

# Extended Code Chapters - Set 1



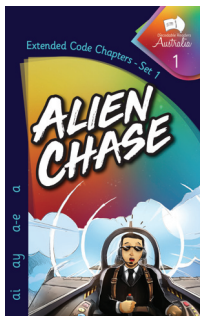
Decodable Readers

Australia



# Extended Code Chapters - Set 1

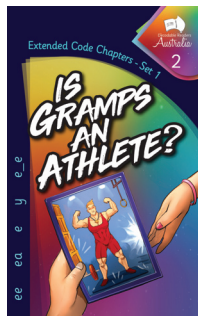
## Scope



### BOOK 1

Focus Sound  
/ay/ day

ai ay  
a\_e a



### BOOK 2

Focus Sound  
/eel/ three

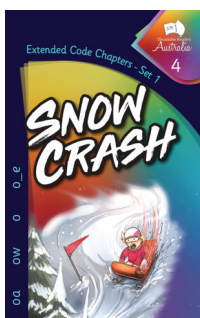
ee ea e  
y e\_e



### BOOK 3

Focus Sound  
/iel/ tie

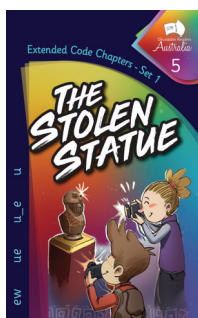
ie igh i  
i\_e y



### BOOK 4

Focus Sound  
/oa/ coat

oa ow  
o o\_e



### BOOK 5

Focus Sound  
/ue/ new

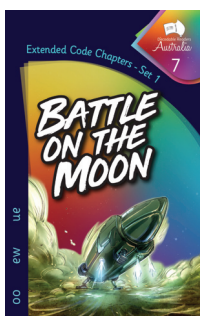
ew ue  
u\_e u



### BOOK 6

Focus Sound  
/oy/ enjoy

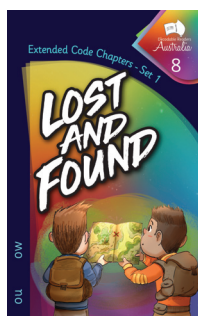
oi oy



### BOOK 7

Focus Sound  
/oo/ moon

oo ew  
ue



### BOOK 8

Focus Sound  
/ou/ ouch

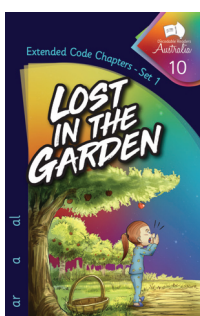
ou ow



### BOOK 9

Focus Sound  
/er/ stern

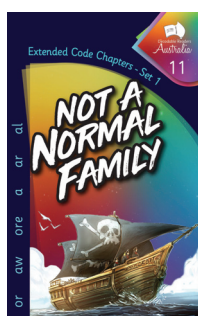
ir er  
ur



### BOOK 10

Focus Sound  
/ar/ smart

ar a  
al



### BOOK 11

Focus Sound  
/or/ north

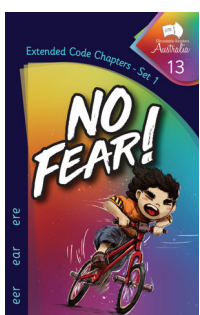
or ore aw  
al ar a



### BOOK 12

Focus Sound  
/air/ chair

air are  
ear



### BOOK 13

Focus Sound  
/eer/ cheer

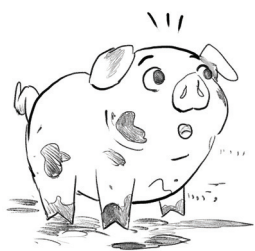
eer ear  
ere



### BOOK 14

Focus Sound  
/ool/ good

oo u  
oul



# Extended Code Chapters - Set 1



Once students have a good understanding of the basic code that represents the speech sounds of English, it's time to explore alternative spellings for these sounds. Our Extended Code Chapters Series offers a range of beginner chapter books that have a phonics focus. This allows students to read engaging stories while practicing words with a focus sound and alternative spellings. The focus graphemes are coloured in the words to assist students decoding and mapping the phoneme /grapheme correspondences. The focus sounds in set 1 are vowel sounds.

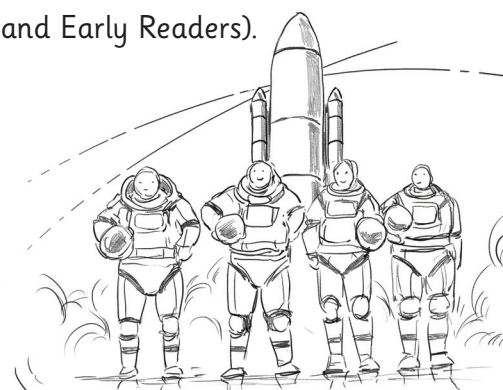
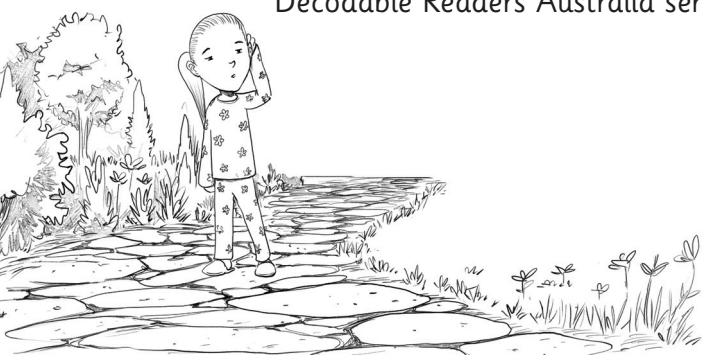
We have 14 engaging chapter books in Set 1 of our Extended Code Chapters Series. We also provide a screener as a guideline to choosing what books would be more useful to focus on.



The screener is conducted in two stages for Set 1 books. This is to make sure the screener is short and achievable for a child. If a child is coping well with the first screener, proceed with the second screener to collect all the data for all phoneme/grapheme correspondences that are part of Set 1 in the Extended Code Chapter Series. If errors are made in the first screener, focus on Books 1-7 before proceeding to Book 8-14.

Follow the steps below for the screener:

1. Have the student read the words on the Student Card.
2. As the child reads the words, mark the recording sheet correct or record the incorrect response.
3. Total up the vertical columns.
4. Any columns that don't have full marks indicate the book and the phonics that requires explicit teaching, reviewing and practice.
5. Where a child gets a score of 0-1, it is recommended to go back to our original Decodable Readers Australia series (Main Fiction, Nonfiction and Early Readers).



# Extended Code Chapters - Set 1



## Student Screener 1 - (Matching Books 1 - 7)

1. day	2. three	3. tie	4. coat
5. new	6. point	7. moon	8. lake
9. teacher	10. might	11. snow	12. statue
13. chain	14. grew	15. even	16. item
17. home	18. huge	19. clue	20. basic
21. city	22. nine	23. hotel	24. music
25. athlete	26. fly	27. enjoy	28. into

## Student Screener 2 - (Matching Books 8 - 14)

1. ouch	2. stern	3. smart	4. north
5. chair	6. cheer	7. shook	8. down
9. third	10. grass	11. yawn	12. share
13. year	14. pull	15. nurse	16. half
17. small	18. bear	19. here	20. would
21. walk	22. war		

# Extended Code Chapters - Set 1

## Teacher Recording Sheet - Screener 1 (Matching Books 1 - 7)

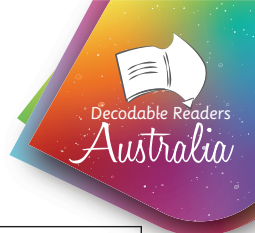


Student's Name:	Date of Screener:
-----------------	-------------------

WORD	BOOK 1 Focus Sound <i>/ay/</i>	BOOK 2 Focus Sound <i>/eel/</i>	BOOK 3 Focus Sound <i>/iel/</i>	BOOK 4 Focus Sound <i>/oa/</i>	BOOK 5 Focus Sound <i>/ue/</i>	BOOK 6 Focus Sound <i>/oy/</i>	BOOK 7 Focus Sound <i>/ool/</i>
1.	day						
2.		three					
3.			tie				
4.				coat			
5.					new		
6.						point	
7.							moon
8.	lake						
9.		teacher					
10.			might				
11.				snow			
12.					statue		
13.	chain						
14.							grew
15.		even					
16.			item				
17.				home			
18.					huge		
19.							clue
20.	basic						
21.		city					
22.			nine				
23.				hotel			
24.					music		
25.		athlete					
26.			fly				
27.						enjoy	
28.							into
TOTALS	<i>/4</i>	<i>/5</i>	<i>/5</i>	<i>/4</i>	<i>/4</i>	<i>/2</i>	<i>/4</i>
	BOOK 1 Focus Sound <i>/ay/</i>	BOOK 2 Focus Sound <i>/eel/</i>	BOOK 3 Focus Sound <i>/iel/</i>	BOOK 4 Focus Sound <i>/oa/</i>	BOOK 5 Focus Sound <i>/ue/</i>	BOOK 6 Focus Sound <i>/oy/</i>	BOOK 7 Focus Sound <i>/ool/</i>

# Extended Code Chapters - Set 1

## Teacher Recording Sheet - Screener 2 (Matching Books 8 - 14)

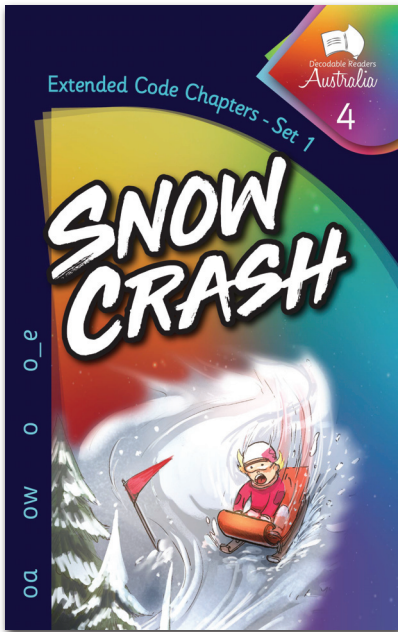
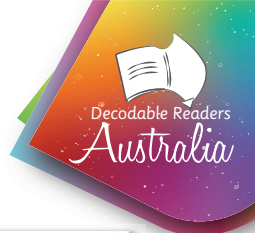


Student's Name:	Date of Screener:
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WORD	BOOK 8	BOOK 9	BOOK 10	BOOK 11	BOOK 12	BOOK 13	BOOK 14
	Focus Sound <i>/ou/</i>	Focus Sound <i>/er/</i>	Focus Sound <i>/ar/</i>	Focus Sound <i>/or/</i>	Focus Sound <i>/air/</i>	Focus Sound <i>/eer/</i>	Focus Sound <i>/oo/</i> (good)
1.	ouch						
2.		stern					
3.			smart				
4.				north			
5.					chair		
6.						cheer	
7.							shook
8.	down						
9.		third					
10.			grass				
11.				yawn			
12.					share		
13.						year	
14.							pull
15.		nurse					
16.			half				
17.				small			
18.					bear		
19.						here	
20.							would
21.				walk			
22.				war			
TOTALS	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{5}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
	BOOK 8 Focus Sound <i>/ou/</i>	BOOK 9 Focus Sound <i>/er/</i>	BOOK 10 Focus Sound <i>/ar/</i>	BOOK 11 Focus Sound <i>/or/</i>	BOOK 12 Focus Sound <i>/air/</i>	BOOK 13 Focus Sound <i>/eer/</i>	BOOK 14 Focus Sound <i>/oo/</i> (good)


# Extended Code Chapters - Set 1

Lets look inside.....



## NOTES FOR EDUCATORS

Where do I start?



Use the Extended Code Chapters Screener to determine which phonemegrapheme correspondences require more focus and match that up to the associated book. The screener can be downloaded from our 'Free Resources' page at [www.decodablereadersaustralia.com.au](http://www.decodablereadersaustralia.com.au) or the QR Code.

Supporting the Reader

1. Introduce the focus sound and encourage the reader to read through the word warm ups.
2. Read through the high frequency words. These words will appear often in the book and may have spelling that is either irregular or unknown to the reader. Explicitly teach any words that are unknown by breaking it up into its sounds and spelling. Eg. was = /w/ /ə/ /z/
3. Explicitly teach any additional phonics knowledge listed below the high frequency words that the reader may encounter in the story.
4. Introduce any suggested new vocabulary and discuss the meaning.
5. Encourage the reader to read the story. If the reader comes to a word that they may not know, it is important to encourage the blending process (sounding out and sliding the sounds together).
6. Reread the sentence if errors are made to help with fluency and comprehension.
7. Stop at each chapter and talk about the events and characters in the story.
8. At the end of the story discuss the plot (beginning, complication, resolution) and/or use the comprehension questions to check for understanding.
9. Lots of positive praise is recommended for struggling readers as reading can sometimes be strenuous for some.

## WORD WARM UPS

oa words	oats	ow words	own
	coat		snow
	road		slow
	soak		blow
	toast		yellow
	poached		pillow
			tomorrow

o_e words	cope	o words	go
	nose		so
	home		no
	tone		over
	hope		lino
	drove		donut
	close		hotel

## HIGH FREQUENCY WORDS

our	was	were	some
one	many	more	calls
there	after	would	hear
once	said	could	you
are	eyes	they	come
one			

## EXPLICIT TEACHING

'ed' can represent three sounds  
/d/ (stunned), /t/ (jumped) and /l/ /d/ (lifted)

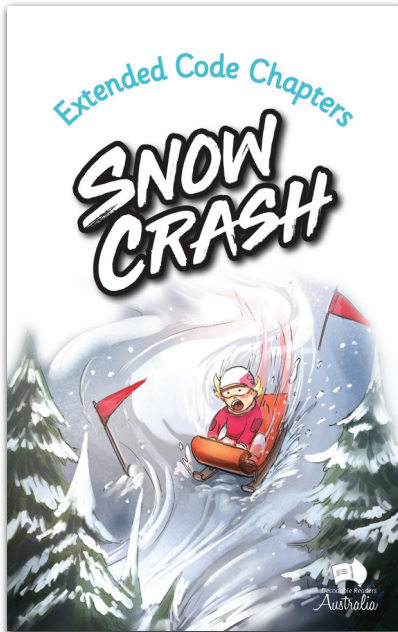

In Australian English the 'a' can represent the /ar/ sound like in the words last and past.

## VOCABULARY

bonus - extra things that are unexpected.

toboggan - a plastic dish used to slide a person down a hill.

blow - can mean the effect from an impact.

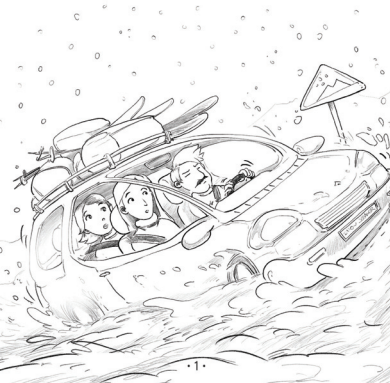
## CONTENTS

1	Chapter 1 - Go Slow!
3	Chapter 2 - Total Bliss!
5	Chapter 3 - Out on the Slopes
7	Chapter 4 - Tragedy Struck
10	Chapter 5 - Broken Dreams

## CHAPTER 1

### GO SLOW!

"Go slow!" screamed Mum, as we made our way up the snowy hill to get to the top. Our car was sliding all over the place on the snowy road.

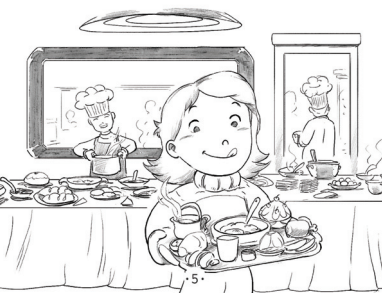


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## CHAPTER 3

### OUT ON THE SLOPES

The next day, Mum and Dad got me up and out of bed so that we could visit the hotel dining room for a quick meal. There was so much to select from. They had oats with any kind of topping you like, French toast, and eggs that were poached, fried or scrambled. They even had donuts! I had so much food that Mum told me to slow down.



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## SNOW CRASH

## LITERAL QUESTIONS

1. Where did the family go on their holiday?
2. What nice things were in the hotel room that made it feel like a showroom?
3. How did the kid crash and hurt herself?

## INFERENTIAL QUESTIONS

1. Why did Mum and Dad's excitement grow when they got to the hotel?
2. Why did Dad giggle when he said not to eat yellow snow?
3. Why do you think Dad was not angry when the holiday had to come to an end because of the crash?

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[www.decodablereadersaustralia.com.au](http://www.decodablereadersaustralia.com.au)

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