

Book 19
/d/



Riverside versus Dingoes

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:

arrived

chased

kicked

jumped

Help with syllables:

a/dded

pa/ssing

whi/stle

war/ming

su/dden/ly

Hen/ry

cha/tted

a/rrived

mar/king

sig/nal

la/dder

de/fen/ding



It was the day of the big game. Ben was captain for the Riverside team. He held his clipboard and counted all the players before they piled into the bus. It was going to be a long bus ride to the footy ground.



When they arrived, the players began warming up. Dave and Henry jogged, while others chose to practice passing and marking. Riverside were playing the Dingoes for the second time in the season.



The last time the Dingoes played Riverside, the Dingoes were third on the ladder.

"Time to beat you," Ben egged Gavin on.

"I don't think so," Gavin called back.

The umpire, Spotty, blew his whistle to start the game.



The players ran into the middle of the ground. "I've got this," called Gavin.

"Run the ball down to the goals, Riverside!" Coach Dan yelled.

The Dingoes chased close behind Riverside as they ran down the footy field.



Coach Dan added advice from the sideline, "Dave is free! Pass to Dave! Keep on defending your players." Riverside were up by one goal. Both teams had scored well the entire game. There wasn't a lot of time left on the clock.



Suddenly, the final whistle blew to signal the end of the match. Dave kicked one more goal for Riverside. The Dingoes had lost but had good team spirit to say 'well done' to Riverside.



The team played hard and felt tired. Coach Dan was proud of them all.

"The Dingoes put in a good effort and tried to beat us. You used the ball well across the ground and quickly moved it to our goals," Coach Dan shared his thinking on the game.



The team jumped into the bus and chatted about the game. They began to unwind and felt satisfied that they tried their best and won. It was a great ride home on the bus.

Words with alternate spellings for the sound /d/ .

Practise blending sounds in words:

<d>

ride

ground

Dave

Riverside

Dingoes

second

counted

<dd>

added

ladder

middle

suddenly

<ed>

piled

arrived

egged

called

scored

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

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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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