

Springboard



Spring into reading *A pan!*

In this book... a cheeky dog wants the food from a pan.

The Springboard is a collection of resources that provide support to instructors working with students learning to read.

Use the ideas as starting points to improve skills in oral language, vocabulary, phonological awareness, decoding, comprehension, fluency, phonics and writing, connected with the book, *A pan*.

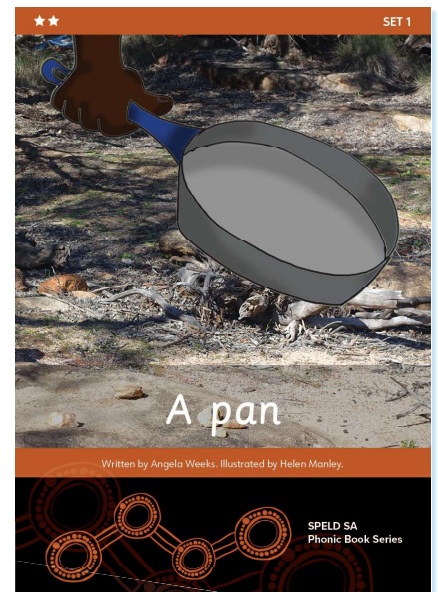
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

Inside...

1. **Before reading**
 - 1.1 Pre-teach vocabulary
 - 1.2 Build experience
 - 1.3 Phonological awareness
2. **Reading the book**
 - 2.1 First guided decoding session
 - 2.2 Further sessions
3. **After reading**
 - 3.1 List of worksheets and games
 - 3.2 The book and beyond!
 - 3.3 Phonics
 - 3.4 Grammar
 - 3.5 Word and vocabulary extension
 - 3.6 Connections to literature

Worksheets and games

For more worksheets and games for Set 1, go to *Resources and games*



A pan

Written by Angela Weeks
Illustrated by Helen Manley.



Springboard

1. Before reading

1.1 Pre-teach vocabulary

Bring words to life!

Use games, movement activities, photos or objects to introduce or revise vocabulary, as suggested below. Check for understanding and teach the words and meanings the student needs.

Refer to the Vocabulary page in the book *A pan* for additional words and definitions. Vocabulary cards are provided in *Resources and games*.

sit/sits

Verb: to turn over.

Usages: tip over, tip out, tip in.

Present tense verbs change when paired with different personal pronouns.

Use the verb tips with he / she / it, e.g. He tips the pan.

Use the verb tip with pronouns I / you / we / they, e.g. You tip the pan.

Activity

Aim: to practise pronouns with the verb tip.

Act out tipping tea out of a teapot: *I tip, You tip.*

Variation - students use names and pronouns as they act out tipping a teapot e.g. I, he/she, they, we: *All students tip; We tip; Maggie tips; She tips.*

Other meanings

Noun: a place or area where rubbish can be dumped.

Usage: rubbish tip, rubbish dump.

Mmm!

Expression: to show appreciation or happiness.

Activity

Aim: to explore the use of expressions.

Brainstorm alternative words we use to express the same emotion as when we say mmm.

Think of other expressions we use like this. For example, shhhh, eek, oooh. Discuss the meaning of each expression and when to use them.

Pat

Proper noun: a shortened version of a name. It can be short for Patrick or for Patricia.

It is the dog's name in the story.

1.2 Build experience

Make it real!

Before reading, use the following ideas as a springboard to familiarise students with concepts that are in this book. Like activating prior knowledge, experience forms basic knowledge that students can link to when reading.

Pan

Resources: display some pans or photos of pans.

Discuss (Think-Pair-Share)

- Name these pans. What are they used for? What other pans can you think of?
- Do people cook different foods in different types of pans? Discuss.
- Imagine some food cooking in a pan at home. What is the pan cooking on? What else might people put the pans on or in to cook?
- What are pans made from?
- What are some other words for 'pan'? (For example, wok, pot, bowl, saucepan, frying pan). How are they similar? How are they different?
- What is the difference between a pan, a billy and a pot?

1.3 Phonological awareness

Can you hear it? Can you say it?

Practise identifying sounds in words, using words from the book.
Activity ideas for each skill are in the *Overview*.

Examples of words from **A pan** for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
pan	sipping	dog-collar	t-ip	at	sits
tip	patting	grimacing	p-an	an	pats
spits	campfire	speech-bubble	s-ip	in	sips
flames	cooking	murmuring	s-it	tip	spit
dog	frying	delicious	p-at	pan	
spill	shadows			sip	

Rhyme			
Rhyming pairs			Rhyme production
pan / can	sit / pit	an / at	tip / sip / hip / kip / ship / flip / lip / snip
pat / pan	spit / spat	tap / tin	sit / hit / spit / pit / wit / fit / nit / quit
tip / sip	sat / pat	hit / hat	pan / can / fan / man / ran / span

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
tip / pip	pan / pat	sat / sit	pan / an	sits / sit
sit / nit	sit / sip	tip / tap	sit / it	sips / sip
pan / tan	tip / tin	pan / pin	sits / its	
sip / tip		sip / sap	pat / at	
pat / sat		spit / spat	spit / pit	

Word chains

pan / tan / an / in / tin / tip / sip / sit / it / at / pat / pan

spit / spat / span / pan / pans / pins / pin / spin / spit

2. Reading the book

During reading, the student will sound out and blend the sounds to read words. Allow enough time for this and encourage the student to re-read words and sentences to develop fluency and comprehension. Use the following explicit instruction script as needed.



2.1 First guided decoding session

Before reading

Warm up!

Phonological awareness

Revise orally blending sounds in words from the book using the Phonological awareness table. When practising substitution and deletion, help the student to hear the difference between the words: tip/sip, sit/sits, sip/sips, pan/pat, sit/spit.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

Use the Practice page in *A pan* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

Have you ever cooked food outside on a fire?

Allow time to share experiences. In this story someone is cooking some food in a pan on a fire. Someone is watching the pan and wanting the food. Who is watching and waiting? What will happen to the food? Let's read the story and find out.

Front cover

Here is the title. Let's read the first word. Wait for the student to read. A. Read it aloud again.

Read the second word. Wait for the student to read p-a-n, pan. Let's read it again. Wait for the student to read.

Let's read the whole title now. Wait for the student to read. A pan.

Look at the title again. Read it aloud. Wait for the student to read. Yes, the book is called **A pan**.

Discuss (Think-Pair-Share)

- Let's look at the word 'A'. It is sometimes used instead of the word 'the'. Read the title again. How many pans are there? One! That's right, 'A' often introduces one noun.
- Look at the picture on the front cover. What can you see? What other things can you see?
- What might happen to the pan? Explain why you think this.

Page 1

Let's read the words. Student reads the words, with a finger moving under the words left to right as they sound out and blend. A p-a-n, pan. A pan. Student re-reads the words. A pan.

Discuss (Think-Pair-Share)

This is the object in the picture. It is also the title of the book.

What do you think the person is doing with this pan? Explain your thinking.

Page 2

Let's read the word. Wait for the student to read.

Student re-reads the word. Wait for the student to read. Pat.

Discuss

Who is Pat? What is Pat doing? Where do you think Pat is?

Page 3

Let's read the words. Wait for the student to read.

Student re-reads the words. A pan sits.

Discuss

- Where is the pan? Discuss what is happening in the picture.
- What does it mean when it says, 'A pan sits'? Does it really mean that the pan is sitting down like we sit or Pat the dog sits? Look at the picture. Where is the pan? It is on the rack over the campfire. The person has put it on the rack. We say that the pan is sitting on the rack.

Page 4

Let's read the words. Wait for the student to read.

Student re-reads the words. Pat sits.

Discuss

- Where is Pat sitting?
- What do you think he might be thinking? Why might this be?

Page 5

Let's read the words. Wait for the student to read.

Student re-reads the words. A pan spits.

A pan spits. When reading, I read smoothly. I also read with expression. I bring sounds into my voice to help convey feelings or messages that I am reading about. Listen as I read the sentence again. Listen to my voice. Listen to how I read it. A pan spits. Read it again.

Discuss (Think-Pair-Share)

- Think about what you just read. A pan spits. Look at the picture. What does it mean when it says, 'A pan spits'? What is happening to the meat? Allow discussion time.
- As the meat is cooking and gets hotter, the moisture evaporates, pushing fat and juices around the pan, causing fat to splatter. It makes a spitting sound as the fat and juices splatter or spit.

Page 6

Let's read the words. Wait for the student to read.

Student re-reads the words. A pan tips.

Discuss

- Oh no! The pan is falling off the rack. How did the pan tip? What is Pat doing? How do you think it feels as Pat touches the pan?
- What do you think the person who is cooking the food will think and feel when they see what Pat has done?

Page 7

Let's read the words. Wait for the student to read. Student re-reads the words. *Pat sits and sips.*

Listen to how I read it. Re-read it. Try to read smoothly like you talk in a conversation. Wait. *Pat sits and sips.*

Discuss

- *Pat is sipping the juices. What else is he doing? Wait for responses. Yes, he is licking. Look at his tongue. Describe his tongue.*
- *Pat is eating the food. Look at Pat's expression on his face? How do you think Pat is feeling here?*

Page 8

Look at the picture. What is the bubble? What is it for? Wait for responses. Yes, it is a speech bubble and tells us exactly what Pat is saying. Look at the word in the speech bubble. Read what Pat is saying. Wait for the student to read. *Mmm!*

What is he expressing here?

Read his word in the speech bubble again.

Let's look under the picture. Read the words. Wait for the student to read.

Student re-reads the words. *Mmm!*

Discuss (Think-Pair-Share)

- *If you were enjoying something you were eating, and said 'Mmm!', how would you say it? Say this out loud. Listen to the expression you put in your voice. It has feeling in it.*
- *Read the text under the picture again. Use expression as you read. What good use of expression!*
- *What else might you say when you eat something you really enjoy? How would you say it? Now use this voice as you read 'Mmm!' again.*

Well done! Good reading!

What's next?

The student:

- re-reads the book, with a partner or individually;
- practises reading the same book many times to develop fluency;
- reads every day.

Make reading active and meaningful by jumping into the after reading activities!

2.2 Further sessions

Each additional read builds confidence, fluency, deeper understanding and independence. The more you practise the more you improve.

Before reading

In every session, review:

- phonological awareness skills;
- specific vocabulary words from previous sessions;
- the Practice page in *A pan* to practise sounds and blending.

Review the storyline of the last reading session.

In our last reading session, we read A pan. What can you remember about the story?

Suggested questions

- *Describe the pan. Where was the pan? What was the pan being used for?*
- *Who was Pat? Where was Pat?*
- *What did Pat do to the pan? What was the result? How did Pat feel after the meal?*
- *Can you think of a time when you or someone in your family was cooking food when a dog was nearby? Describe this experience. How did you feel about this?*

Reading the book

Guide the student through the book, gradually withdrawing help as the student becomes more independent.

Think wider! Dive deeper!

Use these ideas as a springboard for asking questions and modelling observations for two or three reading sessions.

Some ideas**Page 1**

Look at the coals on the fire. What do you notice? Do you think the person is putting the pan on or off the coals? Explain your answer.

Page 2

Look, the pan is not on the coals now. Pat is sitting by the old fire. Look at his eyes and expression. He is watching someone or something with great interest. What do you think he is observing?

Page 3

Why do you think the pan is resting on a rack above the fire? Why is the pan not 'on' the fire?

Page 4

How do you think Pat is feeling as he watches the food cook? What senses is he using?

Page 5

Look at the picture. What do you notice is happening to the food in the pan as it cooks? How does the artist illustrate that the food is spitting in the pan?

Page 6

Talk about what is happening. What made the pan tip? What else might have caused the pan to tip?

Page 7

What foods do dogs eat?

Page 8

Pat looks like he enjoyed the food and is now satisfied. What foods do you enjoy eating? Do all foods leave you feeling satisfied or full? Explain.

3. After reading

Make reading active and meaningful!

Jump into activities and discussion after reading the book, to build essential skills in reading and writing.

3.1 Worksheets and games

Worksheets and games for A pan

Write, read, draw!

What's missing?

Thumbs up/thumbs down

Sequence the story

Read it, mix it, make it sentences

Stepping track game

Resources and games for the set

Elkonin boxes

Roll and reflect game

Roll and read game

Story map

Comic strip

Vocabulary cards

Building sentences worksheet

Handwriting sheets

3.2 The book and beyond!

Launch into deeper questioning, connection and comprehension with these suggestions! Use the *Roll and reflect* game to help students think and reflect on the story.

Reactions

Discuss (Think-Pair-Share)

- How does Pat feel on page 7? Explain. When do you feel like this?
- How would Pat feel if a magpie or kookaburra had come and taken the food? What do you imagine that Pat might have done?

Sneaking Food

Discuss (Think-Pair-Share)

Have you ever taken food that was being prepared for someone else or was ready for a meal? What happened? How did you feel? How did the other people in the situation react? Try to imagine how others felt and why they reacted in that way.

Has an animal ever eaten your meal? Talk about the experience.

Stew

Activity

Draw/List the ingredients in the stew in the pan.

A campfire

Discuss

Have you ever watched a meal being cooked on a campfire? Describe what you saw and smelt. What did the food taste like?

Have you ever made a campfire? Did you collect the wood? What are the steps for building a campfire?

Activity

Draw/List the steps of making a campfire.

3.3 Phonics

Link the book with your phonics program! Use multi-sensory, hands-on activities and games to practise building and reading the phonic words below. Some suggestions are listed in the *Overview*. Choose a sentence from the book as dictation.

Words: tip/tips, sip/sips, spit/spits

3.4 Grammar

Written practice

Focus for Set 1: writing simple sentences

Sentences from the Set 1 books are used as a model for students to write their own.

Use the Building sentences worksheet.

Oral practice

These activities are to be done orally, but if students are ready for written practice – go for it!

Focus: using exclamation marks.

Discuss

Draw attention to where the exclamation mark is used on page 8. Its purpose in the book is for stressing the sound Pat makes - Mmm! It can also be used to stress a statement and gain attention. Examples: Pat! Stop! Help!

Activity

Resources: the digital version of *A pan* on an interactive whiteboard or the printed version with a speech bubble on a sticky note.

Show page 2, the picture of Pat sitting. Insert a speech bubble pointing to the edge of the page (as if someone is giving a command) saying 'Sit!' You might wish to also add a person to the picture to enable students to conceptualise that it is the person saying sit, not Pat.

Show students that when we say 'Sit!', it is stressed because it is a command, and we use an exclamation mark to show this in writing – Sit! Write in an exclamation mark.

Give more examples using the following pages. Instructor adds the words in speech bubbles to the page. Instructor says the word in a stressed way. Student adds in the exclamation marks.

- Page 6: **No, Pat**
- Page 7: **Mmm**
- Page 8: **Mmm. What else might Pat exclaim after he has eaten?**

Further examples using Nana, Set 1

Follow the instructions above with these pages.

- Page 3: **Nana**
- Page 4: **Tap, Stop**
- Page 5: **Stop**

3.5 Word and vocabulary extension

Compound words

Activity

Discuss how a small word like 'pan' can be part of a larger word.

Sometimes two smaller words are joined together to make a new word.

An example is sauce + pan = saucepan.

These are called compound words.

Revisit the types of pans presented in the 'Build experience' section. Brainstorm compound words using the word 'pan'.

How many can you think of? Write and/or draw these. Organise the brainstorm ideas in a mind map.

Examples: saucepan, frypan, frying pan, bedpan, dishpan, clay-pan, stewpan, deadpan, dustpan, saltpan, pattypan, pan-fried, pancake, panforte, pantry, panfry.

Discuss the meaning of any new vocabulary.

3.6 Connections to literature

Spring into wider reading!

Make connections to *A pan* by reading other books to the student with similar themes.

Wombat Stew by Marcia Vaughan, 1985, 2014

Remember

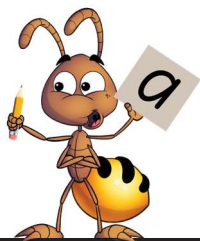
Revise, revise, revise!

Reading mastery takes time and practice.

Talk about it! Connect!

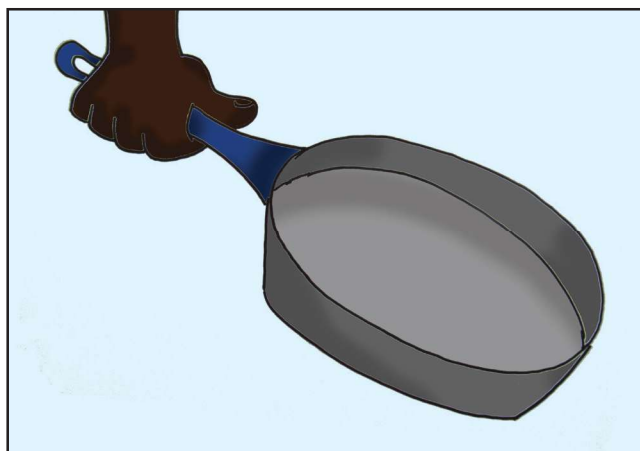
Make the book more than words on the page.

Now that you've brought this book to life, which book is next....



Name: _____

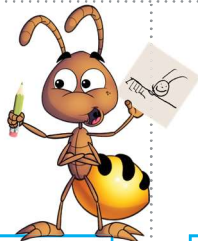
Date: _____



P _ _

_ _ _

A pan tips.



A pan spits.



Write, read, draw

Instructions: Read the book *A pan* to complete these activities.

Words for writing: Look at the picture and fill in the missing sounds.

Words for drawing: Read the words and finish the pictures.



Name: _____

Date: _____



tip _
_ ips
t _ _ s



sit _
_ its
s _ _ s

Pat sips spits pan



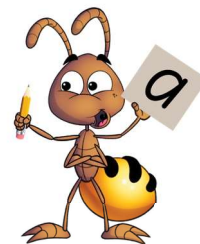
A _ _ _ tips.



Pat sits and _ _ _ .



_ _ _ sits.



A pan _ _ _ .

What's missing?



Instructions: Read the book *A pan* to complete these activities.

What sound is missing? Fill in the missing sounds. Use the picture to help.

What word is missing? Read the sentence. Choose a word to complete the sentence. Use the picture to help.



Name: _____

Date: _____



Pat spits.



Pat sits.



A pan spits.



A pan sips.



A pan tips.



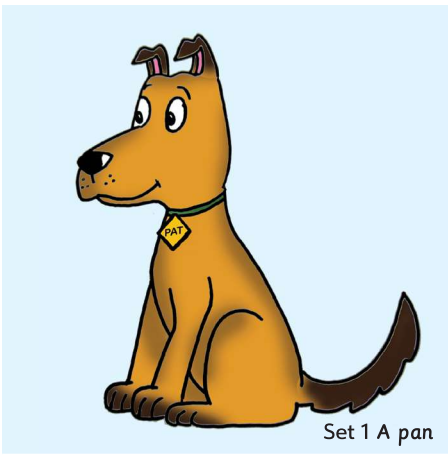
Pat naps.



Thumbs up / thumbs down

Instructions: Read the book *A pan* to complete this activity.

Read the sentence and decide if it is true or false in the story. Use the book to help.
Circle thumbs up for true and thumbs down for false.



Set 1 A pan

A pan

Set 1 A pan



Set 1 A pan

A pan sits.

Set 1 A pan



Set 1 A pan

Pat sits.

Set 1 A pan



Set 1 A pan

Pat

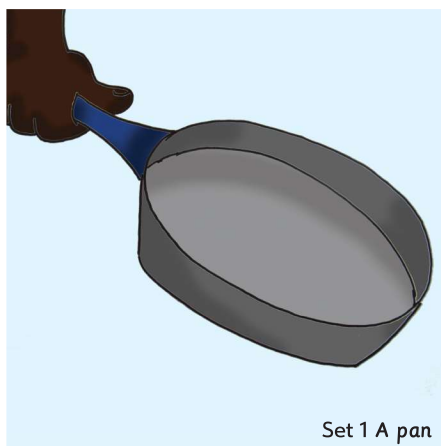
Set 1 A pan



Set 1 A pan

A pan tips.

Set 1 A pan



Set 1 A pan

Pat sits and sips.

Set 1 A pan

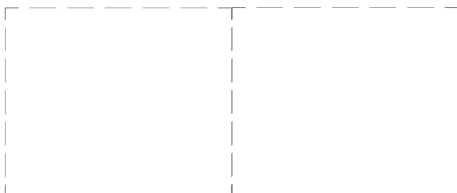
Sequence the story

Instructions: Read the book *A pan* to complete this activity.

Cut out all cards. Match the words to the pictures and then put the events in order.

Name:

Date:



A pan tips .

Pat sits and sips .

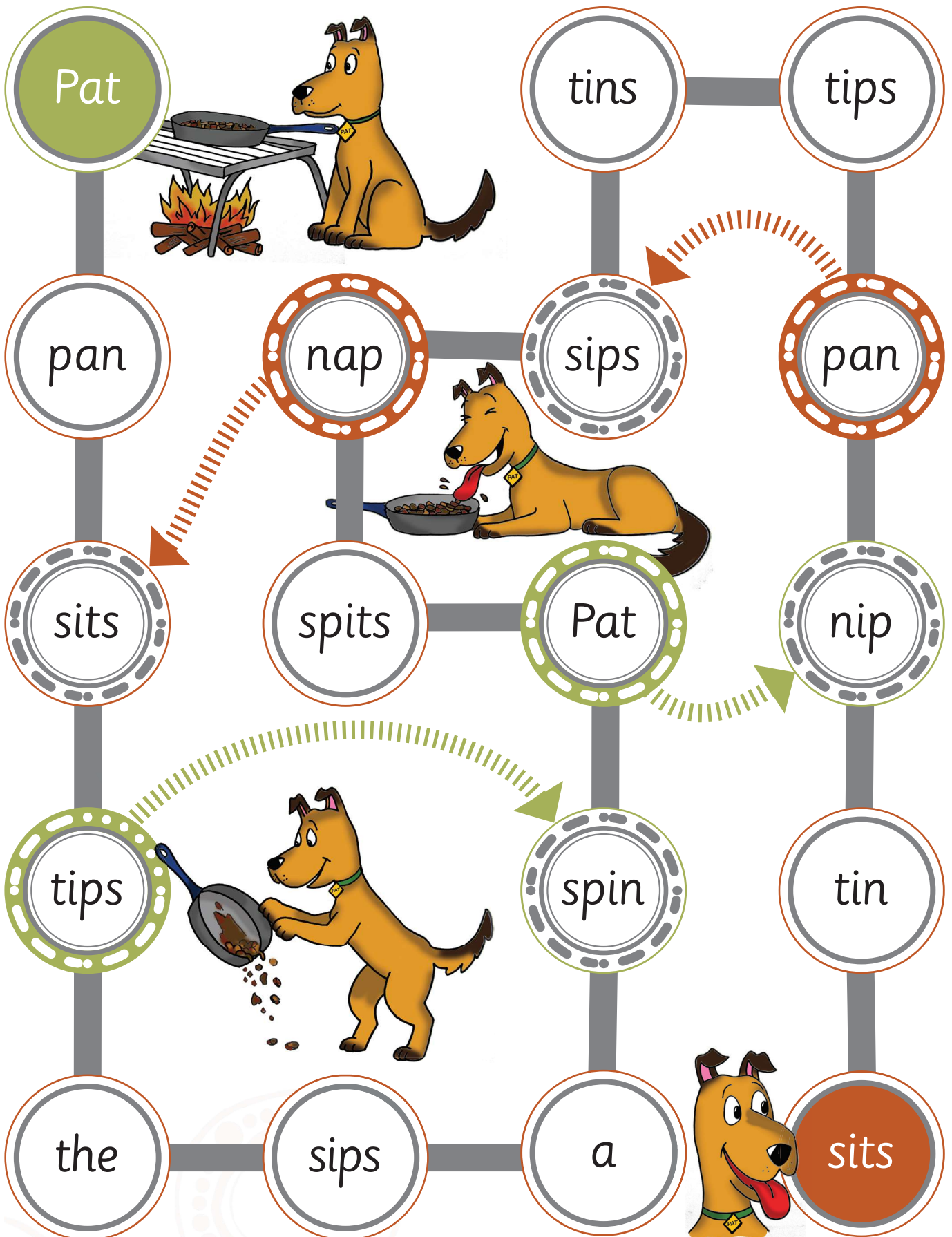
Read it, mix it, make it

Instructions:

Read the sentence aloud to an adult or partner three times. Cut up and mix up the sentence. Make the sentence again and read it to someone, to check it makes sense. Glue the correct sentence into a book.

Extension: Write the sentence and illustrate.





A pan – stepping track game

Materials: 1 die, player tokens, game board

Instructions: Each player puts their token on the green circle to start. Players take turns to roll the die and move forward spaces, saying each word as they pass. Arrows send the player forward or back when they land on them at the end of their turn. When you get to the end, lick your lips like Pat – Mmm!