



# Springboard



## Bound into reading Ken!

In this book... Ken tries some tricks at the bike track.

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, *Ken*.

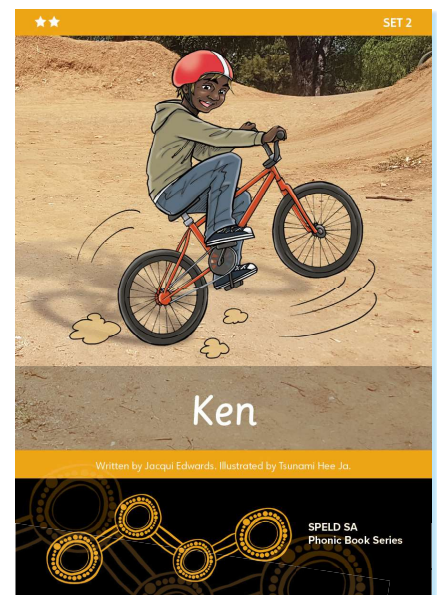
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

### 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 2, go to *Resources and games*



### Ken

Written by Jacqui Edwards.  
Illustrated by Tsunami Hee Ja.



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

#### helmet

Noun: protective headwear (hat) for your head, e.g. when riding a bike or motor bike.

Other words: headgear, headwear.

#### Discuss

- Brainstorm types of helmets.
- Discuss the uses and purposes of helmets.

#### skid

Verb: to slide or slip sideways, to slide in an uncontrolled manner.

Other words: slide, glide, coast, drift, veer.

Rhymes with kid, slid, hid, bid, mid, did, lid, rid.

#### Discuss

- Discuss times students have skidded and how they skid (running, riding, etc).
- Students share their feelings about skidding.
- Students role-play skidding.



#### track

Noun: a rough road or path.

Synonyms: trail, course, pathway, lane, route, way.

#### Other meanings

Noun: marks left by someone or something moving, e.g. animal tracks, footprints.

Verb: to keep a record.

Verb: to trace, follow a trail, hunt.

Related words: tracking, tracked, tracker.

### 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.

#### Bike riding

##### Discuss (Think-Pair-Share)

- *Do you enjoy bike riding? Why? Explain your feelings.*
- *How do you feel when you ride your bike slowly or quickly?*
- *Share an experience about bike riding that stands out in your mind. Describe your bike and the event. Explain where you were, who you were with, what happened and how you felt.*
- *Describe a time when you slipped or skidded on your bike or fell off. What happened? How did you feel at the time?*

### BMX riding

Resources: find a picture of a BMX bike rider or watch some videos about BMX bike riders at the Olympic games.

Activate the student’s thinking about BMX riding: use the See, Think, Wonder routine.

#### Discuss (Think-Pair-Share)

- What is a BMX bike? What is BMX riding and racing? Where do people ride BMX bikes? What are the BMX tracks like? What do the riders enjoy about BMX riding and racing? What clothes do BMX racers wear? Why do they wear protective clothing?



## 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 **Ken** for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
Ken	helmet	bicycle	h-ad	had	skid
had	arrow	direction	K-en	Ken	rest
mound	pointing	perspiring	d-id	did	spin
skid	downward	shoelaces	sk-id	sip	hand
drink	quickly	excited	dr-ink	kick	kicks
calm	thrilling	accident	tr-ack		stick

Rhyme		
Rhyming options		Rhyme production
drink / blink / bland	lid / skid / scam	drink / wink / blink / think / sink / pink / shrink / slink
kick / bring / thick	had / hand / band	did / hid / lid / Sid / mid / slid / kid / skid
did / dad / hid	lad / had / link	Ken / Ben / ten / pen / men / den / Glen / children
skin / skid / thin	sick / kick / wink	

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
had / Dad	did / dim	sip / sap	skid / kid	kids / kid
sip / dip	kick / kid	had / hid	sink / ink	pets / pet
Ken / when	sip / sit	drink / drank		
drink / brink	skid / skin	Extension – skid / slid		
blink / plink				

Word chains
did / kid / kiss / kick / pick / pin / din / did
skid / skin / kin / bin / tin / ten / men / man / pan / ban / bad / bid / kid / skid

## 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: had / hid; skid / kid; sip / sap; kids / kid.

##### Vocabulary

Revisit vocabulary introduced in previous sessions.

##### Decoding

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

#### Reading the book

##### Book introduction

*Have you ever ridden a bike? Did you ride on the road or on a track? Are you confident or just learning?* Allow time to share experiences. *In this story, a boy rides his bike at a bike park, with hills, jumps and bumps. Let's read and find out how he goes.*

##### Front cover

*Here is the title. Let's read it.* Wait for the student to read. *K-e-n. Ken.*

*Read it aloud again.* Wait for the student to read. *Ken. Yes, the book is called Ken.*

##### Discuss (Think-Pair-Share)

- *Look at the picture on the front cover. What is the boy's name? Ken. Describe what he is doing. Where do you think he is?*
- *Look at his face and body language. How do you think he is feeling?*
- *Why do you think there are swirls near the bike wheels and puffs of dirt in the picture?*

#### Page 1

*Let's read.* Student reads the words, with a finger moving under the words left to right as they sound out and blend. *Ken was at the track*

Students re-read the words. Wait for the student to read. *Ken was at the track.*

##### Discuss (Think-Pair-Share)

*Do you think Ken has started riding on the track yet today? Why do you think this? Why does he have a helmet in his hand?*

#### Page 2

*Let's read the words.* Wait for the student to read. *Ken had a cap and a helmet.*

*Read it again.* Wait for the student to read. *Ken had a cap and a helmet.*

##### Discuss

*Look, what is Ken doing? Why is he swapping his cap and helmet? Explain how Ken's cap and helmet are similar and how they are different.*

#### Page 3

*Let's read the words.* Wait for the student to read. *Ken sat.*

Student re-reads the words. *Ken sat.*

##### Discuss

*Look at the picture. Where is Ken now? What do you think he is going to do? How do you think he is feeling?*

#### Page 4

*Let's read the words.* Wait for the student to read. *Ken did a kick.*

Student re-reads the words. *Ken did a kick.*

##### Discuss

*'Ken did a kick.' What does this mean? Did he kick someone? Did he kick something? Explain.*

#### Page 5

*Let's read the words.* Wait for the student to read. *He did a spin.*

Student re-reads the words. *He did a spin.*

##### Discuss

*How do you think Ken feels as he spins on his bike? Is he enjoying himself? Look at his facial expression!*

**Page 6**

*Let's read the words.* Wait for the student to read.  
*Ken did a skid.*

Student re-reads the words. *Ken did a skid.*

**Discuss**

*Look at Ken's face now! What is he feeling? What do you think he is thinking?*

**Page 7**

*Let's read the words.* Wait for the student to read.  
*Pant! Pant! Pant! Ken sat and had a rest.*

Student re-reads the words. *Pant! Pant! Pant! Ken sat and had a rest.*

**Discuss**

*How is Ken feeling now? What do you think he is thinking?*

**Page 8**

*Let's read the words* Wait for the student to read.  
*Ken had a sip of his drink.*

Student re-reads the words. *Ken had a sip of his drink.*

**Discuss**

*Ken looks 'hot and bothered'. How do you know this? Look for the clues.*

*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 *Ken* to practise sounds and blending.

Review the storyline or content of the last reading session.

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

**Discuss (Think-Pair-Share)**

- Who is Ken?
- Where is Ken? What is he doing? He is enjoying himself, but something happens. He gets quite a fright. Explain what happens.
- How does the story end?

**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.*

*What sort of day is it?*

*What makes this a good place to have a BMX track?*

**Page 2**

*Do you think there has been much rain in the area recently? Why do you think this?*

**Page 3**

*Do you like to ride bikes down slopes?*

*How does it feel?*

**Page 4**

*Imagine the feeling as Ken takes off, riding over one rise and then a second one.*

*Describe how you would feel inside your body. What emotions might you experience. What do you think you would be thinking?*

**Page 5**

*Now Ken spins! Imagine the wheels on his bike spinning.*

*What happens as bicycle wheels spin in the dirt? What do you think it feels like? How would you feel? Name your emotions.*

**Page 6**

Oh no! Look what is happening! Ken did a skid and is falling. What do you think might happen to Ken's hands, knees, legs and bike?

Look at all the dust. How is Ken feeling now? How would you feel if this happened to you? What would you do? What clothes would you wear if you are BMX biking? Why?

**Page 7**

Pant! Pant! Pant! Ken is puffing. He cannot get enough air into his lungs. What should Ken do now? What would you do if you were Ken?

**Page 8**

Describe what Ken is doing, where he is and how he feels. Why do you think it was so important for him to rest? Ken had a sip of his drink. Why is it important to drink water when you are exercising?

Do you think he has picked a sensible place to rest? Explain your thoughts.

**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 Ken**

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.

**Story map**

Develop a story map to retell the story.

**Bike riding****Discuss (Think-Pair-Share)**

- Discuss the parts of a bike.
- Discuss how to care for a bike.

**Activity**

Find pictures of types of bikes: discuss similarities and differences.

Students work in pairs with a picture of 2 different bikes which they compare. Share back with the whole group one or two important points, e.g. racing, road, BMX, e-bikes, city bike, fat-tyre bike, mountain bike, touring bike, folding bike, roadster, penny farthing, tandem, unicycle, tricycle, balance bike, step through bike.

Optional for students (as relevant): practise a trick on your bike/scooter.

**Bike safety****Discuss (Think-Pair-Share)**

Outline your thoughts about bike safety. What bike safety rules are important? Explain.

Are there any other areas that should be included in bike safety rules? Explain.

**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:** had, sip, skid, drink, helmet

### 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: past tense irregular verbs

Irregular verbs change form in the past tense, e.g. is/was; has/had; sit/sat; do/does/did.

Discuss and give examples for an action, one verb at a time.

#### Was

##### Activity 1

Students tell their partner a place they have been recently, and put this into sentences using the verb 'was', e.g. I was at the creek. Heinrich was at the creek. I was at the office. Suzie was at the office.

##### Activity 2

Roleplays

Student A acts out a verb, e.g. singing, jumping, riding.

Student B says, \_\_\_\_\_ was 'singing'. Swap roles. Have several turns each.

##### Activity 3

Resources: photos of people in the local community and animals.

Students create oral sentences for the images, e.g. Where was \_\_\_\_\_? Timmy was at the store. Nana was at home. Sister Doris was at the clinic.

Use other photos or pictures, e.g. The kangaroo was by the bush. The magpie was on its nest.

##### Activity 4

Introduce the use of 'was' with another verb, e.g. was kicking, was sitting, was playing, was driving, was riding

Repeat above processes for the past tense verbs had, sat, did.

### 3.5 Word and vocabulary extension

#### BMX riding

Resources: search the internet for BMX terminology; photos or videos of tricks specific to BMX riding; child-friendly information video on BMX riding.

Discuss and explain the language of BMX biking: cycling, racing, tracks, humps, dirt hills, obstacle course, contests, tricks, skill, half pipe, freestyle, action, bike safety, Motocross, bar spin, backside, flare (a complex trick), roller, event.

### 3.6 Connections to literature

#### Spring into wider reading!

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

*Princess BMX* by Maisie Basting, 2019



## Remember

### Revise, revise, revise!

Reading mastery takes time and practice.

### Talk about it! Connect!

Make the book more than words on the page.

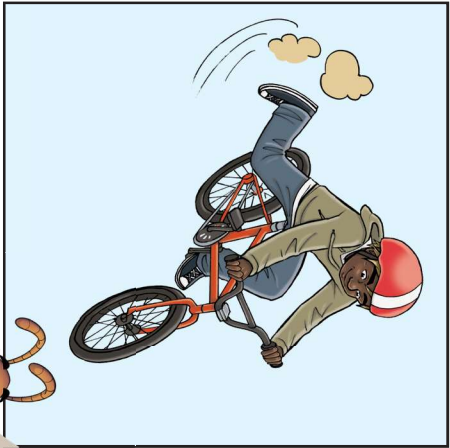
Now that you've brought this book to life, which book is next....

Name: .....

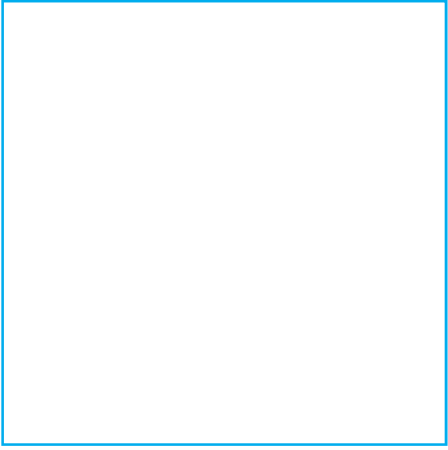
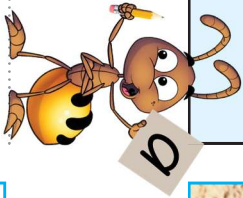
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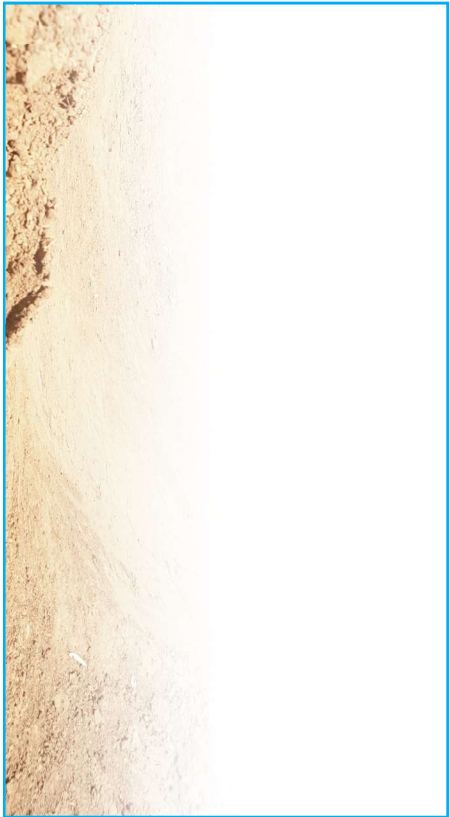
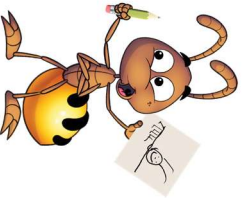


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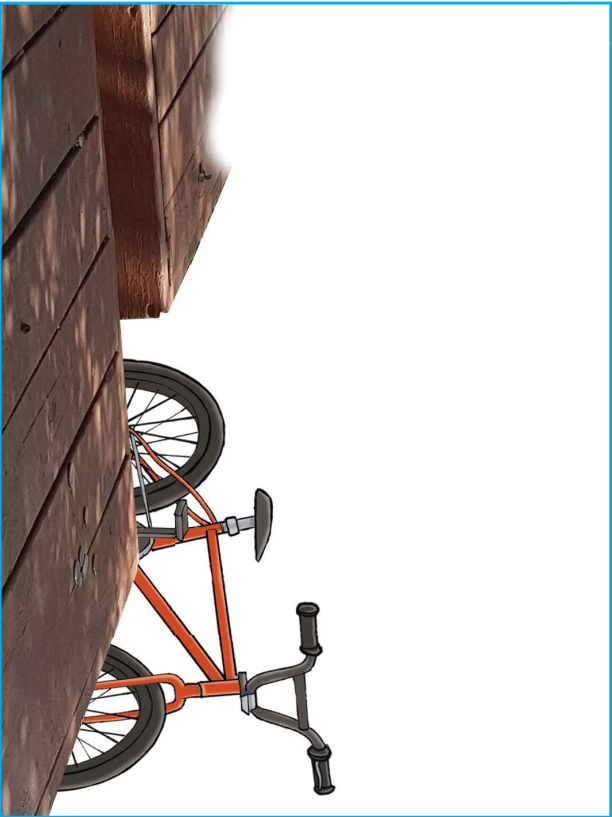


a helmet

Ken had a sip of his drink.



Ken did a skid.



### Write, read, draw

**Instructions:** Read the book *Ken* 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: .....

track helmet sip cap drink Ken



Ken was at the

\_\_\_\_\_.

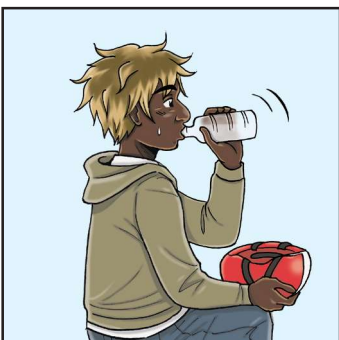


Ken had a \_\_\_\_\_ and

a \_\_\_\_\_.



\_\_\_\_\_ did a kick.



Ken had a \_\_\_\_\_ of

his \_\_\_\_\_.

## What's missing?

**Instructions:** Read the book *Ken* 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: \_\_\_\_\_

Dad was at the track.



Ken did a kick.



Dad did a skid.



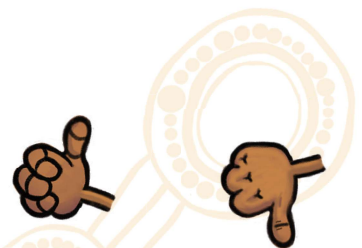
Ken sat and had a rest.



Ken had a sip of his drink.



Ken had a nap on the track.



## Thumbs up / thumbs down

**Instructions:** Read the book *Ken* 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 Ken

Ken was at a track.

Set 2 Ken



Set 2 Ken

Ken had a cap and a helmet.

Set 2 Ken



Set 2 Ken

Ken did a kick.

Set 2 Ken



Set 2 Ken

Ken did a skid.

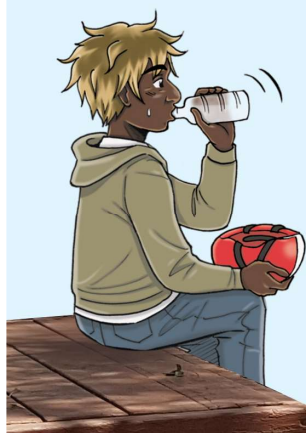
Set 2 Ken



Set 2 Ken

Pant! Pant!  
Pant! Ken sat and had a rest.

Set 2 Ken



Set 2 Ken

Ken had a sip of his drink.

Set 2 Ken

## Sequence the story

**Instructions:** Read the book *Ken 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: \_\_\_\_\_

He	did	a	spin	.
Ken	had	a	sip	of his drink .

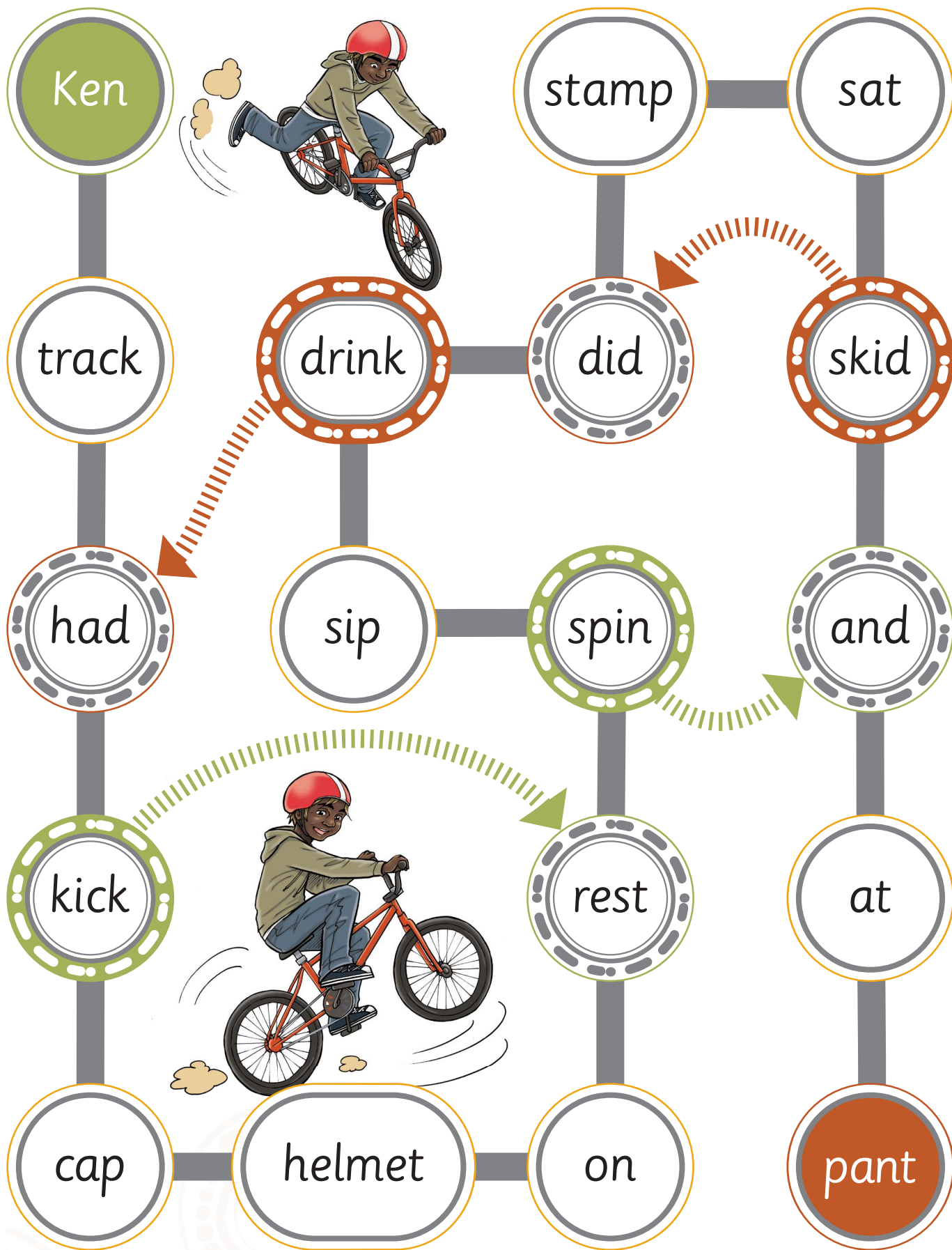
1				
2				

## 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.



## Ken – 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.

