



Let's unite!

Written and illustrated by SPELD SA.



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-art-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:

people

school

change

Help with syllables:

u/nite

de/cide

va/lue

to/ge/ther

re/fuse

out/come

re/cess

Je/nni/fer

li/tter

ar/gue

co/mmon

un/im/pressed



Jennifer and Cooper were unimpressed at recess time. Their class mates had made a huge mess and rubbish was strewn across the playground. They knew that something had to change.



"What are we going to do? It is sad to see our playground in such a mess. Don't they value our tidy school?" says an upset Cooper.

"This isn't worth a feud. We must find a way to unite and keep our playground tidy," says Jennifer.



"Did you say, unite?" Sant has come to help.

"Hi, Sant. You are right on cue. We can't use our playground with all this strewn rubbish."



"I am happy to help, but I feel sad that people refuse to use the bin," Sant shares his feelings.

"Let's use tongs to pick up the rubbish," says Jennifer.

"We are few. We need many hands to help," added Cooper. "Let's spread the news to help clean up."



Jennifer and Cooper make posters to spread the news about putting litter in the bin.

"If we unite and work together, our school grounds will be as good as new. The recess bell is due to ring soon. Who is with us?" Jennifer calls.



"It is good to hear no one argue," Sant notes.

"Everyone seems happy to help."

"It feels good to unite for a common cause. Thanks for chipping in. You are all a huge help," Jennifer smiles.



It is a great outcome. "All those who helped now value our tidy school," Cooper says happily, "I knew you could do it!" Sant beams. "Look what you can do when you spread the news and unite as a team."



Jennifer and Cooper decide it is time to play. Sant is right. Their playground is now as good as new. It is a huge difference to walk through their tidy school. They smile knowing they make a great duo.

Words with alternate spellings for the sound /ue/ .

Practise blending sounds in words:

<ue>

value

cue

due

argue

<ew>

knew

few

news

new

<u>

unite

duo

feud

<u_e>

huge

use

refuse

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



Specific Learning Difficulties SA

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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