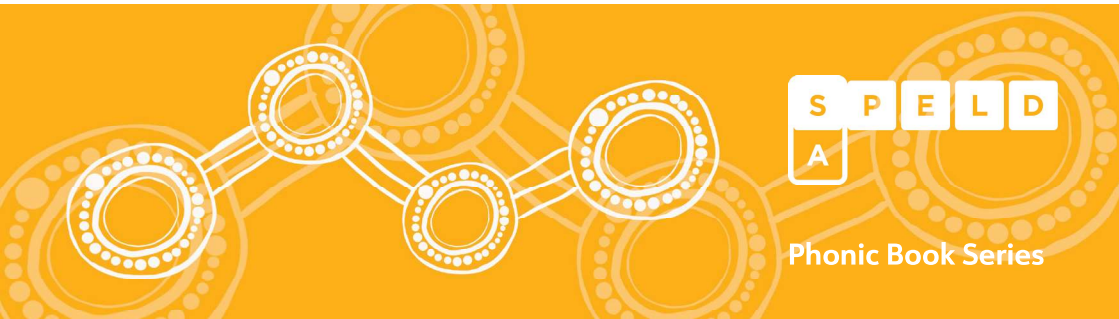


Book 14
/air/



Hands in the air

Written and illustrated by SPELD SA.



Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. The books support the learning of letter-sounds and blending in a sequential phonic order, helping readers to develop their independent decoding skills.

Reading tips:

- Have the reader point to each spelling, 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. s-t-ar-t-s is 'starts'; h-ou-se is 'house'; ch-a-n-ce is 'chance'.
- If the reader is having difficulty hearing the word when blending, try to model stretching the sounds together without pauses, e.g. llllooong, is 'long'. If you can't stretch the sounds, e.g. 'tap', have the reader put the first two sounds together before adding the final sound. Alternately you can use letter tiles and push them together while saying the sounds.
- Check that the reader understands the meaning of the words in the book.
- Some words include sounds that will be taught in later units. Many of these words will be able to be sounded out as the reader learns more alternate spellings. For these words tell the reader the word and determine any 'tricky' parts by breaking it up into its sounds.

Readers may need help with these words:

wants

natural

point

friends

Help with syllables:

lo/cal

me/lo/dy

o/ffence

cir/cles

a/cross

a/round

dri/bbles

co/ming

ca/lling

boun/ces

spea/kers

cha/ses



Zack and Kev meet to shoot some hoops at the local school. It is fair to say they both have a natural flair for the game.



Kev is quick and his feet dance across the goal circle. Zack wants the ball and glares at Kev. Where will Zack dart next? Kev's stare has put Zack off his game.



Kev steals the ball from Zack. He dribbles it away and jumps high into the air. Can he reach all the way up there? The wind whips his hair as he leaps. Kev lands calling, "Yes!" The goal feels great.



Zack chases the ball down, turns, squares up to the ring and shoots. He stops and bounces the ball twice. He takes in a deep breath to push the ball up and in the hoop. Zack and Kev stare as the ball drops in.



Zack and Kev make a great pair. They play on the same team and love to play offence. They are working on being fair and taking turns to share the ball.



"Where is that beat coming from?" questions Zack.
"I can hear it too. It's coming from over there,"
says Kev. "I swear that sounds like Dan."
"Do we dare follow the melody to find out?" asks
Zack.



"Hi friends, my name is Dan. I am the king of hip hop! Can you hear the melody blare from my speakers? By my bright green van you can hear my hip hop flair," Dan sings in the street.



"One show only, with my mates Buzz, Sant and Spotty," Dan raps. "We want to show that we care. It is our hope that you treat each other fair. To share is to show that you care. Everybody, put your hands in the air!"

Words with alternate spellings for the sound /air/ .

Practise blending sounds in words:

<air>

air

flair

hair

pair

<are>

glares

squares

share

dare

blare

care

<ear>

swear

<ere>

where

there

About this series

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.

Acknowledgments

SPELD SA is grateful for the contributions of staff and volunteers for: consultation and project development; writing texts; illustrating, photography and graphic design; character development and cultural advice; speech and language advice.

This series has been illustrated by Dave Atze, Helen Manley, Tsunami Hee Ja and Trent Lambert.

This is a wide community effort, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

This set of SPELD SA Phonic Books aligns with the learning objectives of the Sounds-Write linguistic phonics program. Sounds-write.co.uk

Extended Code:

Book 11	/s/ <s> <ss> <st> <c> <ce> <se>	Spotty's birthday
Book 12	/l/ <l> <ll> <al> <el> <le>	Little legs on the hill
Book 13	/or/ <or> <aw> <a> <ar> <au> <al>	A warm autumn day
Book 14	/air/ <air> <are> <ear> <ere>	Hands in the air
Book 15	/ue/ <ue> <ew> <u> <u_e>	Let's unite!
Book 16	/oy/ <oi> <oy>	Avoid sharp rocks
Book 17	/ar/ <ar> <a> <al> <au>	Sant's blast off
Book 18	/o/ <o> <a>	A kite contest
Book 19	/d/ <d> <dd> <ed>	Riverside versus Dingoes
Book 20	/i/ <i> <ui> <y>	Missing biscuits



Cover art by Elizabeth Close

'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.

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