

RHYME TIME DECODABLES

TOM'S MAD CRAB

Decodable Readers Australia

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NOTES FOR EDUCATORS

The Rhyme Time books are decodable which means that they are phonetically controlled, matching our level 3 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. These words will 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 word warm up words to 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. By reinforcing letter-sound correspondences children have already learned, decodable rhyming texts enable young readers to apply their phonics knowledge successfully, while also holding the rhythm of a poem. 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

Tap and say the sounds!

Level 1 Sounds

s a t p i n

Level 2 Sounds

m d g o c
k ck e u r

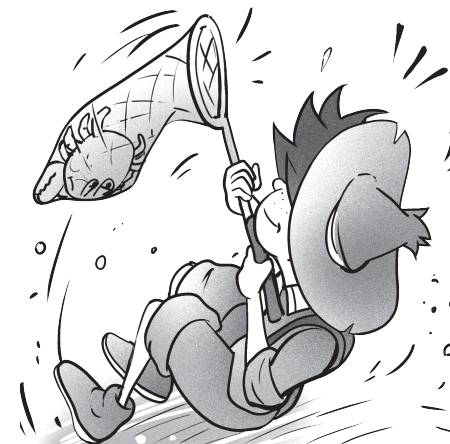
Level 3 Sounds

b h f l j
v w x y z



SIGHT WORD WARM UP

I	want	be	do
for	go	he	his
me	my	of	onto
put	that	the	then
this	to	too	two
was	with	so	like
by	come		
you	your		
have	oh		



RHYME WORD WARM UP

pan	⇒	Nan	⇒	man
fill	⇒	spill	⇒	still
pack	⇒	sack	⇒	snack
net	⇒	get	⇒	set
sand	⇒	hand	⇒	band
stop	⇒	flop	⇒	crop
in	⇒	win	⇒	grin
tank	⇒	yank	⇒	frank

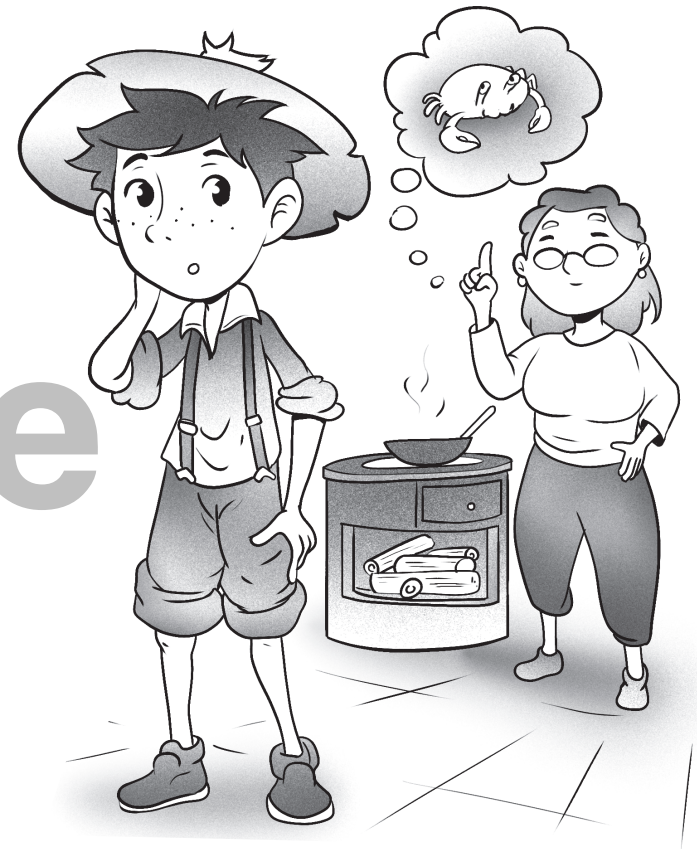
TOM'S MAD CRAB

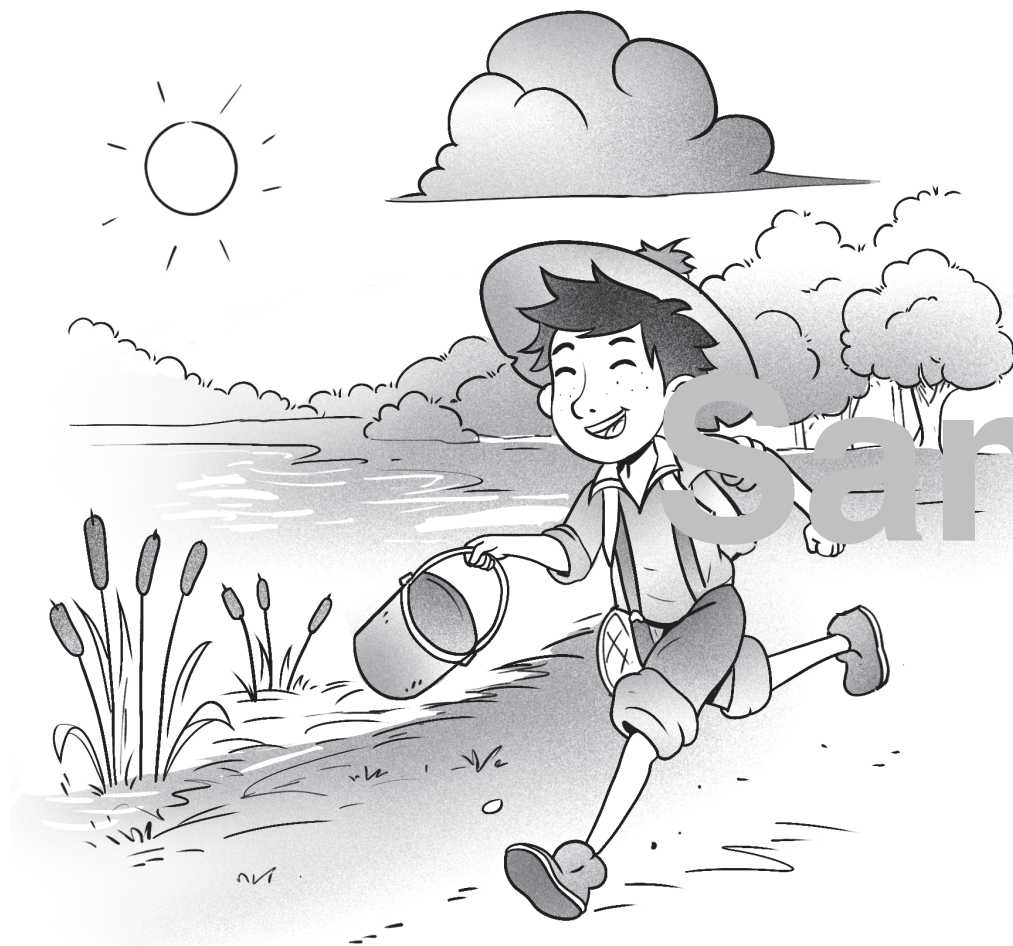




"I have a bucket and net,
and a pack for you.
Go get me a crab.
You have a job to do."

"I must have a crab
to put in the pan.
Go do this job
for your old Nan."





The sun was up
and the pond was still.
Tom ran to the sand
with a bucket to fill.

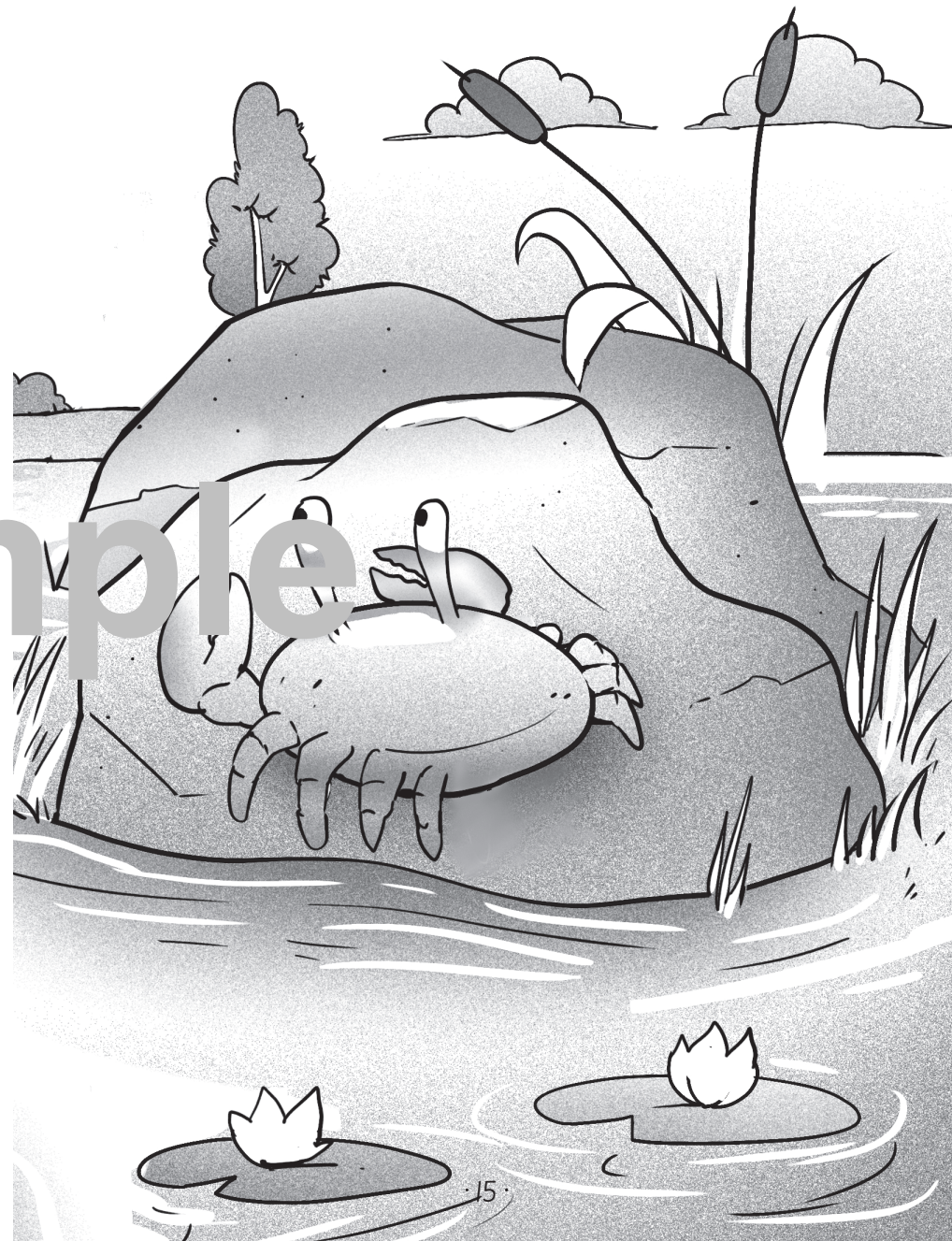
Tom had his net
and he had his pack.
Tom had his hat
and he had his snack.



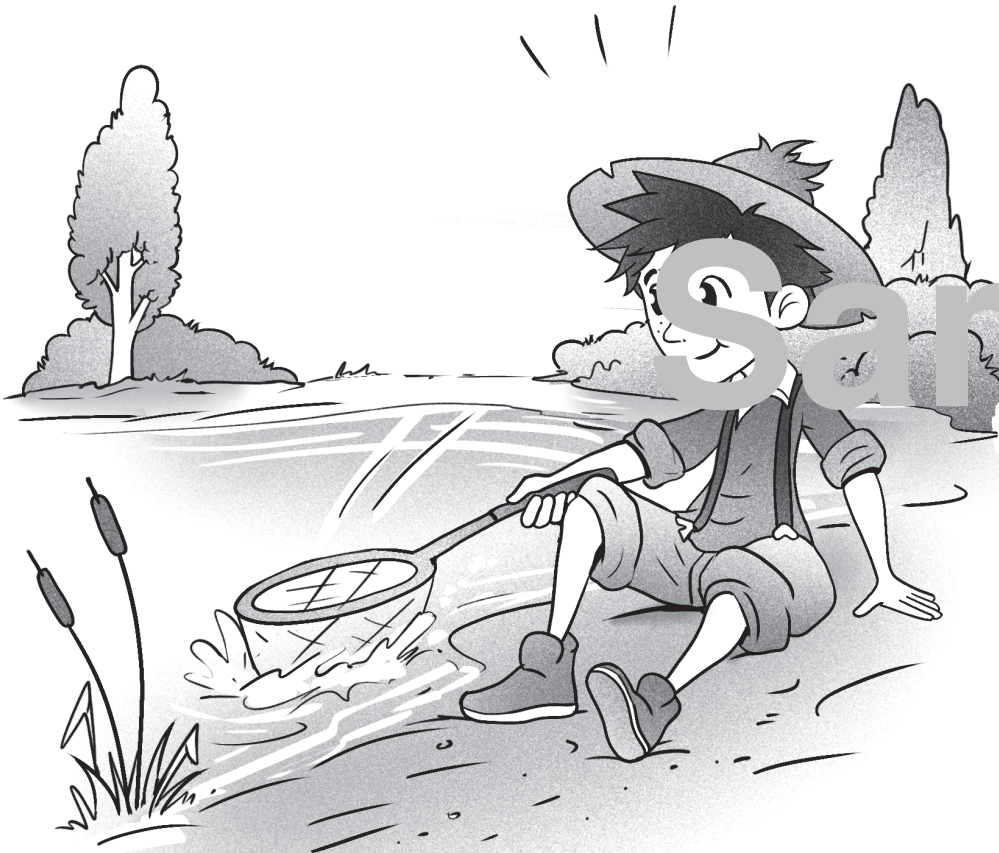
Tom was at the pond
with his black net.
"I want a big crab
so I must get set."



Tom held his net
as he had a plan.
His plan was to get
a crab for his Nan.



Tom tossed in the net
and then sat on the sand.
He held onto his net,
with the grip of his hand.



The net tugged
with a jolt and a jab.
"In my net,
is a big fat crab."

Tom held the net
and did not let it flop.
He had to be swift
and not let it stop.



Tom did a big tug
to get the net in.
A crab was stuck
and Tom had a grin.

A clam was stuck
in the net too.
Tom tossed it back
"I do not want you."

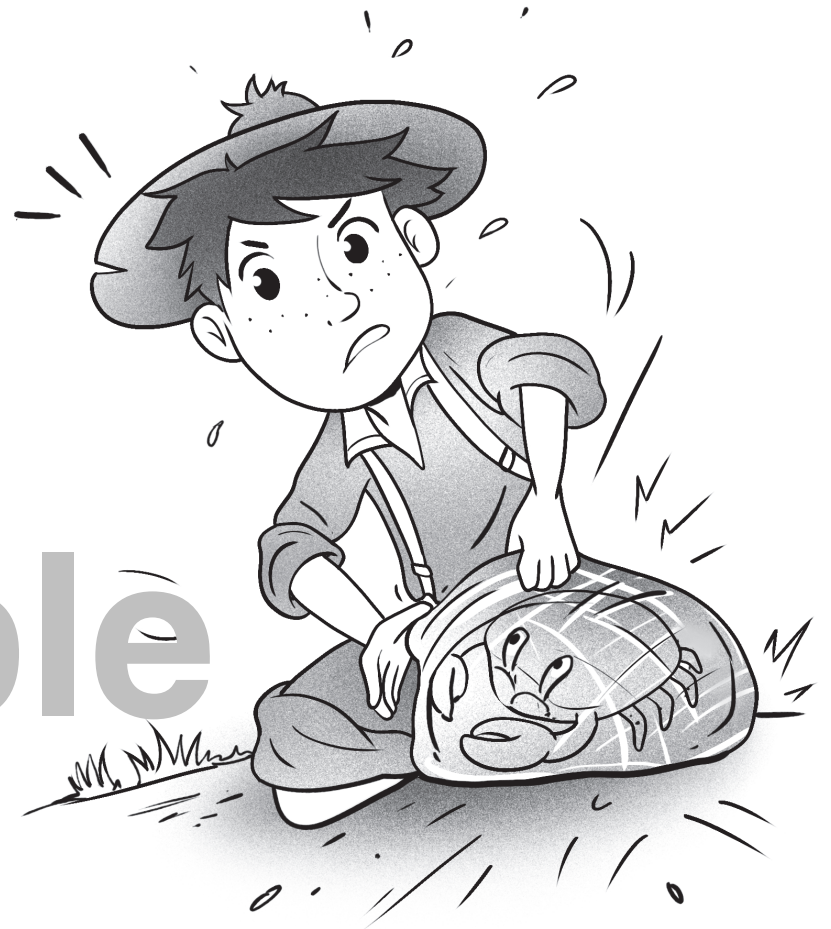


A frog did a jump.
It was not stuck.
But a crab in the net
was just Tom's luck.





The crab was red
with a big flat back.
It had ten legs
with two set to attack.



The crab was mad
and it did a big nip.
Tom held the net
so it did not slip.

Tom got the crab
from the net.
It did a snap
and Tom got wet.



Tom got the bucket
to put the crab in.
"Stop it, crab,
I will not let you win."

The crab did a nip
and Tom's hand bled.
As Tom let go,
the crab ran and fled.



The nip on Tom's hand
felt like a prick.
The crab ran on the sand
and hid by a stick.





"I will get you,
oh crab that snaps.
I will get you
with my traps."



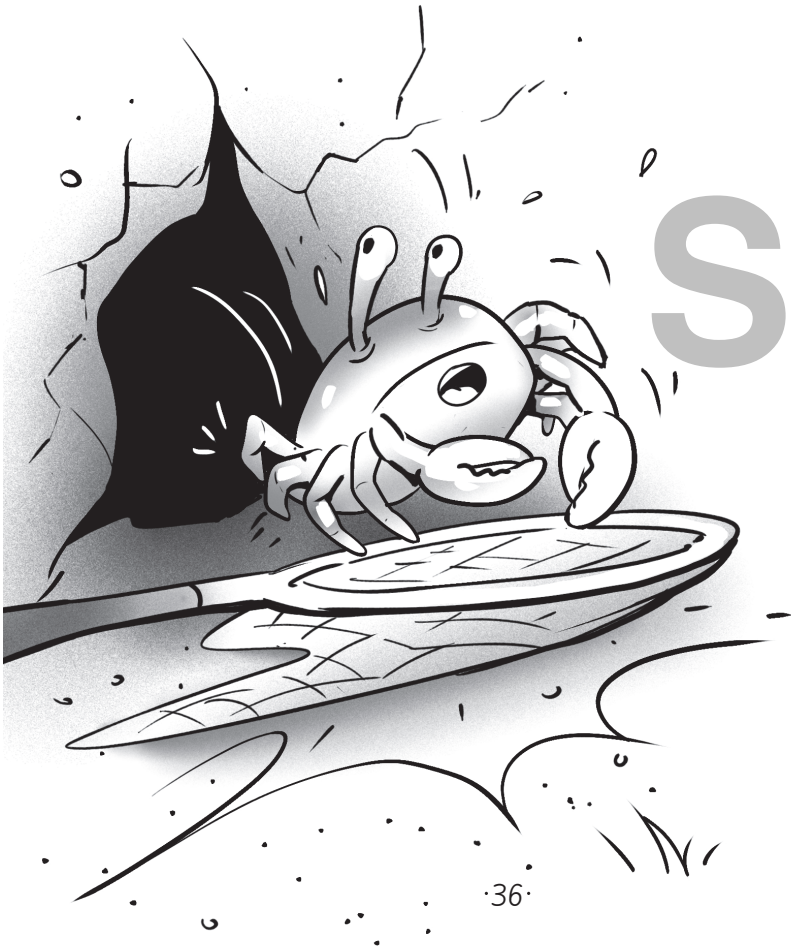
"If you nip and snap,
I will be mad.
But I will win
and I will be glad."

At the rocks,
the crab hid in a gap.
Tom was mad.
"I must set a trap."



"The crab will not win.
I must have a plan.
I will get that crab.
I must get it for Nan."

Tom slid the net
in the sand so flat.
The crab ran from the rock
and ran onto that.



Tom lifted the net
with a sudden yank.
"I got you!" he yelled,
as he fell on the bank.







From the net to the bucket,
Tom put the crab in.
Tom told himself,
"Well, that's a win!"

Tom was glad
and packed up his stuff.
He ran up the sand
with a huff and a puff.





As Tom ran on the sand,
he tripped and fell.
The bucket fell with him,
and it did not go well.

The crab fell
onto the sand.
Tom did not grab it
with his hand.





Back to the pond,
the crab ran with a snap.
It got to a big stump
and hid in a gap.



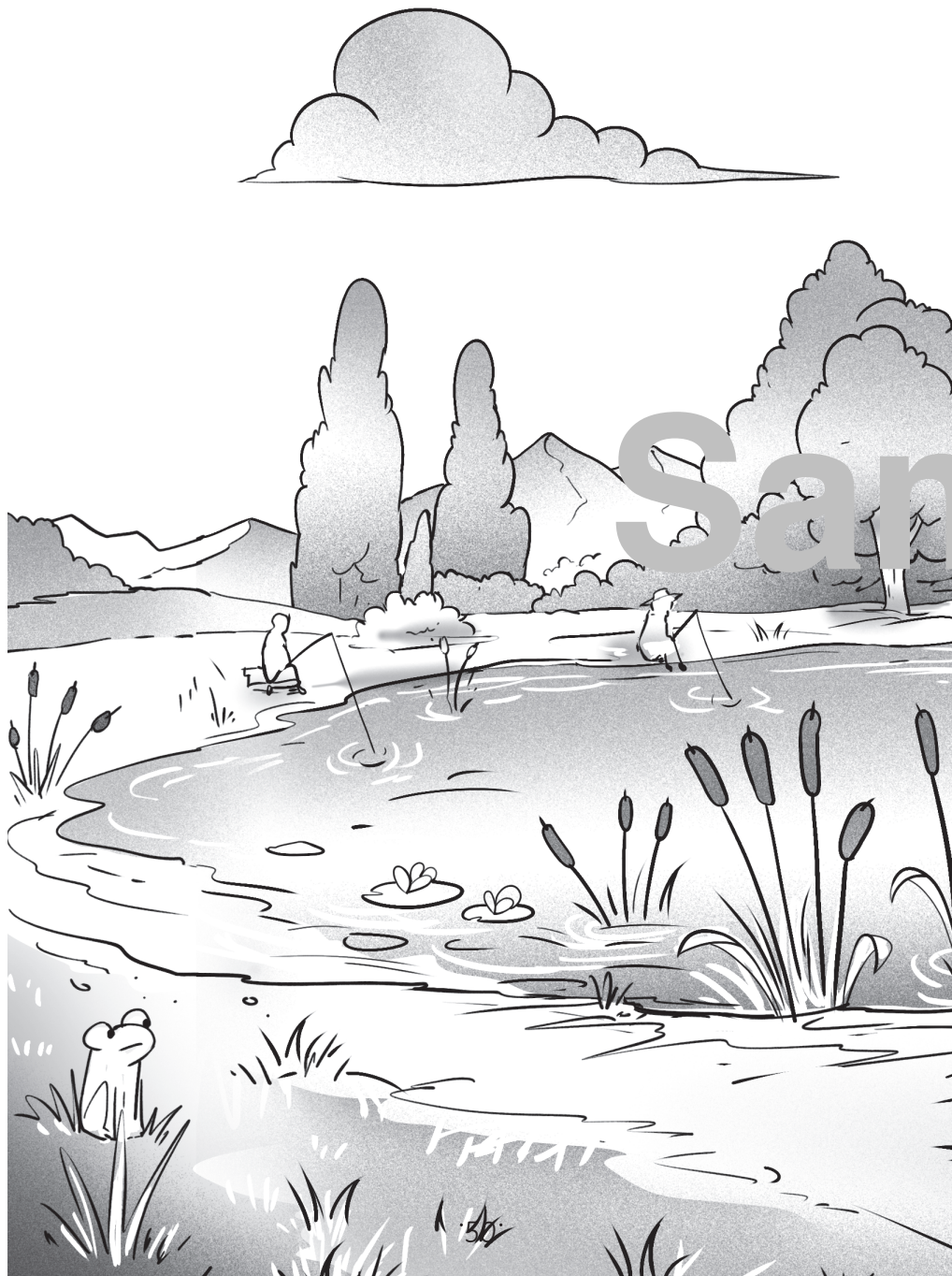
Tom crept up,
and stuck a stick in.
The crab sat still,
and had a big grin.



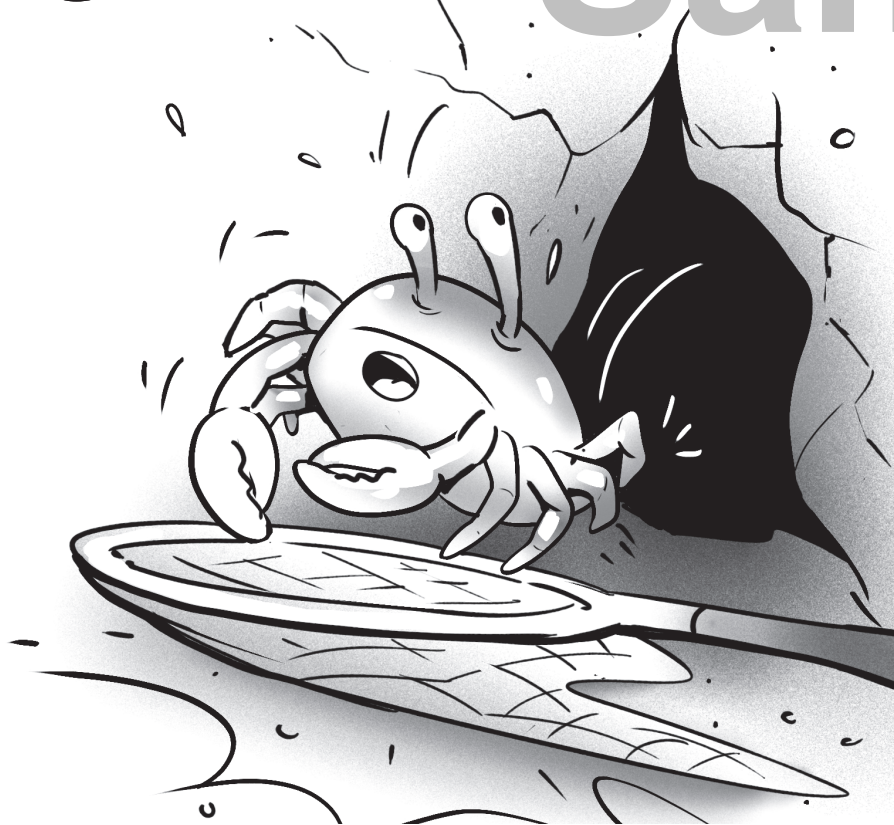
The crab did a nip
and Tom did a yell.
Tom had to give up
as it did not end well.

The crab was mad
and off it swam.
It went back into the pond
with the frog and the clam.



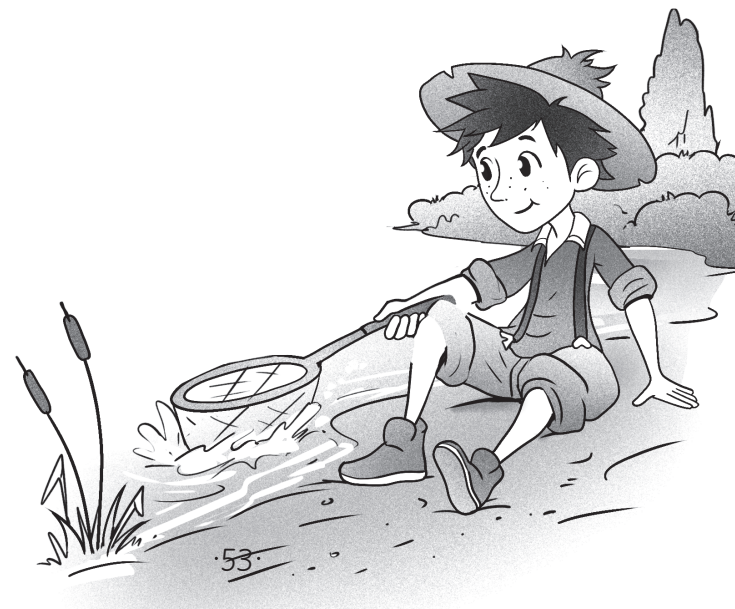


TOM'S MAD CRAB



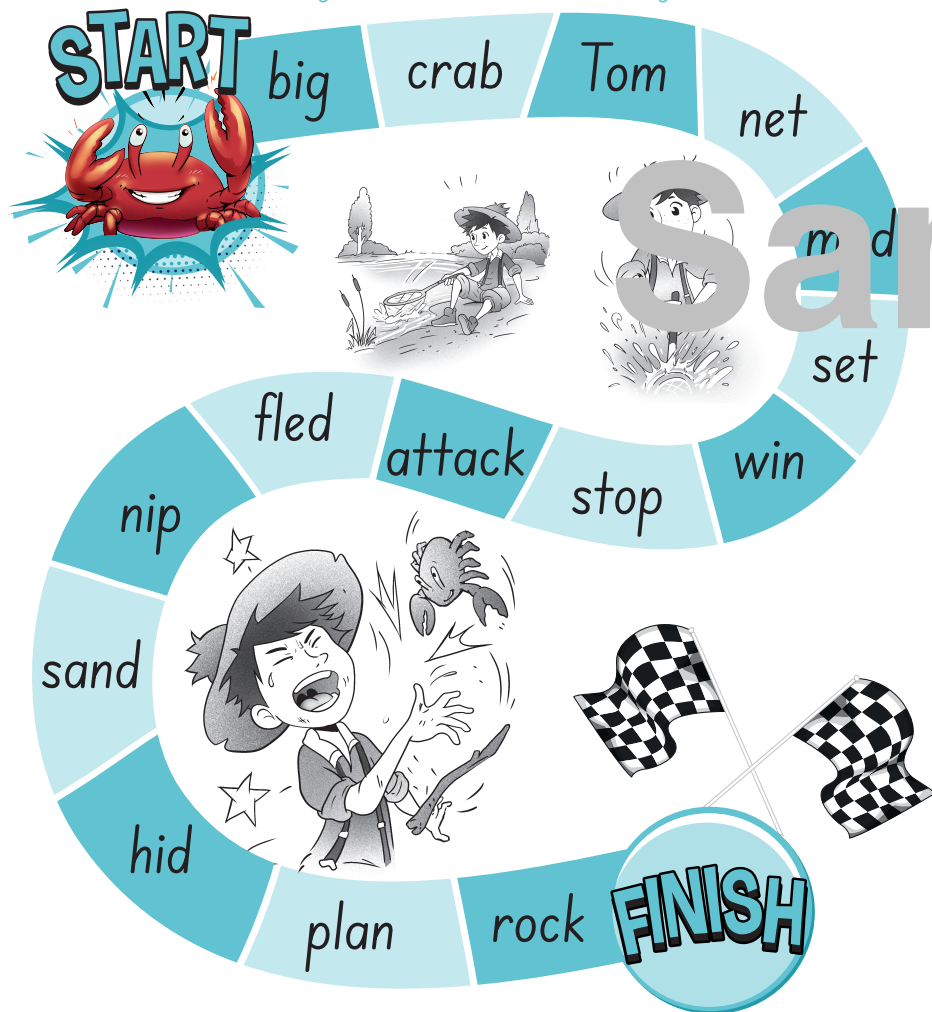
CHECK FOR UNDERSTANDING

1. Who asked Tom to get a crab?
2. What things did Tom take with him to the pond?
3. Where did Tom go to look for the crab?
4. What else did Tom catch in his net besides the crab?
5. Did Tom bring back a crab for Nan? Why or why not?



READING RACE!

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



RHYMING WORDS

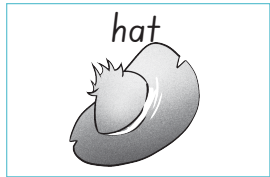
Join the two words that rhyme.

gap	•	stuff
puff	•	hand
fell	•	trap
sand	•	well
swam	•	clam

time - :

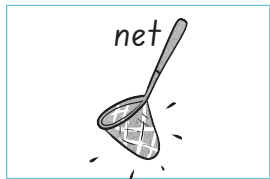
RHYMING WORDS

Write two words that rhyme with the picture.



1.

2.



1.

2.



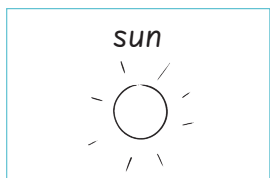
1.

2.



1.

2.



1.

2.

RHYMING WORDS

Write the word that rhymes to finish the sentence.

"I must have a crab to put in the pan.

Go do this job for your old _____."

The net jiggled with a jolt and a jab.

"In my net, is a big fat _____."

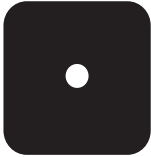
Back to the pond, the crab ran with a snap.

It got to a big stump and hid in a _____.

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.

					
cab	and	ner	rop	fill	pack
fab	sand	set	pop	bill	sack
jab	hand	get	bop	still	rack
tab	band	bet	flop	drill	black
grab	land	wet	stop	frill	snack

Keep reading.....

