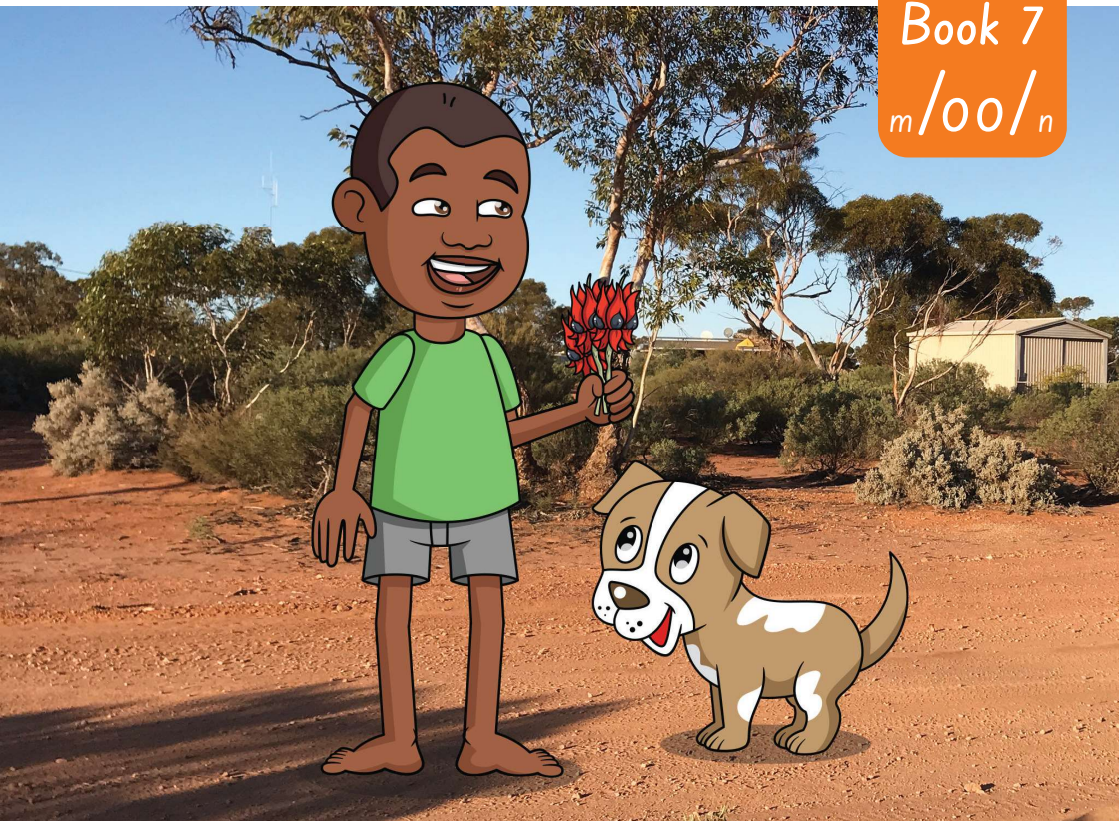


Book 7
m/oo/n



Cooper and Tan-Tan

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. 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:

calls

friend

asks

shout

you

hi

lives

dunes

your

desert

here

out

Help with syllables:

Coo/per

ba/lloon

out/side

flow/ers

hea/ding

be/hind

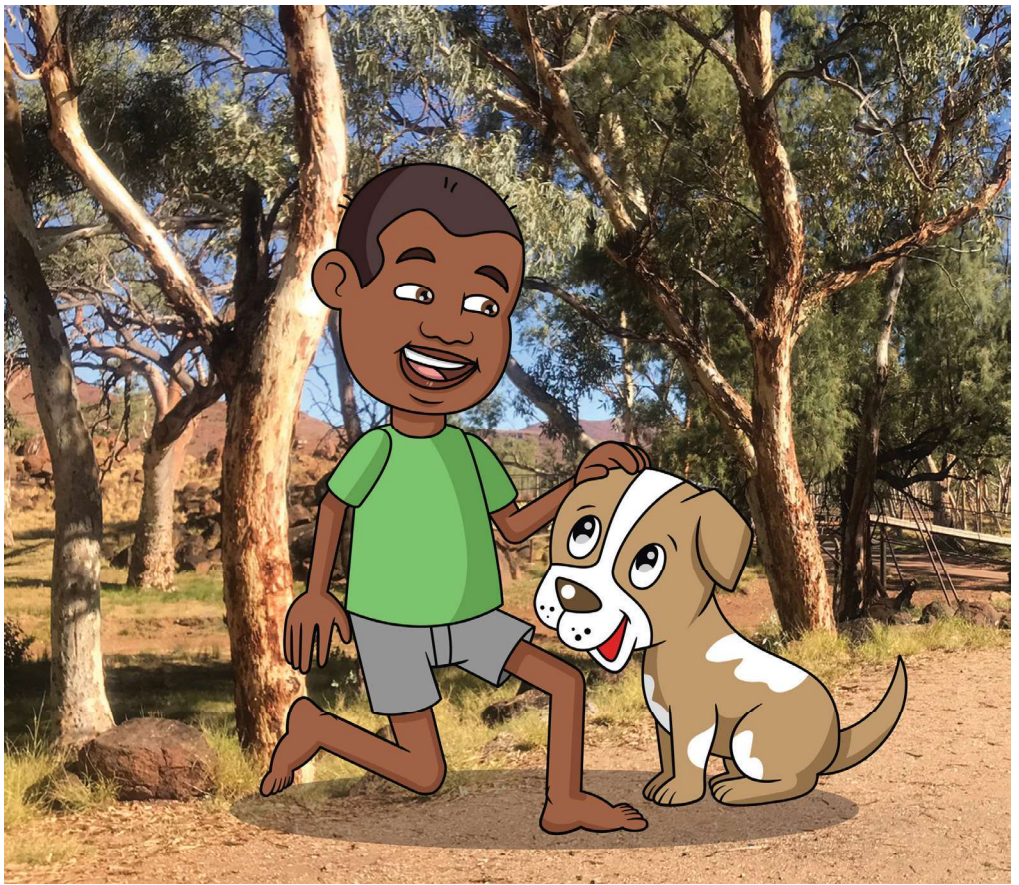
wai/ting

a/lloved

de/sert

good/bye

to/ge/ther



Cooper's best friend is his dog, Tan-Tan. He is there when Cooper feels happy or blue. Everyday Tan-Tan and Cooper have fun together.



"Can I get a dog chew for Tan-Tan at the shop mum?" asks Cooper.

"Yes," says his mum, "you can grab me some glue and a new broom too."



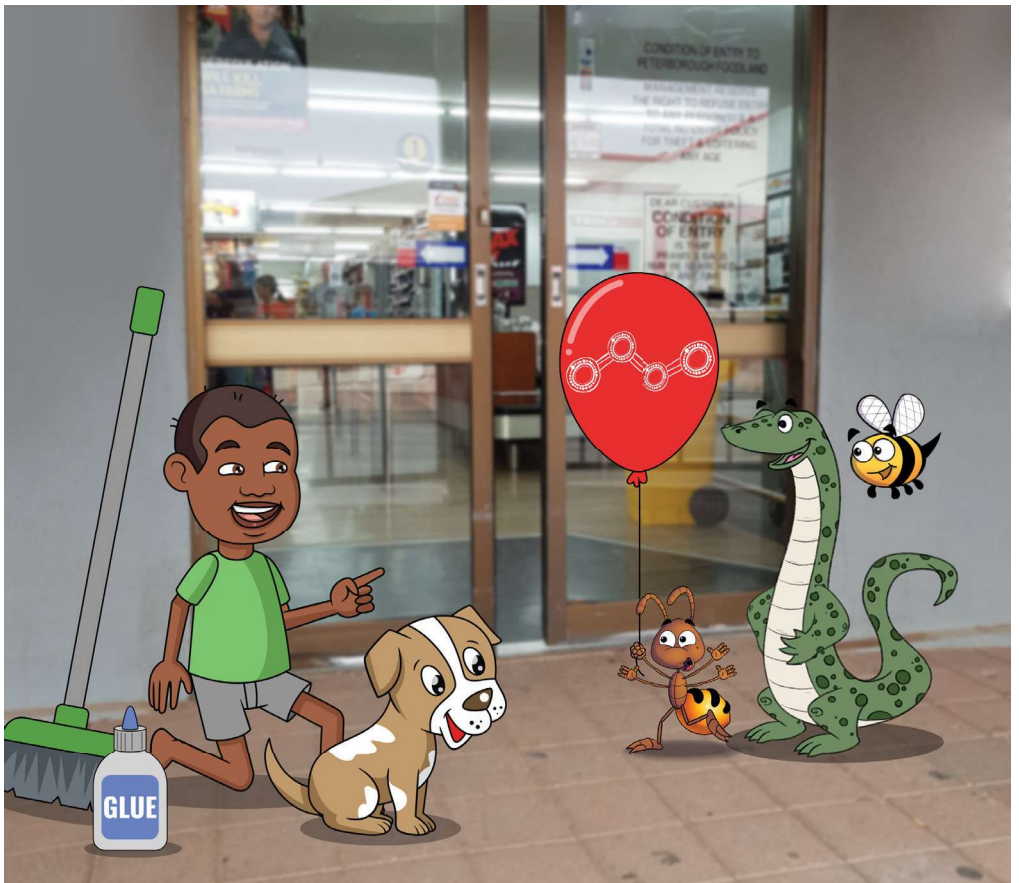
Tan-Tan and Cooper are at the shop.
"You can wait here, dogs are not allowed in. I will be back soon." Cooper pats Tan-Tan.



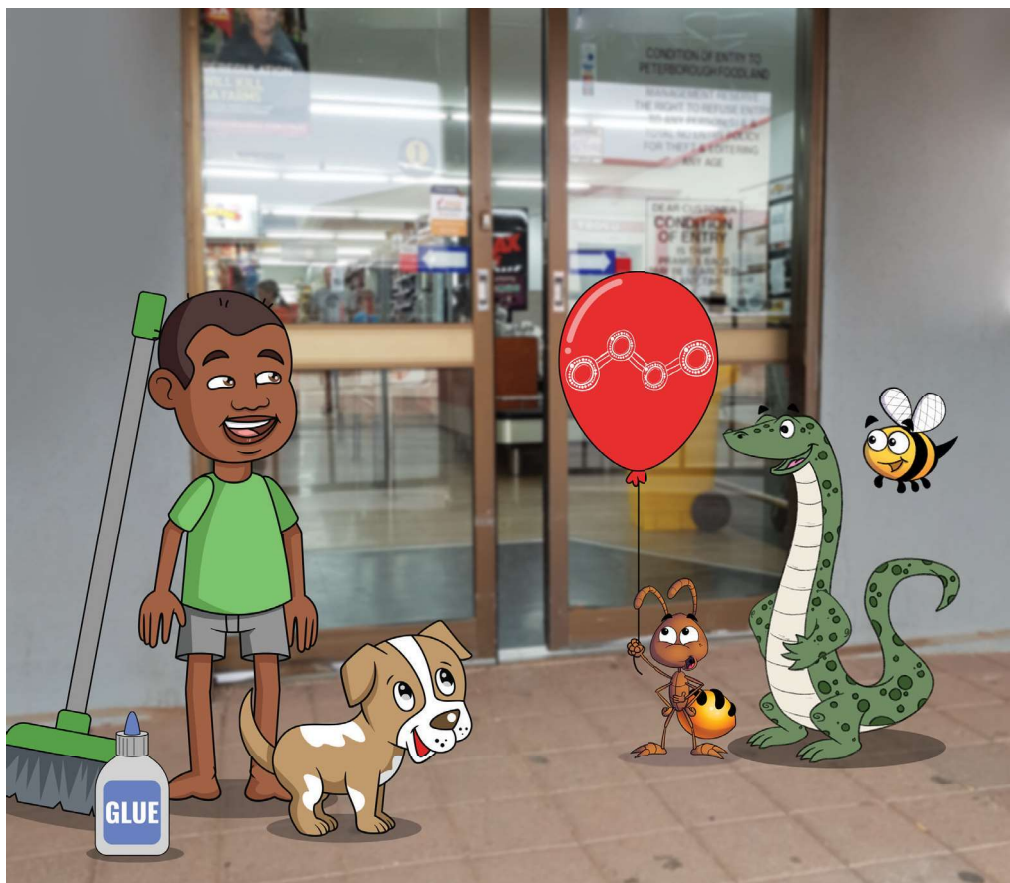
At the check-out Cooper sees Sant the ant's dad.

"I will take this broom, some glue and a dog chew, please."

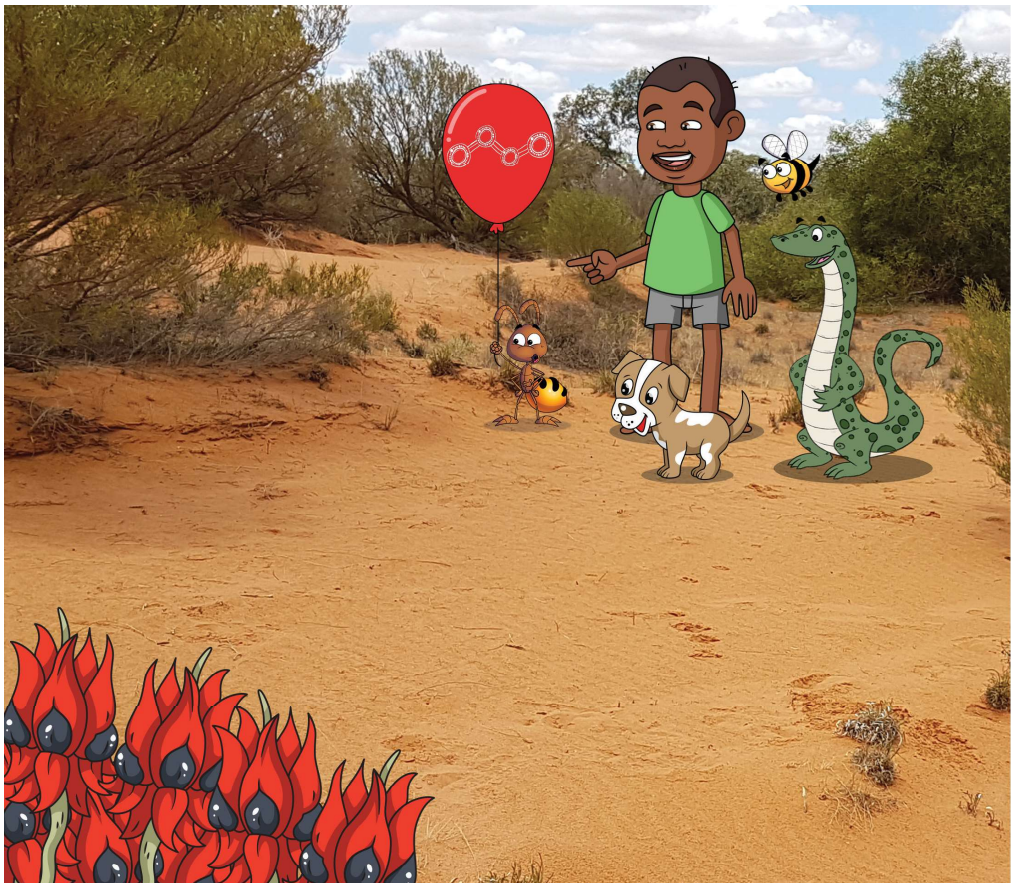
"Here you are, Cooper," Sant's dad grins.



Cooper can see Tan-Tan is waiting where he left him. "You wait so well, Tan-Tan. Here comes Spotty, Sant and Buzz. Hi crew!" says Cooper. "Hello, Cooper and Tan-Tan," shout the crew of friends.



"That's a great balloon!" says Cooper.
"Thanks. It's for Nana. We are heading to her house to see what flowers bloom in June. Do you want to come too?" asks Sant.
"Yes please," says Cooper.



Nana lives next to the sand dunes.
"If we stand on top of the dunes, we
can just see the flowers that are in
bloom," says Spotty.



"Hello Nana, we have come to see your flowers in bloom." Cooper says.
"These are Sturt Desert Peas. You can take some home." Nana waves.
"Thank you Nana!" Cooper and his friends head home.

Words with alternate spellings for the sound m/oo/n .

Practise blending sounds in words:

<oo>

Cooper

broom

soon

balloon

too

bloom

<ew>

chew

crew

<ue>

glue

blue

<u_e>

June

<o>

to

do

today

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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