

RHYME TIME DECODABLES

THE GLOW IN THE SNOW

Decodable Readers Australia

THE GLOW IN THE SNOW

Sample

RHYME TIME DECODABLES



THE GLOW IN THE SNOW



NOTES FOR EDUCATORS

The Rhyme Time books are decodable which means that they are phonetically controlled, matching our level 5 letter-sounds. Follow the steps when using these books during supported reading time.

Supporting the Reader

1. Read the title of the book and predict what might happen.
2. Read through the sounds by having the student tap and say the sounds that match the letters.
3. Read through the sight words. Words that appear often in the book and may have spelling that is either irregular or unknown to the reader at this stage.
4. Read through the rhyme words to warm up and practise decoding.
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). Reread the sentence if errors are made to help with fluency and comprehension.
6. Stop occasionally and talk about the events and characters in the story. There are questions at the back.
7. At the end of the story there are follow up activities.
8. Lots of positive praise is recommended for struggling readers, as reading can sometimes be strenuous for some.

NOTES ON RHYME

Rhyme plays a vital role in early literacy because it helps children hear and recognise sound patterns in spoken language. When children engage with rhyming words, they begin to notice similarities and differences between sounds, which strengthens phonological awareness—a key foundation for reading and spelling.

Decodable texts that include rhyme are especially powerful in early reading instruction because they combine the use of systematic phonics with engaging, predictable language patterns. Beyond only the letter-sound correspondences children have been explicitly taught, decodable rhyming texts enable young readers to apply their phonics knowledge successfully, while also enjoying the rhythmic flow of a story. The added element of rhyme further supports phonological awareness by helping children recognise and anticipate sound patterns, which in turn strengthens decoding skills and builds fluency.

Because rhyming texts are enjoyable, children are more motivated to reread them, leading to increased confidence, and automatic word recognition. This repeated, successful reading experience helps establish strong reading habits and supports the transition from sounding out words to reading with accuracy and expression.

SOUND WARM UP

These are our focus sounds of Level 5.

Tap and say the sounds!

Level 5 Sounds

ai

trail

ay

play

ea

beach

ee

tree

ie

pie

igh

sight

oa

boat

ow

saw

ew

few

ue

cue



SIGHT WORD WARM UP

to	for	one	their
they	was	some	as
all	do	her	of
by	were	said	me
but	when	too	out
about	comes		



RHYME WORD WARM UP

team	→	beam	→	seem
see	→	tree	→	free
light	→	night	→	right
day	→	play	→	say
low	→	glow	→	snow
tail	→	fail	→	hail
pie	→	lie	→	tie
coat	→	boat	→	float

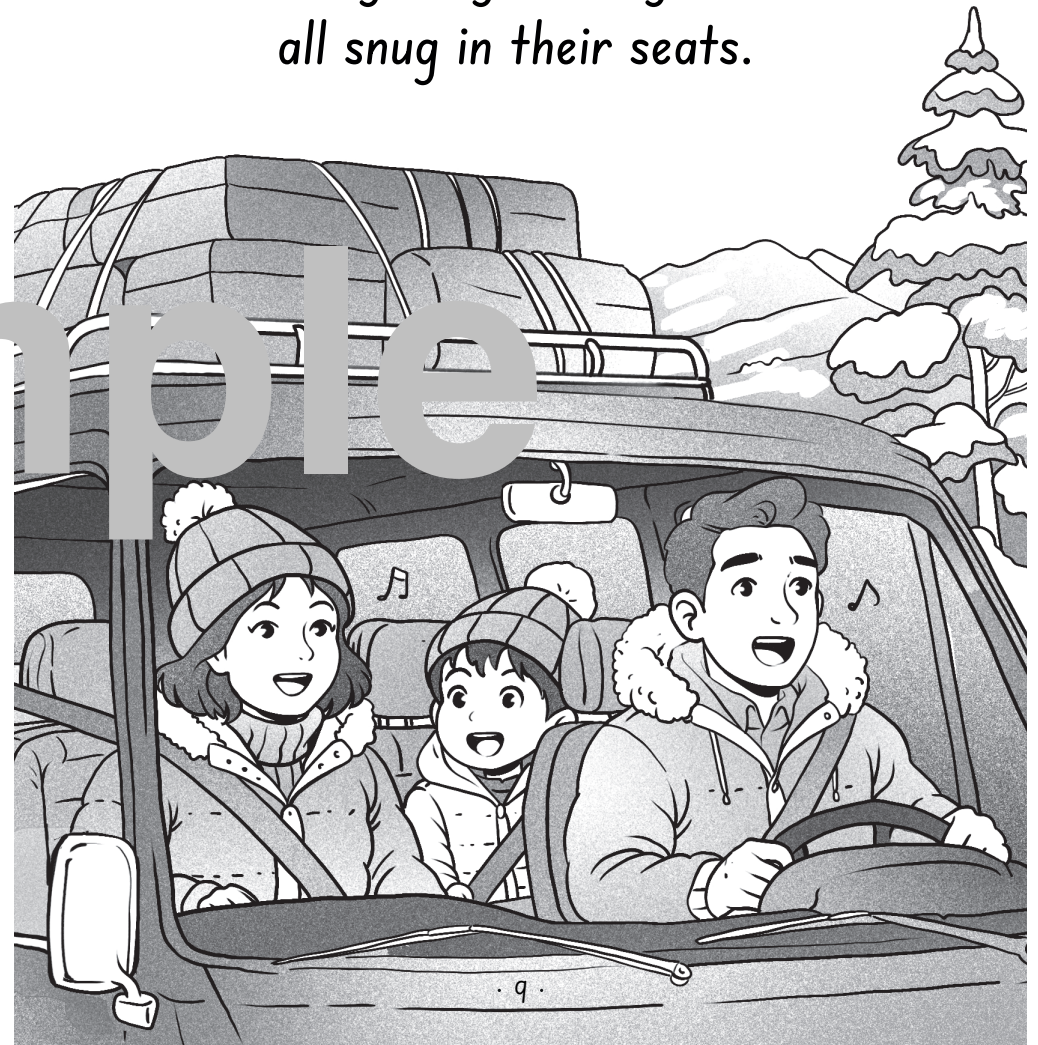
**THE GLOW
IN THE
SNOW**



Jean and Lee went to the snow
for a trip one day.
Dad packed up the van
and they went on their way.

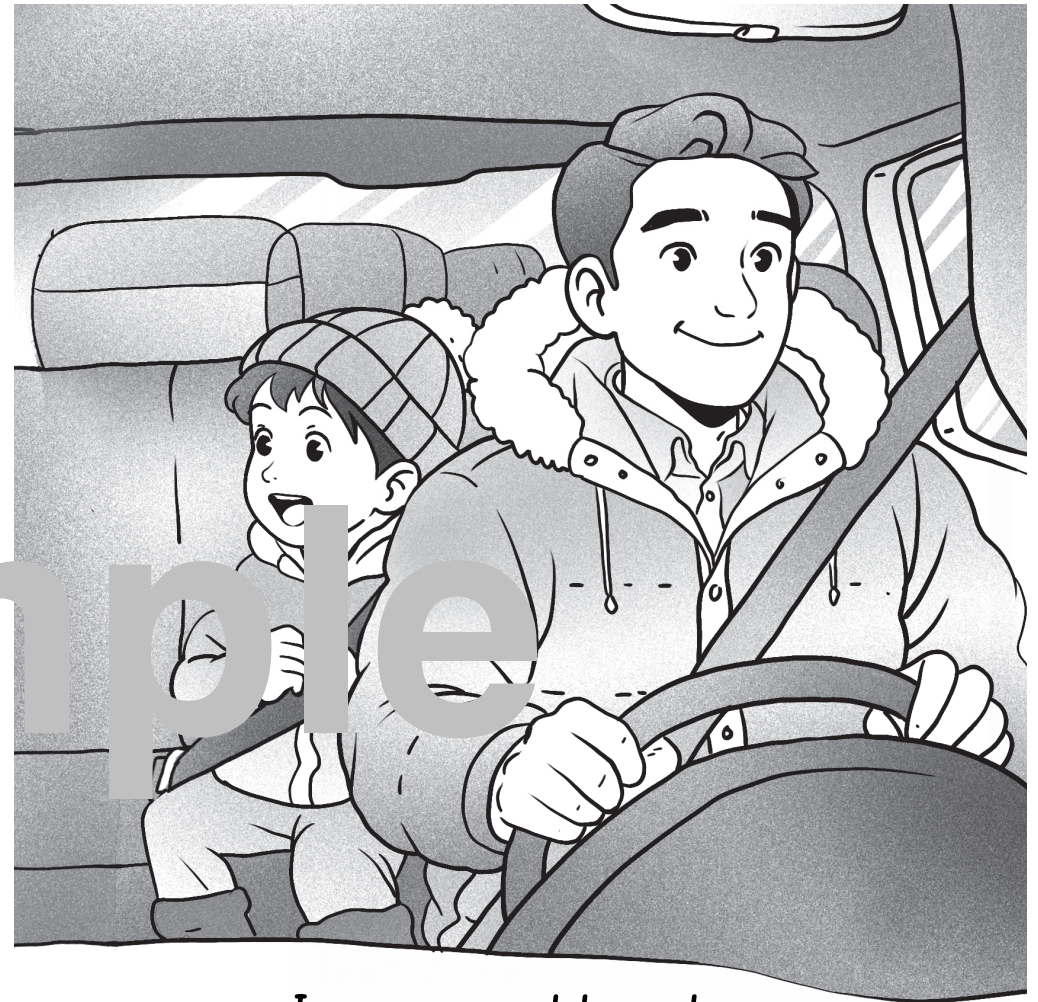


The day was bright
and Mum packed some sweets.
They sang as they went,
all snug in their seats.





The road went left
and then bent right.
"Do not throw up, Jean!
Hold on tight."



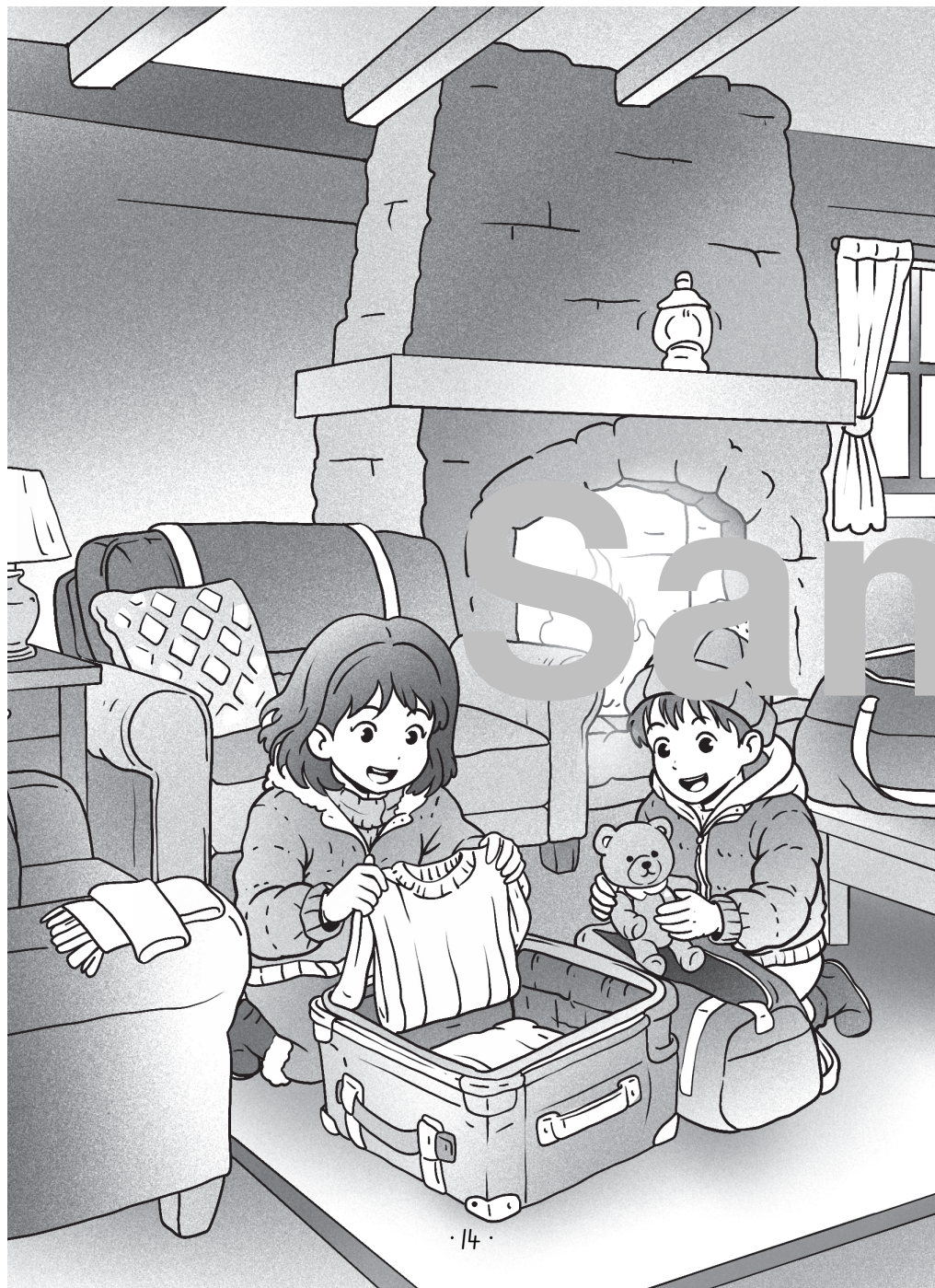
Jean pressed her chin
on the window to see
lots of big hills
and a snow-capped tree.



They stopped at a cabin
that was big and old.
Its windows glowed
from lights that were gold.



"We are here,"
Dad said with glee.
"Unpack the van
and follow me!"





*"Finish unpacking
and then go and play!
This snow is fantastic
for our holiday!"*



*Coats were hung up,
all in a row.
Jean ran out
into the cold, clean snow.*

Jean did snow prints,
with her hands reaching long.
Then her feet left a trail
as she sang a song.



Sample

The snow was so deep
it reached Jean's shin.
Jean kicked up the snow
and it hit her skin.





*Mum and Dad suggested
a sunset trek.
Jean zipped up her coat
right up to her neck.*



*"Let's trek up this hill.
Keep in a row!"
Dad led the way
in the soft, thick snow.*



*"Let's stop for a snack
with pie and tea."
Mum got cups
for Jean and for Lee.*

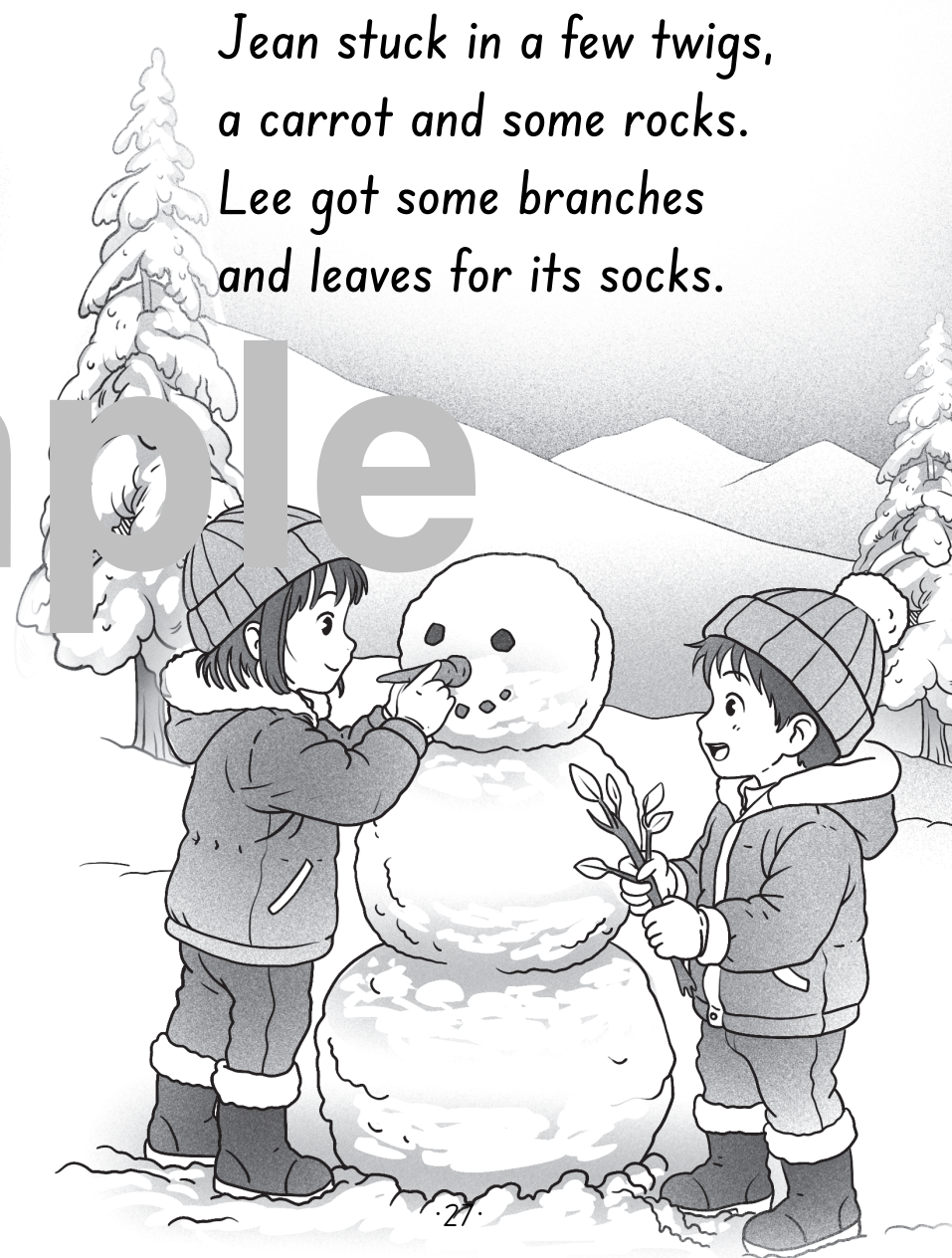


*The cups were hot
and steam floated up.
Jean bit into her pie
and drank from her cup.*





Jean and Lee constructed
a snowman with glee.
They stacked up lumps of snow
as neat as can be.



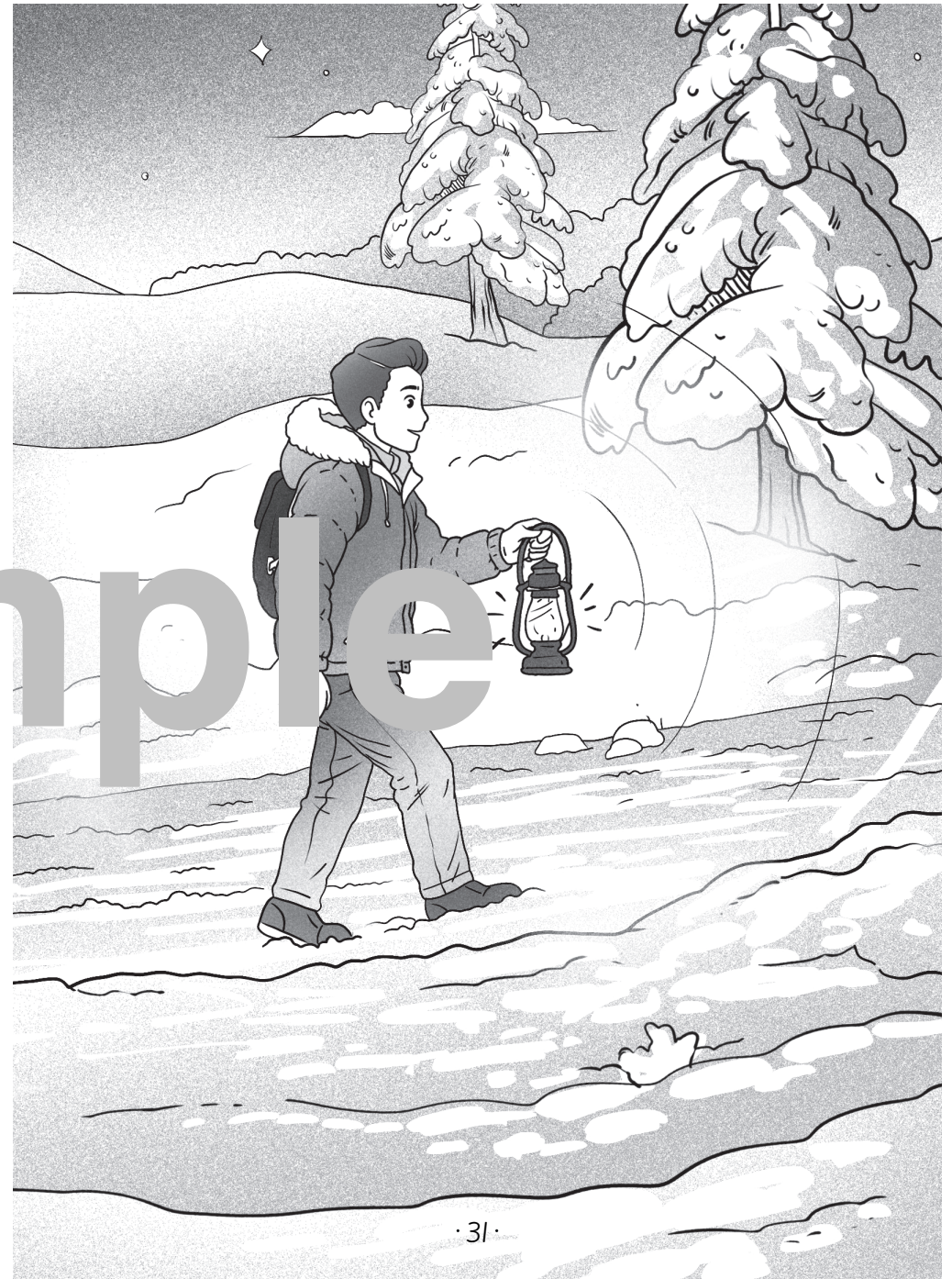
Jean stuck in a few twigs,
a carrot and some rocks.
Lee got some branches
and leaves for its socks.

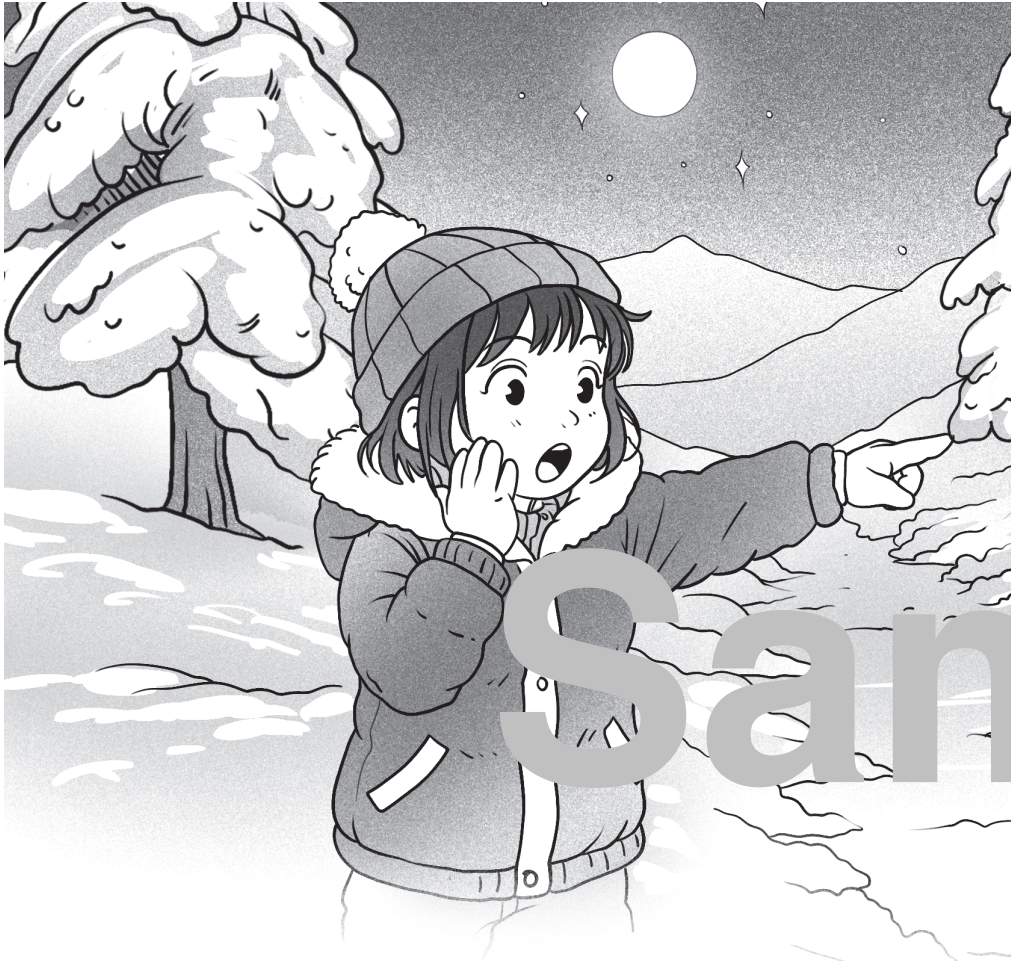


*The day went to dusk
and the sun slipped away.
Dad said, "Let's continue
and not delay."*



*Dad got a lamp
and its glow was so bright,
lighting the track
on this cold, dim night.*



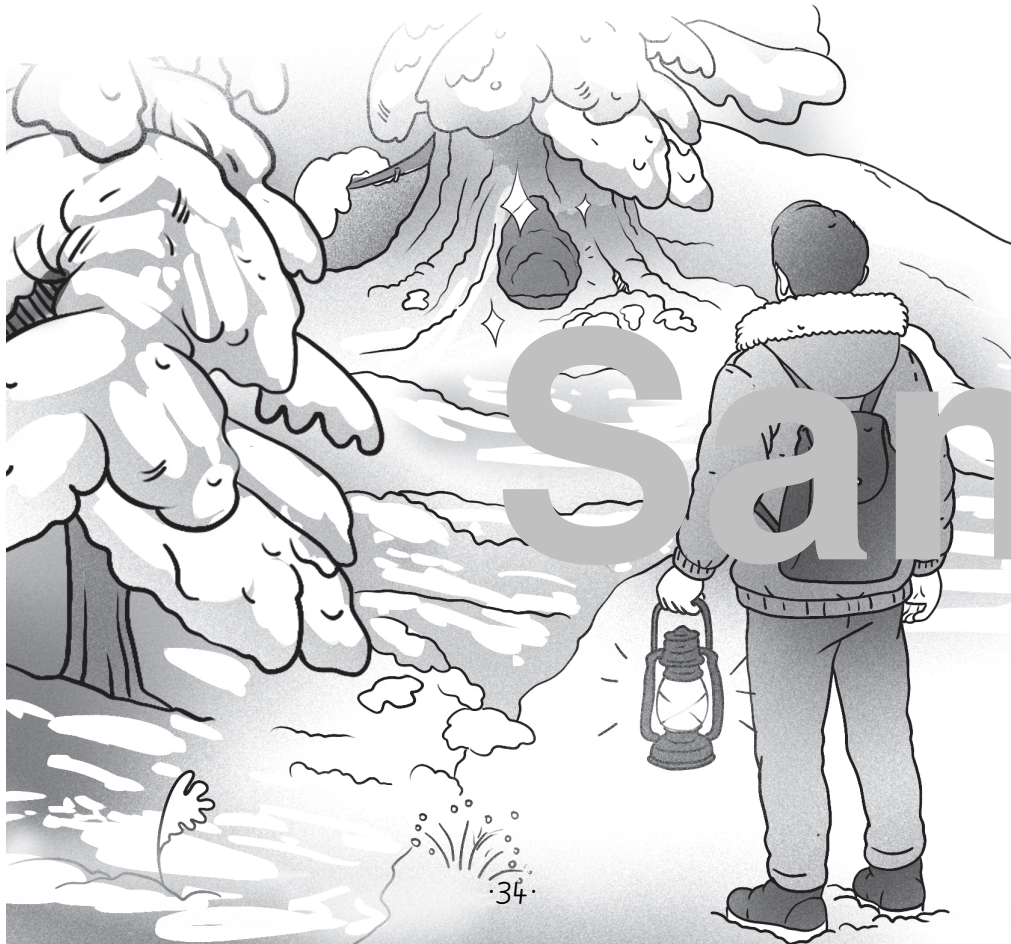


*Jean spotted a wombat
just to the right of the track.
"Do you think I can feed it
just a little snack?"*



*The wombat got a fright
and tried to run away.
It shuffled along
with a wobble and a sway.*

As they went on,
Jean spotted a glow.
It was a light that beamed
from a tree real low.



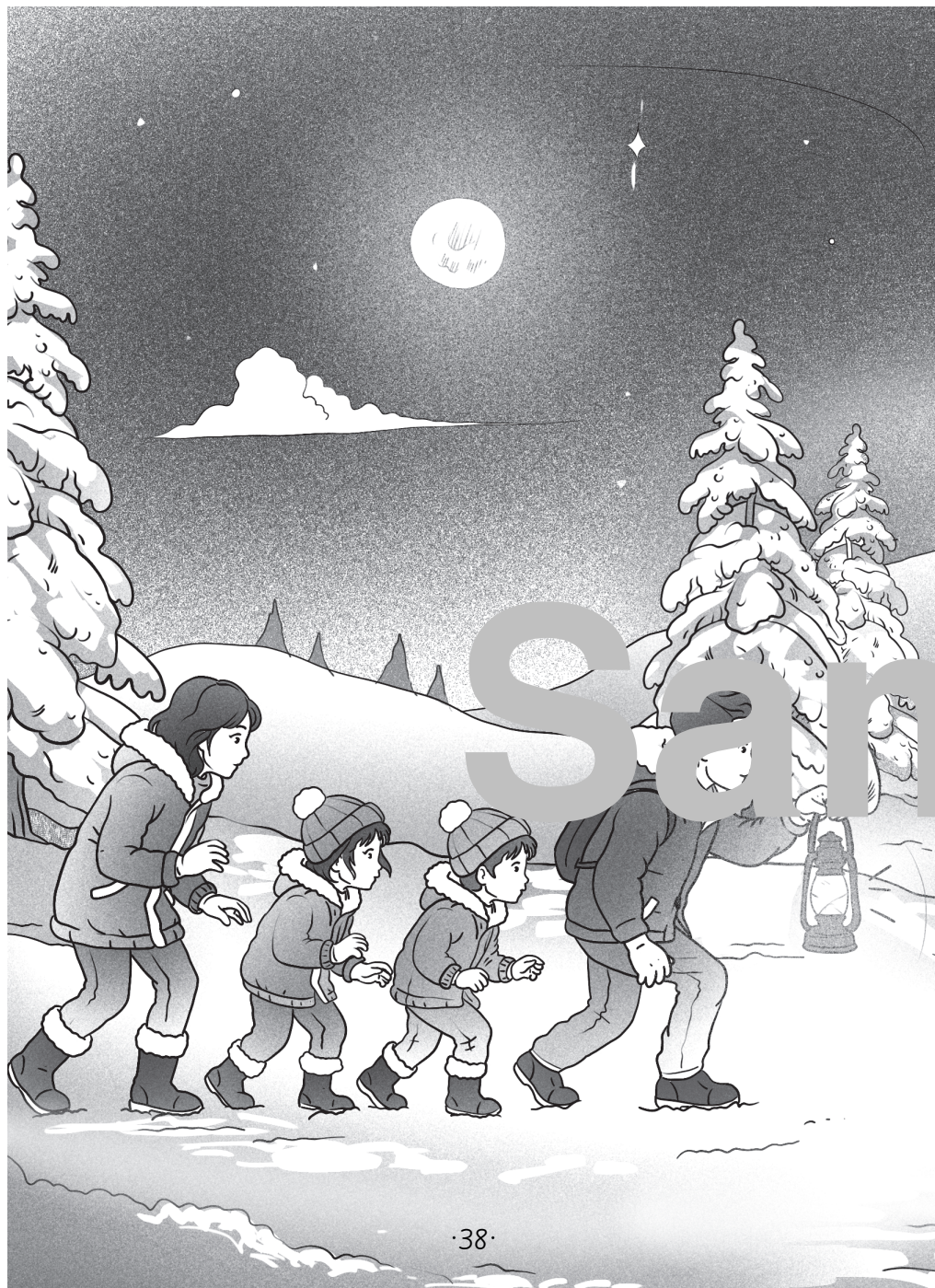
They stopped by the tree,
where the track bent right.
"What is that glow
I can see in the night?"

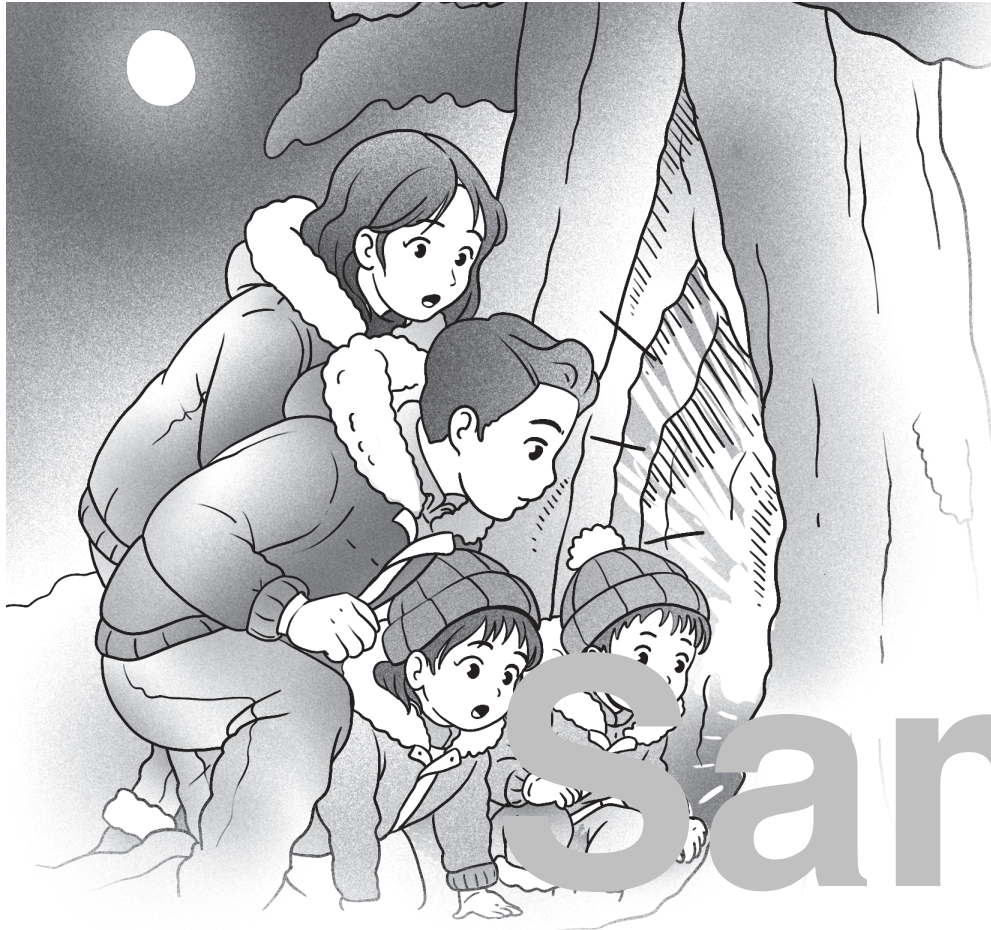


Dad told them all,
"Let's go slow."
Dad did not want
the glow to go.



"The light is too bright
to be a little bug.
I do not know what it is,"
Dad said with a shrug.





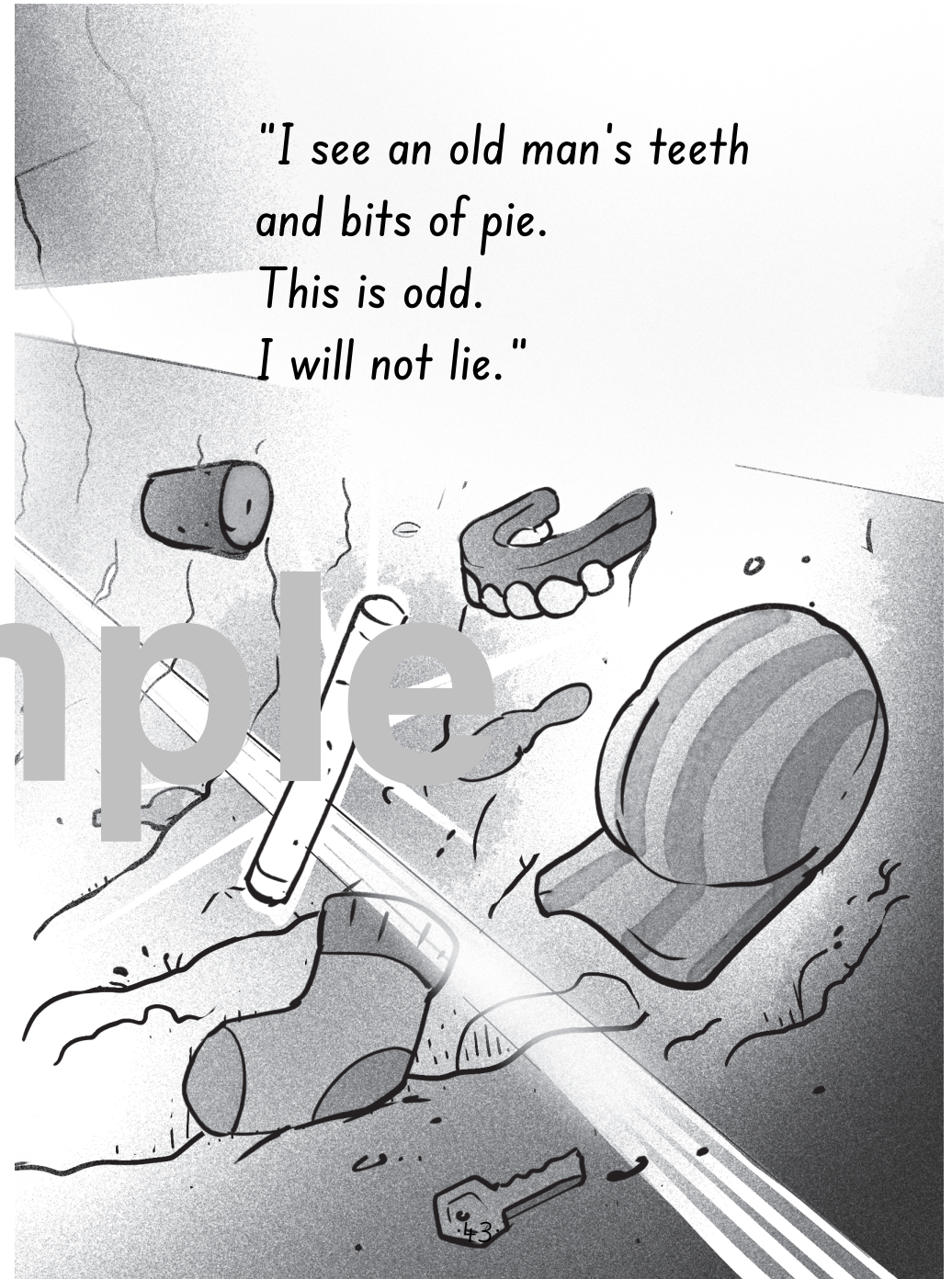
They crept up the track
like a big team.
The lamp in Dad's hand
sent off a bright beam.

Dad got sight of the gap
in the tree real low.
In the trunk
were things that glow.



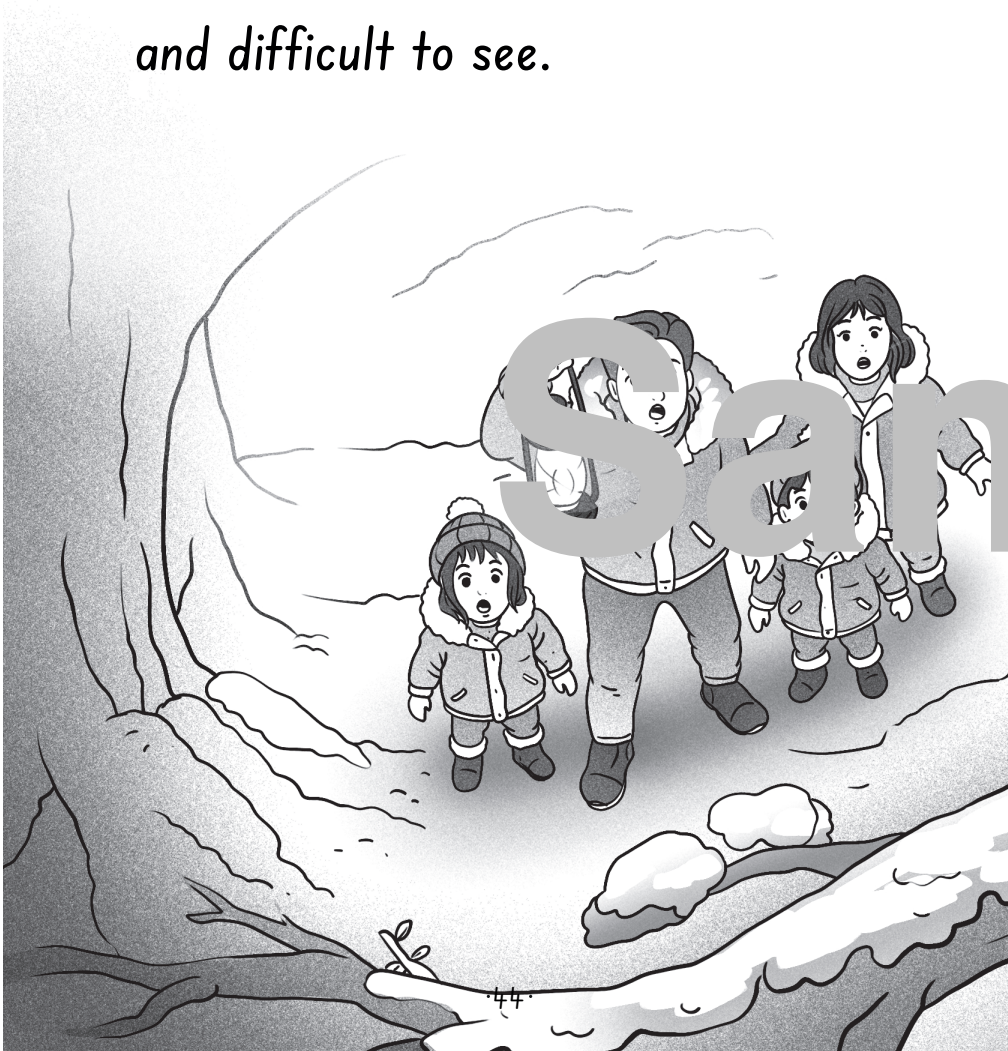


"I think it is just glow sticks
and things from a camp.
Is that a sock and a hat?"
Dad held up the lamp.



"I see an old man's teeth
and bits of pie.
This is odd.
I will not lie."

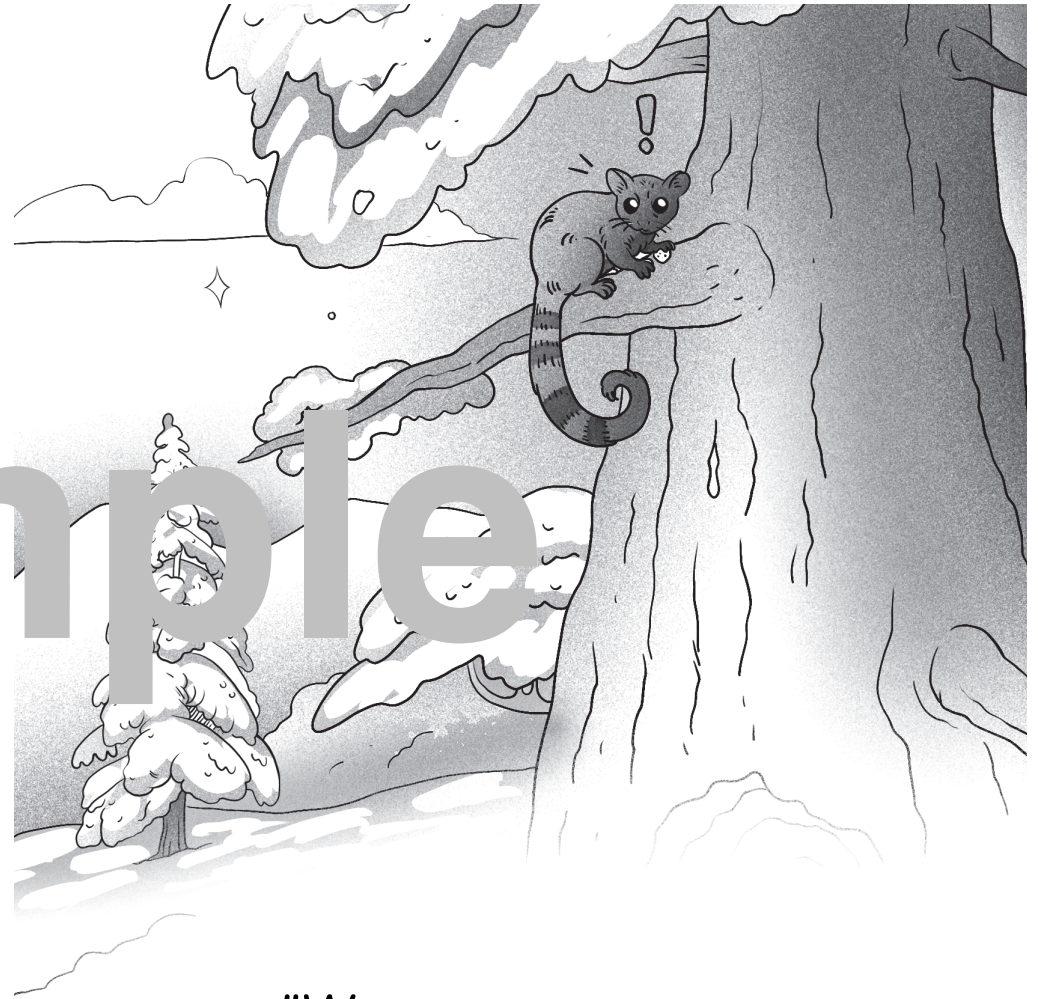
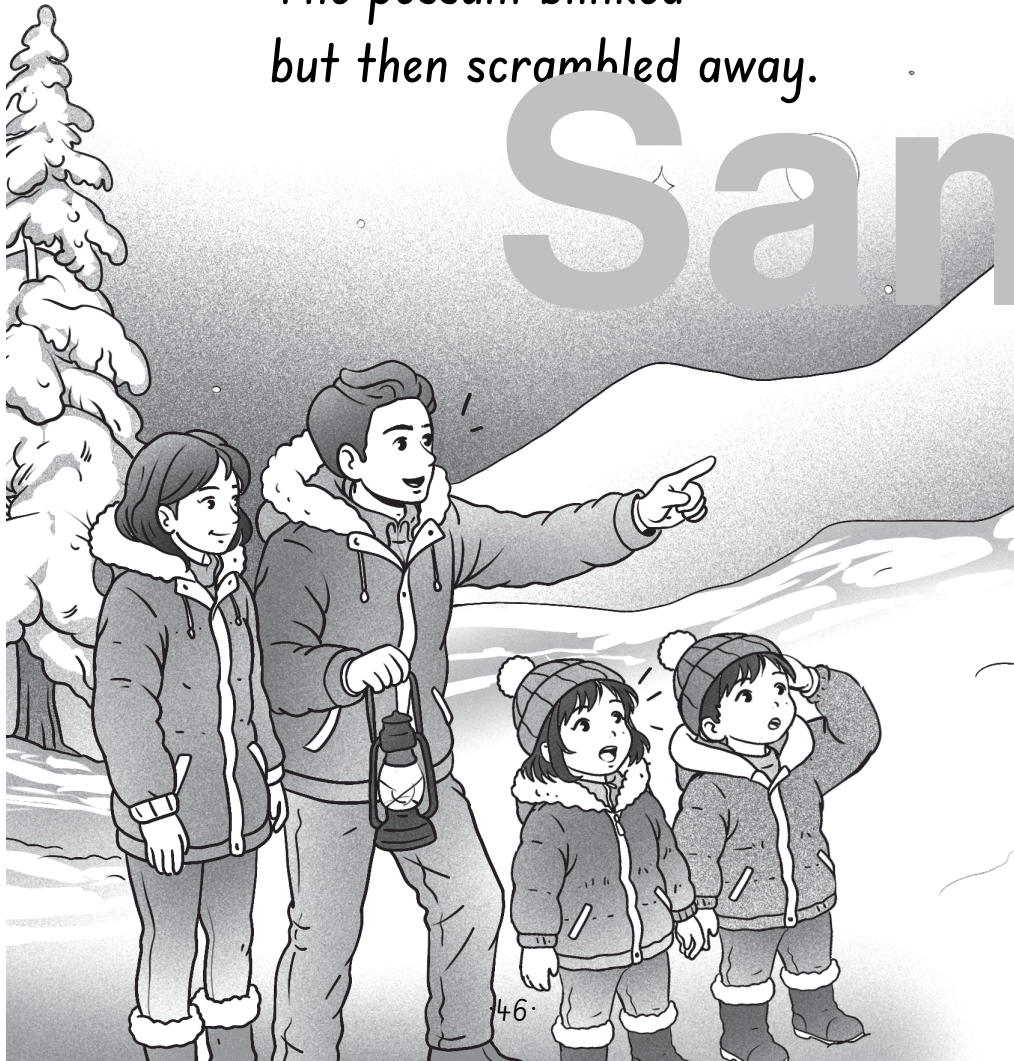
*Then, with a sudden thump,
an animal was in the tree.
It was in the shadows
and difficult to see.*



*It was not a fox,
not a wombat or a cat.
It was an odd animal
with a long tail as it sat.*

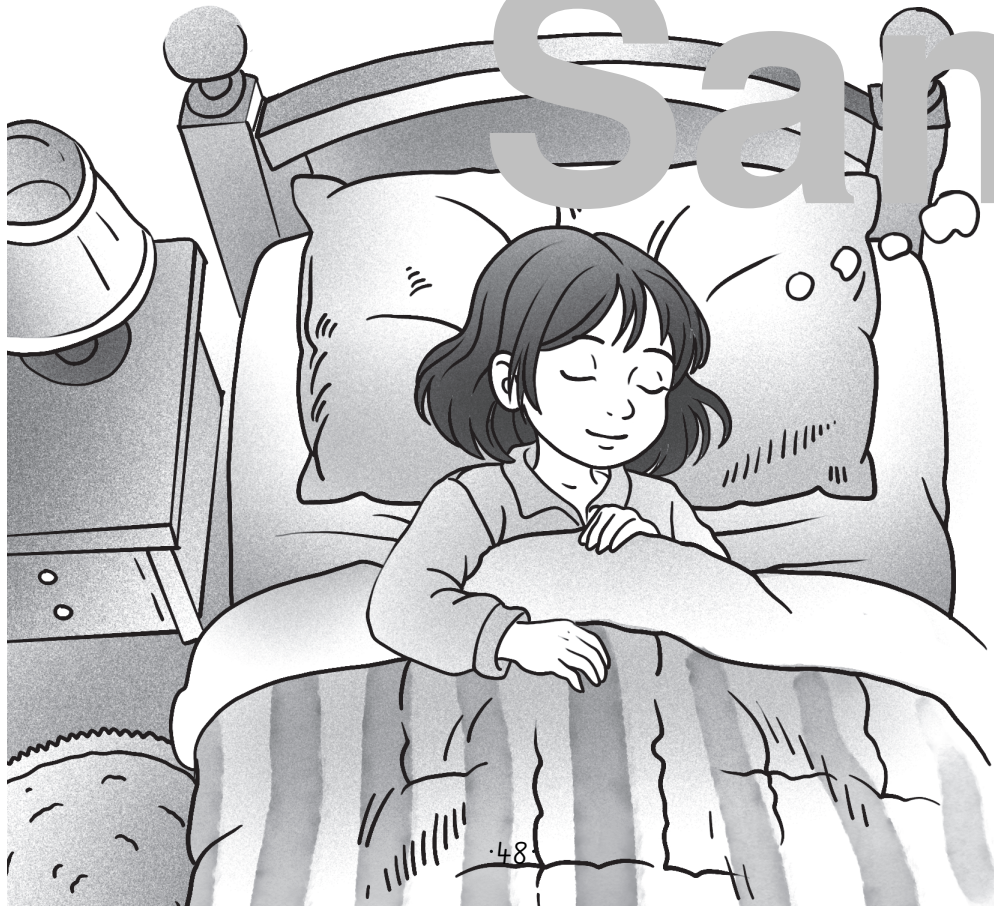


"That's a ringtail possum!"
Dad was keen to say.
The possum blinked
but then scrambled away.



"We got to see a possum
in the dim of the light.
It likes to collect things
in the middle of the night."

That night in her bed,
Jean dreamed of that day,
of animals she'd seen
and the fun along the way.



She slept with a grin,
her dreams filled with light,
of snow trips and magic
that came out at night.



THE GLOW IN THE SNOW



CHECK FOR UNDERSTANDING

1. Where did Jean and her family go for a holiday?
2. Who suggested to go on a sunset trek?
3. What did Dad use to see as the day light was dimming?
4. What caused the glow?
5. What animals did Jean see?



READING RACE!

Time how fast you can read these words. Ready, Set, GO!



RHYMING WORDS

Join the two words that rhyme.

team	●	●	night
light	●	●	see
snow	●	●	beam
tree	●	●	stay
play	●	●	glow

time - :

RHYMING WORDS

Write two words that rhyme with the picture.

sleep



1.

2.

snow



1.

2.

pie



1.

2.

coat



1.

2.

tree



1.

2.

RHYMING WORDS

Write the word that rhymes to finish the sentence.

"Let's trek up this hill. Keep in a row!"

Dad led the way, in the soft, thick _____.

Dad got sight of the gap in the tree real low.

In the trunk were things that _____.

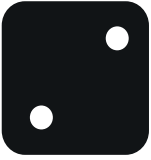
"We got to see a possum in the dim of the light."

It likes to collect things in the middle of the _____.

ROLL AND READ

2-3 players. Each player takes a turn to roll a die and read a word on the list under that number. If the word is read correctly it can be covered by a coloured chip or highlighted. Play continues until all the words are covered. The player who has the most words covered wins.

*Photocopy me as a double page.

		
low	pie	light
snow	lie	night
glow	tie	might
show	new	bright
flow	few	fright

		
day	see	Jean
bay	Lee	mean
way	tree	lean
say	free	clean
play	glee	screen

Keep reading.....

