



Decodable Readers

Australia

3

Extended Code Chapters - Set 1

FRIGHT ON FLIGHT 99



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NOTES FOR EDUCATORS

Where do I start?



Use the Extended Code Chapters Screener to determine which phoneme/grapheme 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 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/ /o/ /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

ie words

tie
tried
cried
replied

igh words

might
right
light
fight
flight
bright

i words

I
I'm
item
Simon
timing
behind
decided

i_e words

pile
white
nine
drive
lines
miles
inside

y words

my
by
try
sky
fly
trying
myself
flying

HIGH FREQUENCY WORDS

have	you	could	what
who	are	would	done
pass	some	other	were
was	one	there	year
said	saw	they	headphones
our	where	their	

EXPLICIT TEACHING

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

'se' can represent the */z/* sound (please)

VOCABULARY

trotted - faster than a walk and bouncing.

strife - trouble.

startled - a sudden shock.

Extended Code Chapters

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CONTENTS

- | | |
|---|------------------------------------|
| 1 | Chapter 1 - Packing for the Flight |
| 3 | Chapter 2 - The Long Line |
| 5 | Chapter 3 - Finding Our Seats |
| 8 | Chapter 4 - Frightening Lightning |
| 9 | Chapter 5 - The Wise Pilot |

CHAPTER 1

PACKING FOR THE FLIGHT

“Have you packed all of your things, Simon?” yelled Mum, from the bedroom.

I had not had time to pack my things, so I began to quickly throw what I could into my bag and zip it up.



I tried to fit every item I needed, and even those I might end up needing, into my tiny bag. The pile of stuff on the carpet went into the bag. The white top on my bed went into the bag. The tie and jacket, went in too. My bag was full of things I might not need, but that is how kids who are nine pack these days, right?

“Just about done, Mum!” I replied.



“Good timing, Simon. We need to go right now! Our flight is at nine this morning and I’m expecting lots of traffic on the drive. Let’s go!”

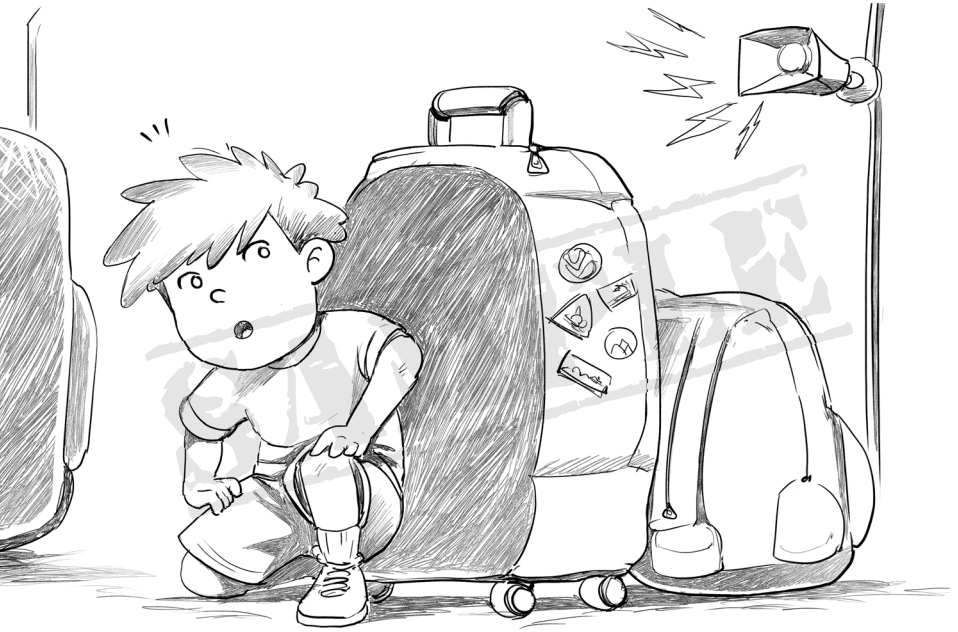
CHAPTER 2

THE LONG LINE

We had a good run and the traffic was only **light**. But then, when we got **inside** the terminal to check our bags in, the **lines** went for what seemed **like** hundreds of miles! Mum **cried**. Dad let out a long **sigh**. **I** tried to stay positive but this was going to be a long **time** standing on my feet. **I** tried sitting on my bag to pass **time**. **I** tried playing tag with some other kids. **I** went for a few **slides** up and down the **tiles**. **By** the **time** **I** got back to Mum and Dad, we were getting close to the end of the **line**.



I decided now was a good time to play hide and seek with the boy behind us in the line. I found the best spot that no one would think to look for me. There was a bag just the right size for a nine year old to hide behind. So that's what I did. I waited... until.....

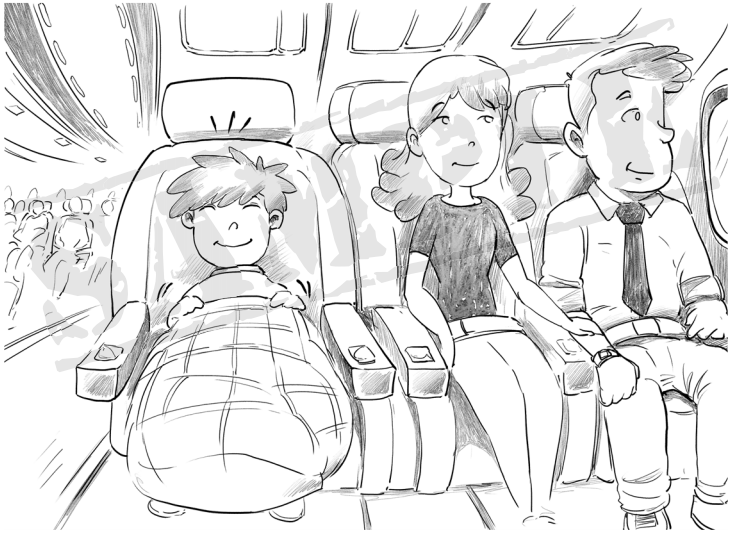


“Can Simon please meet his mum and dad at the ticket booth,” a man said over the speaker. It must be time to go, so I trotted back to the line and saw Mum and Dad looking like they were trying their best to be polite. I might try to behave for the rest of the trip.

CHAPTER 3

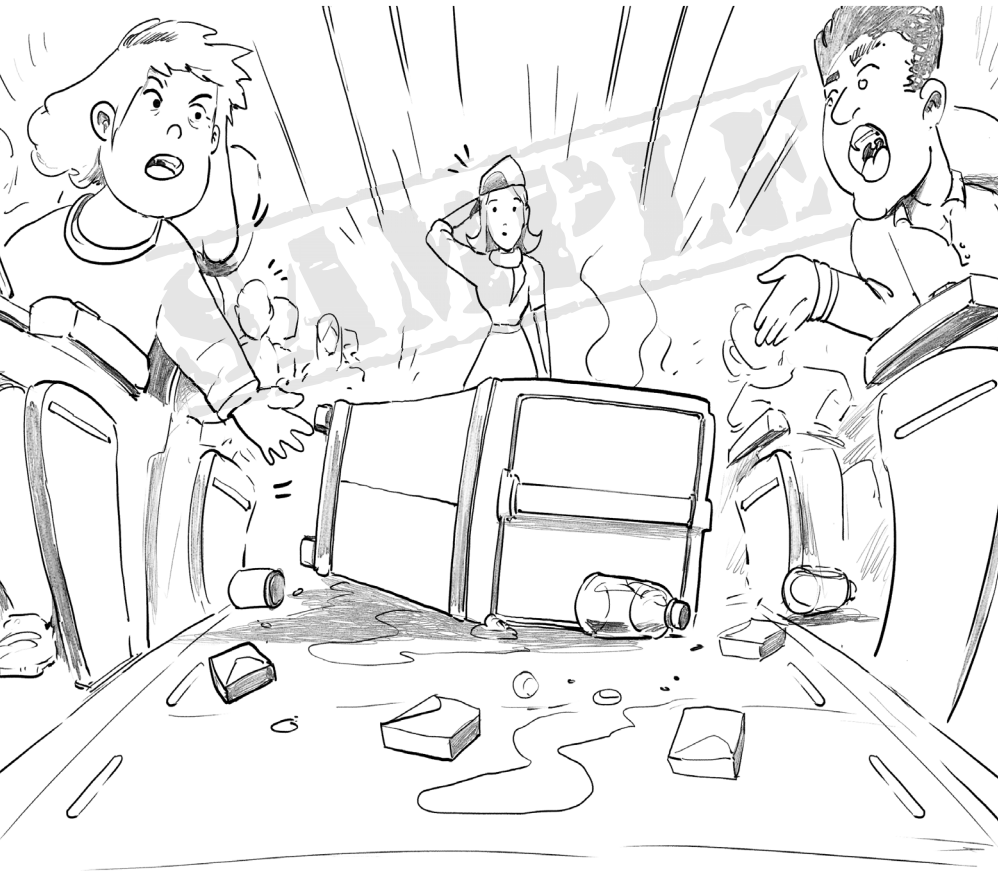
FINDING OUR SEATS

We finally got on the plane and found our seats. The flight was going to take quite a while, so I got out my blanket and tried to have a nap.

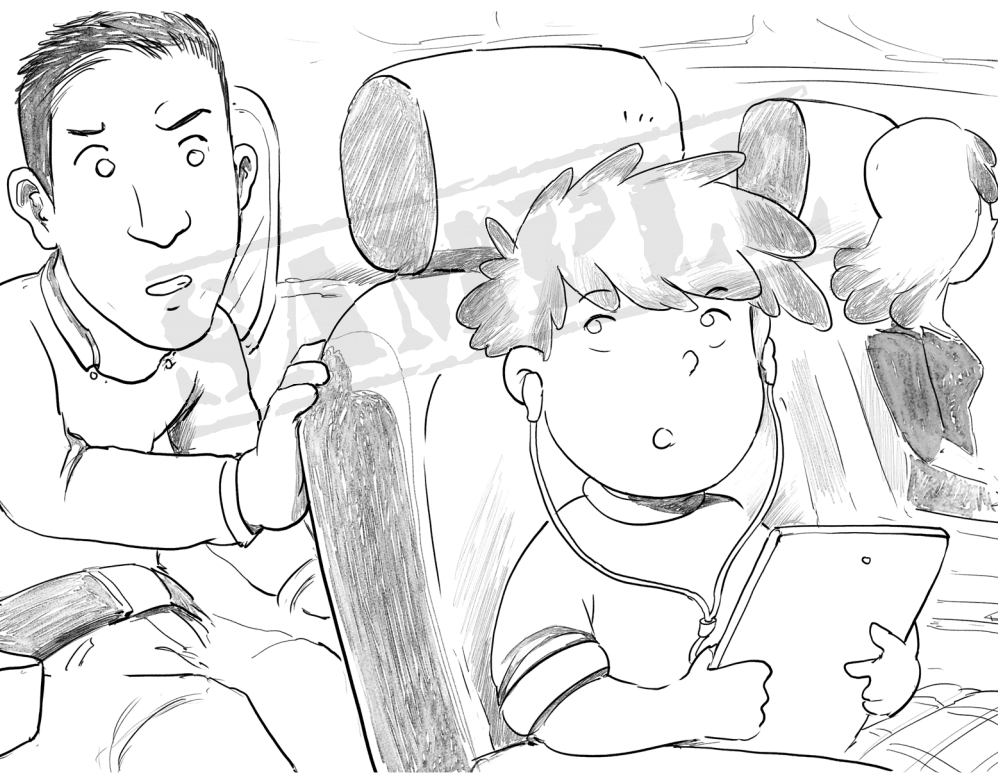


As the plane took off, I was startled by a loud crash at the back of the plane. I spun around and saw the food trolley had fallen and the food items and drinks were all over the ground.

Men were trying to help the lady pick the items up. There was a man over the speaker telling us that there would be no food for the passengers now. It sounded like there might be a fight at the back of the plane with some mad passengers.



I tried to find something fun to do to pass the time. I got out my iPad and started making a video about the flight. I had my headphones on and recorded myself but I think I might have been too loud. The man sitting in the seat behind me quietly told me to stop or he would make me cry.

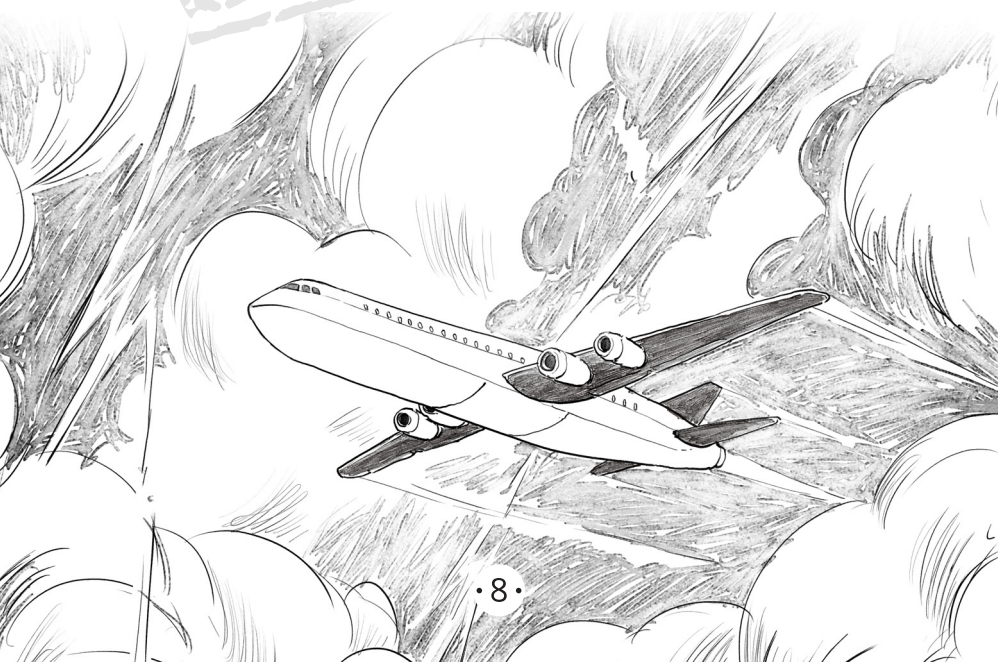


Not nice! Why do adults always forget what it's like to be a kid?

CHAPTER 4

FRIGHTENING LIGHTNING

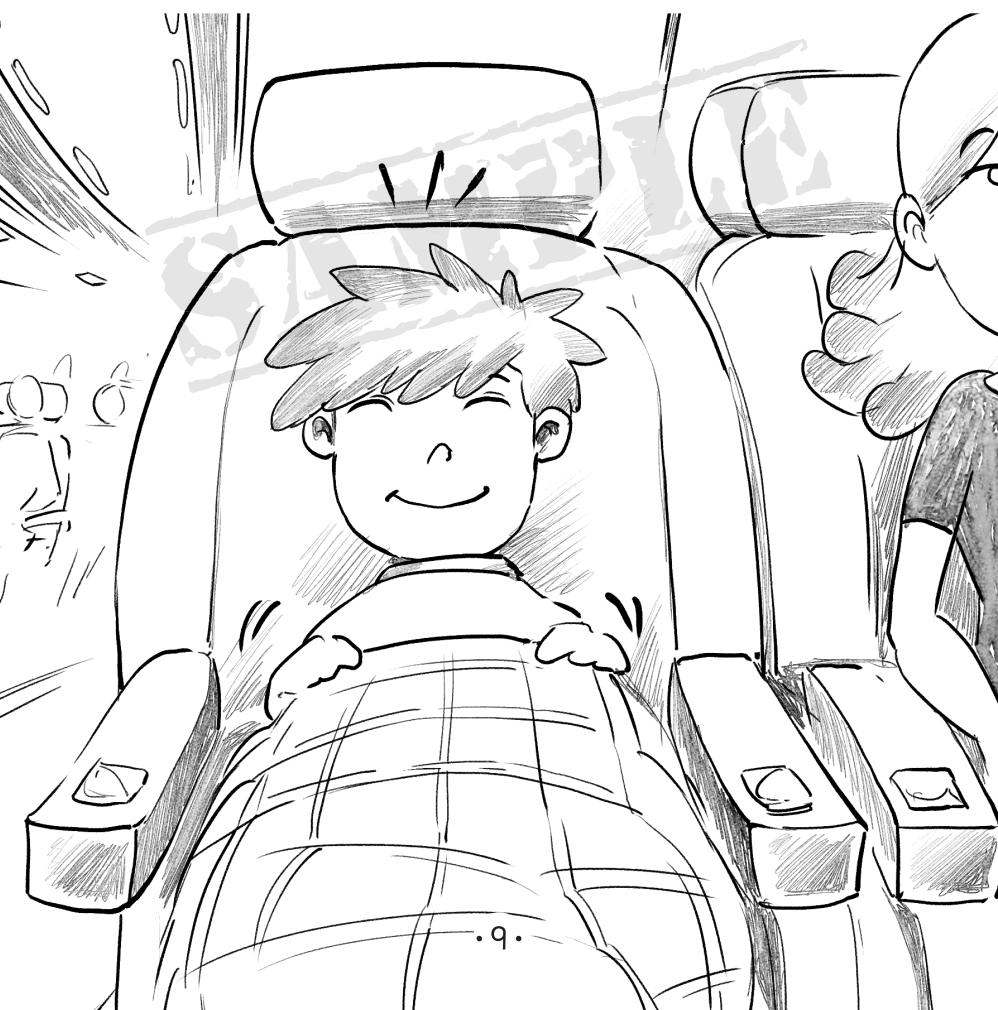
A little while longer into our flight, the sky began to turn black and lightning could be seen flashing in the sky. I think we were about to fly into a storm. I began to think that we might not make it to our holiday. The flashes were really bright and happening quite often. The flashes lit up the plane and kids were crying while the adults were trying to tell them it was going to be okay. I felt like I was going to be sick.



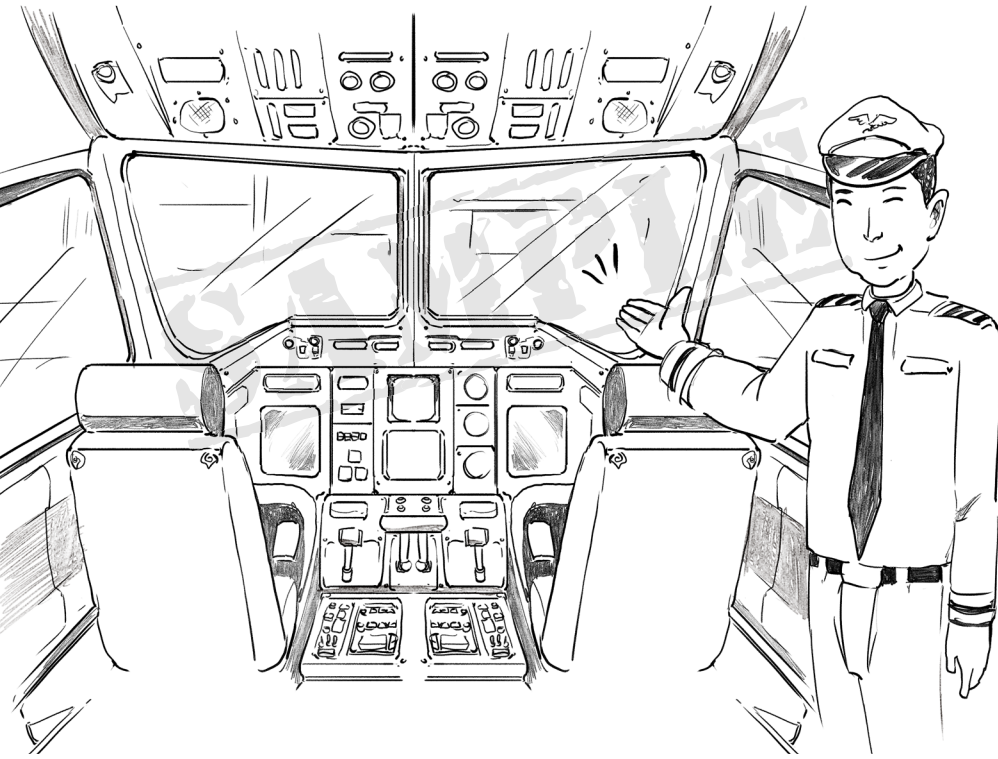
CHAPTER 5

THE WISE PILOT

The pilot got on the speaker to tell us we were about to get to the other side of the storm and back to a nice flight again. He was right. The rest of the flight was much better.



When we landed, **my** mum and dad spotted the **pilot** packing up his things. We went up to him and thanked him for keeping us safe. He **invited** us to see the cockpit and **I** was **surprised** by the **size** of it. It had buttons and gadgets and a big window to see where we were **flying**.



“Even when we get into **strife** up there, **I** try to **apply** all of **my** pilot training to keep us safe in the **sky**,” the **pilot** told us.

That pilot was very wise. I think I would like to be a pilot and fly a plane when I am older.... yes, pilot Simon!



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LITERAL QUESTIONS

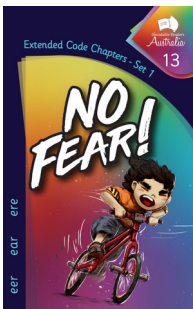
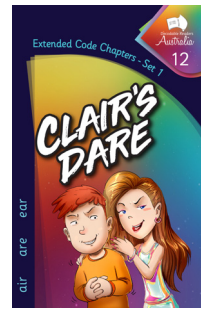
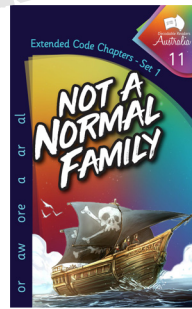
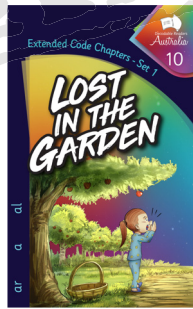
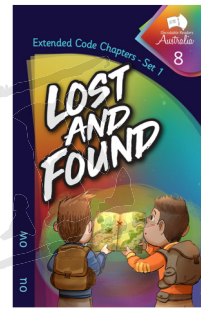
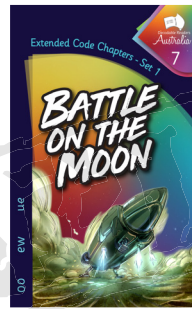
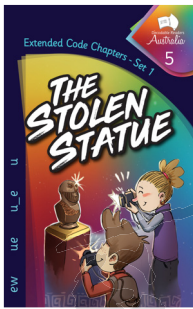
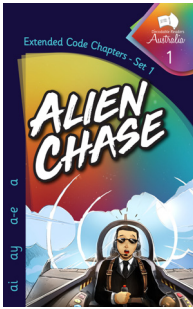
1. What happened when Simon and his family got to the airport terminal?
2. What game did Simon play to help pass the time at the terminal?
3. Why did some passengers on the plane get mad?

INFERENTIAL QUESTIONS

- Why did Simon just toss lots of things into his bag when packing for his holiday?
2. Do you think Simon enjoyed the plane flight? Explain.
 3. Was the pilot a good pilot? Explain.

Keep reading.....

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Simon and his family were so excited to go on a holiday but getting there was not much fun!

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