not to dig or climb on the chair? How did Pat feel at the end of the book? Why?
5	No, Pat! No, No, No!	Why was Sam worried when he could not find Pat? How did Sam stop Pat chasing the creatures in the garden? How did the bell help the creatures to escape from Pat?

#	Book Title	Discussion Topics
6	Kip Got a Kit	Talk about how Kip and her dad made the ant kit? Tell about a time you made something at home. How was it like Kip and her dad in the story?
7	Pip Reads a Book	Do you think Pip has been to the 'I Can Pat' petting zoo before? Why do you say that? How does Pat feel to be going to 'I Can Pat'? Why do you say that?
8	Pip On a Trip	What did Pip and Dad need to get, before they could go inside 'I Can Pat'? What animals did Pip meet at 'I Can Pat'? Tell some of the things Pip did with the animals at 'I Can Pat'?
9	Germs at School	Which germ is a bit naughty?
10	Germs at the Park	What does the naughty germ do in each story?
11	Germs at Home	How did Tap and Pat help Sim when he was stuck?
12	Mick is Sick	How do the animals feel when Mick yaps at them? Why do you say that? How do we know Mick is a bit sick? Where will Mick go to get better?
13	Mick to the Vet	Talk about Mick's visit to the vet. What happens to him? Why do you think the vet was glad that Mick came to visit him?
14	Jack the Vet	What animals can the vet help? What is wrong with Pat? Talk about the animals in the story and what may be wrong with them?
15	Scrub, Scrub, Scrub!	Why was Tom worried at the start of the story? How did the animals get into Tom's yard? Where did the animals go? How do you know? How do you think Tom felt when he saw the animals in the kitchen? What might happen next?

#	Book Title	Discussion Topics
16	Chop, Chop, Chop!	Why do you think Jass could not chop the vegetables? What job was Jass able to do to help make the soup? Why do you think Bub might have been crying at the start of the story? How does Bub feel at the start of the story? How does he feel at the end of the story? How do you know?
17	Mix, Mix, Mix!	It is a special day for Jass. Can you tell what day it is? How do you know? Why do you think Bub might have been crying at the start of the story? How many candles are on the cake? How old is Jass? How do you know they were going to enjoy eating the cake?
18	Out I Go!	Who is Jon's pal? What toys does Chum have? Why might Jon and Bill be pals?
19	In I Go!	What are Bill's pet's names? What does Bill give to Tim when he does a trick? Why do you think Tim might like to do tricks? Why do you say that? What sort of cat is Tiff? What makes you say that?
20	Try, Try, Try!	What did Bob learn to do? Who helped him? Bob did not give up. Talk about a time when you have tried to do something and have not given up? How did Bob feel at the end of the story? What makes you say that?

Some Map Reading Discussions

Who lives next door to the school?
Who lives near lots of apple trees?
Who lives next to a tall building?
How many traffic lights are in our town?
Who lives close to the park?

Who lives closest to 'I Can Pat'?
Who is Jon's next door neighbour?
Who lives next to Pam?
What colour are the buses in our town?

Where we live
and places of
Interest
in our town.

Pam's
House

Tom's
House

'I Can Pat'
Zoo

The Vet

SCHOOL

Sam's
House

Mick's
House

Bill's
House

Kip's
House

Bob's
House

Jon's
House

The Park

Jass'
House

Pip's
House

Knowledge Books and Software

PO Box 50 Sandgate, Queensland 4017 Australia

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

First Published 2022

Text and editing: Carole Crimeen

Design and layout: Suzanne Fletcher

Publisher: Robert Watts

Series Information: **CVC Decodables**

Reproduction and Communication for educational purposes

Fair Go!

Make sure you record any copying of this book so we may get some benefit please.

The Australian Copyright Act 1968 (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to the Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited

Level 15, 233 Castlereagh Street,

SYDNEY, NSW 2000

Telephone: +61293947600 Fax: +61293947601 Email: info@copyright.com.au

Reproduction and Communication for other purposes

Except as permitted under the Act (for example for the services of the Crown or in reliance on one of the fair dealing exceptions ie. a fair dealing for the purposes of research or study) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission.

Credits

Images as per readers

References

Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly*, 55(S1), S45-S60.

Fogarty Learning Centre, *From Sounds to Spelling: A Teaching Sequence*. Edith Cowan University, accessed 1 June 2021,

<https://www.ecu.edu.au/_data/assets/pdf_file/0004/656518/From-Sounds-to-Spelling.pdf>

Mesmer, H. A. (2000). Decodable text: A review of what we know. *Reading Research and Instruction*, 40(2), 121-141.

The Authors

Carole and Suzanne are sisters and educators.

Carole has over 30 years teaching experience, with the last 15 years being spent specialising in early literacy acquisition. Carole has a Master of Education and a Master of TESOL.

Suzanne has 15 years teaching experience 13 of which have been with ESL students. She has a Master of Education and a Bachelor of VET.

