



# Lilly, the home-run hero

Written by Jacqui Edwards. Illustrated by Tsunami Hee Ja.

**SPELD SA**  
Phonic Book Series

# Learning to read

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SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

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## Lilly, the home-run hero (181 words)

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Before reading the book, use the practice page to:

### 1. Revise the alternative spellings for sounds

### 2. Teach the blending of letter-sounds in regular words

The student points to each letter or combination of letters, saying the sound they represent. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word. e.g. *f-r-ow-n* is 'frown'; *g-ir-l* is 'girl'; *th-r-ew* is 'threw'.

During single word practice, check that the student understands the meaning of the word.

If the student is having difficulty hearing the word when blending:

- repeat the sounds more than once in succession to help the student 'hear' the word
- model stretching the sounds together without pauses, e.g. *nnnniiiiip*, is 'nip'
- use letter tiles and push them together while saying the sounds.

### 3. Teach the high frequency words

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

## Reading tips

A combination of letters can represent a sound, such as in boat (b-oa-t), song (s-o-ng), fern (f-er-n), shout (sh-ou-t), or night (n-igh-t).

A sound can be written as different letters or letter combinations, such as the sound /ai/ in 'rain', 'play', 'make', the sound /ee/ in 'sleep', 'heat', 'happy' and the sound /ou/ in 'shout' and 'brown'.

A letter or letter combination can also represent different sounds, such as <ow> in 'how' and 'grow' or <y> in 'yellow', 'try' and 'mystery'.

Words can contain split vowel digraphs, such as in 'make', 'eve', 'bite', 'note' and 'tune'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

## Practice page

Set 10 includes words with alternate spellings for the sounds /oa/, /ou/, /er/, /ue/, /oo/ and /or/.

Practise blending sounds in words

<b>ow</b> /oa/	slow	throw	thrown
<b>ow</b> /ou/	frown	crowd	powered
<b>ir</b> /er/	girl	third	first
<b>ur</b> /er/	turned	murmuring	
<b>ew</b> /oo/	threw		
<b>al</b> /or/	called	ball	
<b>Revision</b>	strike	hooray	players
	reach		

Practise high frequency words

to	of	the	two	was
one	their	put	pitcher	
catcher	hero	powerful		

# Vocabulary

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The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

- murmuring** – speaking in a soft muffled voice
  - signal** – a sign; non-verbal communication
  - confident** – knowing that you can do something well
  - sprinting** – running fast for a short time
  - the ball powered** – the ball moved with great speed
  - like lightning** – very fast, like a flash of lightning
  - plate** – a base in softball
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## Help with syllables

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- |            |             |
|------------|-------------|
| catch/er   | con/fi/dent |
| pitch/er   | luck/i/ly   |
| um/pire    | pow/er/ful  |
| quick/ly   | hoo/ray     |
| sprint/ing | how/e/ver   |
| Lill/y     |             |
| light/ning |             |





The crowd was murmuring as Lilly stepped up to the plate. With bases loaded and two batters out, it was all up to one girl to get the 4 runs to win.

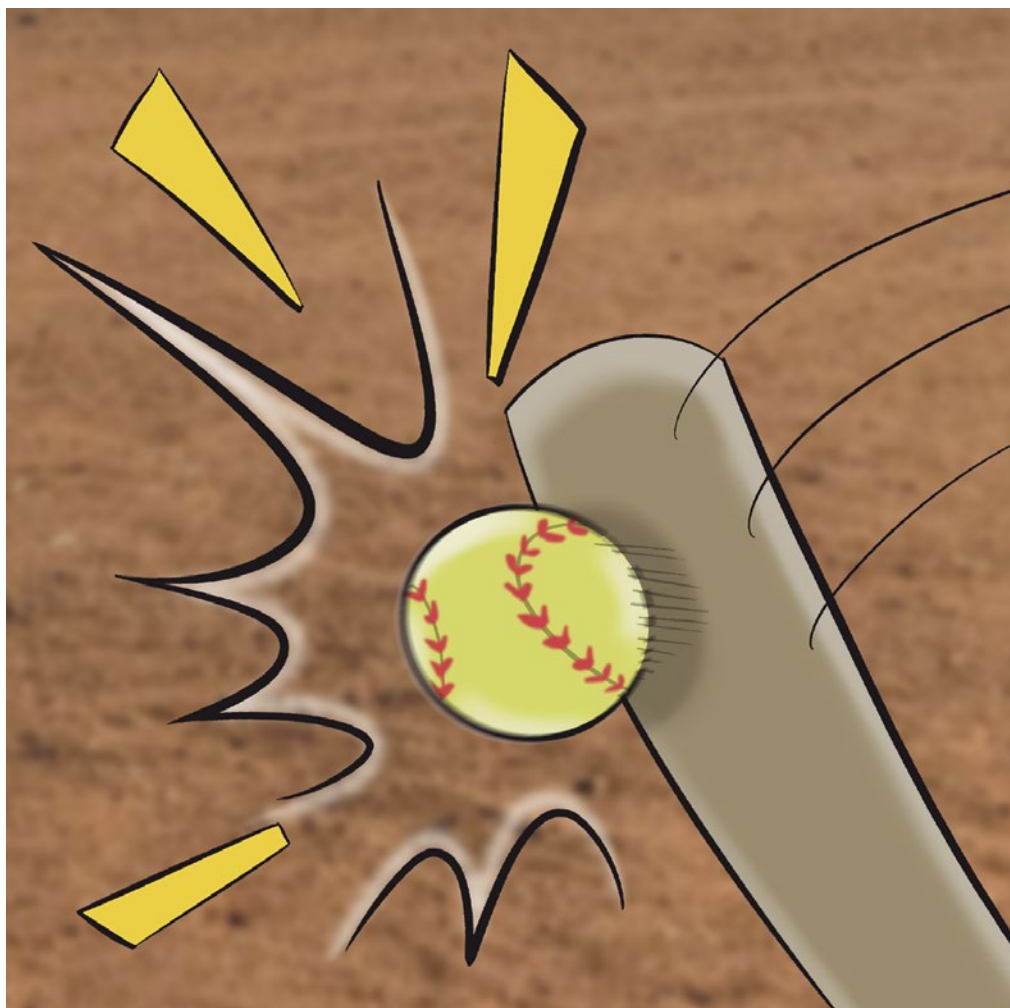


Luckily, Lilly was confident and had a powerful swing. The first ball was low and slow. She swung and missed. Strike one!





The pitcher frowned and looked for the signal from the catcher. Lilly waited, her bat raised.

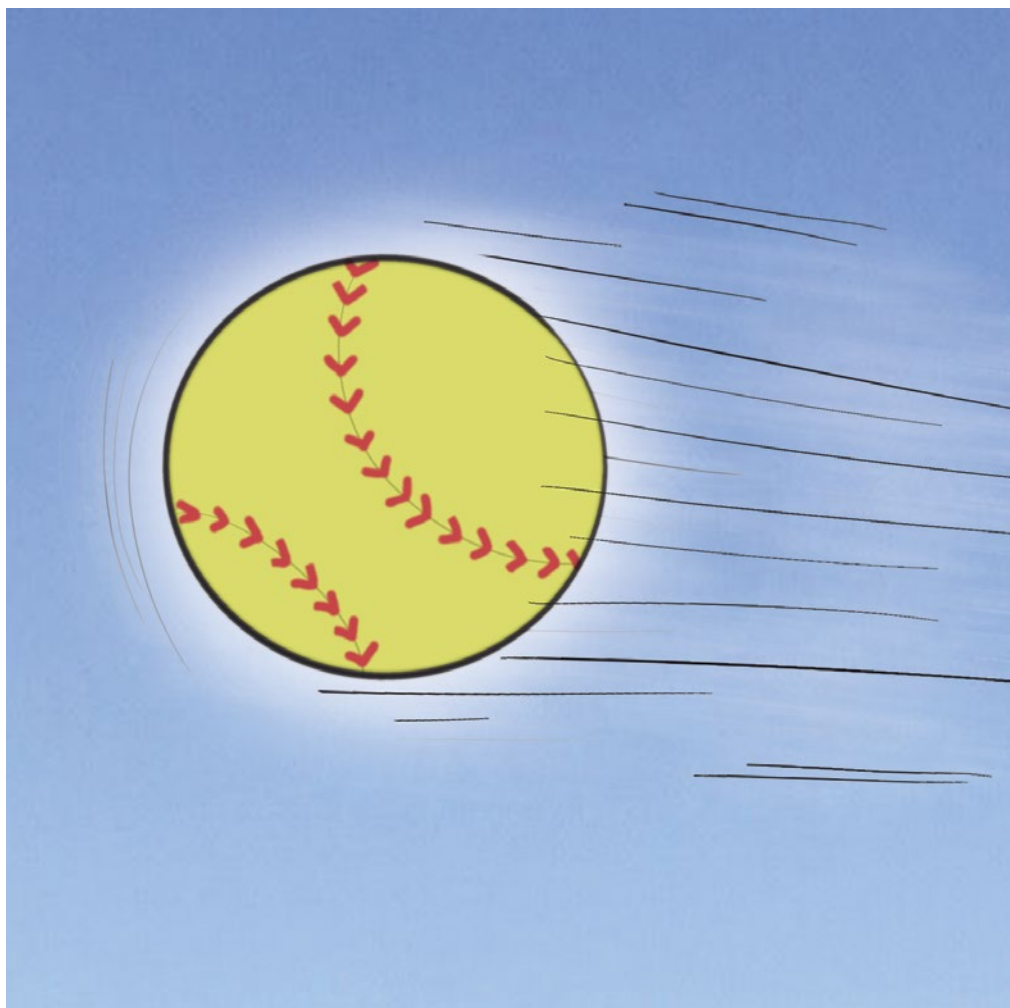


She swung. Bang! The ball powered over the players, just out of their reach.





Lilly ran like lightning - first base, second base. The rest of the runners got home. "Lilly! Lilly!" the team chanted.



“Throw it!” shouted the crowd. The girl threw the ball like a rocket to reach third base. However, Lilly had just turned the corner and was sprinting home.



The ball was quickly thrown to the catcher. “Slide! Slide!” yelled Lilly’s team. Lilly slid under the catcher to put her foot on the base. “Safe!” called the umpire.





The team crowded around Lilly, patting her on the back and lifting her up. “Hooray for Lilly, the home-run hero!”



## From blending to fluency

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To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

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## Making connections - questions and discussion

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After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What game were the girls playing?  
Have you ever played that game?
2. In the game of softball, what does the pitcher do?  
What does the catcher do?
3. What signal do you think the catcher gave the pitcher?  
Have you ever used a secret signal with your friend?
4. What do you think made Lilly such a good player?
5. How do you think Lilly felt when the crowd chanted "Lilly! Lilly!"?
6. Can you think of a time when you have felt like a hero or a good team player?

## Fluency chart

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out

her

ball

low

girl

turn

base

bang

safe

rest

team

slow

crowd

throw

first

swung

threw

raised

corner

waited

umpire

hooray

sprint

murmur



## Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

*'This artwork represents the literacy and numeracy learning journey, and the path towards independent learning. The circles represent the collaborative learning and supports around children with specific learning difficulties, including children, schools, families, SPELD SA and others.'* **Elizabeth Close**, Artist.

## About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. In developing this series, SPELD SA has consulted with people who live and work in the Anangu, Pitjantjatjara Yankunytjatjara (APY) Lands. We understand that the content, settings and characters may not reflect all Aboriginal people and their experiences but hope that Aboriginal students learning to read can find some familiarity in and connection with these books in their literacy journey.

Each set of books introduces a group of sounds for students to blend to read words. The books with a single star icon on the front cover contain a lower word count and less high frequency words. The books with two stars contain a higher word count, a greater number of high frequency words and/or more complex word structure. Please consider your student's ability when choosing a book for them to read. For a comprehensive explanation of the structure of the series, please refer to the SPELD SA website.

## Acknowledgments

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**Government of  
South Australia**

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SPELD SA is grateful for the contributions of volunteers for: consultation and project development; writing texts, comprehension questions, charts and games; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community project, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

- Set 1      **s, a, t, p, i, n**
- Set 2      **c, k, ck, e, h, r, m, d**
- Set 3      **g, o, u, l, f, b**
- Set 4      **ai, j, oa, ie, ee, or**
- Set 5      **z, w, ng, v, oo (book), oo (room)**
- Set 6      **y, x, sh, ch, th (think), th (that)**
- Set 7      **qu, ou, oi, ue, er, ar**
- Set 8      **y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)**
- Set 9      **ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)**
- Set 10     **oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)**



**Specific Learning  
Difficulties SA**

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