

Springboard



Spring into reading **Ants in Ann's pants!**

In this book... some ants sneak up on Ann.

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 in Ann's pants*.

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

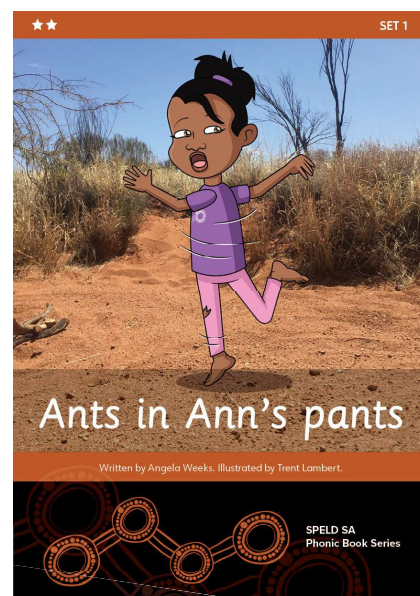
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Worksheets and games

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



Ants in Ann's pants
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 in Ann's pants* for additional words and definitions. Vocabulary cards are provided in Resources and games.

pants

Noun: clothes covering bottom half of body including legs.

Synonyms: trousers, jeans, leggings.

Other meanings

pant/pants

Verb: to puff, breathe hard, gasp.

Discuss (Think-Pair-Share)

- Explore who pants - people, dogs.
Why do they pant?
- Roleplay the action panting.

Activity

Aim: to use the present tense verb pant with singular or plural nouns.

Take note of verb endings when pairing present tense verbs with nouns and personal pronouns - pant/pants. Use pants with a singular noun (one person), e.g. Tom pants. He pants. For plural nouns (two or more people) use pant, e.g. Tara and Janie pant. They pant.



Students run around an area. Call out a command. *Pant Marlie!* As she stops and pants, the group says, 'Marlie pants'. *Let's try it again. Everyone run around! Stop! Josh and Lisa pant!* As they pant, the group says, 'Josh and Lisa pant'. *Let's try it again.*

Variation - students use pronouns I, he/she, they, we. *Everyone pant* - 'We pant'. *Shiola pants* - 'She pants'. *Gavin pants* - 'I pant'.

spin

Verb: to turn quickly on the spot.

Synonyms: orbit, twirl, rotate, swirl.

Other meanings

Expression: to be in a spin - to panic, be agitated, flustered.

Ann

Proper noun: a girl's name.

Show picture of Ann in the book *Ants in Ann's pants*.

pit

Noun: low sandy dip in the ground.

Synonyms: hole, dent, a mine.

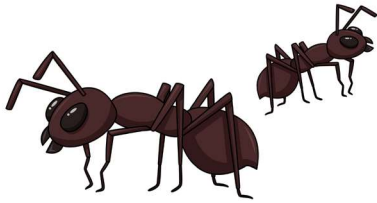
Other meanings

Noun: stone or seed as in a peach.

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.



Ants

Resources: ant photos, an ant farm, internet search for videos, e.g. Children learn about the ant.

Discuss (Think-Pair-Share)

- How do ants move?
- What do they do?
- Why do you think they are so busy?
- What do you think they might eat?
- How do you think they get their food?
- Where do they live?

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 in Ann's pants* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
Ann	looking	carefully	t-ip	at	pats
pants	watching	antenna	t-an	an	sits
legs	itchy	awkwardly	s-ip	in	pans
pink	biting	happily	s-it	tip	spit
tear	barefoot	angrily	p-at	pan	snap
tracks	peaceful	frustrating		sip	nips

Rhyme					
Rhyming options			Rhyme production		
ant / pant / pin	spin / spill / twin	pants / ants / as	tip / sip / hip / kip / ship / slip / nip / skip		
Ann / at / pan	sit / wit / win		pat / cat / fat / rat / flat / splat / mat / brat / spat		
pit / fit / tin	sits / skips / spits		pan / can / fan / man / ran / span		

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
pit / nit	pat / pan	sat / sit	pit / it	sits / sit
sit / pit	pit / pin	tin / tan	sit / it	pits / pit
	spin / spit	pat / pit	spin / pin	ants / ant
			sits / its	ant / an
			pants / ants	

Word chains
pant / pan / span / spin / spins / spits / spit / spat / pat / pan / pant
spin / spins / spits / sits / nits / nit / it / at / pat / spat / span / spin

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: pit/it; sit/it; spin/pin; sits/its; pants/ants.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

Use the Practice page in *Ants in Ann's pants* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

Have you seen ants somewhere before? Have you ever had an ant crawl on you? Allow time to share experiences. *In this story there are ants in a sandy pit, a low sandy place. Someone comes to play in that low sandy place, that pit. What will happen? Will the ants crawl on that person and nip them? 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-n-t-s, Ants. Read it aloud again.* Wait for the student to read.

Let's read the second word. Wait for the student to read, *i-n, in. Let's read it again. in.*

Let's read the third word. Wait for the student to read, *A-nn-'s, Ann's. Read it aloud again.* Wait for the student to read.

Look at the little mark between the n and the s. It is an apostrophe. The apostrophe shows that the person owns something. So, what does Ann own? Let's find out.

Read the last word. Wait for the student to read, *p-a-n-t-s, pants. Read it again.* Wait for the student to read. *The pants are Ann's pants.*

Read the whole title now. Wait for the student to read, *Ants in Ann's pants.*

Read the title again. Wait for the student to read. *Yes, the book is called Ants in Ann's pants.*

Discuss (Think-Pair-Share)

Look at the picture on the front cover. Who can you see? What do you think the girl's name is? Yes, Ann. Ann is the main character in this book. What is she doing? I wonder why she is spinning. What do you think? Why do 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-n-t-s. Ants.* Student re-reads the words. *Ants.*

Discuss (Think-Pair-Share)

Look at the ants. What are they doing? Where do you think they are? Why do you think this?

Page 2

Let's read the word. Wait for the student to read. *Student re-reads the word.* Wait for the student to read. *Ants in a pit.*

Discuss

Look, there are more ants. Do you think this is it or do you think there are even more ants that we can see? Why do you think this? Where might they be going?

Page 3

Let's read the words. Wait for the student to read. Student re-reads the words. *Ann.*

Discuss

Ann is standing outside. How is she feeling? What do you think she is doing?

Page 4

Let's read the words. Wait for the student to read. Student re-reads the words. *Ann's pants.*

Discuss

Describe Ann's pants.

Page 5

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

Discuss (Think-Pair-Share)

Where is Ann sitting? What do you think she is doing? What might happen next? Why do you think this?

Page 6

Let's read the words. Wait for the student to read. Student re-reads the words. *Ann sits in the pit.*

Discuss

Ann is in the pit. What else is in the pit? What might happen next?

Page 7

Let's read the words. Wait for the student to read. Student re-reads the words. *Ants in Ann's pants.*

Discuss

Oh, no. The ants are crawling into Ann's pants and up her legs. How do you think she might feel? What might she do?

Page 8

Let's read the words. Wait for the student to read. Student re-reads the words. *Ann in a spin.*

Discuss (Think-Pair-Share)

Describe the picture. Why is Ann spinning? Look at her face. How do you think she is feeling? How do you think she can get rid of the ants?

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 *Ants in Ann's pants* to practise sounds and blending.

Review the storyline of the last reading session.

In our last reading session, we read **Ants in Ann's pants**. What can you remember about the story?

Suggested questions

- Who is Ann? Describe her.
- Who are the other characters in the book?
- Where were the ants?
- Where did Ann sit?
- What happened to Ann? How did she react?
- Have you ever had ants in your clothes? How does it feel as they crawl on your skin? How do you react? Show how you move when you have ants crawling on you

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**

Describe the environment where the ants are.

Page 2

Look at the picture. What type of day is it? Why do you think that?

Why do you think there are so many ants?

Page 3

What might Ann be thinking?

Page 4

How do you think Ann's pants tore?

Page 5

Do you think this place is a quiet spot or an area where many people visit? Why do you think this?

Page 6

Do you think Ann has noticed the ants? How do you know this?

Page 7

Describe the sensations you feel when ants crawl on you.

Page 8

How do you think Ann is feeling at the end of the story? Why do you think this? How might the ants be feeling? 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 *Ants in Ann's pants*

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.

Spinning

Actions

Spin on your toes. Spin on the swing. Spin as you dance. How else can you spin?

Discuss (Think-Pair-Share)

- *How does spinning feel? It makes some people dizzy.*
- *'Dizzy' describes the spinning or giddy feeling you might have when you spin or spin for a while. Your head feels like it is going round and round.*
- *Some people get dizzy quickly when they spin. Others take no longer. Why do you think that is?*

Synonyms: giddy, whirling feeling, light-headed.

Movement activities

Play games such as *Spinning statues* or *Clap hands*. Search the internet for online examples.

Ants

Discuss (Think-Pair-Share)

Ants become very active when they know it is going to rain. Why do you think that is? What are they doing? Have you observed ants working prior to rain? Describe what you have noticed.

Research ants, ant colonies, ant homes, ants' work, their different roles, etc.

Build an ant farm. This gives students a real-life opportunity to watch nature in action, observing how the ant community operates to form and sustain their ant colony. Instructions and ideas to create an ant farm are available on websites and online videos.

Create mazes for students to help the ants find their home. Students could also create mazes for their peers to solve.

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: ant, pants, spin, pit

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: 'apostrophe' and 's'

Discuss 'apostrophe' and 's'. Look at their purpose in the book. They show that the item belongs to someone or something.

If it is one person / thing, the apostrophe comes before the 's', e.g. Ann's pants. If two or more, the apostrophe comes after the 's', e.g. the ants' legs.

Activity

Introduce something belonging to a person, e.g. Tan-Tan's nap, Ann's pants, Nana's tap, Pat's tin.

Show students something that belongs to you. For example, 'Here is my book. Whose book is it?' Students reply, 'It is the teacher's book.'

A student chooses something that belongs to them. They show their object (e.g. a bat). Others say, 'It is Dan's bat'.

Another student shows their football. Others say, 'It is Lisa's footy'.

After verbal practice with possession, show several written examples. Write 'Dan's bat'. Explain the apostrophe and the 's'.

Extension activity

Reading and writing with apostrophes

Resources: prepare words and pictures from Set 1 books:

- characters: Sant, Tan-Tan, Nana, Pat, Ann.
- objects: pips, tin, pants, tap, pin.

Demonstrate

- Choose a character picture and an object picture and show the object belongs to the character, for example Nana's pin.
- Choose the matching words and place under the pictures. Write in the apostrophe s after the character – Nana's pin.
- Students practice the activity together, then work in pairs or independently with the same resources. Word cards can be removed to turn this activity into a writing activity.
- Idea - use photos of the students instead of the characters.

3.5 Word and vocabulary extension**Compound words****Focus: adjectives**

Resources: pictures of a range of ants, e.g. black ants, sugar ants, bull ants, green ants.

Activity

Show some pictures of different ants. Ask the students to share words that describe what ants look like, e.g. black, tiny, small, brown. Explain that these words are adjectives.

Discuss

In pairs, give each student a picture of an ant (they can be any type of ant, have some variety). Ask the students to think of words that describe their ant and think of how they would use them in a sentence. Ask each pair to share their sentence.

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

Make connections to *Ants in Ann's pants* by reading other books to the student with similar themes.

Ants Rule the Long and the Short of It by Bob Barner, 2019. Available as a read aloud online.

Non-fiction books about ants.

Remember**Revise, revise, revise!**

Reading mastery takes time and practice.

Talk about it! Connect!

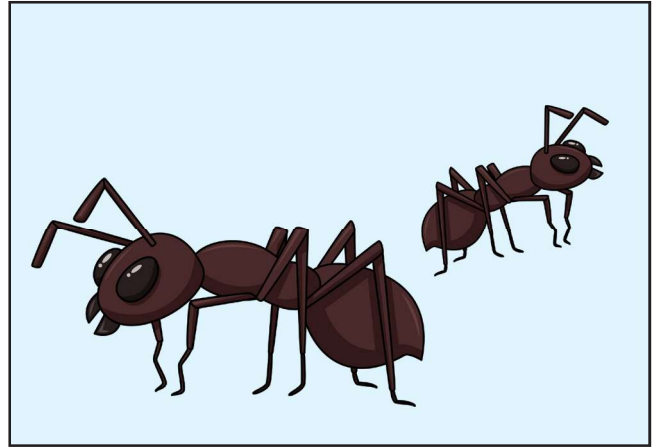
Make the book more than words on the page.

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



Name: _____

Date: _____



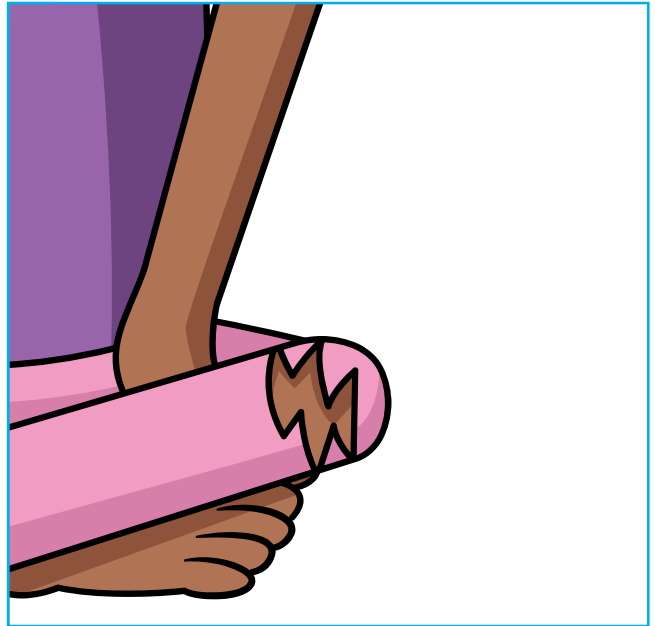
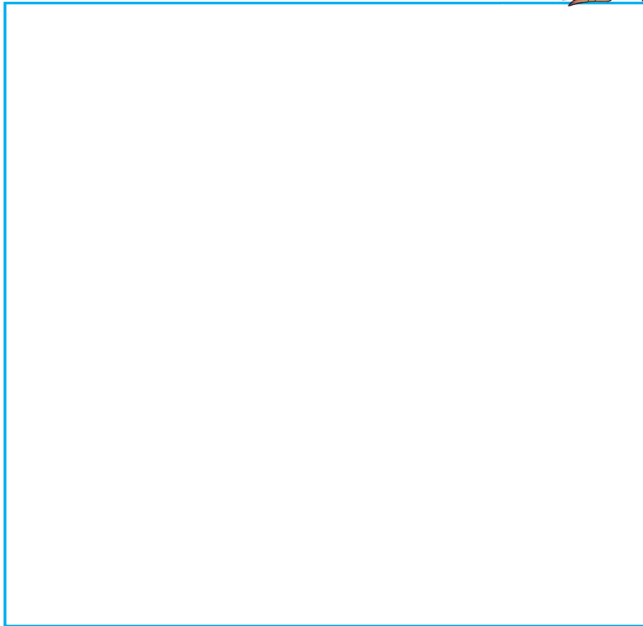
p _ _ _

_ _ _

Ann sits in
a pit.



Ants in Ann's
pants



Write, read, draw



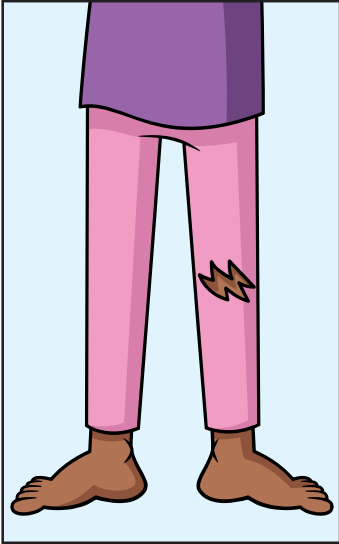
Instructions: Read the book *Ants in Ann's pants* to complete these activities.

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

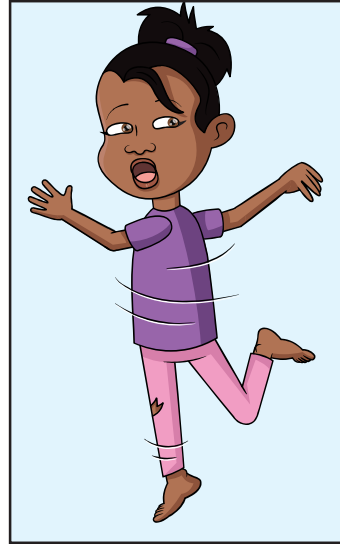
Words for drawing: Read the words and draw or finish the picture.

Name: _____

Date: _____



p_nts
pant_
ant



spi_
sp_n
_pin

Ants sits pit spin



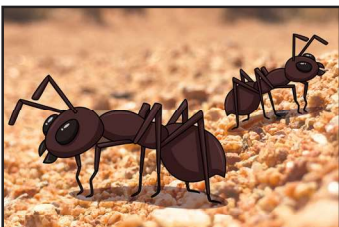
Ants in a _____



Ann _____ in a pit.



Ann in a _____





What's missing?

Instructions: Read the book *Ants in Ann's pants* 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: _____

Ants spin.



Ann sits in a pit.



The pit is in Ann.



Ann spins.



The pants sit in a tin.



Ann pats the ants.



Thumbs up / thumbs down

Instructions: Read the book *Ants in Ann's pants* 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 Ants in Ann's pants

Ants in a pit

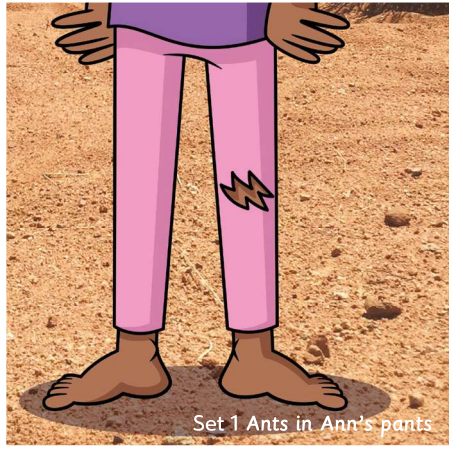
Set 1 Ants in Ann's pants



Set 1 Ants in Ann's pants

Ann

Set 1 Ants in Ann's pants



Set 1 Ants in Ann's pants

Ann's pants

Set 1 Ants in Ann's pants



Set 1 Ants in Ann's pants

Ann sits in a pit.

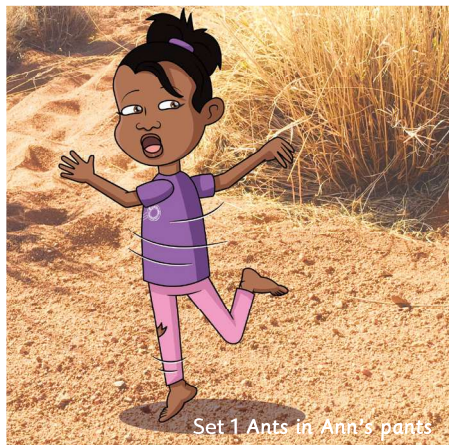
Set 1 Ants in Ann's pants



Set 1 Ants in Ann's pants

Ants in Ann's pants

Set 1 Ants in Ann's pants



Set 1 Ants in Ann's pants

Ann in a spin

Set 1 Ants in Ann's pants

Sequence the story

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





Name:

Date:

--	--	--	--	--	--



--	--	--	--	--	--

Ann	is	in	a	spin	.
Ann	sits	in	a	pit	.

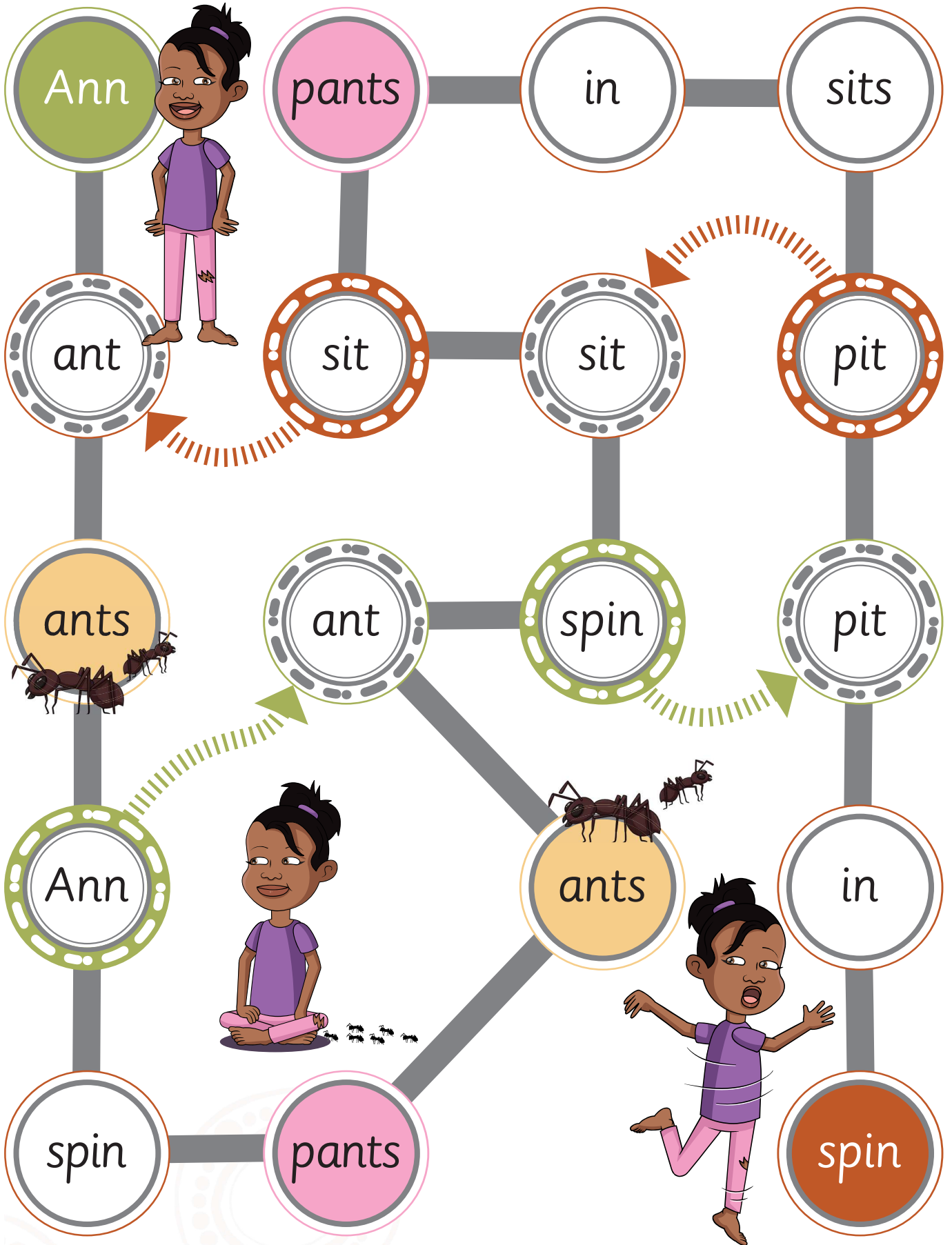
Read it, mix it, make it



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.



Ants in Ann's pants – 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. Reach the end to win and spin! **Variation:** If during the game, one player is on the word ants and another player is on the word pants, they both stand up and say "Ants in my pants!"and do a little dance!