

Book 9
b/oo/k



Camping in the bush

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:

veggies

giggling

chuckles

barking

brother

Help with syllables:

bro/ther

bar/king

qui/et/ly

si/blings

fa/mi/ly

chu/ckles

di/nner

gi/ggling

a/ny/where

rea/dy

ve/ggies

a/sleep



Pam is camping in the bush with her family. The tent is up and now it's time to have some fun.

"Would you like to play a game of hide and seek?" Pam asks her brother Zak.



"Yes Pam, I will count with my buddy Sant," Zak yells. "Ready or not here we come! Now, where could she be? There are lots of spots to hide in the bush, Pam could be anywhere!"

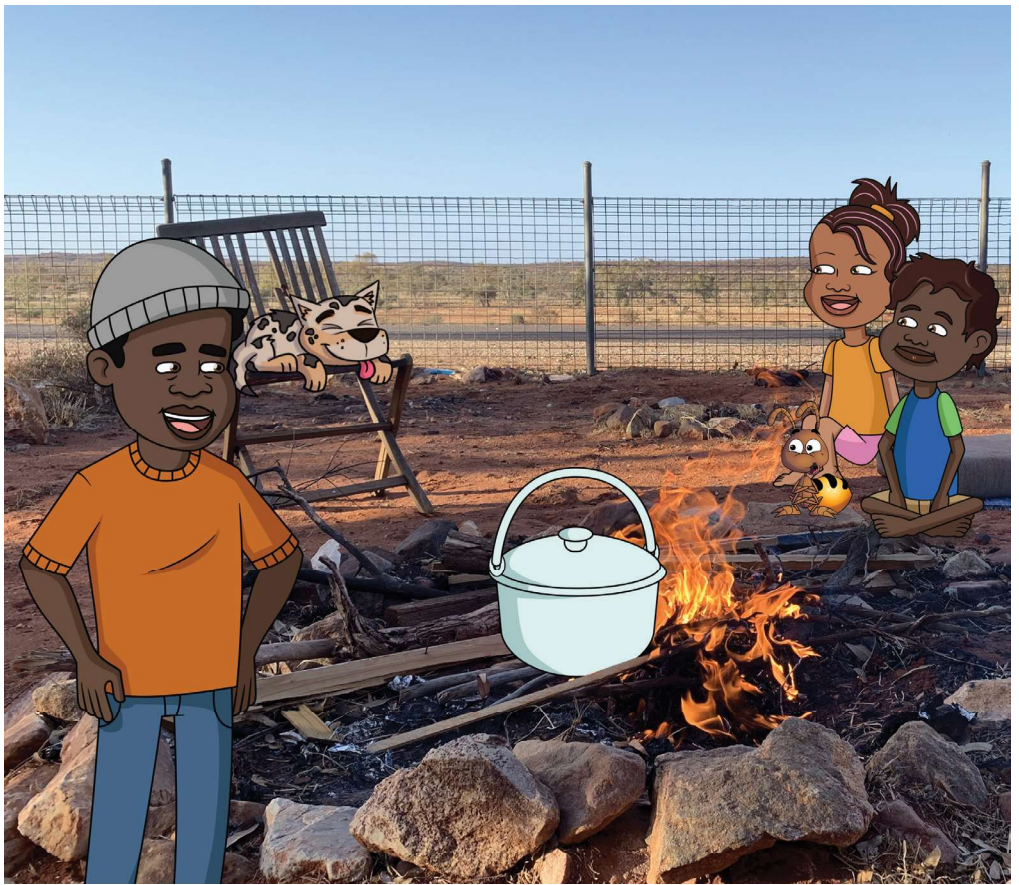


"I found you! That was too quick." Zak chuckles.

"Let's go and find Tig. I think he is napping down by the brook." Pam says.



Tig has put himself by the fire for a cozy nap. "Should we wake him? He looks so happy, we shouldn't wake him." Zak says quietly.



"What shall we cook for dinner?" asks dad.

"Fill the pot with all sorts of veggies and a chook." says Pam.

"Yum, it smells good!" says dad.



*The tent shook in the wind that night.
Sant and the siblings couldn't hear it,
they were giggling.*



"Can you hear a 'chirp' and a 'woof'?
Tig must be barking at the birds
again." Pam says.
"Would you be quiet Tig!" yells Zak.



They read a good book and have a full tummy of food. Now they are all quietly sleeping.

Words with alternate spellings for the sound b/oo/k.

Practise blending sounds in words:

<oo>

<u>

<oul>

brook

bush

would

cook

put

could

chook

full

should

good

shouldn't

shook

couldn't

woof

book

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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