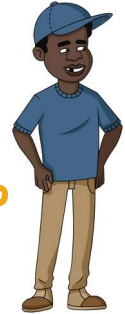




Springboard



Bound into reading *Did it happen?*

In this book... read then look for clues to answer the question, did it happen?

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, *Did it happen?*

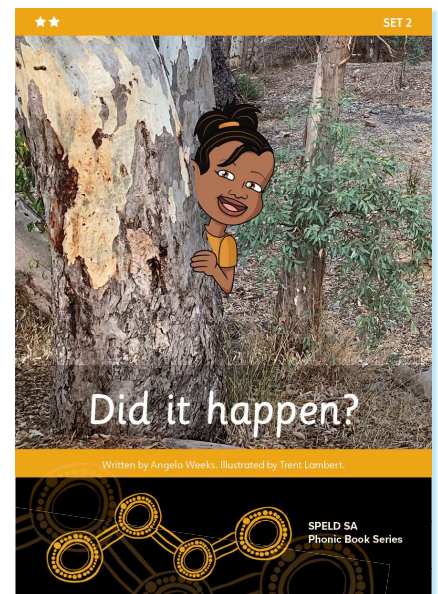
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

Inside...

1. **Before reading**
 - 1.1 Pre-teach vocabulary
 - 1.2 Build experience
 - 1.3 Phonological awareness
2. **Reading the book**
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3. **After reading**
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 - 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 2, go to *Resources and games*



Did it happen?
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 *Did it happen?* for additional words and definitions. Vocabulary cards are provided in Resources and games.

drank

Verb: swallowed a liquid (past tense)

Present tense: to drink

Discuss the difference between past and present tense using actions and examples.

Practise making up sentences using drink / drank.

drink

Noun: a beverage; a liquid to drink

happen

Verb: to occur.

Other words: transpire, arise, emerge, take place, come about.

Other meanings

Verb: happen upon – find it by chance.

mend

Verb: sew, fix, repair.

Discuss (Think-Pair-Share)

- What things can be mended or repaired?
- How are different things mended?

pen

Noun: a yard, a small area with a fence around it that keeps animals in e.g. a sheep pen.

Other meanings

Noun: a writing instrument.

Verb: to write; to put words on paper.

kept

Verb: past tense of keep; to have something permanently or for a long period of time.

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.

The dentist

Resources: pictures of a dentist surgery

Discuss going to the dentist. Use pictures to stimulate discussion and develop descriptive language.

- What is the surgery like?
- What instruments are used?
- Why do we go?
- What feelings do you experience when you visit the dentist? Explain.

Detectives

Resources: mystery box or bag, assorted objects e.g. an apple, peg, a gum nut, a sock.

Discuss (Think-Pair-Share)

- What is a detective? What do they do?
- How do they try to solve the mystery or problem?
- Describe a time you have felt like you were a detective. What did you need to solve? What clues did you use?

Game: Place one object in the mystery box. Students guess what the object might be by using their detective skills and asking questions. Is it round? Is it red? Can you eat it? Is it soft? Can you wear it?

Alternatively, a student wears a blindfold and answers questions about what the object feels like, until someone guesses the object.

Explain inferring

As you read our new book, you will need to be a detective. You will read a statement and a question. Then you will need to use your imaginary detective spyglass. Look at the picture and see if you can find the clues to help you answer the question. This is called inferring.



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 ***Did it happen?*** for phonological awareness practice

| Syllabification | | | Onset/rime | 2-3 phoneme words | 4+ phoneme words |
|-----------------|-------------|-------------|------------|-------------------|------------------|
| 1 syllable | 2 syllables | 3 syllables | | | |
| pen | happen | accident | tr-ip | did | kept |
| camp | dentist | equipment | dr-ank | hen | sent |
| truck | jumping | mechanic | m-end | and | camp |
| bench | doctor | wondering | k-ept | ran | trip |
| tree | engine | | d-esk | pen | mend |
| | | | dr-ink | met | tent |

| Rhyme | | |
|-------------------|----------------------|---|
| Rhyming options | | Rhyme production |
| did / lid / tray | trip / grip / stay | mend / bend / send / fend / tend / spend / lend / end / friend / blend |
| lamp / lug / camp | camp / candle / lamp | |
| tam / Sam / man | rank / star / drank | drank / bank/ sank/ blank/ flank / frank / hank / prank / rank / stank / tank |
| end / band / mend | | |

| Substitution and Deletion | | | | |
|---------------------------|--------------|---------------|--------------|------------|
| Substitution | | | Deletion | |
| Initial | Final | Medial | Initial | Final |
| tent / sent | dig / dip | did / dad | drink / rink | tend/ ten |
| trip / drip | tam / tap | drank / drink | trip/ rip | pens / pen |
| did / bid | mend / meant | trip / trap | | |

Word chains

mend / bend / blend / lend / land / band / bad / mad / mud / mug / bug / bun / bin / Ben / bend / **mend**

did / hid / had / hand / and / end / send / spend / spent / sent / went / tent / ten / tin / bin /big / dig / **did**

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: Tam/Pam; did/dad; hid/did; trip/rip; Cam/camp; drank/drink; mend/meant.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

Use the Practice page in *Did it happen* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

Have you ever done a quiz? What did you need to solve? What clues did you use? Did you feel like you were a detective while you were finding the answers? Allow time to share experiences.

In this book, you read the words and answer the question by looking at the picture. The answer is either yes or no. Did it happen? Read each page and find out.

Front cover

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

Read the second word. Wait for the student to read. *It.* *Read it aloud again.* Wait for the student to read.

Read the third word. Wait for the student to read. *Happen.* *Read it aloud again.* Wait for the student to read.

What can you see after the word happen? Wait for response. *A question mark. What does this mean?* Wait for response. *Yes, the title is asking us a question.*

Let's read the whole title now. Wait for the student to read. *Did it happen?*

If we are asking a question, what do we do with our voice? Wait for responses. *Yes, inflect your voice. Remember to try it as you ask the question.*

Read the title again. Wait for the student to read. *Yes, the book is called **Did it happen?** I liked the way you inflected your voice. Good reading.*

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. *Tam drank a drink.*

Student re-reads the words. *Tam drank a drink.*

Read the words in the second line. Wait for the student to read. *Did it happen?*

Student re-reads the words. *Did it happen?*

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

Student re-reads the words. *Tam drank a drink. Did it happen?*

Discuss (Think-Pair-Share)

- *We read 'Tam drank a drink. Did it happen?' Did this happen? Let's see if the picture matches the words. Do you think this girl could be Tam? Is Tam a girl's name?*
- *What happened in the picture?*
- *Is the answer yes or no?*

Page 2

Read the words. Wait for the student to read.

Student re-reads the words. *Dan sat in a tent. Did it happen?*

Discuss (Think-Pair-Share)

Look at the picture. Where was Dan sitting? So, did it happen? Did Dan sit in a tent?

Page 3

Read the words. Wait for the student to read.

Student re-reads the words. *Rick kept hens in a pen. Did it happen?*

Discuss

Was Ken with some hens? Wait for response. No, Ken was with his sheep. Has he kept the hens in the pen? So, did it happen? No Ken kept sheep in a sheep pen.

Page 4

Read the words. Wait for the student to read.
Student re-reads the words. *Kim met Nick at camp. Did it happen?*

Discuss

Where was Kim? Kim was at an airport. Did Kim meet Nick at camp?

Page 5

Read the words. Wait for the student to read.
Student re-reads the words. *Pam had a trip to the dentist. Did it happen?*

Discuss

Where was Pam? Has Pam had a trip to the dentist? Did it happen?

Page 6

Read the words. Wait for the student to read.
Student re-read the words. *Dad mended the desk. Did it happen?*

Discuss

Describe what Dad did? Has Dad mended the desk? Did it happen?

Page 7

Read the words. Wait for the student to read.
Student re-reads the words. *Pam ran on the sand. Did it happen?*

Discuss

Describe what Pam did.

Page 8

Read the words. Wait for the student to read.
Student re-reads the words. *Wait. Mimma hid in a sack. Did it happen?*

Discuss

Where was Mimma hiding? Did she hide in a sack? Did it happen?

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 *Did it happen?* to practise sounds and blending.

Review the storyline or content of the last reading session.

In our last reading session, we read Did it happen? What do you remember about it?

Discuss (Think-Pair-Share)

- List three things that did happen in the book.
- Think of three things that did not happen.

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**

The water was running down the sink. Did it happen? If not, explain what did happen.

What is causing the bubbles in the water?

Page 2

Dan drove a bus. Did it happen? If not, explain what did happen.

Dan was driving a truck. Did it happen? How do you know this?

Page 3

The dog rounded up the sheep in the sheep pen. Did it happen?

Rick wore a blue shirt and black hat. Did this happen? If not, explain what did happen.

Page 4

Kim lost a tooth. Did it happen? How do you think this might have happened?

A RFDS plane was at camp. Did it happen?

Page 5

The dentist and Pam wore masks. Did it happen? If not, explain what did happen.

The dentist sat on the dentist chair.

Did it happen? If not, explain what did happen.

Page 6

Dad was barefoot. Did it happen?

Do you think you could stand on the stony sand barefoot? Explain.

Page 7

Pam ran on the sand in circles. Did it happen? If not, what did Pam do?

Pam ran in a sandpit. Did it happen? If not, explain what did happen.

Page 8

Mimma hid behind a gumtree. Did it happen?

Why do you think she hid behind the tree?

What was she doing?



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 *Did it happen?*

Write, read, draw!

What's missing?

Read it, mix it, make it sentences

Stepping track game with cards

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!

Pam

Resources: picture of Pam at the dentist on page 5, picture of Pam running on page 7.

Discuss (Think-Pair-Share)

- Why do you think Pam is at the dentist? What do you think Pam and the dentist are talking about? Why do you think this?

- Why do you think Pam is running? Where do you think Pam ran to?

Have you ever run on the sand before?

What did it feel like? Do you think Pam can run fast on the sand? When is it easier to run on the sand? Why do you think this?

Car breakdowns

Resources: picture of Dad leaning over his broken-down car on page 6.

Discuss (Think-Pair-Share)

- *What might be wrong with the car?*
- *What car problems have you experienced?*
- *Who can we get to help us fix up our car?*
- *What can we do if our car breaks down in the outback?*

Did it happen? How do you know?

How do you determine if something happened or didn't happen? What clues can you find in the picture? What can you infer?

Resources: pictures and words from each page of the story enlarged; sticky notes; highlighters.

Activity

Demonstrate with the first page, thinking aloud and marking the copy of page 1 as you respond to the same questions that the students will answer.

- Read the words again and compare that information to the picture.
- Answer the question, Did it happen?
- What are the clues? Why did you answer yes or no? Think and discuss.
- Use sticky notes or a highlighter to mark which parts of the picture are true or untrue from the information you have read. Mark any parts of the picture that are unclear or raise questions with a question mark.

If in a class, divide into smaller groups, giving a page per group to discuss and report back to the class.

After students respond and feedback to the group, summarise the comments and findings. Note that if the answer to 'Did it happen?' is 'no' there will be something in the picture that is untrue or does not match the words that you read. Even for pages where the answer is 'yes', there still might be questions raised like 'How do we know that the name of the girl is Tam?'

Make your own *Did it happen?* book

After discussing how the illustrations do or do not match what is read, use the same statement and question pattern to create your own *Did it happen?* book. Students can write a sentence, using their own names with phrases decodable for Set 2. Draw a picture for the sentence, deciding whether the answer to 'Did it happen?' will be yes or no.

Set 2 phrases: kicked a tank; ticked the test; set up a picnic; ripped a hat; sat on a hen; did a trick; got stuck in the mud; ran on a track; hit the ants; ran on the sand.

Royal Flying Doctors Service RFDS

On page 4 there is a picture of an RFDS plane. What is the *Royal Flying Doctors Service*? What is its purpose? The Royal Flying Doctors Service helps many people in remote Australian communities access emergency health care. What else can you find out about this service?

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: trip, camp, dentist, drank, happen



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: question/answer structure

Activity 1

Thumbs up/thumbs down under chin



Look at each page of the book one at a time and create statements, adding the question, 'Did it happen?' Students can also create statements.

Examples

Page 1

- A girl drank a drink. Did it happen?
- Nana had a cup. Did it happen?
- The water was running into the sink. Did it happen?

Page 2

- The man had a yellow Hi-Viz vest. Did it happen?
- Dan had a sleep in the truck. Did it happen?

Activity 2

Students create statements related to their life. They ask, 'Did it happen?' If students want the answer to be 'no', they will need to think of something that has not happened or that is untrue.

Examples

- Amata won the football grand final last year. Did it happen?
- Our dog had puppies. Did it happen?
- I dug up wild onions last weekend. Did it happen?
- I sang in a hip-hop concert. Did it happen?
- We chased perentie. Did it happen?
- We went to Alice Springs / Ceduna / Ernabella. Did it happen?

Activity 3

Students take photographs and develop a short oral quiz using their photos, following the pattern of statement and question in the book.

Make a video or present the quiz to friends, family or to a class.

3.5 Word and vocabulary extension

Focus: adjectives

Ball toss with adjectives

This game can be played outside or inside.

Students make a circle. They throw the ball around the circle. When they catch it, they describe something they can see, e.g. I see dry, brown grass; I see happy, barking dogs.

Students might count how many descriptive words they use. To keep everyone focused, students could repeat what the last student said.

3.6 Connections to literature

Spring into wider reading!

Make connections to *Did it happen?* by reading other books to the student with similar themes.

Yes & No by Elisha Cooper, 2021

Remember

Revise, revise, revise!

Reading mastery takes time and practice.

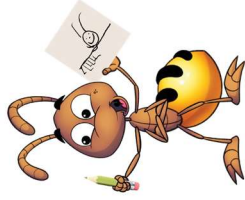
Talk about it! Connect!

Make the book more than words on the page.

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

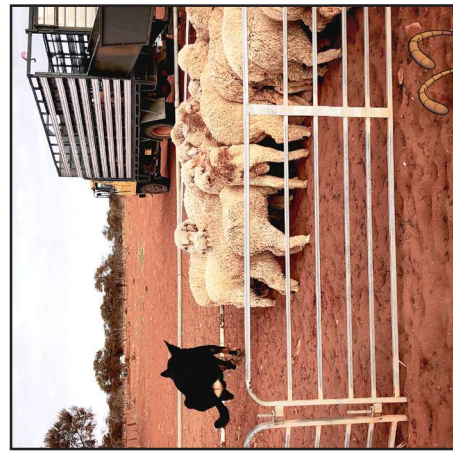
Name: _____

Date: _____



a dentist

a tent



a _____ a

Tam drank
a drink.

Pam ran on
the sand.

Write, read, draw

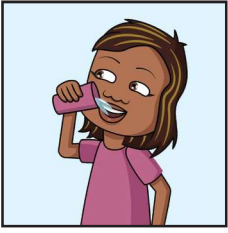
Instructions: Read the book *Did it happen?* to complete these activities.

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:

trip kept ran happen drink



Tam drank a _____.



Pam _____ on the sand.



Pam had a _____ to
the dentist.



Rick _____ hens in a
pen. Did it _____?

What's missing?

Instructions: Read the book *Did it happen?* 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: _____

Tam drank a drink.



Rick kept hens in a pen.



Kim met Nick at camp.



Pam had a trip to the dentist.



Mimma hid in a sack.

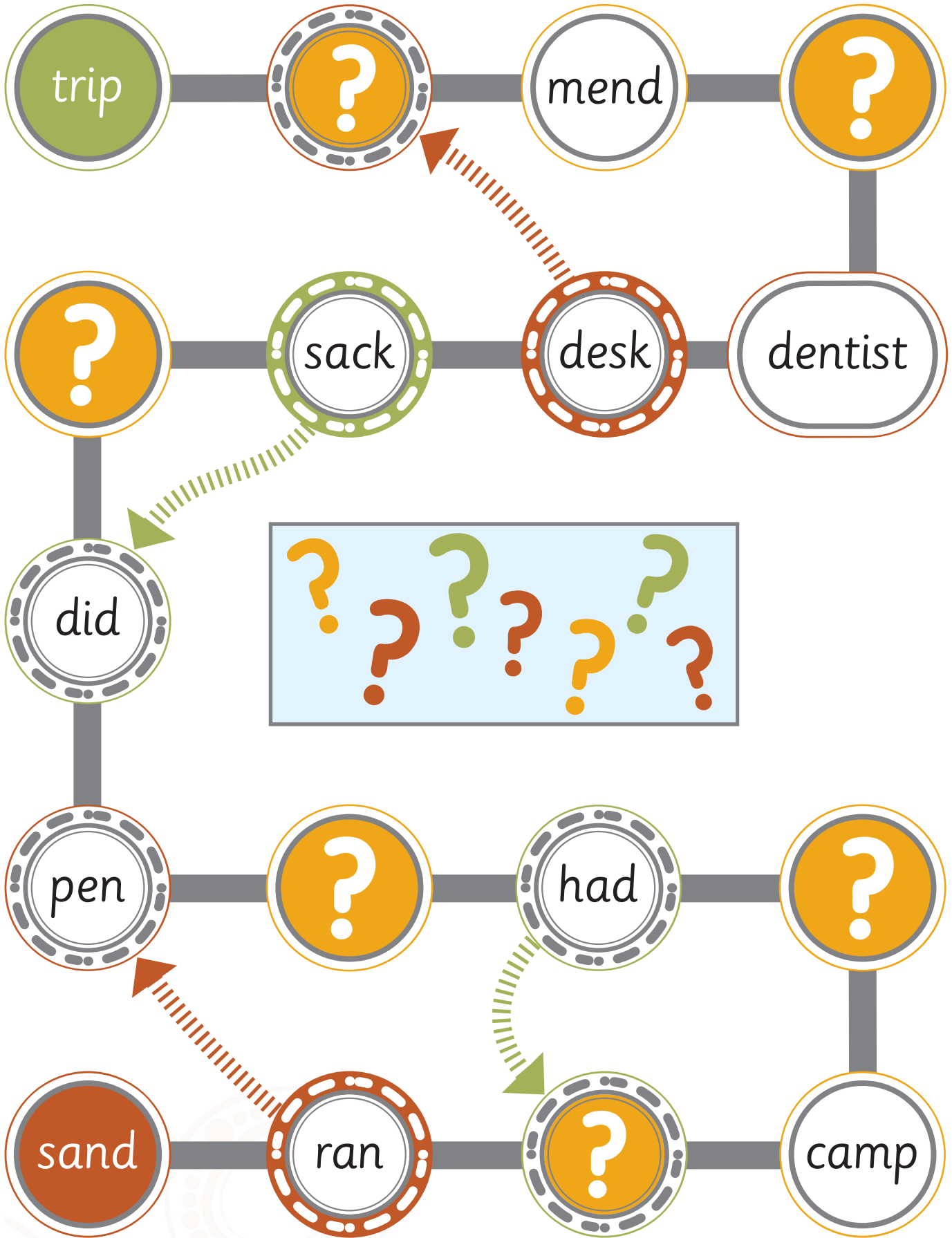


Thumbs up / thumbs down

Instructions: Read the book *Did it happen?* 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.



Did it happen? – stepping track game



Materials: 1 die, player tokens, game board, question cards

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. If they land on a question mark they pick up a question card. Read the question and refer to the picture for the answer – yes or no. If the answer is 'yes' move forward 1 space. If the answer is 'no' stay where you are. Put the card on the bottom of the pack.



Tam drank
a drink.
Did it happen?



Mimma hid in
a sack.
Did it happen?



Dan sat in
a tent.
Did it happen?



Ken did a skid.
Did it happen?



Rick kept hens
in a pen.
Did it happen?



Ken had cap
and helmet.
Did it happen?



Kim met Nick
at camp.
Did it happen?



Sant kicks
a hat.
Did it happen?



Pam had a trip
to the dentist.
Did it happen?



Sant rips his
hat.
Did it happen?



Dad mended
the desk.
Did it happen?



I sprint
the track.
Did it happen?



Pam ran on
the sand.
Did it happen?



Sant has a
rest.
Did it happen?