

Springboard



Spring into reading It!

In this book... children are playing a chasing game.

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, *It*.

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

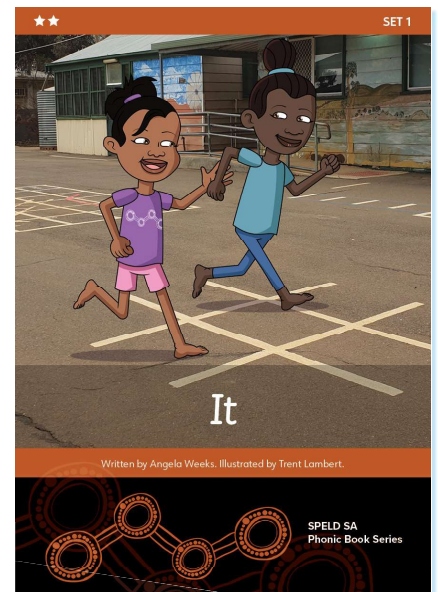


Inside...

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*



It
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 *It* for additional words and definitions. Vocabulary cards are provided in Resources and games.

It

Proper noun: It - a game of chasey; the person chosen to chase the other players.

Discuss the difference between the word it, a thing/object, and 'it' in a chasey game.

pants

Verb: puffs, breathes hard, gasps.

Discuss (Think-Pair-Share)

- Talk about times that you might pant, e.g. when you are hot, when you have been exercising or when you climb a hill.
- Ask students to think of a time when they have been running and are puffing and panting.
- Go outside and do an activity that causes you to pant and discuss how it makes you feel.

Pat

Proper Noun: a shortened version of a name. Pat can be short for Patrick and Patricia.

It is a boy's name in the story. Show the picture of Pat (page 6, *It*).

tap / pat

Verb: touch someone or something lightly.

Show the difference between the name Pat and the action pat.

Noun: a gentle hit

Discuss

Show/describe what a tap or a pat on the shoulder would be like, when you catch someone. Talk about chasey games and discuss how players tag, tap or pat other participants when they play the game. Apply this concept and terminology when playing 'It'.

Other meanings

tap

Noun: the sound made by a tap.

For example, I can hear the tap of the bird's beak on the window.

Pip, Tan, Pat, Ann, Nat

Names in the book

Introduce the names orally first and associate each name with picture of the character. Then introduce the written names of each character. Emphasise that names begin with a capital letter. If students can write their own name, refer to it and the capital letter at the beginning.

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.

Activity

Play a chasing game

Introduce the term 'it' by choosing a child to be the person chasing and catching the other participants. Discuss other terms that students might use for that role.

Play the game as described in the book *It*.

Use the vocabulary 'it', taps, pats, sits, pants from the book *It*, making these words real for the students in a fun way.

After each game, talk about who caught who, and in which order they were caught.

Use the vocabulary taps and pats when referring to catching.

Review the action in the present tense like the book *It*, e.g. Andrew taps Rosie; Rosie sits; Andrew taps David; David sits. Students use the new vocabulary words when describing the action.

At the end of one game, using a think-aloud approach, share that you observed some

students panting. Use the present tense 'pants' when talking about children being puffed after running. Remember pants is used with he, she and a person's name, so talk about each child who is panting one at a time, using their name.

Ask a student who is running to pant.

Say, (student's name) pants.

Ask others to pant one by one. Involve students by having them say, (student's name) pants.



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 *It* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
Pip	playing	verandah	t-an	It	pats
Tan	catching	trampoline	t-aps	Tan	taps
Pat	schoolyard		s-its	Ann	sits
Ann	playground		p-ats	Nat	snaps
Nat	outside		p-ants	pan	spins
pants	window				pants

Rhyme		
Rhyming options		Rhyme production
nip / chip	sap / tap	ants / pants / rants
tap / tip	pen / snap	taps / caps / saps / flaps / straps / slaps / maps / laps / traps
cat / slip	dog / trap	it / sit / fit / bit / wit / flit / skit / spit / slit

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
it / at	it / in	sat / sit	Tan / an	sits / sit
Pat / Nat	Pat / pan	pan / pin	Nat / at	pits / pit
is / as	an / at	pat / pit	taps / apps	pips / pip
taps / saps	tap / tad	spat / spit	sit / it	ants / ant
pant / Sant	sit / sip	tan / tin	pat / at	and / an

Word chains
pants / ants / ant / at / it / sit / sat / Sant / pant / pants
it / in / tin / pin / spin / spit / pit / pin / pan / tan / tap / app / at / it

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 *It* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

In this story, children are playing a chasing game. Have you played a chasing game before?

Allow time to share experiences.

The person chosen to catch the other children is called 'it'. Who will get caught first in this story? Who will get caught last? 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. *I-t, It. Read it aloud again.* Wait for the student to read. *It.*

In the picture, one person is chasing and one is running away. Who is the person doing the catching? Who is 'it'?

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.

Student re-reads the words.

Pip, Tan, Pat, Ann, Nat.

Discuss (Think-Pair-Share)

- *These are the names of the children.*
- *Which child is called Pip?*
- *Which child is called Pat?*
- *Match the names with the children.*
- *Who do you think will be the person to do the catching first?*
- *Where are the children?*

Page 2

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

Student re-reads the words. *Ann is 'it'.*

Discuss

Who is Ann? Why has she got her hands over her eyes? Is she counting? If so, why?

Page 3

I wonder what happens next? Let's read the words. Wait for the student to read.

Student re-reads the words.

Ann taps Nat. Nat sits.

Discuss

Find Ann and Nat in the picture. What are they doing?

Page 4

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

Student re-reads the words. *Ann pats Pip. Pip sits.*

Discuss

Find Ann and Pip. Who is being caught? How is Pip caught?


Page 5

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

Student re-reads the words.

Ann pats Tan. Tan sits.

Discuss (Think-Pair-Share)

- *Who might be the next child to get caught?*
- *Can you remember the order of who has been caught so far?*
Put a thumb up if you remember. Let's see if we can name them. 
- *How many children are left in the game?*

Page 6

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

Student re-reads the words. *Ann taps Pat.*

Discuss

- *Is this child the last one?*
- *What is his name?*

Page 7

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

Student re-reads the words. *Pat pants. Ann pants.*

Discuss (Think-Pair-Share)

- *Pants.* Act like you are panting and make the sound.
- *I am panting.* In the book, Pat pants and Ann pants. This means that they are puffed and breathing hard. They are breathing heavily and panting. Let's imagine that we are puffed. Let's pant.

Page 8

What happens next? Let's read the words.

Wait for the student to read.

Student re-reads the words. *Pat is 'it'.*

Discuss (Think-Pair-Share)

- *Who has their eyes covered now? What does that mean? That's right, Pat is now 'it'.*
- *What are the other children doing?*
- *Who do you think (or predict) Pat will tap first?*

Go back to the beginning of the book and re-read. Identify each character, confirming their names from having read the story.

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 *It* to practise sounds and blending.

Review the storyline of the last reading session.

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

Suggested questions

- *Who was playing the game? What game were they playing? Where were they playing?*
- *What were the rules of the game?*
- *How did the children feel as they played the game? What happened when they were caught?*
- *Who was 'it' at the end of the story?*

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: *Select two characters. Describe them. Can someone guess who you are describing?*

Page 2: *Ann is counting. What are the other children doing?*

Page 3: *Why do you think the artist has split the picture? Explain your thinking.*

Page 4: *How comfortable do you think it would be sitting on the woodchips? Explain.*

Page 5: *Ann and Tan are running under some bars. What are these bars for? What is their name?*

Page 6: *Ann taps Pat. What should Pat do now? Explain why.*

The boy's name is Pat. The name Pat can be short for the name Patrick. Do you know of any other names that are shortened?

Page 7: *Why are the kids panting? Is this part of the game rules? Think of a time when you ran around and were puffed. Share your experience.*

A dog also pants when running. Can you think of another animal that pants after it has been running?

Page 8: *How do you think Pat is feeling? How are the other children feeling? What might happen next?*

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 *It*

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.

Games

Discuss (Think-Pair-share)

- What other games might the children play at this school?
- How do you think Ann felt when she tagged the other children? Why do you think this?
- How do you think the children felt when Ann tapped them? Explain your thinking.
- Does everyone feel happy when they are caught? Why or why not?

Activity

Write/narrate the rules for the game in the book *It*. Students can also think of a game they play and write/narrate/draw the rules for 'It'.

Ask another student to follow the rules to know how to play.

Research at home. Chat with one of your grandparents or parents. Ask them about their memories of school yard play. What school games did they play? Ask them to explain how to play one of these games that you do not know. Listen carefully. Work out the steps of the game and the rules. Share your game with your classmates. Play it altogether.

What did you all think of the game? Explain.

Activity

Research one of the following games. Share the rules with your friends. Play.

- Sticks
- What's the time Mr Wolf?
- Stuck in the mud
- Bullrush
- Water balloon Pinata

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: it, tap, taps, pat, pats

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!

Using commas in lists

When using a list on one line or within a sentence (e.g. of names), each name or item is separated by use of a comma. For example, on page 1 of *It*, Pip, Tan, Pat, Ann, Nat.

Model making a list of other names, using people the students know. Make a list of other things, like names or shopping items. Instructor scribes and adds commas.

Activities

Give cards to students with pictures and names of the item or people on them. Students place these on paper in a line and add in commas.

Provide 10 or more shopping items with names written (labelled). Students compile a shopping list of 4 or 5 items, using commas (items can be pictures).

Plan a meal with at least 4 ingredients. Students draw (or write) the food items they require for the meal in a line. Students then insert commas between each item.

3.5 Word and vocabulary extension

Focus: present and past tense

Explain that 'doing' words are called verbs. Nouns name a thing or person, verbs name an action. If we are doing the action, we use the present tense. For example, I run, sit, hide, tiptoe, stand, bend down, climb, tap. After we have done these actions we say: I ran, sat, jumped, hid, tiptoed, stood, bent down, climbed, tapped, patted. This is past tense.

Activities to choose from:

- 1 Ask students what types of ways they like to move, e.g. run, hop, swim, roll. Act out some of these verbs. Play a game by acting out verbs or pointing to objects and asking students is it a verb or noun. Use present tense verbs. Explain why it is a verb or noun when they reply incorrectly.
- 2 After playing a game of 'It', discuss the ways everyone moved, using past tense verbs because you have already done the movements. For example, Sarah ran; I sat; you jumped; we all hid; she tiptoed; Mike bent down; Jaimie climbed; the person, who was 'it', tapped.
- 3 Explore the past tense and present tense of verbs. Take the students outside and ask a student to run. **Sarah, run.** When she has finished running, say, **Sarah ran.** Ask the students to all tell you what Sarah did. 'Sarah ran'. Do the same with more verbs: sit/sat, jump/jumped, hide/hid, tiptoe/tiptoed, stand/stood, bend down/bent down, climb/climbed.
- 4 For older students you might also explore adverbs that describe the verb (how the students were moving), e.g. running fast, running slowly, jumping quickly, creeping slowly.

3.6 Connections to literature

Spring into wider reading!

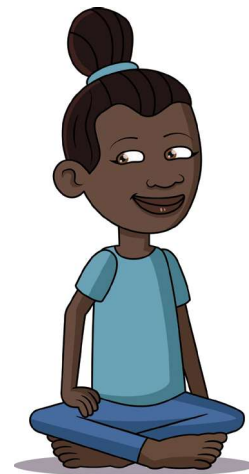
Make connections to *It* by reading other books to the student with similar themes.

Hairy Maclary Hide and seek by Lynley Dodd, 2017

Possum Games by Michelle Worthington, 2014

Koala Lou by Mem Fox, 1988

Bush games and Knucklebones by Doris Kartinyeri, 2003



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 _ _
 _ n _
 _ _ _

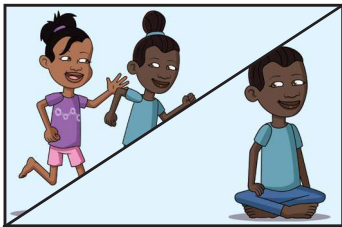


T a _
 _ a n
 T _ n
 _ _ _

Pat taps sits 'it'



Ann is _____. Ann



taps Nat. Nat _____.



Ann _____ Pat.



_____ is 'it'.



What's missing?

Instructions: Read the book *It* 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: _____

Ann taps Nat.



Tan pats Ann.



Pip sits.



Ann sits.



Ann pants.



Nat pants.



Thumbs up / thumbs down

Instructions: Read the book *It* to complete this activity.

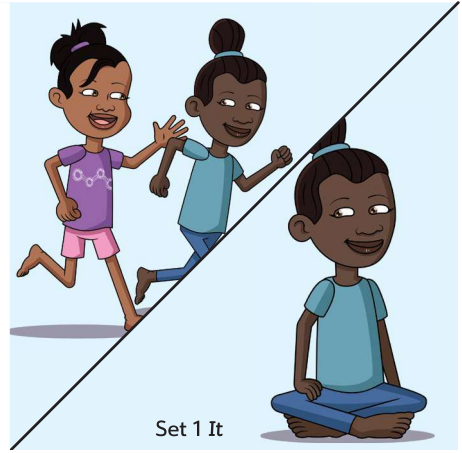
Read the sentence and decide if it is true or false in the story. Use the book to help.

Circle thumbs up for true and thumbs down for false.



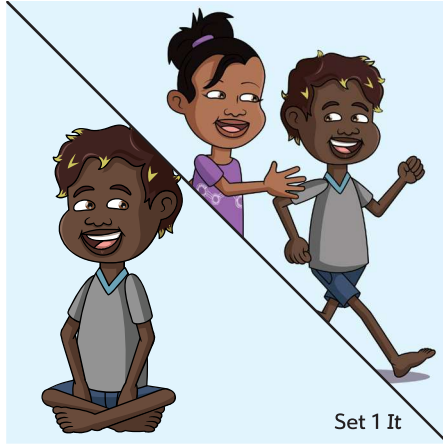
Ann is
'it'.

Set 1 It



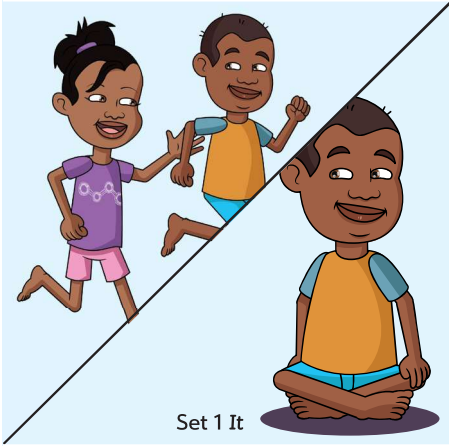
Ann taps
Nat. Nat
sits.

Set 1 It



Ann pats
Pip. Pip
sits.

Set 1 It



Ann pats
Tan. Tan
sits.

Set 1 It



Ann taps
Pat.

Set 1 It



Pat is 'it'.

Set 1 It

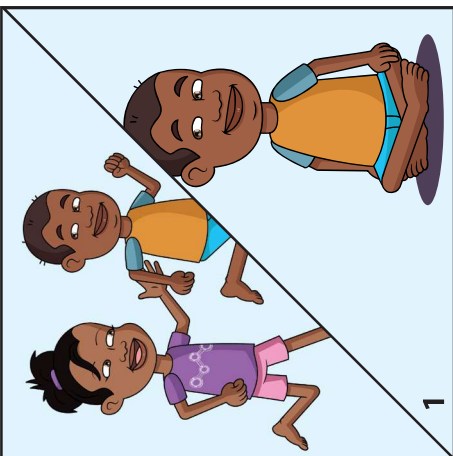
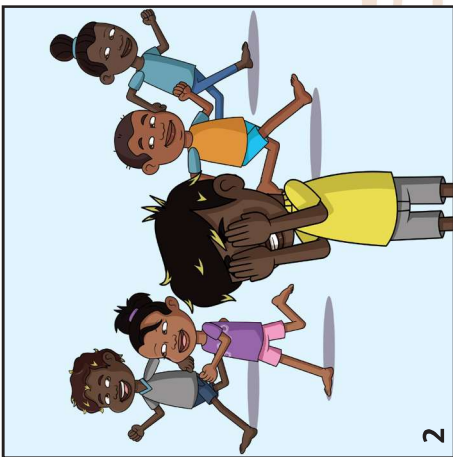
Sequence the story

Instructions: Read the book *It* to complete this activity.

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

Name: _____

Date: _____



Ann	pats	Tan	.	Tan	sits	.
Pat	is	'it'	.			

Read it, mix it, make it

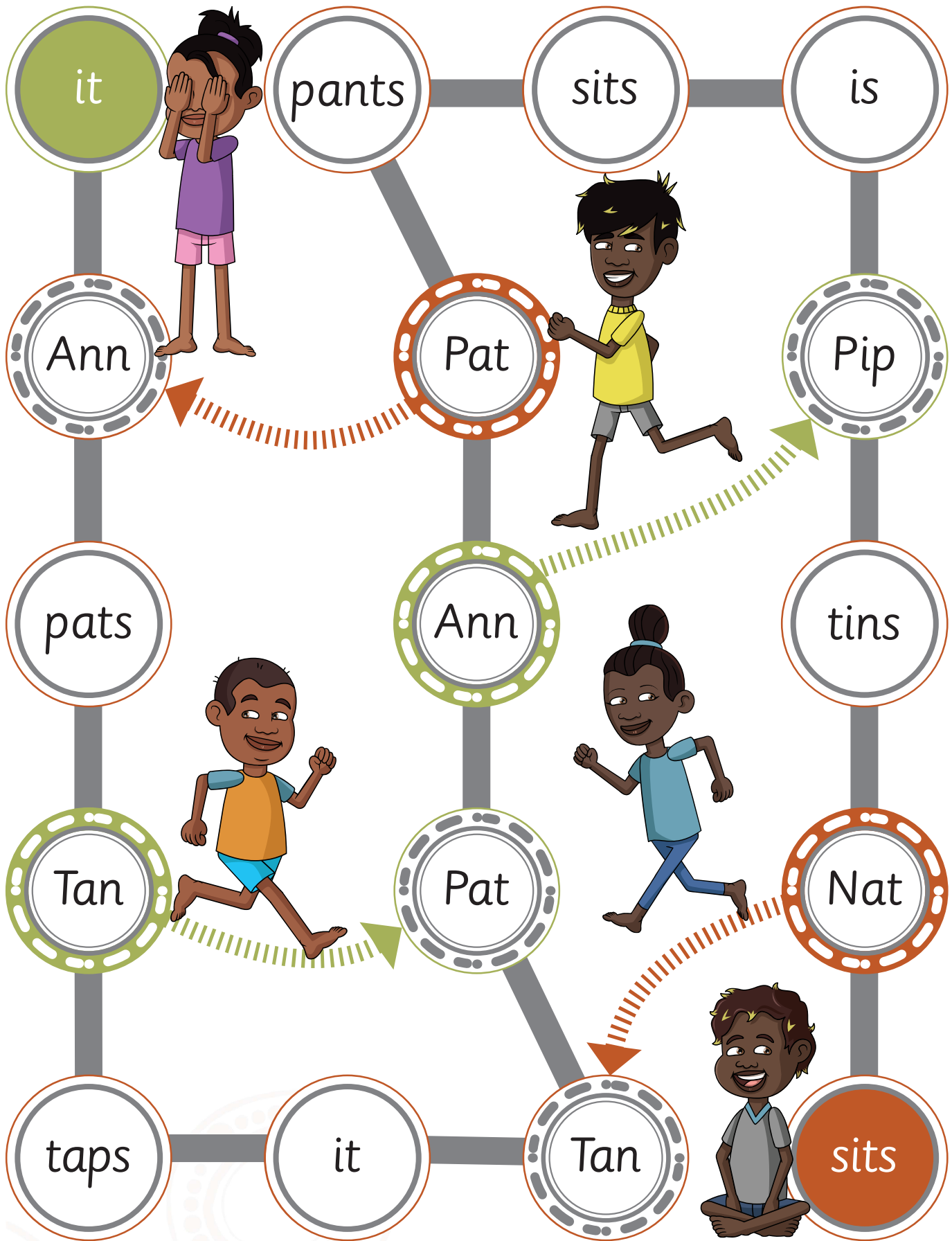
Instructions:

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.





It game – stepping track game



Materials: 1 die, player tokens, game board **For variation:** 'It' token

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. The player to finish first, wins. **Variation:** Players roll a die to decide who is 'It'. The player with the lowest number is 'It' and takes the 'It' token. If the player who is 'It' passes another player, that player is 'It' and takes the 'It' token.