

Book 17
/ar/



Sant's blast off

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-art-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:

laughs

imagines

please

visit

cheer

causing

Help with syllables:

Ar/thur

en/joys

re/a/li/ty

i/ma/gines

sci/ence

ra/ther

ma/ster

ex/pe/ri/ment

half/way

ex/ci/ted

fur/thest

ex/plai/ning



The Year 4 teacher, Mr Arthur, is keen to share a science experiment with his class. The boys have been asking for a while to make rockets.

"I can't wait to see how far it can blast into the sky," Paul says.



"There are a few steps to follow. First, fill your bottle past the halfway mark. Next, place a fizzy tablet into the bottle and make sure the lid is on tight. Please ask if you get stuck." Mr Arthur enjoys explaining science tasks.



"Hi, class! I hear you are making rockets. Can I hop on one of your bottle rockets and visit the stars?" Sant asks.

"Yes, Sant! You need to keep calm when the rocket takes off," says Paul.

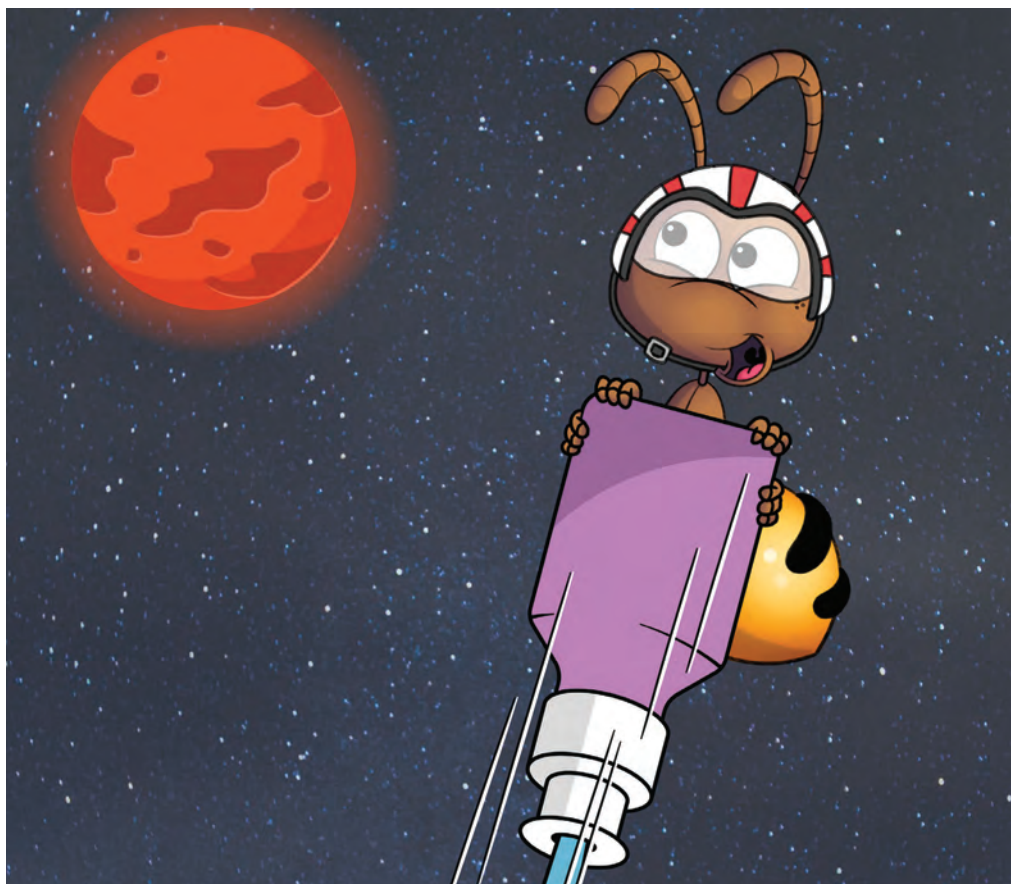


The final step is to turn the bottle upside down in the jar. "Are you ready to be the first ant in space, Sant?" Max laughs.

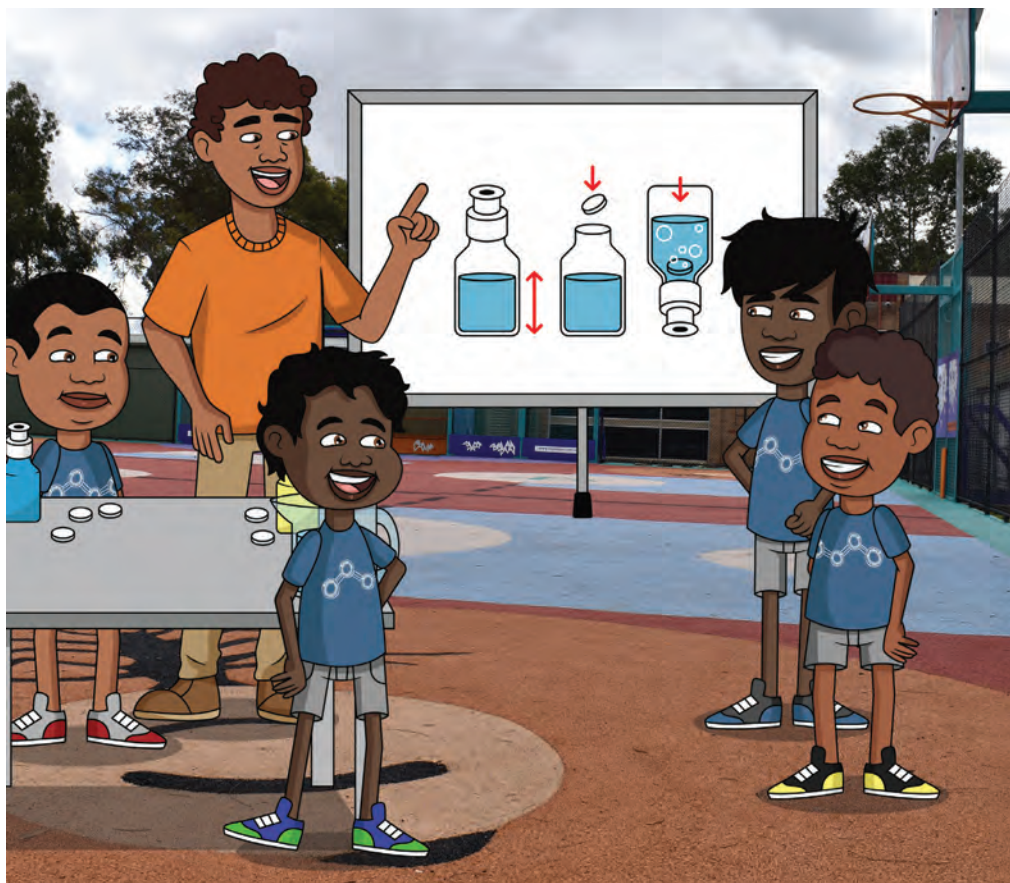
"I'm rather excited as I don't know what to expect, but let's start the countdown." Sant sits on the bottle rocket.



Sant grasps hold of the bottle as it darts into the sky. The class cheer for Sant. They all stand in wonder thinking how far it will reach.



Sant closes his eyes to pretend his rocket has blasted all the way to the stars. He imagines setting a path to Mars to become the first ant to step onto the red planet. In reality, Sant has just passed over the top of the boys' heads.



"What causes the bottle to launch, Mr Arthur?" asks Paul.

"It all starts with the fizzy tablet which fills the bottle with gas. The gas escapes and the lid pops open. Water is pushed down and out of the bottle, causing it to blast off," Mr Arthur explains.



The class welcomes Sant back as he lands on the table.

"You are the master at riding the bottle rocket, Sant," Mr Arthur smiles. "Next time, we can partner up and test to see whose rocket goes the furthest."

Words with alternate spellings for the sound /ar/ .

Practise blending sounds in words:

<ar>

<a>

<al>

<au>

Arthur

blast

calm

laughs

far

grasps

halfway

stars

rather

start

tasks

darts

passed

partner

path

mark

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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