

Book 6
/ow/



Lilly's loud crowd

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. t-r-ai-l is 'trail'; ch-i-p-s is 'chips'; g-r-ea-t is 'great'.
- If the reader is having difficulty hearing the word when blending, try to model stretching the sounds together without pauses, e.g. lllloong, 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:

onto

moves

friends

ball

baseball

cheer

have

mixed

didn't

Help with syllables:

base/ball

mur/mur

rea/ches

mi/sses

pi/tcher

ca/tcher

rea/dy

play/ers

ha/ppi/ly

cheer/ing

May/er

a/round



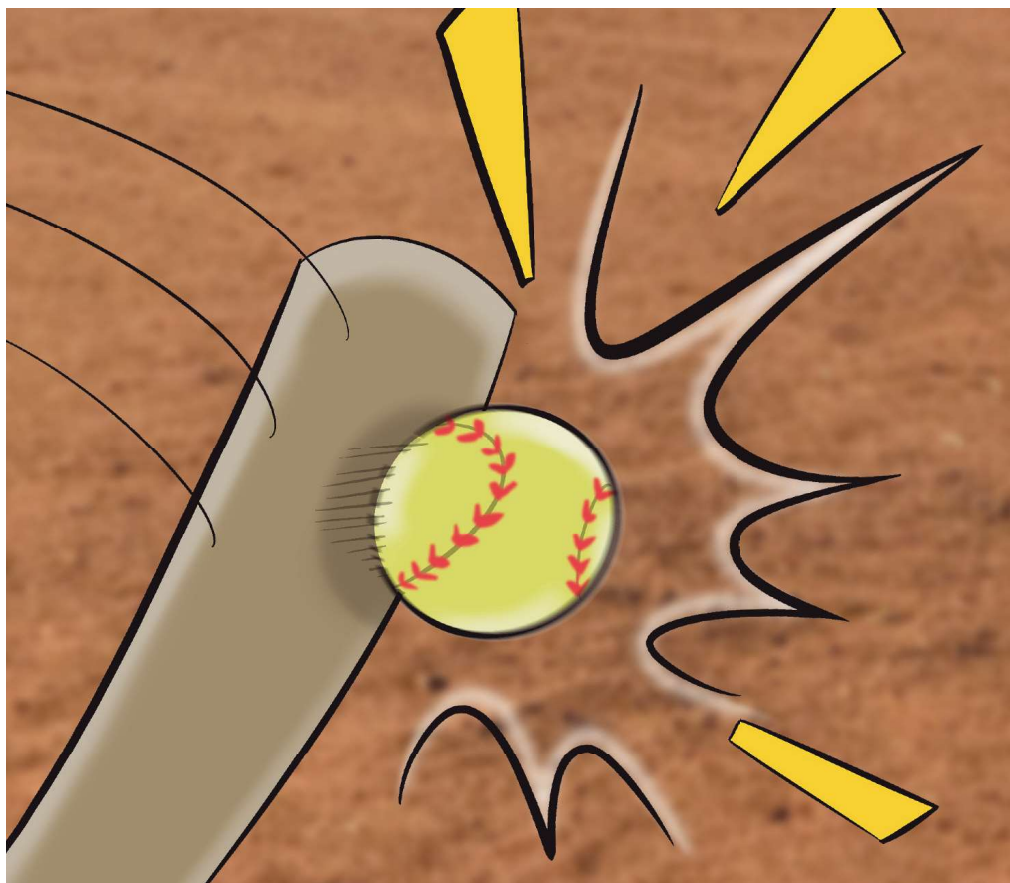
*Lilly steps out onto the baseball pitch.
There is a murmur from the crowd as
she reaches the plate.*



Sant, Spotty and Buzz have come into town to see Lilly's team play. The crowd is loud as they begin to cheer. Lilly swings and misses her first ball.



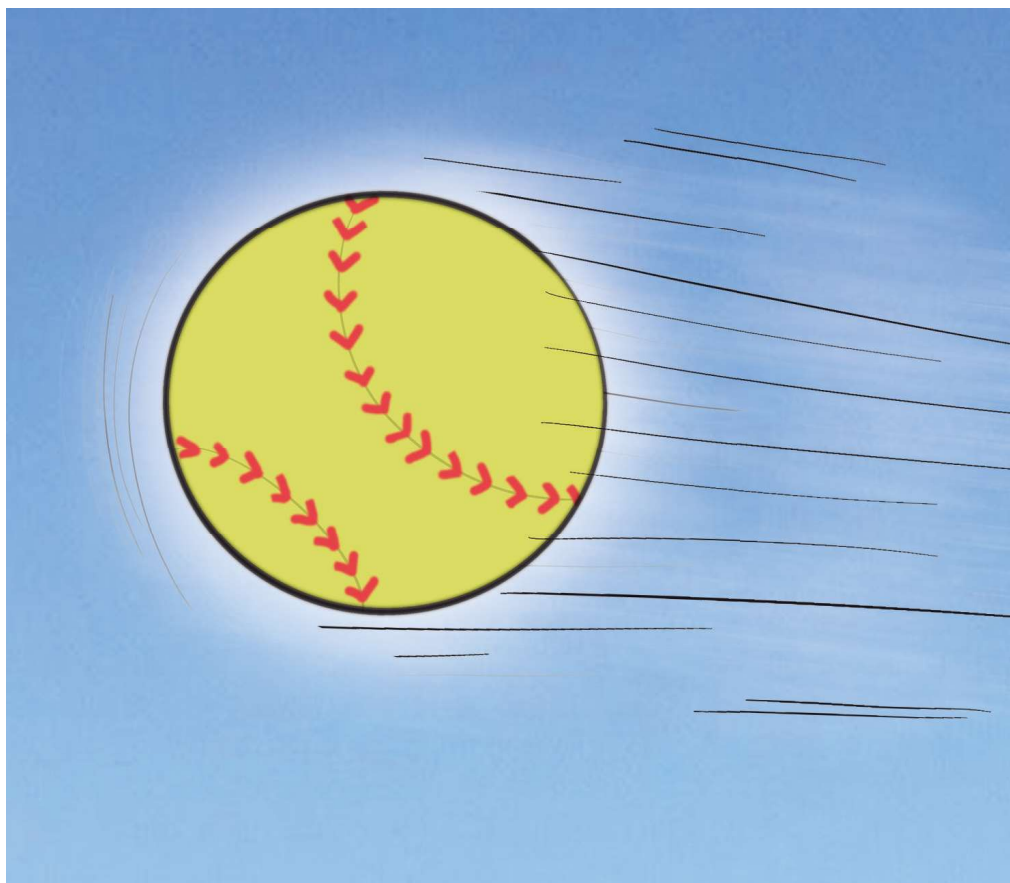
The pitcher frowns as she waits for the catcher to be ready. There is no sound as the crowd holds their breath.



The ball comes again. Lilly swings at it. Whack! The ball bounds over the players and the crowd stands up to see who will catch it.



It is Mayer, who stops the ball. Lilly pounds the dirt as she runs. She counts as she moves around to each plate.



"Throw it!" A mixed sound comes from the crowd. Some shout and some are as silly as clowns, happily cheering their team.



Lilly slides to the ground as "Safe!" is yelled. She is not out and lucky to reach home base.



Lilly's friends crowd around and lift her up. They are so proud of the way she ran and didn't give up.

Words with alternate spellings for the sound /ow/ .

Practise blending sounds in words:

<ou>

<ow>

loud

town

out

frowns

sounds

growl

bounds

clowns

counts

around

pounds

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, 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 1	/ae/ <ai> <ay> <ea> <a_e>	Sant and Kale
Book 2	/ee/ <e> <ea> <ee> <y>	Three great mates
Book 3	/oe/ <o> <oa> <ow> <oe> <o_e>	Sant the disco ant
Book 4	/er/ <er> <ir> <or> <ur>	Sant's first race
Book 5	/e/ <e> <ea> <ai>	Quest to the shed
Book 6	/ow/ <ou> <ow>	Lilly's loud crowd
Book 7	m/oo/n <oo> <ew> <ue> <u_e> <o>	Cooper and Tan-Tan
Book 8	/ie/ <i> <ie> <y> <i_e> <igh>	Ride a bike or fly a kite
Book 9	b/oo/k <oo> <u> <oul>	Camping in the bush
Book 10	/u/ <u> <ou> <o>	A day with Doug



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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