

Book 20
/i/



Missing biscuits

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:

gym

strange

door

solve

sleuth

crumb

school

thief

friends

Help with syllables:

ki/tchen

ty/pi/cal

cos/tume

a/nnoun/ces

va/nished

my/ste/ry

won/ders

e/vi/dence

a/rrives

bis/cuit

to/wards

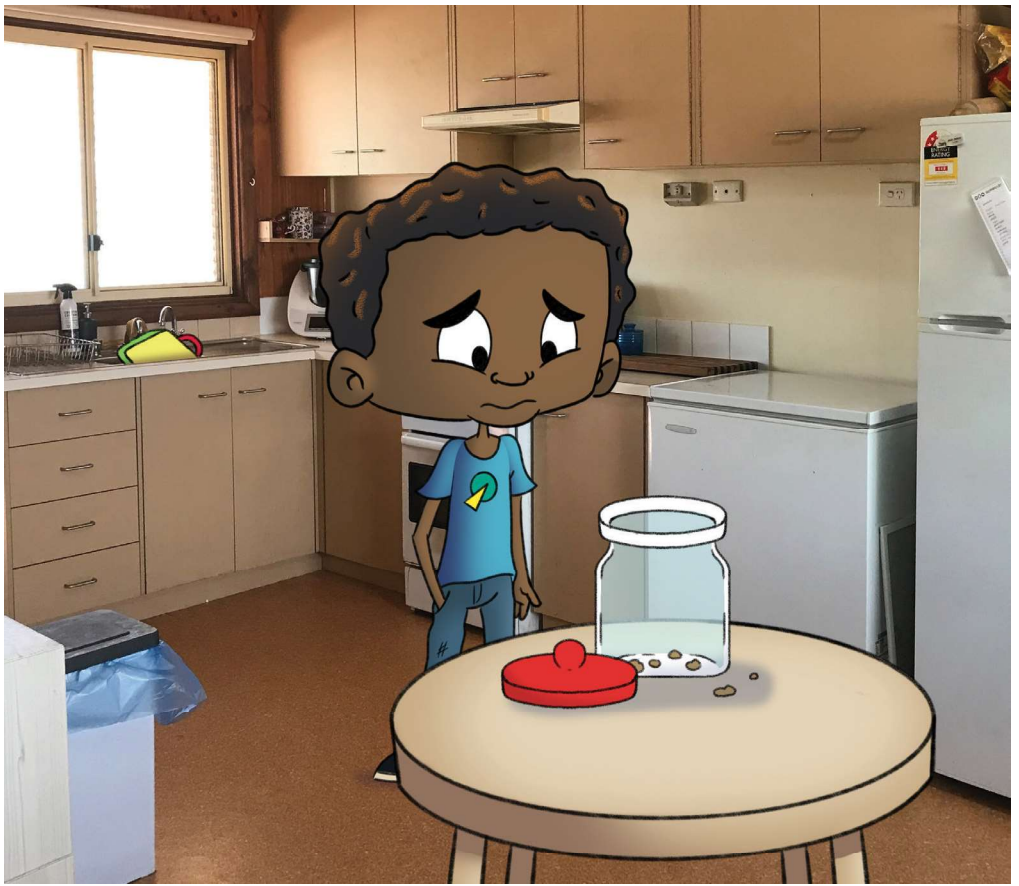
care/fu/lly



Late in the day, Jim arrives home from school and heads to the kitchen for a snack.

"Mum, can I have a biscuit?" calls Jim.

"First, I'd like you to put your lunchbox in the sink," says mum.



Jim puts his lunchbox in the sink and reaches into the biscuit jar. He can't wait to sit down with a biscuit and relax after his long day at school. When Jim opens the jar, he finds that all the biscuits are missing. His grin turns down, into a frown.



"Mum! The biscuits are missing!"

Mum quickly enters the kitchen. "I just filled the jar today. This is a mystery!"

"I wonder where they have vanished. I will solve this case of the missing biscuits!" announces Jim.

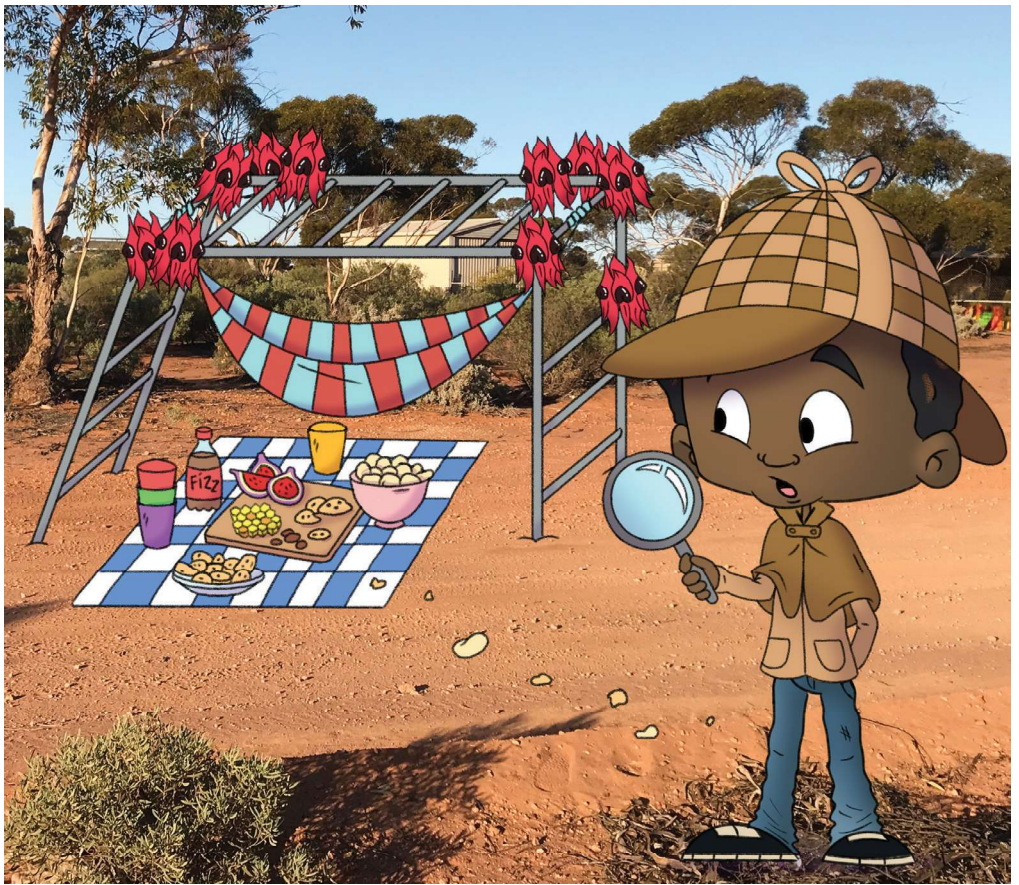


Jim puts on his sleuth costume and begins to look for clues. He spots a trail of biscuit crumbs leading from the jar to the back door.

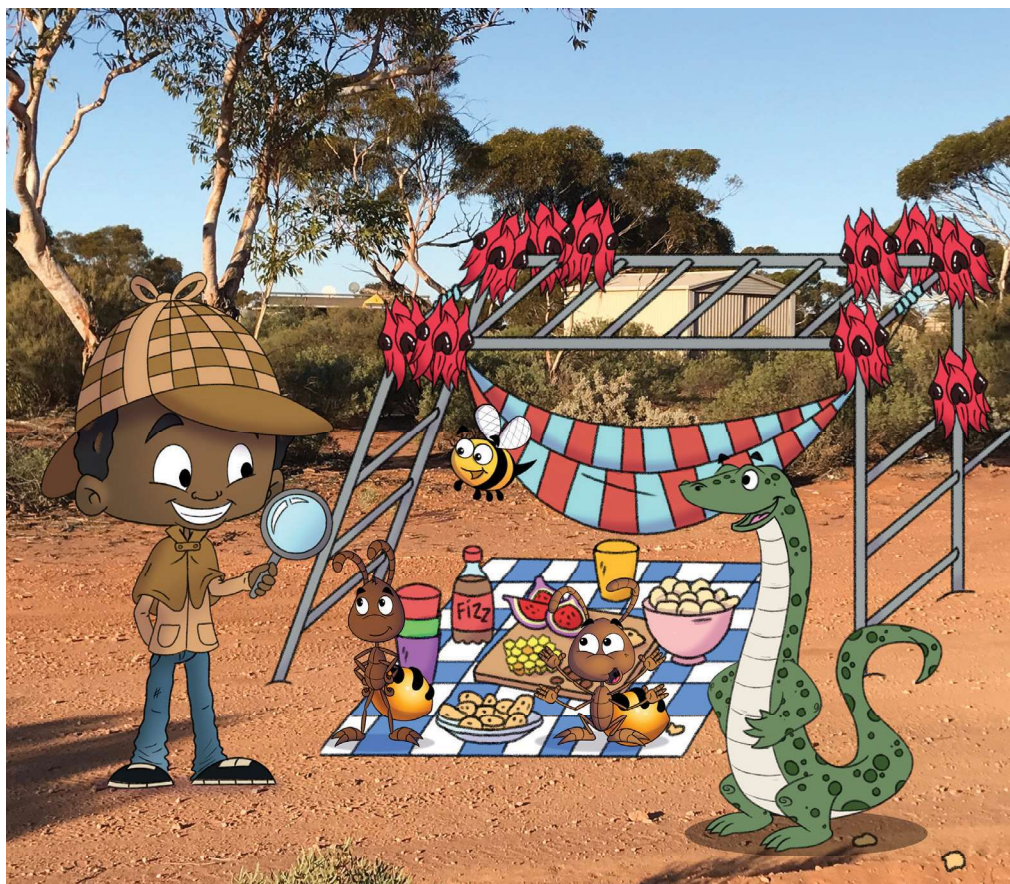
"I think I'm onto something, mum."

Jim runs outside.

"I will find the guilty thief," exclaims Jim.



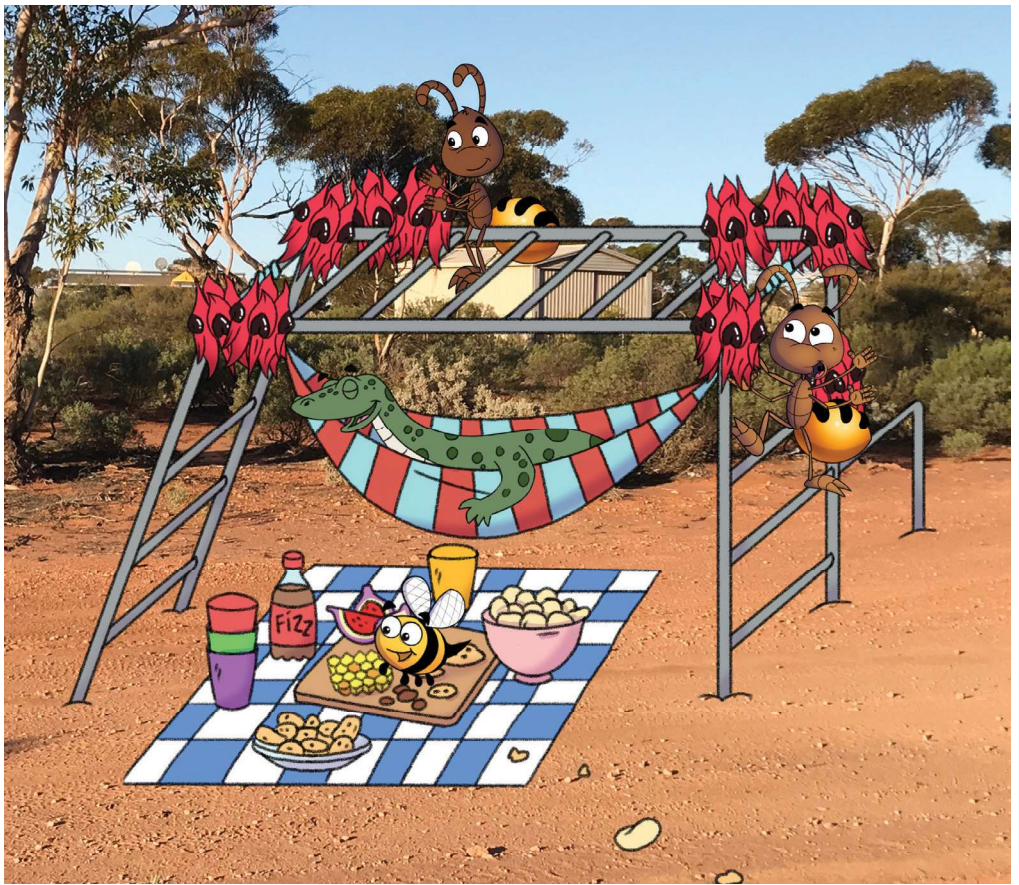
Jim stands in his yard and finds a strange sight. Not only are there biscuit crumbs trailing on the ground, but also evidence of chips. He looks towards his play gym, and it has flowers all over it. "What is going on?" Jim wonders. He carefully walks down to his play gym.



Jim finds Sant, Spotty, Buzz and Doug. Biscuits, chips, fizzy drink, and honey treats are laid out ready to eat. "What is all this?" asks Jim.

"We know how tired you are after school, and we wanted to share a picnic with you," Sant beams.

"That is so nice of you," says Jim.



"It was a team effort." Sant explains, "Spotty knows how to relax and strung up a hammock on the play gym for you to rest. Buzz loves sweet treats and put food out for us to share. Ants are good at carrying and moving things, so Doug and I found flowers and hung them from the play gym."



"Mystery solved!" Jim chuckles.

Jim's mum walks down to check on the afternoon tea. "How is the picnic going?" she asks.

"Great!" Jim smiles, "Typical of this crew to be behind a tricky surprise like this."

They all giggle and enjoy their picnic in the sun.

Words with alternate spellings for the sound /i/ .

Practise blending sounds in words:

<i>

<ui>

<y>

Jim biscuit mystery

sink guilty gym

into typical

think

picnic

drink

tricky

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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