

The fox and the crow

Adapted from an *Aesop's Fable* by Jan Polkinghorne.
Illustrated by Michael Wootton.

SPELD SA
Phonic Book Series

Learning to read

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.

The fox and the crow (153 words)

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. *c-r-ow-n* is 'crown'; *j-aw-s* is 'jaws'; *c-r-ow* is 'crow'.

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

ow /oa/	crow	show	
ow /ou/	how	crown	prowled
ir /er/	birds		
ur /er/	return		
ew /oo/	jewels		
aw /or/	saw	caw	jaws
al /or/	called	walking	
Revision	flying	meat	smart
	those		

Practise high frequency words

was	of	when	the	do	said
you	are	your			always
who	today	eyes			praise

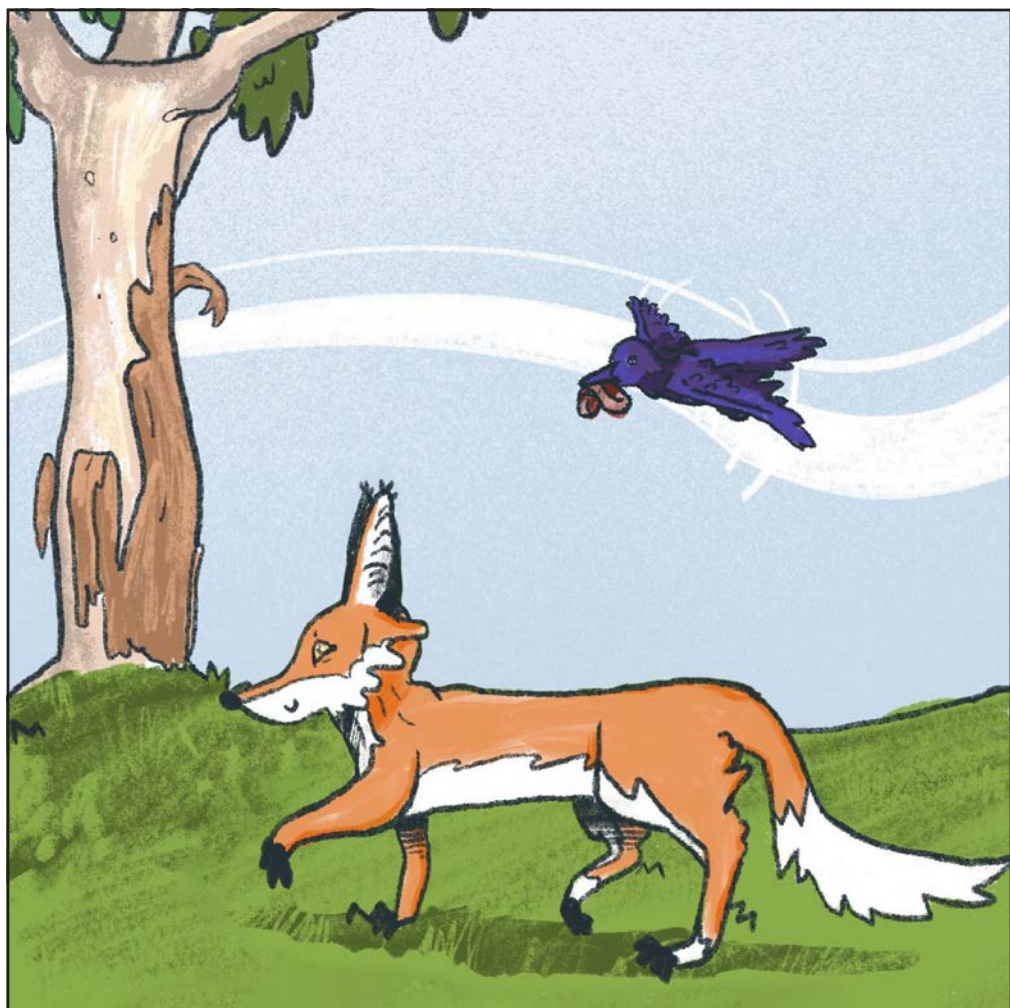
Vocabulary

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.

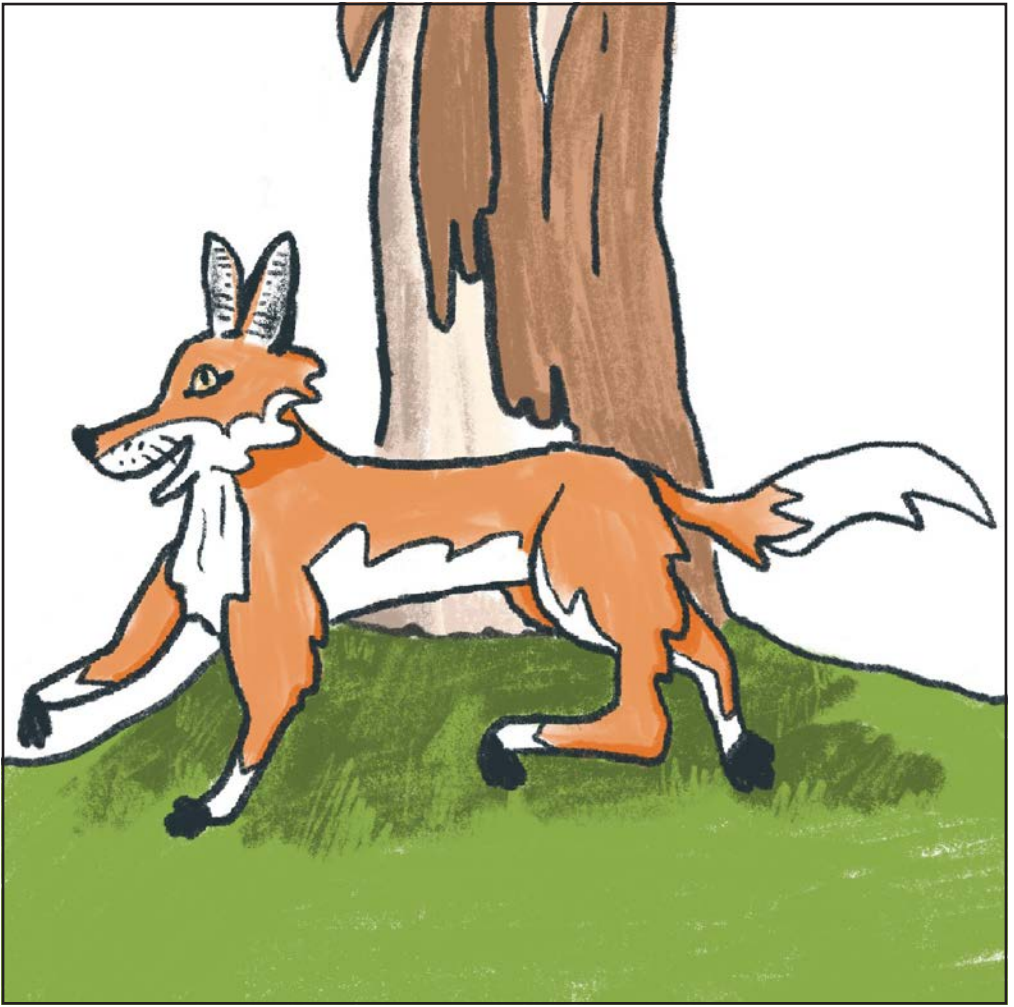
- chunk – a large piece of something
 - prowled – moved around carefully
 - hint – give a clue
 - praise – compliment; admire
 - smart – stylish; elegant
 - trust – rely on; believe in
 - jewels in the sun – shiny and sparkling
 - king of all birds – the most important or powerful bird
-

Help with syllables

morn/ing
loud/ly
walk/ing
shi/ny



Fox was out walking when she saw Crow flying in the sky with a chunk of meat in his beak. Crow landed on a branch high in a gum tree.



“I like meat,” said Fox, as she prowled around at the foot of the tree.



“Good morning, Crow,” she called, loudly. “How smart you look today! How black and shiny are your wings!”



“Your eyes shine bright, like jewels
in the sun! You must be king of all
birds!”



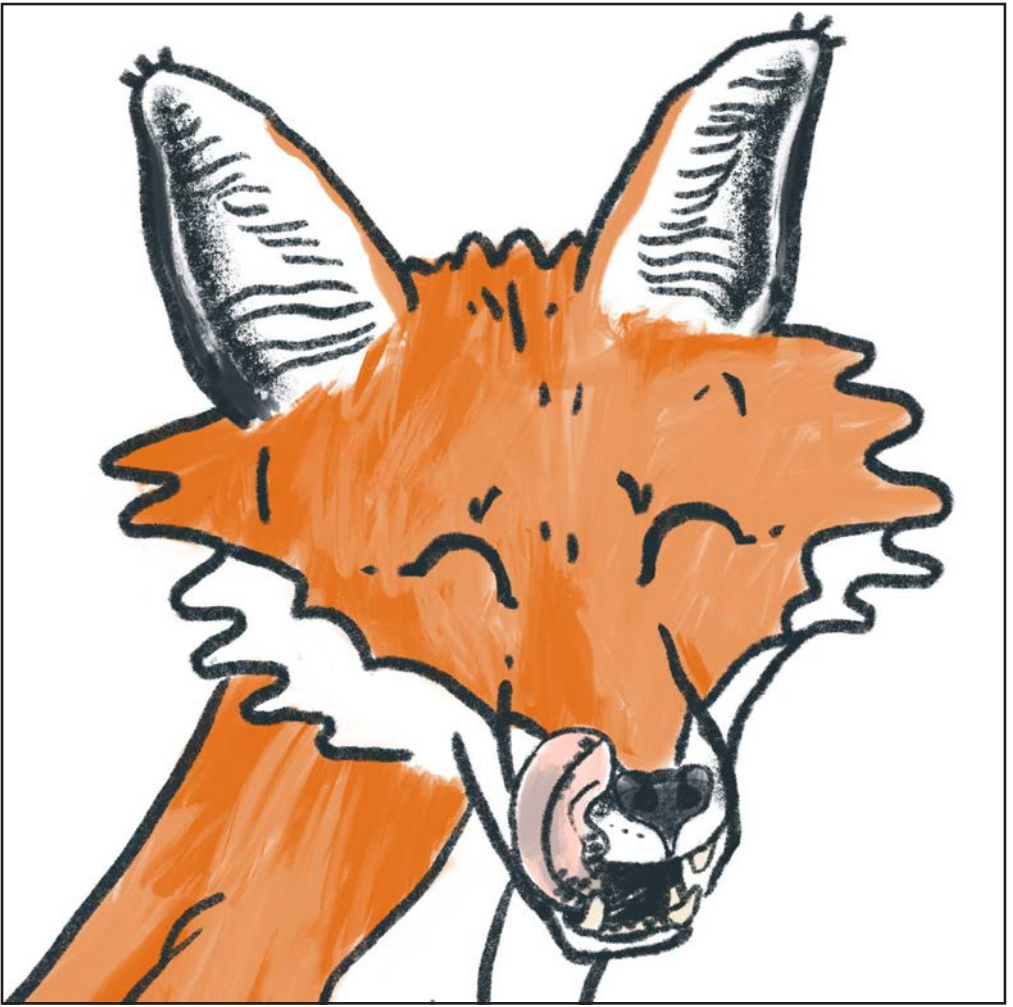
“Show me how well you sing, so that I may crown you King of Birds.”



Crow puffed his chest, lifted his beak and gave his best ‘Caw!’ But when he opened his mouth, the meat fell on the ground. Fox grabbed it in her jaws.



“Tricked you!” Fox called out. “That was all I needed.”



“In return for your meat, I will give you a hint. Do not always trust those who praise you!”

From blending to fluency

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.

Making connections - questions and discussion

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

1. Who do you think was cleverer, Crow or Fox?
2. Why did Fox ask Crow to sing?
3. The fox uses some phrases to praise the crow. Find them in the story and read them again with lots of expression, as if you were the fox.
4. When the fox says, "Do not always trust those who praise you", what is he telling the crow?
5. <ed> on the end of a past tense verb can represent the sound /d/, /t/ or /id/. Find all the past tense verbs with <ed>. Say them, what sound do you hear?

Fluency chart

fly

fox

saw

how

call

jaws

meat

crow

those

high

chunk

shiny

mouth

birds

loudly

branch

trust

crown

return

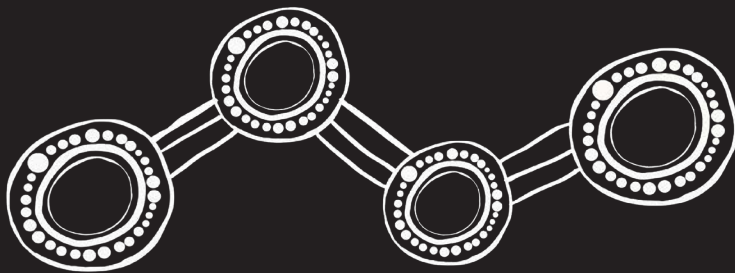
landed

jewels

walking

tricked

grabbed



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

Produced by SPELD SA, 2021 and supported by the Government of South Australia.



**Government of
South Australia**

Thanks to Jan Polkinghorne for her contributions in the development of the series and to Angela Weeks for permission to use and revise some of her stories. Thanks to the Anangu Lands and Rueben Burton for support of this project. Thanks also to Sandra Ken for cultural advice on Anangu communities and language.

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**

Reproduction of this material, as a whole, with appropriate acknowledgment, for non-commercial or private purposes is permitted. Text and images remain the intellectual property of SPELD SA.

SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

Copyright SPELD SA, 2021



**SPELD SA
Phonic Book Series**