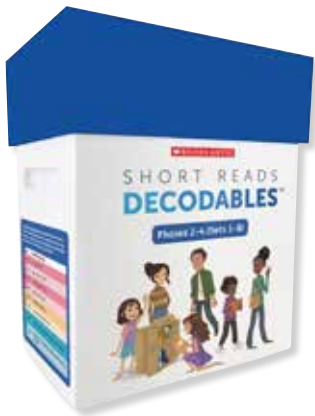




SCHOLASTIC

Education

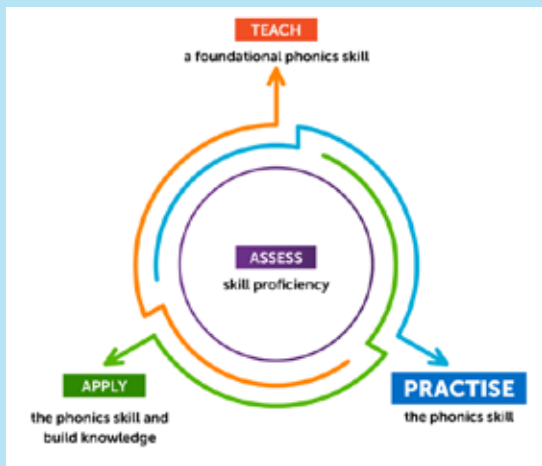


SHORT READS **DECODABLES**™

Decodable short texts for beginning readers



Sounds → Letters → Words → Vocabulary → Sentences → Fluency → Comprehension



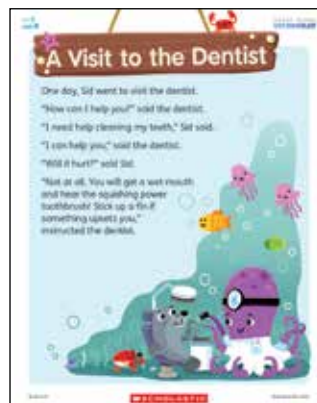
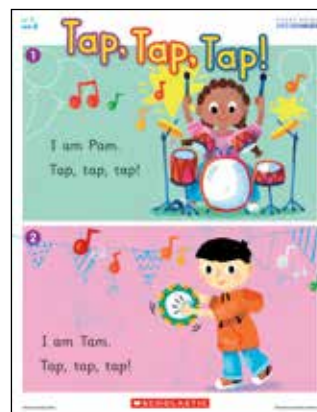
Four Steps, One Framework

The research is clear. Systematic, explicit, and cumulative phonics instruction is the most effective way to teach children how to read words. The science of how children learn to read may be complicated, but implementing it in the classroom doesn't have to be.

Short Reads Decodables uses an easy-to-use framework that breaks systematic instruction into four simple steps:

Teach, Practise, Apply, Assess.

- **2 boxes**
 - o Box 1: Phases 2 to 4, Sets 1 to 8
 - o Box 2: Phase 5, Sets 9 to 13
- **6 copies of 40 cards per box**
 - o Fiction and non-fiction
 - o Each card has a specific Phonic Focus
 - o Cards are sequenced by set
- **Teacher's Guide**
 - o Explicit phonics teaching
 - o Deep reading
 - o Comprehension
 - o Response to reading



SHORT READS DECODABLES BOXED SETS	CODE
Short Reads DECODABLES Box 1 Phases 2-4 (Sets 1-8)	100140532
Short Reads DECODABLES Box 2 Phases 5 (Sets 9-13)	100140533
EACH: AUD \$429.00 NZD \$499.00	



SHORT READ DECODABLES

DECODABLE SHORT TEXTS FOR BEGINNING READERS

Teacher's Guide Box 1: Tap, Tap, Tap!

- Type of text
- Summary
- Phonics Focus, Focus Words, Tricky Words
- Deep Reading notes

SET 1
CARD 2

Tap, Tap, Tap!

Genre: Realistic fiction

Summary: The children are playing musical instruments in a band. Pam is tapping a drum. Tam is tapping a tambourine and Pat is tapping a triangle. What do the other children do? They tap their feet and dance along.

Phonics Focus:

- /a/ spelled 'a'
- /t/ spelled 't'
- /p/ spelled 'p'
- /m/ spelled 'm'

Decodable Focus Words: *am, Pam, tap, Pat, Tam*

Tricky Word: /

Before Reading

Model sounding out and blending the phonemes (sounds) in a word. Read a word in phonemes and ask children to blend it. Then ask them to segment the phonemes in another word.

For example:

/t/a/p/ – tap Pat – /p/a/t/

Ask children to read the following words and make sure they can decode them:

am Pam tap Pat Tam

Check that children can read the following tricky word:

/

First Reading

- Ask children to read the title with you.
- Remind children what to do if they meet an unknown word. They should sound it out and blend the phonemes to read the word.
- You can either read the text aloud, modelling how it should be read, echo-read it or ask children to whisper-read on their own.
- Listen to children read and give help as needed.

Second Reading

Choose one of the following options:

- Ask children to whisper-read on their own, this time with intonation.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

After Reading

After children have read, talk about the text. Use the following questions to discuss and deepen children's understanding of the story.

Background Knowledge

- Look at some of the instruments from the classroom music box together. *Can you name them? Which other musical instruments do you know about?*

Words and Phrases in Context

- *Look at section 1. Which words tell you what Pam does when she plays the drums? (Tap, tap, tap!)*

Key Ideas and Details

- *Who plays the drums? (Pam) Who plays the tambourine? (Tam) Who plays the triangle? (Pat)*

Retell

- *Retell the story in your own words.*



SHORT READ DECODABLES

DECODABLE SHORT TEXTS FOR BEGINNING READERS

- Images of front and back of cards
- Responses to reading for:
 - o Oral language
 - o Writing

SET 1
CARD 2

SHORT READS
DECODABLES™

1 **Tap, Tap, Tap!**

I am Pam.
Tap, tap, tap!

2

I am Tam.
Tap, tap, tap!

Written by Emily Banks

SCHOLASTIC

Illustrated by Sophia Tsoukatos

3

I am Pat.
Tap, tap, tap!

4

Tap, tap, tap!

SET 1 CARD 2

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Discuss

Share and discuss these questions. Encourage children to support their thinking with ideas from the text.

- Which of the instruments would you most like to play? Why?
- Which would you rather do: play an instrument or dance? Why?

Write

Read this sentence aloud and ask children to write it. They may illustrate the sentence as well. You may want to model the writing.

I can tap.

Ask children to choose one or both of the following options:

- Draw a picture to show what Tam does. **(Narrative)**
- Draw a picture to show which instrument you would like to play. **(Opinion)**



SHORT READ DECODABLES

DECODABLE SHORT TEXTS FOR BEGINNING READERS

Teacher's Guide Box 2: Scientists and Science Tools

- Type of text
- Summary
- Phonics Focus, Focus Words, Tricky Words
- Deep Reading notes

SET **13**
CARD 3

Scientists and Science Tools

Genre: Fact book pages

Summary: These pages from a fact book explain what scientists do and about the different tools that scientists use when they work.

Phonics Focus:

- /ai/ spelled 'eigh'
- /ai/ spelled 'ey'
- /n/ spelled 'kn'
- /zh/ spelled 'su'
- /sh/ spelled 'ti'
- /sh/ spelled 'ssi'
- /or/ spelled 'ore'

Decodable Focus Words: *huge, protection, mission, more, they, know, attention, solution, mission, action, measure, weight*

Tricky Words: *of, someone, do, to, our, their, the, are*

Before Reading

Model sounding out and blending the phonemes (sounds) in a word. Read a word in phonemes and ask children to blend it. Then ask them to segment the phonemes in another word.

For example:

/m/i/sh/o/n/ – mission know – /n/oa/

Ask children to read the following words and make sure they can decode them:

*huge protection mission more they know attention
solution mission action measure weight*

Check that children can read the following tricky words:

do to of their the are

First Reading

- Read the title and ask children to repeat it.
- Remind children what to do if they meet an unknown word. They should sound it out and blend the phonemes to read a word.
- You can either read the text aloud, modelling how it should be read, echo-read it or ask children to whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

Second Reading

Choose one of the following options:

- Ask children to whisper-read on their own, this time with intonation.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

After Reading

After children have read, talk about the text. Use the following questions to reinforce children's knowledge and vocabulary.

Words and Phrases in Context

- *What does the word data mean?* (Information)

Sequence

- *Listen as I read the steps in the scientific process. Why is following that list of steps important for scientists to do?* (It means that experiments can be compared accurately as they will always follow the same process/the same steps.)

Key Ideas and Details

- *Why do scientists use telescopes? Why do scientists use binoculars?* (Scientists use telescopes to magnify and study things that are a very long way away in space. Scientists use binoculars to magnify and study things from a distance on earth – like observing animals in the wild, but without getting too close to them.)

Making Inferences

- *Why is observing and paying attention to small details such an important part of being a scientist?*



SHORT READ DECODABLES

DECODABLE SHORT TEXTS FOR BEGINNING READERS

Scope and Sequence for Box 1

- Set
- Title
- Text Type
- Phonics Focus
- Tricky Words.

Card Coverage

The card and phonic information has been summarised below. The Phonics Focus is any of the set sounds that are used on the card.

Set No	Card No and Title	Genre/Text Type	Phonics Focus	Tricky Words
Set 1	Card 1: Sam Sat, Tam Sat	Fantasy	s a t p i n m d	is, the
Set 1	Card 2 Tap, Tap, Tap!	Realistic fiction	a t p m	l
Set 2	Card 1: A Cat Can	Magazine article	o c u r	is
Set 2	Card 2: Pop, Pop, Pop!	How-to	g o c k e u h l	the
Set 2	Card 3: Rip It, Dip It, Pat It	Realistic fiction	g o c c k e u r b	
Set 2	Card 4: It is Sid!	Humorous fiction	g o c k e u r f	is, the
Set 3	Card 1: 6, 5, 4, 3, 2, 1 Bugs!	Fact book pages	l l w x z z l	is, the, and
Set 3	Card 2: Hats and Caps	Fact book pages	l l s s j w x y z	is, put, his, has, she
Set 3	Card 3: The Red Bus	Fantasy	j v w x y	and, the, his, her, go, she
Set 3	Card 4: Run, Run!	Traditional tale	f f l l j w x y z	the, has
Set 4	Card 1: Cub Fun!	Fact book pages	ch sh th nk	is, the, and, of
Set 4	Card 2: Vets and Pets	Fact book pages	ch sh th	is, the, she, of
Set 4	Card 3: Fab the Fish	Humorous fiction	ch sh th	is, the, no
Set 4	Card 4: Tish the Pup	Realistic fiction	qu ch sh th	is, the, her, to, she
Set 5	Card 1: Rocket to the Moon	Historical report	ee igh oo oo	the, to, go, he, of, we, you
Set 5	Card 2: Jobs	Information leaflet	ee oo oo	her, you
Set 5	Card 3: Keeping Well!	Magazine article	ee igh oo oo	to, we, be, you, by
Set 5	Card 4: The Bookshop	Realistic fiction	ee igh oo oo	the, to, she, of, be, all
Set 5	Card 5: The Zig Zag Map	Realistic fiction	ee oa oo	the, and, they
Set 5	Card 6: Kim and the Odd Sock	Fantasy	ai ee oo oo	the, she
Set 6	Card 1: Look at the Jets	Magazine article	ar or ur ow ear air er	the, and, go, to, he, they, are
Set 6	Card 2: A Coin Bank	How-to	ar or ow oi	the, put, to, of, you, all
Set 6	Card 3: Pet Rabbits	Information leaflet	ar ur oi ear air er	to, you, they, are
Set 6	Card 4: Morgan and Herb	Realistic fiction	ar or ur ow oi ear er	the, and, to, he, they
Set 6	Card 5: A Box for Harper	Realistic fiction	ar or ur ow er	the, puts, to, go, she, sure
Set 6	Card 6: Carlos Can	Fantasy	ar ow oi er	and
Set 7	Card 1: At a Pond	Information text	Adjacent consonants with short vowel sounds	of, we, all
Set 7	Card 2: What Can We Be?	Question-and-answer book pages	Adjacent consonants with short vowel sounds	I, to, of, she, he, we, me, be, all, likes, do, what
Set 7	Card 3: Teeth	Fact book pages	Adjacent consonants with short vowel sounds	the, to, of, they, have, like, some, out
Set 7	Card 4: Fred Frog's Big Trip	Fantasy	Adjacent consonants with short vowel sounds	to, he
Set 7	Card 5: Gramps and Stan	Realistic fiction	Adjacent consonants with short vowel sounds	the, he, we, so, have, some, little, says
Set 7	Card 6: The Contest	Folk tale	Adjacent consonants with short vowel sounds	I, the, pull, to, she, he, you, so, likes, says, when
Set 7	Card 7: Flip and Flop	Fantasy	Adjacent consonants with short vowel sounds	go, she, we, they, so, have, some(thing), come, do, says, out, today
Set 8	Card 1: Can You Spot It?	Information text	Adjacent consonants with long vowel sounds	the, to, be, you, so, like, little, when
Set 8	Card 2: Things That Go	Magazine article	Adjacent consonants with long vowel sounds	the, go, to, pushes, of, you, they, by, someone, do, what
Set 8	Card 3: Terrific Trees	Information text	Adjacent consonants with long vowel sounds	put, to, into, of, we, you, they, are, have, like, some, come, do, here, there, when, what
Set 8	Card 4: Tricks with the Light	Realistic fiction	Adjacent consonants with long vowel sounds	I, the, go, to, into, she, he, was, said, do, there
Set 8	Card 5: Painting Jack and Finn	Realistic fiction	Adjacent consonants with long vowel sounds	the, put, no, going, to, she, of, be, was, they, said, so, some, loved
Set 8	Card 6: A Bit of Cloth	Realistic fiction	Adjacent consonants with long vowel sounds	I, the, put, to, he, of, we, they, said, have, do, little, when, what, out
Set 8	Card 7: Frog's Lunch	Fantasy	Adjacent consonants with long vowel sounds	I, the, to, she, he, of, all, like, some, loves, do, says



SHORT READ DECODABLES

DECODABLE SHORT TEXTS FOR BEGINNING READERS

Scope and Sequence for Box 2

- Set
- Title
- Text Type
- Phonics Focus
- Tricky Words.

Card Coverage

The structure of the phonics programme followed for Short Reads Decodables can be found below. This book relates to Phase 5. There is a separate product for Phases 2, 3 and 4. The sets are cumulative.

Set No	Card No and Title	Genre	Phonics Focus	Tricky Words
Set 9	Card 1: Fun Fish Facts	Fact book pages	/ai/ ay, /ow/ ou, /ee/ ea, /ur/ ir, /igh/ ie, /oo/ ue, /yoo/ u	some, push, when, are, to, like, by, the, so, into
Set 9	Card 2: Fun With Music	Magazine style article	/ai/ ay, /ow/ ou, /ee/ ea, /igh/ ie, /yoo/ u	there, are, of, to, come, have, you, the, comes, one, some, push, when, put
Set 9	Card 3: Jobs at Sea	Information text/report	/ai/ ay, /ow/ ou, /ee/ ea, /ur/ ir, /yoo/ ue	when, they, to, be, the, he, there, are of, you
Set 9	Card 4: All About Art	Magazine style article	/ai/ ay, /ow/ ou, /ee/ ea, /ur/ ir, /igh/ ie, /oo/ ue, /yoo/ u	all, be, do, you, the, of, some, like, we, have, was to, all what
Set 9	Card 5: Cayden's Bad Mood Day	Realistic fiction	/ai/ ay, /ow/ ou, /oi/ oy, /ee/ ea, /igh/ ie, /oo/ ue	one, to, was, going, no, the, be, put, of, my, I, have, they
Set 9	Card 6: The Kingdom of Music	Fairy tale	/ai/ ay, /ow/ ou, /oi/ oy, /ee/ ea, /ur/ ir, /igh/ ie, /yoo/ u	love, of, he, all, was, to, have, no, one, come, my, when, I, the
Set 9	Card 7: Toad to the Rescue	Fantasy	/ai/ ay, /ow/ ou, /ee/ ea, /igh/ ie, /oo/ ue	when, put, the, he, one, was, to, we, are, I, you, said, pull, of, have, into
Set 9	Card 8: A Visit to the Dentist	Fantasy	/ai/ ay, /ow/ ou, /ee/ ea, /igh/ ie	one, to, the, I, you, said, my, all, something, there, was, do, like, put, when, she, me, they, are, so
Set 10	Card 1: It's Time to Ride	Magazine article	/oa/ o, /ee/ e, /ai/ a-e, /igh/ i-e, /ee/ e-e	to, you, are, people, put, your, some, they, the of
Set 10	Card 2: It's a Drone!	Fact book pages	/oa/ o, /igh/ i, /ee/ e, /ai/ a-e, /igh/ i-e, /oa/ o-e, /yoo/ u-e, /ee/ e-e, /oo/ ew	there, people, have, they, what, do, the, to, are, you, could
Set 10	Card 3: A New Garden	News article	/oa/ o, /ai/ a, /ai/ a-e, /igh/ i-e, /oo/ ew	the, was, to, they, all, there, do, put, into, of were, by
Set 10	Card 4: Water! Water!	Fact book pages	/oa/ o, /ee/ e, /ai/ a-e, /igh/ i-e, /oa/ o-e	water, all, of, our, the, you, there, when, full, into
Set 10	Card 5: Red Hen Bakes a Cake	Folk tale	/oa/ o, /igh/ i, /ee/ e, /ai/ a-e, /igh/ i-e, /or/ aw	said, would, someone, to, the, asked, my, you, they, all
Set 10	Card 6: My Pet, Pete	Fantasy	/oa/ o, /igh/ i, /ee/ e, /ai/ a-e, /igh/ i-e, /yoo/ u-e, /ee/ e-e, /oo/ ew	my, the, to, say, what, all, they, of
Set 10	Card 7: Monster Pie	Fantasy	/oa/ o, /igh/ i, /ai/ a, /ee/ e, /ai/ a-e, /igh/ i-e, /oa/ o-e, /oo/ ew	have, said, put, of, into, some, there, was, by, were, the, they, to
Set 10	Card 8: The Perfect Muffin	Humorous fiction	/oa/ o, /igh/ i, /ai/ a, /ee/ e, /ai/ a-e, /igh/ i-e, /ee/ e-e, /oo/ ew	of, have, the, are, to, here, were, put, what, you
Set 11	Card 1: Spot the Dolphin	Fact book pages	/ee/ y, /f/ ph, /l/ le, /v/ ve, /u/ o-e, /u/ o, /z/ se, /oo/ ou	the of, called, two, they, to, the water, was
Set 11	Card 2: Fruity Good Food	Magazine article	/ee/ y, /e/ ea, /oa/ oe, /igh/ y, /oa/ ow, /l/ le, /s/ c, /v/ ve, /u/ o-e, /s/ se, /s/ ce, /oo/ ui, /oo/ ou	there, are, many, of, all, they, your, into
Set 11	Card 3: Insects Up Close	Science article	/ee/ y, /igh/ y, /l/ le, /l/ al, /s/ c, /v/ ve, /u/ o-e, /u/ o, /oo/ ou	to, there, are, their, all, they, two, do, of, where, the
Set 11	Card 4: Whales and Sharks	Question-and-answer book pages	/w/ wh, /oa/ oe, /oa/ ow, /j/ g, /l/ al, /v/ ve, /u/ o, /oo/ ou	are, the, they, different, called, to, would, of, all, your
Set 11	Card 5: Henny Penny	Folk tale	/ee/ y, /igh/ y, /u/ o, /ee/ ey	the, to, they, was, were
Set 11	Card 6: Kind Surprises	Historical fiction	/ee/ y, /w/ wh, /igh/ y, /oa/ ow, /j/ g, /f/ ph, /l/ al, /v/ ve, /u/ o-e, /s/ se, /s/ ce	were, all, the, was, to, said, there, could, they, would, of, our, their, pulled, what, are
Set 11	Card 7: The Travelling Frogs	Folk tale	/ee/ y, /w/ wh, /igh/ y, /s/ c	one, two, to, the, of, said, are, there, want, what, your, they, were, their, all
Set 11	Card 8: The Cookie Clues	Mystery	/ee/ y, /igh/ y, /oa/ ow, /s/ c, /oo/ ou	one, the was said to, where of, there
Set 12	Card 1: Make a Creepy Crawly	How-to instructions	/oo/ u, /or/ al, /ar/ a, /s/ sc, schwa at the end of words	do, eyes, to, the, of, your, through
Set 12	Card 2: Star Stories	Guidebook pages	/air/ ear, /ch/ ture, /ar/ a, /o/ a	the are, of people, to, they, do, your
Set 12	Card 3: Air and Space Travel	Fact book pages	/ur/ or, /air/ ere, /or/ au, /or/ al, /ch/ tch, /ar/ a, /or/ a, /o/ a, /ur/ ear, /r/ wr	people, to, the, today, two, one, were
Set 12	Card 4: Animals in Winter	Fact book pages	/ur/ or, /air/ ear, /air/ ere, /or/ a, /z/ ze, schwa at the end of words	are, the, to, do, they, into, of
Set 12	Card 5: The Voice in Rabbit's House	Folk tale	/oo/ u, /air/ are, /air/ ere, /or/ oor, /ch/ tch, /ar/ al, /ar/ a, /or/ a, /o/ a, /ur/ ear,	one, the, who, of, their
Set 12	Card 6: The Unhappy Egg	Fantasy	/air/ are, /air/ ere, /or/ al, /ch/ tch, /ar/ a, /or/ a, /o/ a, /r/ wr	the, to
Set 12	Card 7: About That Button	Fantasy	/ur/ or, /oo/ u, /air/ are, /or/ au, /or/ oor, /or/ al, /ch/ tch, /ar/ a, /o/ a, /c/ ch, schwa at the end of words	one, into, the, again, who, are, said, to, friend, through
Set 12	Card 8: The Crabs and the Crane	Folk tale	/or/ al, /ch/ tch, /ar/ a, /or/ a, /o/ a, /ur/ ear, /r/ wr	one, the, to, says, are, two, your, our, do
Set 13	Card 1: How to Make a Tangram Sailing Boat	How-to instructions	/ai/ ey, /n/ kn, /j/ ge, /sh/ ti, /sh/ ci	of, to, are, one, the, do
Set 13	Card 2: Sports Talk	Question-and-answer book pages	/ai/ aigh, /ai/ ey, /or/ our, /or/ ore	the, to, their, into, of, two, are, many, one
Set 13	Card 3: Scientists and Science Tools	Fact book pages	/ai/ eigh, /ai/ ey, /n/ kn, /zh/ su, /sh/ ti, /sh/ ssi, /or/ ore	of, someone, do, to, our, their, the, are
Set 13	Card 4: The Big Screen	Magazine article	/ai/ ey, /zh/ si, /sh/ ti, /or/ our	the, of, who, to, their
Set 13	Card 5: A Tale of Kindness	Fantasy	/j/ ge, /i/ y, /or/ our, /or/ ore	the, to, thought, eyes, are, of, friend
Set 13	Card 6: The Space Explorer	Science fiction	/ai/ eigh, /ai/ aigh, /m/ mb, /zh/ su, /j/ dge, /j/ ge, /i/ y, /sh/ ssi	to, the of, today
Set 13	Card 7: Knock, Knock!	Humorous fiction	/ai/ aigh, /ai/ ey, /ai/ ea, /n/ kn, /m/ mb, /ear/ eer, /j/ ge, /sh/ ci, /or/ our, /or/ ore	one, of, to, said, who, do, the
Set 13	Card 8: Storm Report	Realistic fiction	/ai/ aigh, /ai/ ey, /n/ kn, /ear/ eer, /j/ ge, /or/ ore	to, the, of, oh, said, do, were