



Springboard

Bound into reading **Crack, crack, crack!**

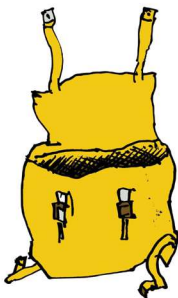
In this book... someone plans a bush trip.

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, *Crack, crack, crack*.

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

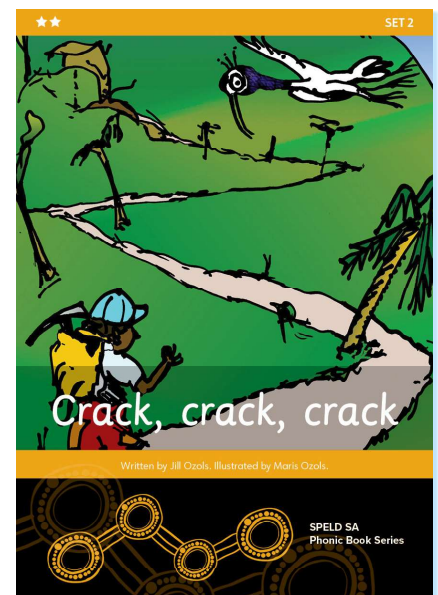
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Worksheets and games

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



Crack, crack, crack
Written by Jill Ozols.
Illustrated by Maris Ozols.



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 *Crack, crack, crack* for additional words and definitions. Vocabulary cards are provided in Resources and games.

crack

Noun: a sudden noise when something breaks.

Verb: to form cracks; break into small parts.

Discuss (Think-Pair-Share)

- *Have you ever heard something crack before? What did it sound like?*
- *Have you noticed any cracks where you live? Are they in the house or the ground? How big are they? What do you think caused them?*

Other meanings

Noun: a thin narrow space in solid material; a narrow opening.

pip

Noun: short, sharp high-pitched sound.

Synonyms: tweet, chirp, cheep.

Other meanings

Noun: small seed.

map

Noun: an image showing an area, on paper or screen.

Activity

- Think of words that rhyme with map.
- Share some paper maps, digital maps, online maps, atlas. Discuss where the student has seen maps and how their features are similar or different.

Other meanings

Verb: to draw the location or details of an area on paper or a screen.

spot

Noun: a location or site; a mark or stain.

Other meanings

Verb: see; find; locate.

hack

Verb: to cut; to chop roughly.

Discuss (Think-Pair-Share)

- *How is the word hack different to dig?*

damp

Adjective: moist, containing a bit of moisture.

Discuss (Think-Pair-Share)

- *How is damp different and similar to drenched?*

print

Verb: to make a copy with the printer or photocopier; to write clearly using unlinked letters.

Other meanings

Noun: in written form, e.g. in a book or magazine; writing that is unlinked (not cursive).

sprint

Verb: to run fast.

Activity

- Students sprint outside, e.g. around the oval.
- Students have sprinting races or relays.

Discuss (Think-Pair-Share)

- *Is sprinting the same as jogging? How is sprinting different/similar to running?*
- *Think of different words to describe moving along a track. Place them in order of speed.*

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.

Buskwalks/hiking

Resources: images of 'a bush' and 'the bush'



Discuss (Think-Pair-Share)

- Compare and discuss the difference between 'a bush' and 'the bush'.
- Discuss the following:
 - *what is a bushwalk?*
 - *why do people go for bushwalks?*
 - *list animals and things people might see while on a bushwalk.*
 - *do you enjoy bushwalks? Why/why not?*
 - *share a time you have used a map or gone hiking.*

Activity

- Plan a hike as a group together. Map where you will go.
- Create a checklist for your hike. Draw or list all the items you need to pack.

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 **Crack, crack, crack** for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
crack	resting	equipment	m-ap	at	crack
nest	napping	scenery	h-ack	pin	nest
damp	rucksack	exhausted	cr-ack	tip	damp
sprint	water	curious	sp-ot	pip	camp
hands	walking	observing	p-ick	map	spot
	running	belongings	tr-ack	hack	pant

Rhyme		
Rhyming options		Rhyme production
pip / sip / stand	camp / tin / damp	pip / rip / sip / tip / lip / whip / nip / sip / ship / hip / trip
nest / bet / test	print / sprint / pin	damp / camp / stamp / lamp / ramp / cramp / amp / scamp
crack / pack / wet	cap / sap / mat	hack / crack / pack / lack / sack / stack / track / stack

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
pip / sip	map / mad	pip / pop	crack / rack	damp / dam
nest / rest	pip / pin	damp / dump	hand / and	camp / cam
map / tap	hack / had	map / mop		

Word chains
ten / tent / went / bent / ben / bin / chin / chip / lip / nip / nap / tap / top / lop / lip / tip / tin / ten
sack / stack / stuck / stunk / skunk / skink / skin / spin / pin / pink / sink / sick / stick / stack / sack

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: pip/pit; map/mat; hack/sack; nest/pest; damp/dam; sprint/print; hand/hands.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

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

Reading the book

Book introduction

Have you gone on a bushwalk or bush trip? Tell me about where you went. Allow time to share experiences. *The boy in this story makes a plan, takes all the things he needs in a bag and goes on a long trip. He is looking for something.*

I wonder what he is looking for. Let's read and find out.

Front cover

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

Read the second word. Wait for the student to read. *Read it aloud again: crack.* What do you notice? Wait for response. *Yes, they are both the same word; crack!*

Read the third word. Wait for the student to read. *Read it aloud again: crack.* *Yes, all three words are crack.*

Let's read the whole title now. Wait for the student to read. *Yes, the book is called Crack, crack, crack.*

What difference can you see between the first word and the second and third words? Wait for responses. *Yes, the first word begins with a capital letter. Why?* Wait for response. *Yes, it is the start of the title.*

Look between each word of the title. What is the mark with a tail? Wait for responses. *Yes, a comma. The comma follows each word in a list, except for the final word.*

Discuss (Think-Pair-Share)

- *Look at the front cover. Who can you see? Where is he?*
- *Where do you think he is going?*
- *Why do you think the book is called Crack, crack, crack?*

Page 1

Let's read the words. Student reads the words on the first line, with a finger moving under the words left to right as they sound out and blend.

Student re-reads the words. *I print a map.*

Read the words in the second line. Wait for the student to read.

Student re-reads the words. *I pick a spot.*

Now read the whole page. Wait for the student to read.

Student re-reads the words. *I print a map. I pick a spot.*

Discuss (Think-Pair-Share)

- *Who do you think is printing the map?*
- *What do you think it means 'I pick a spot'?*
- *What might the boy be planning to do? Why might he need a map?*

Page 2

Read the words. Wait for the student to read.

Student re-reads the words. *I pack a sack: a cap, a map, a pick, a drink.* Look at the colon after the word 'sack'. It shows us that the next words are part of a list.

Discuss (Think-Pair-Share)

- *What do you think the items in the list might be for?*
- *Check that the boy has everything on his list.*

Page 3

Read the words. Give the students time to decode and read the words.

Student re-reads the words. Wait. *I sprint the track.*

Discuss

What does this mean? Where is the boy going?

Page 4

Read the words. Wait for the student to read.

Student re-reads the words. Wait. *I tip the sack.*

Discuss

What does this mean? What is he doing?

Page 5

Read the words under the picture. Wait for the student to read.

Student re-reads the words. *I hack a pit. Hack, hack, hack, hack!*

Discuss

Describe what the boy is doing. Why do you think he needs to 'hack, hack, hack, hack'?

Page 6

Let's read the words on the first two lines. Wait for the student to read.

Student re-reads the words. *Damp cap, damp pants, damp hands.*

Read the words on the last line. Wait for the student to read. *Sit. Rest. Sip.*

Discuss

Why is the boy so damp?

Page 7

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

Student re-reads the words. Wait. *Crack, crack, crack.*

Discuss

The boy has finished his rest and is working again. What is happening as he hacks? What is going crack, crack, crack?

Page 8

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

Student re-reads the words. Wait. *In the pit is a nest. 'Pip, pip, pip.'*

Discuss

- *What did the boy find? Is this what he was looking for?*
- *How do you think he felt when he saw the baby bird?*

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 *Crack, crack, crack* to practise sounds and blending.

Review the storyline or content of the last reading session.

In our last reading session, we read Crack, crack, crack. Tell the story in your own words. What do you remember about it?

- *Who was going on a bushwalk?*
- *What did he do to prepare for his hike?*
- *Name some things he did on his bushwalk.*
- *What did he find in the pit? Describe it.*

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: There is a saying, 'X marks the spot'. Look at the picture. The boy is marking an X on the map. What is this for? Have you ever used a map? If so, what type of map was it? How did it help you? Where were you going?

Page 2: What would you pack in your backpack if you were preparing for a bushwalk? From your list, which items are essential? Why? Which items could you leave home if you do not have room? Why?

Page 3: The boy is telling us: 'I sprint the track'. Why do you think he sprints? Where do you think the track leads to? Why do you think this?

Page 4: Do you think the boy should tip his backpack over? Why or why not? What is the bird doing?

Page 5: How do you think the boy is feeling while he needs to hack? What might happen as the boy hacks the pit?

Page 6: Explain what it means Sit. Rest. Sip. Have you ever been for a hike or a long walk, or run? Describe your experience. Have you ever dug a big hole? How would you feel after doing these types of activity?

Page 7: Explain why the bird is snapping at the boy. Imagine what the bird is saying. What do you think the bird's noise would be like? How do you think the boy might react to the bird's noise? Why do you think this?

Page 8: Describe the baby bird. What do you think the baby is trying to say to his mother? Why do you think this? What do you think the mother bird is doing? Why do you think this?

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 *Crack, crack, crack*

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

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.

Hiking

Discuss (Think-Pair-Share)

- Where would you like to go for a hike?
- What equipment would you need to take?
- What other preparations would it be important to do before you leave?
- What would you need to consider regarding safety?
- What First Aid considerations would you need to think about? What would you need to do?

Activities

- Create a checklist of items you need to pack for a hike (draw or write).
- Go for a walk and create a map of your venture.
- Create an imaginary map for a hike. Add in environmental and geographical features of the track you plan to take, and items of interest you might see on the way.
- Read/Sing *We're going on a bear hunt*. (Refer to 3.6 Connections to Literature)
- Prepare your own song using the pattern of the Bear Hunt song, 'We're going on a bushwalk...' Students can add the challenges they might encounter on a walk around the area they live.

Orienteering and geocaching

Activity

Research orienteering (using a map and compass to navigate a hike) and geocaching (using a GPS to navigate a hike). Why do people go orienteering? Why do people go geocaching?

3.3 Phonics

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

Words: map, crack, damp, sprint, hand / hands

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: complex sentences

Complex sentences can begin with a preposition. A preposition is a location word, such as: *in, above, under, by, near, nearby, after*. When beginning a sentence with the preposition, the order of the sentence changes, for example: 'A nest is *in* the pit' changes to '*In* the pit is a nest'.

Practise with these examples:

I pick a spot on the map after I print it. =

After I print the map, I mark a spot on it.

I enjoy the sunshine as I sprint along the track. =

As I sprint along the track, I enjoy the sunshine.

Activity

Orally create sentences about their own lives.

Provide some prepositions. Students use these to create their own complex sentences, relating to their own lives.

Brainstorm some things students might talk about. Practise putting them into complex sentences as a group. For example:

- At home I play Lego.
- After heavy rainstorms, I swim in the rockhole.



3.5 Word and vocabulary extension

Focus: adjectives

Bushwalk game

Use adjectives with nouns during this memory game. Students take turns to add something they see on a bush walk. They use an adjective to describe the noun.

Player 1 begins, 'When I go on a bush walk, I see a (adjective)(noun).'

For example:

- Player 1: When I go on a bush walk, I see some tall trees.
- Player 2: When I go on a bush walk, I see some tall trees and a muddy magpie.
- Player 3: When I go on a bush walk, I see some tall trees, a muddy magpie and a lazy lizard.

Note that the adjective begins with the same letter as the noun. This game can be played with a group of students or instructor/student pair. Support students by brainstorming things they might see on a bush walk before playing.

3.6 Connections to literature

Spring into wider reading!

Make connections to *Crack, crack, crack* by reading other books to the student with similar themes.

We're going on a bear hunt by Michael Rosen and Helen Oxenbury, 1989.

Michael Rosen retelling the story is available online.

A walk in the bush by Gwyn Perkins, 2017, also available as a 'read aloud' online.

Remember

Revise, revise, revise!

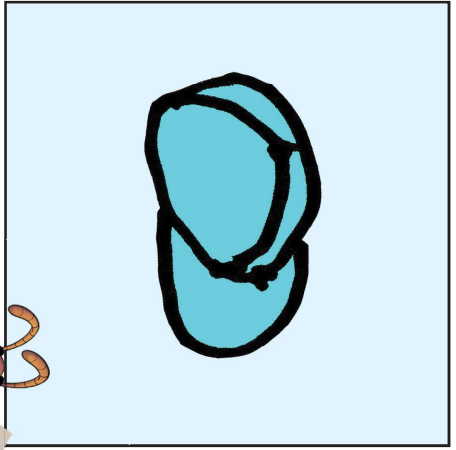
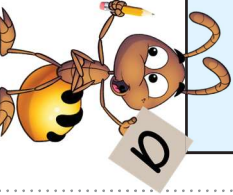
Reading mastery takes time and practice.

Talk about it! Connect!

Make the book more than words on the page.

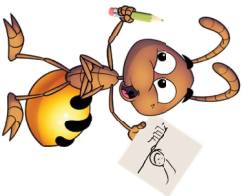
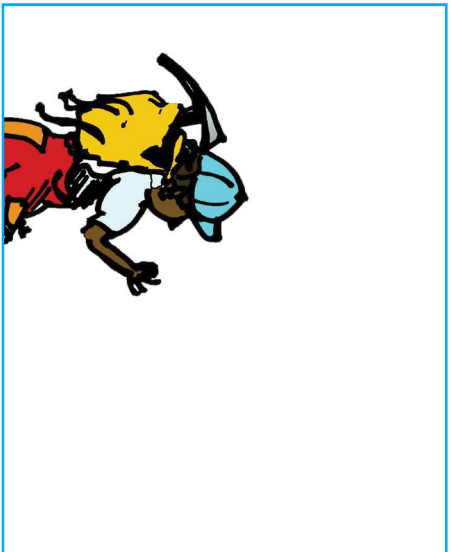
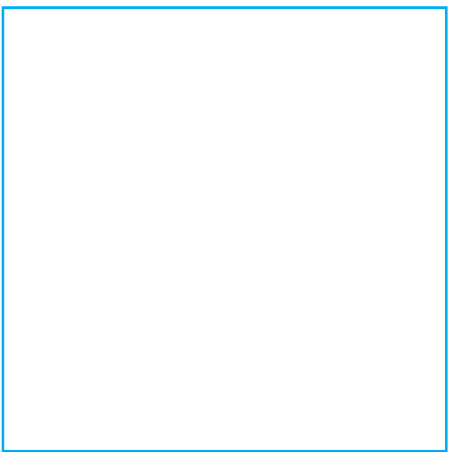
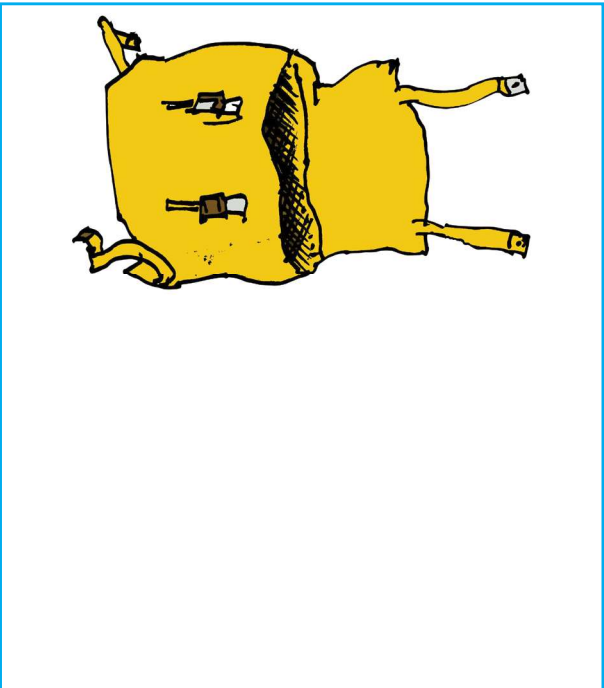
Now that you've brought this book to life, which book is next....





Name:

Date:



a drink

I sprint the track.

I pack a sack:
a cap, a map,
a pick, a
drink.

Write, read, draw

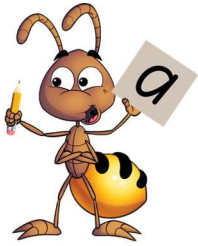
Instructions: Read the book *Crack, crack, crack* to complete these activities.

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: _____



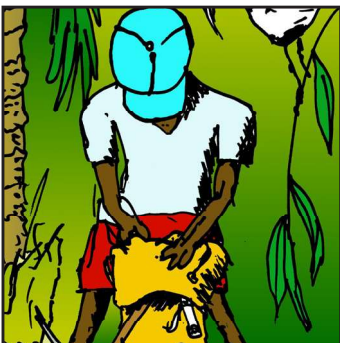
nest print tip sprint



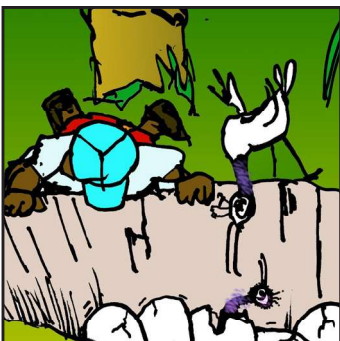
I _____ a map.



I _____ the track.



I _____ the sack.



In the pit is a _____.

What's missing?

Instructions: Read the book *Crack, crack, crack* to complete these activities.

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





Name: _____

Date: _____

In the pit is a sack.



In the pit is a map.



In the pit is a nest.



I print a map.



I print a cap.



I hack a pit.



Thumbs up / thumbs down

Instructions: Read the book *Crack, crack, crack* 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 2 Crack, crack, crack

I print a map. I pick a spot.

Set 2 Crack, crack, crack



Set 2 Crack, crack, crack

I sprint the track.

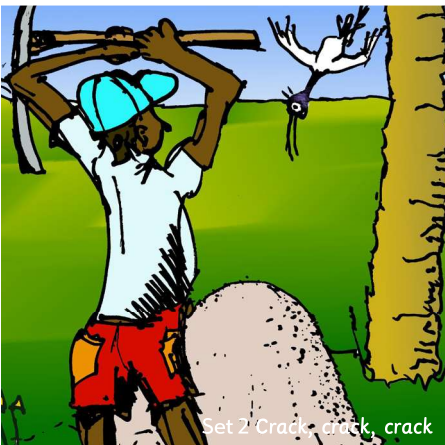
Set 2 Crack, crack, crack



Set 2 Crack, crack, crack

I tip the sack.

Set 2 Crack, crack, crack



Set 2 Crack, crack, crack

I hack a pit. Hack, hack, hack, hack!

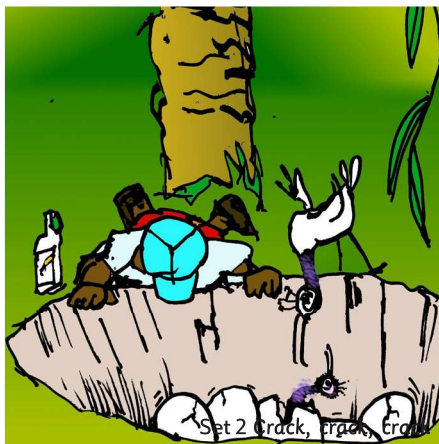
Set 2 Crack, crack, crack



Set 2 Crack, crack, crack

Crack, crack, crack!

Set 2 Crack, crack, crack



Set 2 Crack, crack, crack

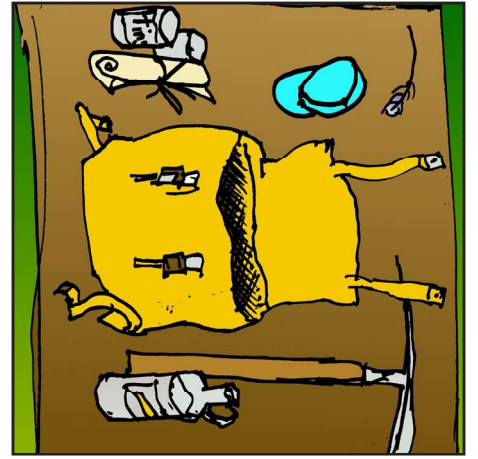
In the pit is a nest. "Pip, pip, pip."

Set 2 Crack, crack, crack

Sequence the story

Instructions: Read the book *Crack, crack, crack is mad* to complete this activity.

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



Name: _____
 Date: _____

I	pack	a	sack	:	a	cap	,
a	map	,	a	pick	,	a	drink

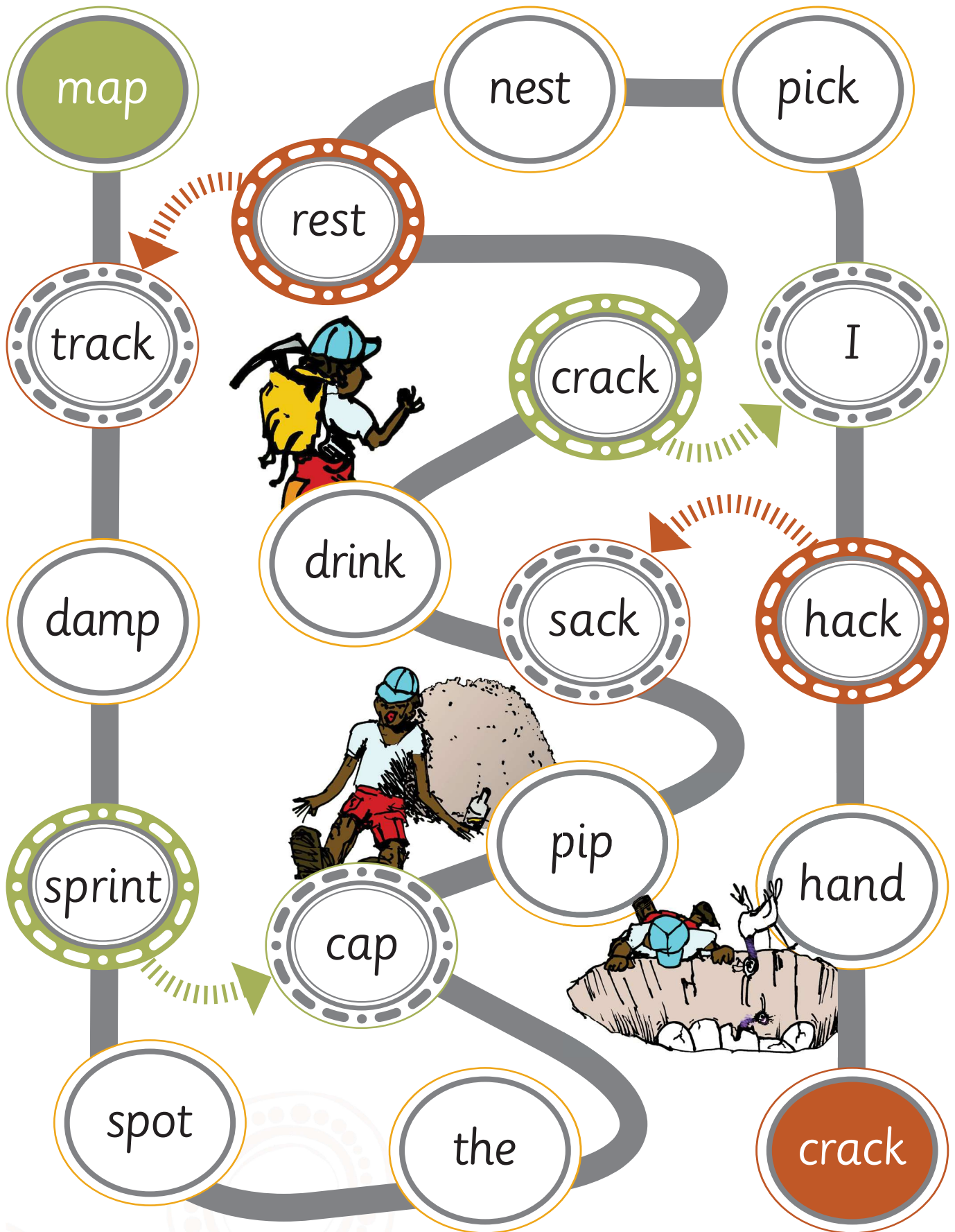
Read it, mix it, make it

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.



Crack, crack, crack –stepping track game



Materials: 1 die, player tokens, game board.

Instructions: Players put 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.