



Birds of prey

Written by Jacqui Edwards. Illustrated by Amber Edwards.

SPEL SA
Phonic Book Series



Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

Birds of prey (128 words)

Before reading the book, use the practice page to:

1. Revise the alternative spellings for sounds

2. Teach the blending of letter-sounds in regular words

The student points to each letter or combination of letters, 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. f-l-ew is 'flew'; c-l-aw-s is 'claws'; b-r-ow-n is 'brown'; b-u-rr-ow is 'burrow'.*

During single word practice, check that the student understands the meaning of the word.

If the student is having difficulty hearing the word when blending:

- repeat the sounds more than once in succession to help the student 'hear' the word
- model stretching the sounds together without pauses, *e.g. nnnnniiiiip, is 'nip'*
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

Reading tips

A combination of letters can represent a sound, such as in boat (b-oa-t), song (s-o-ng), fern (f-er-n), shout (sh-ou-t), or night (n-igh-t).

A sound can be written as different letters or letter combinations, such as the sound /ai/ in 'rain', 'play', 'make', the sound /ee/ in 'sleep', 'heat', 'happy' and the sound /ou/ in 'shout' and 'brown'.

A letter or letter combination can also represent different sounds, such as <ow> in 'how' and 'grow' or <y> in 'yellow', 'try' and 'mystery'.

Words can contain split vowel digraphs, such as in 'make', 'eve', 'bite', 'note' and 'tune'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Practice page

Set 10 includes words with alternate spellings for the sounds /oa/, /ou/, /er/, /ue/, /oo/ and /or/.

Practise blending sounds in words

ow /oa/	slowly	burrow	crow
ow /ou/	brown	down	
ir /er/	bird		
ur /er/	hurt		
ew /oo/	flew		
aw /or/	saw	claws	hawk
al /or/	walking		
Revision	thorny	swooped	prey

Practise high frequency words

the	too	what	there
fast	eagle		

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

prey – the animal that is hunted for food

swooped – flew or dived down from the sky

spy – look and see something of interest

puffed – filled with air

burrow – an animal home dug into the ground

grabbed – suddenly took hold of something

flew – fly (past tense)

Help with syllables

per/en/tie

slow/ly

bu/rrow

bigg/er

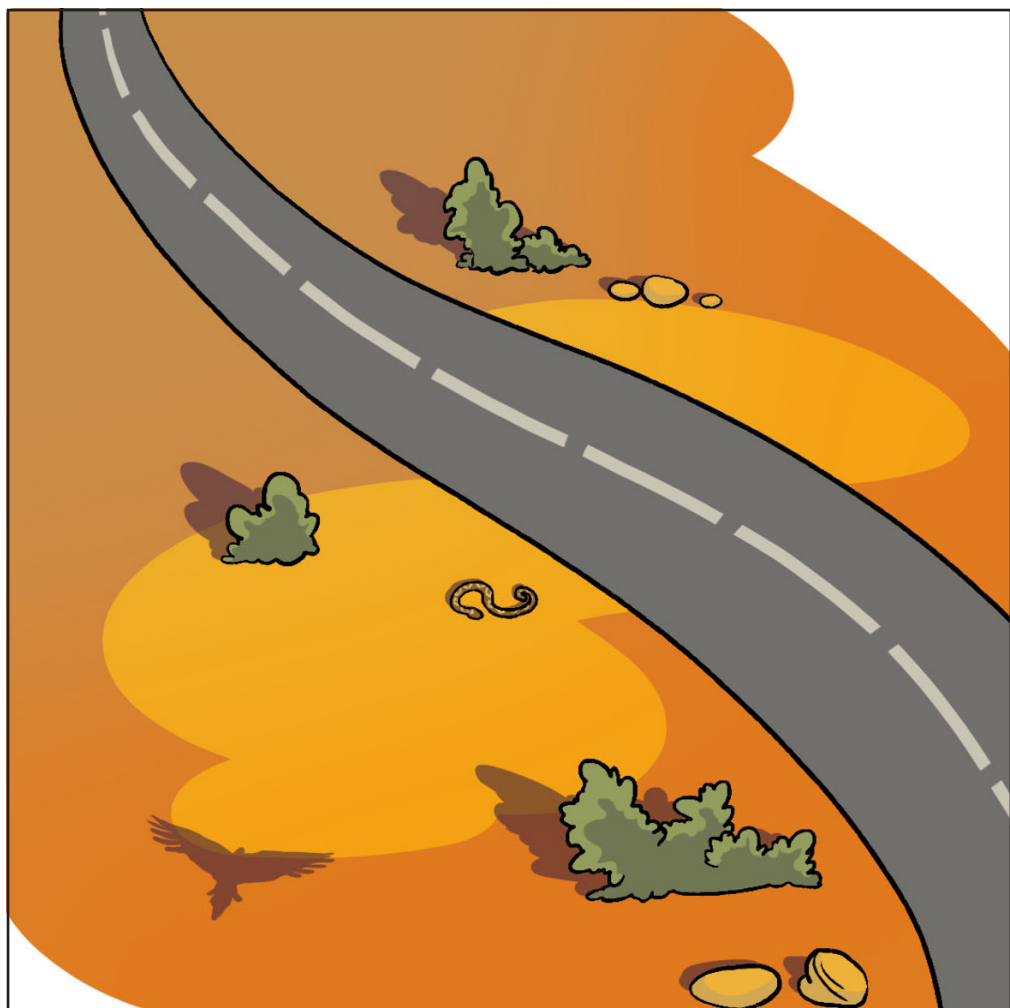
thorn/y

de/vil

slow/ly



An eagle flew high in the sky,
looking for prey to eat.



What did this bird see from way up there? She saw a big, brown snake, lying in the sun.



The eagle swooped down. She grabbed it with her sharp claws.



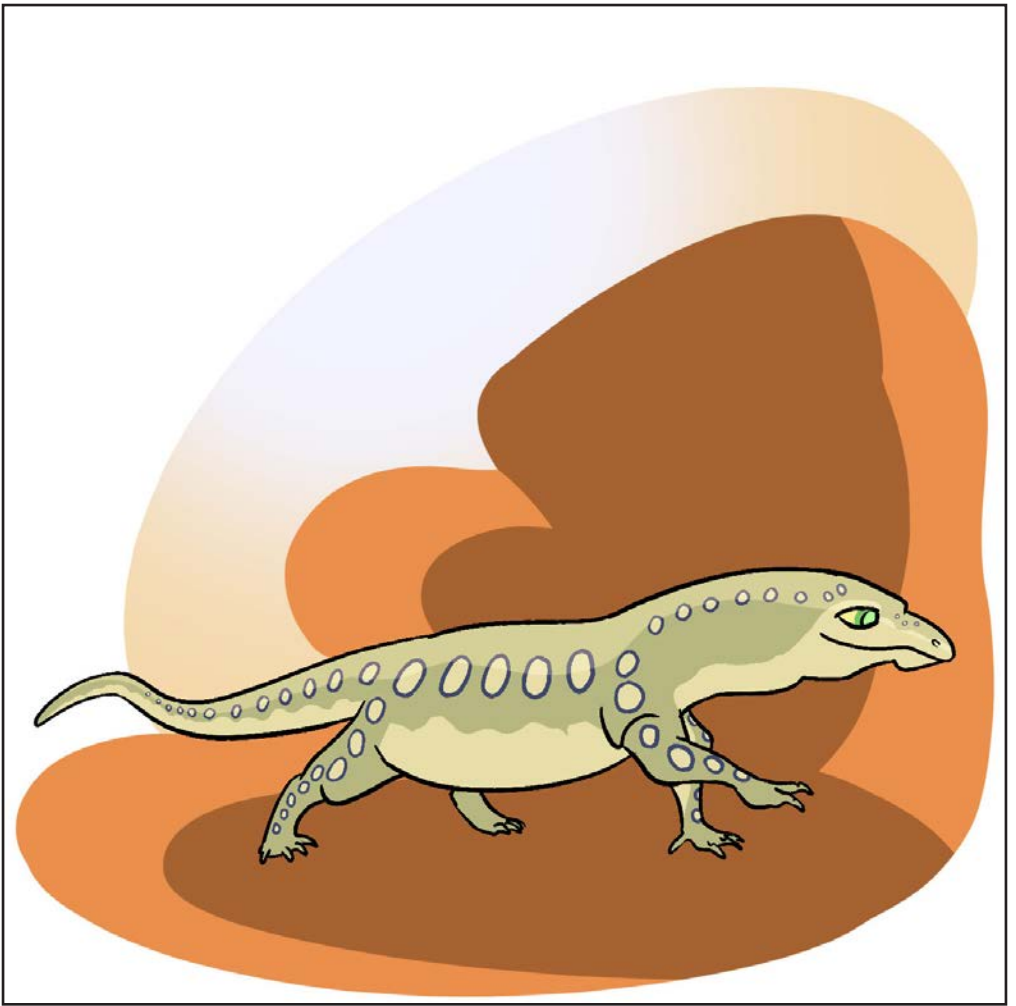
A crow flew in the sky. What did this bird see? She saw a thorny devil, walking slowly and eating ants.



The crow swooped down but the devil puffed itself out to look bigger. The crow hurt her beak on the sharp spikes. Caw! Caw!



A brown hawk flew in the sky. What did this bird spy from up high?



She saw a small perentie lizard walking along.



She swooped down, but it ran fast like a rabbit and made a burrow in the soft sand.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. An eagle is a bird of prey. What does this mean? There are clues in the story. Which other birds of prey are mentioned?
2. What prey did the eagle hunt for? What prey did the hawk find? What do you think makes some birds excellent hunters?
3. How would the crow feel after hurting itself on the sharp spikes? How would the thorny devil feel after being swooped on by the crow?
4. What have you learnt about the thorny devil from the story? What kind of animal is it? How does it protect itself from enemies?
5. How did the perentie lizard defend itself? How do other lizards defend themselves against predators?
6. What do you think the birds who did not catch their prey thought after they missed it? What do you think the animals that escaped thought? Draw a short comic story and show the animals' thoughts.

Fluency chart

saw

her

up

see

high

way

eat

sky

crow

spy

flew

walk

down

bird

hurt

prey

hawk

snake

claws

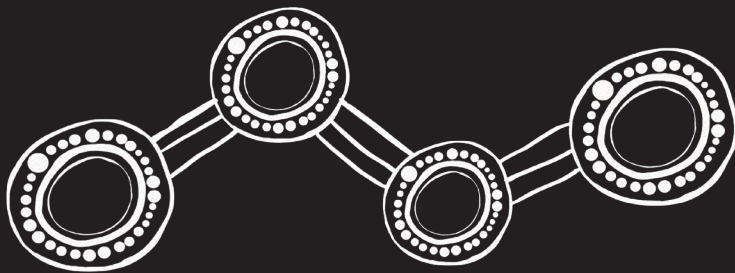
brown

swooped

devil

lying

burrow



Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

'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.

About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. 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.

Each set of books introduces a group of sounds for students to blend to read words. The books with a single star icon on the front cover contain a lower word count and less high frequency words. The books with two stars contain a higher word count, a greater number of high frequency words and/or more complex word structure. Please consider your student's ability when choosing a book for them to read. For a comprehensive explanation of the structure of the series, please refer to the SPELD SA website.

Acknowledgments

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**Government of
South Australia**

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SPELD SA is grateful for the contributions of volunteers for: consultation and project development; writing texts, comprehension questions, charts and games; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community project, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

- Set 1 **s, a, t, p, i, n**
- Set 2 **c, k, ck, e, h, r, m, d**
- Set 3 **g, o, u, l, f, b**
- Set 4 **ai, j, oa, ie, ee, or**
- Set 5 **z, w, ng, v, oo (book), oo (room)**
- Set 6 **y, x, sh, ch, th (think), th (that)**
- Set 7 **qu, ou, oi, ue, er, ar**
- Set 8 **y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)**
- Set 9 **ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)**
- Set 10 **oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)**



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