



Springboard

Bound into reading **Ants at the tip!**

In this book... ants get on everything and everybody.

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, *Ants at the tip*.

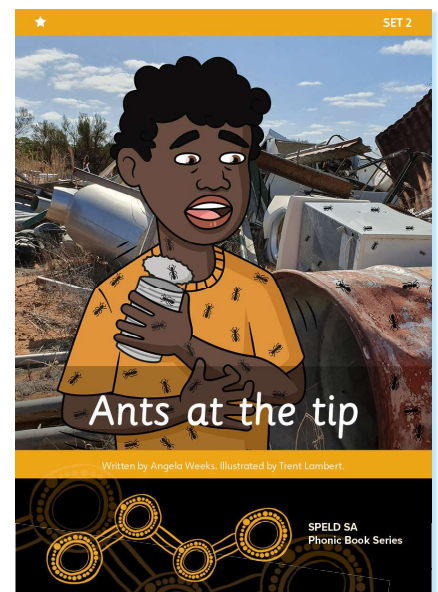
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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Worksheets and games

For more worksheets and games for Set 2, go to *Resources and games*



Ants at the tip
Written by Angela Weeks.
Illustrated by Trent Lambert.



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 *Ants at the tip* for additional words and definitions. Vocabulary cards are provided in Resources and games.

tip

Noun: rubbish tip.

Synonyms: rubbish dump, public waste disposal facility, landfill.

Discuss (Think-Pair-Share)

- *What is the purpose of a tip? Why do people go there? What might you find? Have you been? Why did you go there?*
- *Explain to someone what this word means.*

Other meanings

Verb: to move something so that one side is higher than another side; to pour a substance from one container to another; to push something over.

Usages: tip over, tip up.

Words that rhyme: tip / pip / lip / sip / clip / rip / flip / strip.



tank

Noun: a large container used to store rainwater or liquid.

Usages: rainwater tank, water tank.

Discuss (Think-Pair-Share)

- Ask students to say the word in a sentence to a friend.
- Discuss words that rhyme with tank.
- Find any water tanks at school or home. Investigate how water is collected from the roof.
- Show pictures of a tank on a tanker. A tanker is a ship or truck that is used to carry liquid or gas. Why are they called tankers? What do they carry?

Other meanings

Noun: a sleeveless shirt; a tank top.

pit

Noun: a large hole in the ground.

Rhyming words: pit / fit / sit / lit / spit / slit / skit / mitt / wit / bit / kit.

Discuss (Think-Pair-Share)

- *What is a pit? What does it look like?*
- *How is a pit like a hole? How are they different?*

tin

Noun: metal food or drink container.

Compound words: tinfoil, tinman.

Rhyming words: pin / win / skin / shin / fin / grin / bin / din / spin.

Discuss (Think-Pair-Share)

- *Is there a difference between a tin and a can? Explain your thinking.*
- *Are cans always made from tin? Explain.*

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.



Ant nest

Resources: an ant farm, photo of ant nests.

Discuss (Think-Pair-Share)

- Are there different types and sizes of ants?
- What do ant nests look like? Outline and explain.
- Can ants hurt you?
- How do you feel if you walk onto or near an ant nest?
- How do you feel when ants crawl over you?

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 *Ants at the tip* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
drum	rubbish	scrap-metal	K-im	in	tank
tank	prickles	discomfort	M-ick	tap	pits
hole	metal	spinifex	t-ank	and	spit
scrap	disturb	impatient	h-iss	Kim	taps
sharp	rusty		r-est	Mick	ants
thongs	wriggled		sk-in	ant	

Rhyme			
Rhyming pairs			Rhyme Production
tank / thank	bar / bank	Mick / sick	tank / sank / rank / bank / flank / crank / thank
think / tank	as / ants	sank / tank	and / sand / band / grand / land / stand / grandstand
Kim / gym	tape / cape	slip / tap	Mick / thick / sick / tick / lick / slick / stick

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
pit / hit	in / is	Mick / mock	pit / it	and / an
tank / bank	Kim / kid	pit / pat		tank / tan
and / end	Mick / mid	tap / tip		
Word chains				
tank / tan / an / ant / pant / Sant / sand / sank / tank				
sand / hand / and / end / mend / men / pen / pet / pit / pin / pink / sink / sank / sand				

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: tin/tip; pit/pet/pat.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

Use the Practice page in *Ants at the tip* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

Have you ever seen lots of ants crawling around and over things? What attracts them there?

Allow time to share experiences.

In this book there are lots of ants at a rubbish tip. I wonder what they crawl on, or who they crawl on! Let's read the book and find out.

Front cover

Here is the title. Let's read the first word. Wait for the student to read. *A-n-t-s Ants. Read it aloud again.* Wait for the student to read. *Ants.*

Read the second word. Wait for the student to read, *a-t.* *Let's read it again.* Wait for the student to read, *at.*

Read the next word. It is a high frequency word that we practised on the Practice page. Do you know what the word is? Wait for the student to respond. *The word is the. Re-read the words.* Wait for the student to read. *Ants at the.*

Well done, let's read the last word in the title. Wait for the student to read, *t-i-p. tip. Re-read it.* Wait, *tip.*

Read the whole title. Wait for the student to read. *Ants at the tip.*

Read it aloud again. Wait for the student to re-read. *Yes, the book is called Ants at the tip.*

Discuss (Think-Pair-Share)

- *Look at the picture on the front cover. What can you see? Where do you think the boy is?*
- *Where are the ants? Why do you think the ants are there?*
- *How does the boy look? How do you think he is feeling?*

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. *Ants in a pit at the tip.*

Student re-reads the words. *Ants in a pit at the tip.*

Discuss (Think-Pair-Share)

This pit is an ant hole. It is also referred to as an ant nest. Describe the ant hole.

The ants are running in different directions. Where might they be going?

Page 2

Let's read the words. Wait for the student to read. *Kim and Mick at the tip.*

Student re-reads the words. *Kim and Mick at the tip.*

Discuss

I wonder why Mick and Kim are at the tip. What are they doing? What do you think they are looking for? Why do you think Kim and Mick want the pipes?

Page 3

Let's read the words. Wait for the student to read. *Ants in a tin.*

Student re-reads the words. *Ants in a tin.*

Discuss

Which part of the tin do you think is dangerous? What do you notice on the tin? What do you think might happen next?

Page 4

Let's read the words. Wait for the student to read.
An ant is on Mick.

Student re-reads the words. *An ant is on Mick.*

Discuss

One ant is crawling onto Mick's arm.

What do you think it feels like? What do you think the other ants are going to do?

Page 5

Let's read the words. Wait for the student to read.
Ants on Kim.

Student re-reads the words. *Ants on Kim.*

Discuss

Describe what is happening to Kim.

How do you think she is feeling? What would you do if you were Kim right now? How can Kim stop the ants?

Page 6

Let's read the words. Wait for the student to read.
Ants on Mick.

Student re-reads the words. *Ants on Mick.*

Discuss

Look, Mick is still holding the tin. What is happening? Look at Mick's face. How is he feeling? What might he be saying? What can he do to get the ants off of him?

Page 7

Let's read the words. Wait for the student to read.
A tap at the tank.

Students re-read the words. *A tap at the tank.*

Discuss (Think-Pair-Share)

Describe what is happening? How do you think Kim feels as the water hits her hands? How might the ants feel? Do you think the water will help Mick and Kim?

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 *Ants at the tip* to practise sounds and blending.

Review the storyline or content of the last reading session.

*In our last reading session, we read **Ants at the tip**. Tell the story in your own words. What do you remember about it?*

Discuss (Think-Pair-Share)

- *Who is visiting the tip?*
- *What were they doing at the tip?*
- *Who else was at the tip? What were these creatures doing?*
- *What happened to Mick and Kim? How did they feel? How did they try to solve their problem?*
- *Do you think food scraps should be put in the rubbish tip? If not, what should happen to leftover food? How can people dispose of this food?*

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**

Do all ant nests look like this one. Describe an ant nest you have seen. Did the ants crawl onto you? If so, what did you do?

Page 2

Describe the pipes. What do you think they were once used for? What do you think Mick and Kim might build with the pipes?

Page 3

Where else can you see the ants?

Page 4

Describe what the bite of an ant feels like.

Page 5

Think of words to describe the feelings Kim must be experiencing as the ants wander over her body. If you were Kim, what would you do now?

Page 6

Ants are crawling in lots of spots at the tip. Name some.

Page 7

Have you ever tried to wash ants off you? Did it help? What might happen if the children are very sensitive to ant bites? What do you think they should do?

Page 8

What do you do if you are bitten by an ant?
What if you have many ant bites?

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 *Ants at the tip*

Write, read, draw!

What's missing?

Sequence the story

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

Building questions 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.

Rubbish and recycling

Resources: posters from your community 'What can be and what can't be recycled' and 'Types of rubbish'.

Discuss (Think-Pair-Share)

- What is rubbish?
- What is recycling?
- Can all rubbish be recycled?
- What does the following logo refer to: Reuse, Reduce, Recycle?
- What do you think should happen to rubbish that is not recycled?

Activity

Display a poster about types of rubbish or what can and can't be recycled.

Discuss what your class, school, family could do about recycling to help our environment.

List and discuss different types of rubbish that can be recycled: paper, light bulbs, plastic, organic, glass, batteries, clothes, metal, E-waste. Give examples of each.

Extension: Explore the difference between recycling and zero waste. Visit a recycling centre.

Exploring the world of ants

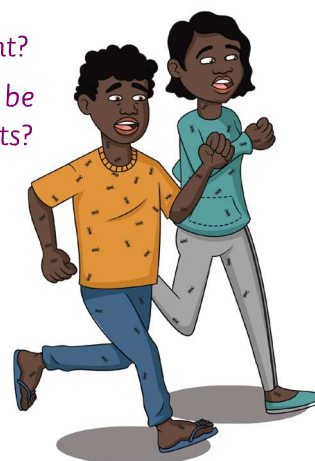
Resources: provide access to photos and videos to help students explore the following ant topics.

Ants

Research the role of ants in the environment.

Discuss (Think-Pair-Share)

- What is their role?
- Why are they important?
- What would the world be like if there were no ants?
- Do different types of ants have different roles?



Ant bites

Research ways people treat ant bites.

Discuss (Think-Pair-Share)

- Why do ants bite people?
- How can we protect ourselves from being bitten?
- Are some ant bites worse than others?
- Where can you go to get help if you get bitten by an ant?

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: ants, tip, tank, and, at

3.4 Grammar**Written practice****Focus for Set 2: writing simple sentences**

Sentences from the Set 2 books are used as a model for students to write their own.

Use the Building sentences and Building questions worksheets.

Oral practice

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

Focus: prepositions - in / on

Resources: Place some objects in a container (e.g. a jar) and some on a surface (e.g. a desk).

Activity

Ask students to look at each of the objects and explain the difference between in and on. Students take turns moving the objects and determine if they are in or on.

Allow students to take turns to choose an object and place their hand, foot, leg or arm on or in it. Ask the other students to determine if the student's body part is in or on the object, e.g. Rick's hand is in the tin.

Extend the activity outside

Students walk around the yard and record (in picture form) on a chart which objects that are in and those that are on.

3.5 Word and vocabulary extension**Focus: prepositions at / to / with****Activity**

Students walk around the yard in a circle. Call out a place in the yard that they need to run to, e.g. run to the canteen, run to the gym, run to Anne.

As the students reach the target, make them shout out the correct preposition, e.g. we are at the canteen, we are at the gym, we are with Anne.

As students become better at this game mix it up. For example, start by allowing the student who gets to the target first or last, to choose the next target.

3.6 Connections to literature**Spring into wider reading!**

Make connections to *Ants at the tip* by reading other books to the student with similar themes.

The Magic School Bus Gets Ants in Its Pants: A Book about Ants by Janna Cole, 1996

Remember**Revise, revise, revise!**

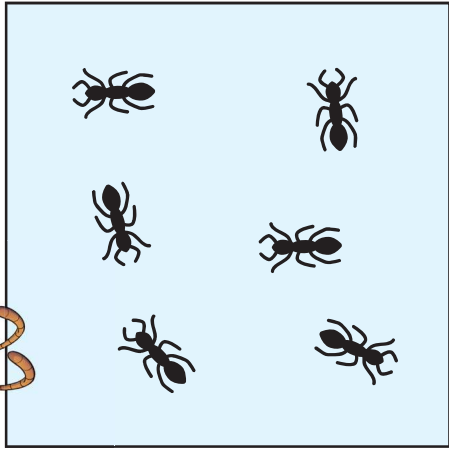
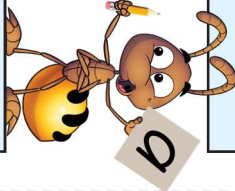
Reading mastery takes time and practice.

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....

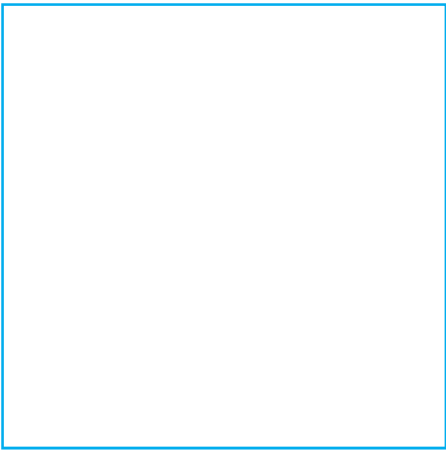
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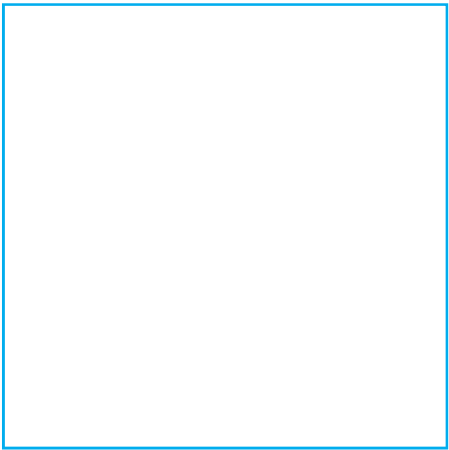
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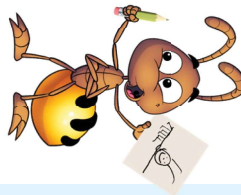
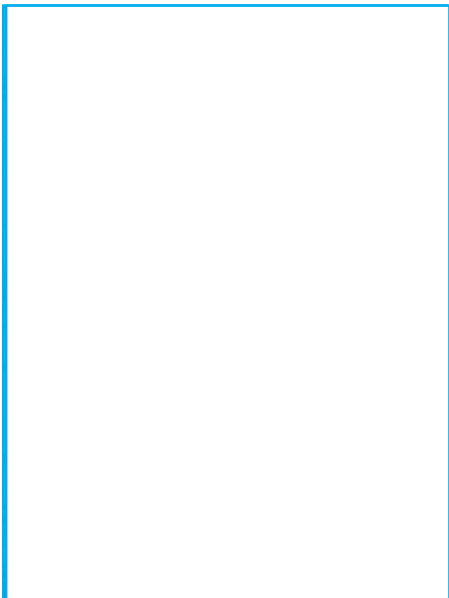
a tap



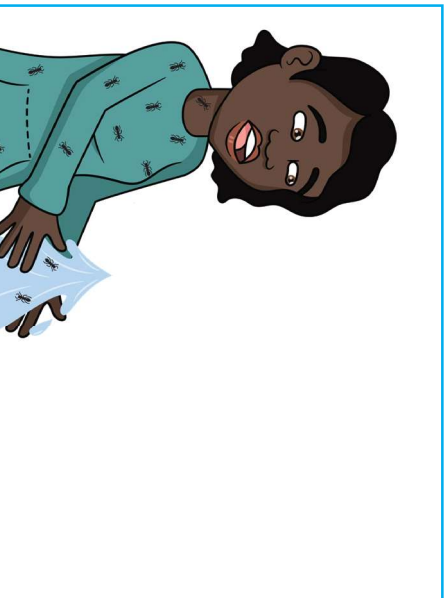
a tin



Ants in a pit



A tap at the tank



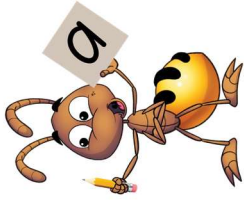
Write, read, draw

Instructions: Read the book *Ants at the tip* to complete these activities.

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

Words for drawing: Read the words or sentence and draw a picture for each word or sentence.

Name: _____ Date: _____



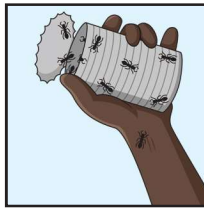
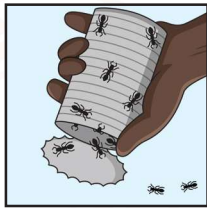
Ants in a _____ (can, pit, pan)

Ants in a _____ (hat, sack, tin)

An ant is on _____ . (Mick, Pam, Nat)

Ants on _____ (Pat, Kim, Tan-Tan)

A tap at the _____ (tank, dam, pit)

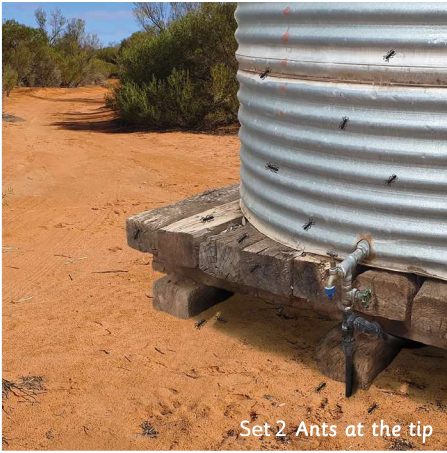


What's missing?

Instructions: Read the book *Ants at the tip* to complete this activity

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





A tap at
the tank

Set 2 Ants at the tip



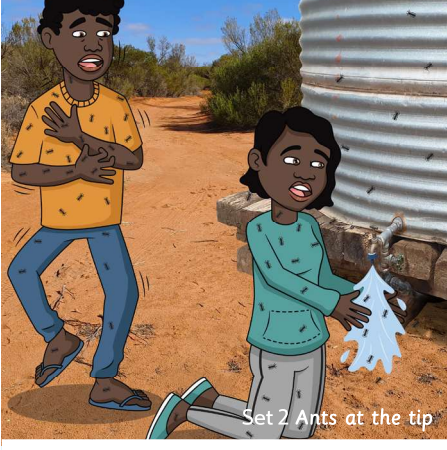
Ants in
a pit at
the tip

Set 2 Ants at the tip



Ants on
Kim

Set 2 Ants at the tip



Kim and
Mick at
the tank

Set 2 Ants at the tip



Ants on
Mick

Set 2 Ants at the tip



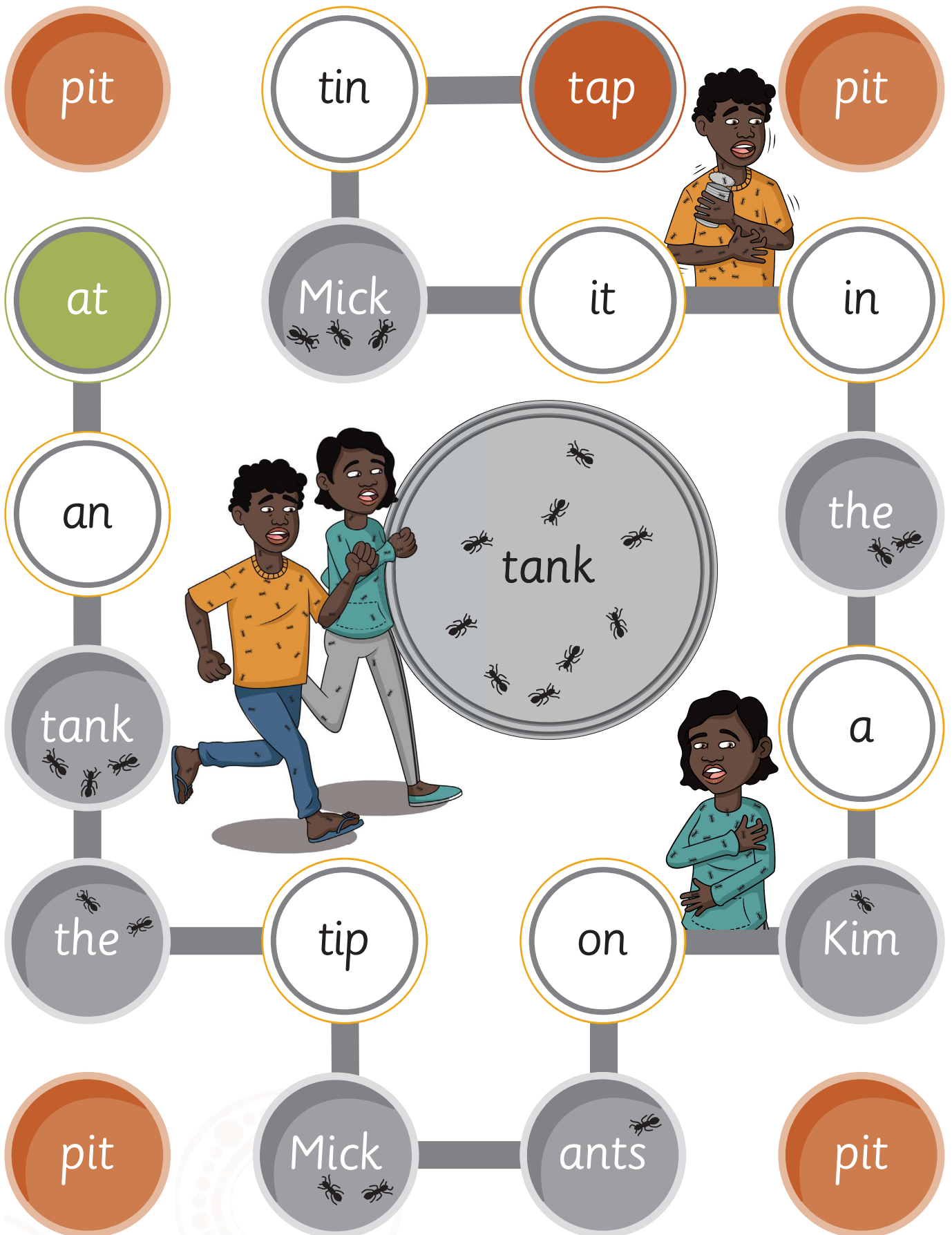
Kim and
Mick at
the tip

Set 2 Ants at the tip

Sequence the story

Instructions: Read the book *Ants at the tip* to complete this activity.
Cut out all cards. Match the words to the pictures and then put the events in order.





Ants at the tip – stepping track game



Materials: 1 die, player tokens, many counters as 'ants', game board

Instructions: 2-4 players. Place many 'ants' on the tank. Players put their token on the green circle to start. They take turns to roll the die and move forward spaces, saying each word as they pass. If a player lands on a tin circle they say the word and collect the ant/s to sput in their pit. There are 2 winners for this game – the player to finish first and the player with the most ants. **Variation:** Sound out the word you land on and collect an ant for each sound, eg, a-t = 2 ants; t-a-n-k = 4 ants.