



Litter bug

Written by Jacqui Edwards. Illustrated by Trent Lambert.

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.

Litter bug (133 words)

Before reading the book, use the practice page to:

1. Revise the letter-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. y-ar-d is 'yard'; p-oi-n-t is 'point'; f-ou-n-d is 'found'; l-i-tt-er is 'litter'; e-qu-i-p-m-e-n-t is 'equipment'.*

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. nnnnniiiiip, is 'nip'*
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words (words that the student will not be able to sound out)

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.

Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

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).

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

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

y, x, sh, ch, th (think), th (that)

qu, ou, oi, ue, er, ar

Practise blending sounds

yard, point, join, found, member,
litter, rubbish, equipment

Practise high frequency words

saw, many, the, like, I, do, all, so,
they, some, put, we, to, one, be,
every, everyone, class, classroom,
day, poster, time

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.

- class members** – the students who belong to a class group;
class mates
- litter bug** – a person who does not put their rubbish in a bin
- rubbish tip** – a place where rubbish is dumped
- tongs** – a tool with two prongs used to pick up objects
- sports equipment** – things needed to play sport
- hang on** – a saying that means wait or don't give up
- club** – a group of people who have similar interests



Jennifer and Cooper saw many class members drop rubbish on the ground in the yard.



“Our yard looks like a rubbish tip!” said Cooper.



“I do not like seeing all the litter,” cried Jennifer, pointing to the chip packets left on the ground. “Let’s pick it up.”



So, Cooper and Jennifer spent all of lunchtime picking up the rubbish with tongs.



They found some sports equipment too and put it back in the classroom.



The next lunchtime they saw just as much litter. “Hang on! We cannot pick up rubbish every day.”



“Everyone needs to put their rubbish in the bin. Let’s start a club.” Jennifer did a poster and stuck it up. Cooper did one too.



Keep our yard rubbish-free!
Join our club.
Do not be a litter bug!
Join our club.

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. What is another word for 'rubbish' that is used in the story?
2. Why didn't Cooper and Jennifer want to pick up rubbish every day?
3. What else did Cooper and Jennifer do that was helpful?
4. How could you stop kids from dropping litter at school?
5. Do you belong to a club? Tell me about a club or group you belong to.

Fluency chart

tip

bug

did

free

hang

yard

much

chip

join

keep

room

club

next

stuck

cried

tongs

found

litter

spent

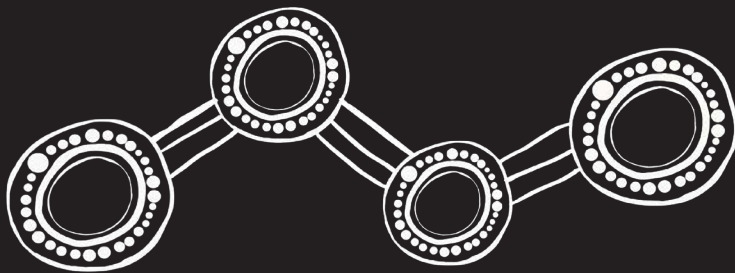
sports

picking

rubbish

packets

equipment



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.

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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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