

Springboard



Spring into reading *Nana*!

In this book... *Nana teaches her grandkids on country.*

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, *Nana*.

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*



Nana

Written by Jacqui Edwards
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 *Nana* for additional words and definitions. Vocabulary cards are provided in Resources and games.

tap

Verb: to pat or lightly touch something.

Usages: tap with finger, tap sticks together.

Discuss (Think-Pair-Share)

- Model the tapping action. Students act out tapping.
- *What do you tap with? What do you tap on? When do you tap? Why tap?*

Usages: tap dance – a type of dancing where the dancer makes a click sound as they tap their feet. Tap dancers wear special shoes with a metal plate on the sole to make a metallic tapping (or clicking) sound. Demonstrate tap dance. Search the internet for photos and videos of children tap dancing.

Other meanings

Noun: a tool to let liquid out of a container, e.g. water from a tank, sap from a tree trunk, honey from a container.

Discuss (Think-Pair-Share)

- *Look at different taps. Compare them in shape, colour and size.*
- *Turn a water tap on and off. What happens?*
- *Talk about what taps are made of. Discuss what they feel like to touch.*
- *Discuss their purpose and uses.*

in

Preposition: used for showing where someone or something is; inside.

Discuss (Think-Pair-Share)

- *Discuss the meaning and use of the word in. Place objects in containers. Go in and out of the building.*
- *Compare placing objects – in / on / under / by / over the containers.*

nap

Verb: to sleep for a short time, usually during the day.

Usage: I nap after lunch. The dog naps on his bed.

Present tense: verbs change when paired with different personal pronouns.

Use the verb naps with he / she / it, e.g. He naps.

Use the verb nap with pronouns I / you/ we/ they, e.g. We nap.

Past tense: verbs remain the same when paired with different personal pronouns. Use the past tense verb napped with all personal pronouns e.g. He napped. We napped. You napped.

Activity

Students act out the difference between napping and sleeping.

Other meanings

Noun: a very short sleep, usually during the day.

Usage: I have a nap after lunch.

sip

Verb: to drink a small amount.

Usage: I sip the water. She sips the water.

Activity

Demonstrate the difference between having a drink and a sip.

Noun: a little drink.

we

Pronoun: a plural pronoun - all of us, ourselves.

Activity

Use the word we in simple sentences and use hands to show that you are talking about everyone. For example, *we are sitting; we are chatting; we are on the mat; we are happy.*

Students act and create simple 'we' sentences to describe what they are doing or how they are feeling.

sit

Verb: to rest on bottom with back upright.

Discuss verb endings and tense changes when pairing verbs with nouns and personal pronouns - sit, sits, sat, e.g. The kids sit, they sit, she sits, I sat, we sat.

Discuss

Where can we sit? Why do we sit?

Nana

Proper noun: grandmother; the mother of your dad or mum.

Names start with capital letters

- Introduce the name, Nana, and associate it with a picture from page 8 of the book *Nana*.
- Introduce her name in writing. Point out that her name begins with a capital N. Use the sound of the letter, not the name.
- Make links with the student's own name that starts with a capital letter.

**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.

Nana / Grandmother

Please note: In some societies and cultural groups (e.g. Aboriginal culture), it is culturally insensitive to use the names of or talk about people who have died.

Discuss (Think-Pair-Share)

A grandmother is the mother of your dad or mum.

- *Do you have a grandmother? What do you call your her?*
- *Describe her.*
- *What do you like to do with your grandmother? How does she help you?*

Camping and campfire**Discuss (Think-Pair-Share)**

Think of a time you have been camping or imagine camping.

- *Where did you go? Who did you camp with?*
- *Where did you sleep?*
- *Did you have a campfire? If so, describe it.*
- *How does a campfire make you feel? What does it smell like?*
- *What is a campfire used for?*

Clap sticks or music sticks

Resources: clap sticks/ music sticks or photos of them. Internet search - Clap sticks video.

Activity

Provide clap sticks for students to play. Clap along in time with a favourite piece of music or song. Find a clip of an Aboriginal band/group from your region singing and clap along to their song.

Discuss

- *What are music sticks? What are they made from?*
- *Who uses music sticks? What are they used for?*

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 *Nana* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
sit	Nana	grandmother	s-it	in	skin
tap	sandy	grandchildren	t-ap	sip	slap
pat	thirsty	doorhandle	s-ip	sit	
boy	campfire	remember	i-n	tap	
girl	kneeling	memories	n-ap	in	
wood	gumtree	speech bubbles	s-it	nap	

Rhyme		
Rhyming pairs		Rhyme production
slap / sky	tap / cap	tap / nap / gap / rap / slap / flap
sip / flip	lab / nap	sip / tip / nip / slip / skip / ship
skin / in	tag / tap	sat / mat / cat / chat / flat / rat

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
sit / pit	sip / sit	sip / sap	sit / it	sips / sip
pan / tan	tap / tan	pan / pin	pan / an	sits / sit
			sat / at	
Word chains				
pan / nan / tan / tin / pin / pan				
Nan / Nana / Anna / Ann / pan / pat / spat / sat / sit / knit / Nat / Nan				

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: sit/sat, pin/pan. Practise syllables: Nana, camping, dreaming, cooking, sleeping.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

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

Reading the book

Book introduction

In this story Nana takes her grandchildren on a bush trip in her country. She teaches them and looks after them. Do you have someone who takes you on trips? Do you have someone who teaches you things?

Allow time to share experiences.

I wonder where these characters go and what Nana teaches the grandchildren? I wonder if they have a good time?

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. N-a-n-a. Na-na. Nana.

Read it aloud again. Wait for the student to read. Nana.

Discuss (Think-Pair-Share)

- Who is on the front cover? Who do you think this story might be about?

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.

Wait for the student to re-read. Nana. This is the name the woman's grandchildren give her.

Discuss (Think-Pair-Share)

- Nana is with two children. Who do you think they might be? What clues are there to help you think this?

Page 2

There are two words in the picture. Each word is in a speech bubble. The speech bubble tells us the words that each person is saying.

Let's look at Nana's speech bubble. Read what Nana is saying. Wait for the student to read. Sit.

What is the girl saying? Wait for the student to read. Nana.

Let's read the words under the picture. Wait for the student to read. We sit.

Discuss

Where are they sitting? Why has Nana asked them to sit down? What is Nana teaching them here?

Page 3

Look, there are two speech bubbles on the next page. Let's read what the boy is saying. Wait for the student to read. Nana.

What is Nana saying? Wait for the student to read. We sip.

Discuss

- Why do you think the girl has her hands scooped up near her mouth?
- Why do you think Nana tells the children they can sip?
- Where do you think they are?

Page 4

Let's read the speech bubbles. First read what Nana is saying. Wait for the student to read. Tap.

Read what the girl is saying. Wait for the student to read. Nana.

Now read the words under the picture. Wait for the student to read. We tap.

Discuss

- What are they doing? What is Nana teaching them now?
- Think about a time you have played with clapping sticks or have seen them being used. Can you make a rhythm using something else?

Page 5

Let's read the speech bubbles. First read what the boy is saying. Wait for the student to read. Nana.

Read what Nana is saying. Wait for the student to read. In.

Now read the words under the picture. Wait for the student to read. We sit in.

Discuss

- Where are they sitting?
- What is Nana telling the boy to do?
- Where do you think they might be going?

Page 6

Let's read the speech bubbles. First read what Nana is saying. Wait for the student to read. Nap.

Read what the boy is saying. Wait for the student to read. Nana.

Now read the words under the picture. Wait for the student to read. We nap.

Discuss

Why do you think Nana is telling the children to nap?

Page 7

Point to the thought bubbles.

How are these bubbles different to the speech bubbles on the previous pages?

These are called thought bubbles. Speech bubbles have a hook pointing to the speaker. Thought bubbles have little circles coming from the thinker to the bubble. These thought bubbles show us what the person is thinking about. In this picture, we can see that the girl is thinking about different events of the day.

Discuss (Think-Pair-Share)

Name the events in the thought bubbles. Do you think the girl is remembering these moments or dreaming about them? Why do you think this?

Page 8

How do you think Nana is feeling now? What do you think she is doing and thinking?

Let's go back through the book and re-read the different words that Nana says in the speech bubbles.

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 *Nana* to practise sounds and blending.

Review the storyline of the last reading session.

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

Suggested questions

- Who was Nana with?
- Where did they go?
- What were some of the activities they did together?
- How did they end their day?

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: Nana is with her grandchildren. How do you think they are each feeling?

Describe the surrounding environment (landscape). Where do you think they may be?

Page 2

Look closely at the picture. Nana is telling a story and making markings in the sand as she tells it. In Pitjantjatjara this is called milpatjunanyi (mil pa tju na nyi). Telling stories in the sand is still an important way of telling stories or passing on the Dreaming or Tjukurpa (Tju kur pa).

Discuss (Think-Pair-Share)

- What do you think Nana may be talking about with her grandchildren? Explain your thinking.
- Have you ever drawn in the sand? What did you draw? How did it feel on your fingers when you were drawing in the sand?

Page 3: The children drink water from the rock hole. What else do you think they may do while they are there?

Page 4: Do you think the children enjoy making music by tapping their music sticks? Why do you think this?

Page 5: Nana and the kids are wearing seat belts. How do seat belts keep us safe when driving?

Page 6: How do you think the children are feeling in their sleeping bags near the campfire? Explain why you think this.

What time of day do you think it is?

Page 7: Which experience do you think the girl most enjoyed? Why do you think this?

Which part of the day might be the boy's favourite? Explain your reasoning.

If you had been on the trip with them, which experience would you have enjoyed?

Discuss (Think-Pair-Share)

- The thought bubbles show the girl's dreams. Do you think she is enjoying her dream? Why or why not? Think of a fun dream you have had. How did you feel when you woke up? Why do you think people dream?
- Imagine you were on the trip with Nana. What other activities would you have liked to do during the day's adventure? Describe what you think this would have been like.
- Talk about an activity you have shared with your grandmother (or other significant person) that you really enjoyed. Ask someone about their experience too.

Page 8: Have a close look at Nana. You may also like to look back at Nana on other pages in the book. Describe Nana. What does she look like?

What type of person do you think she is? Why do you think this? Does she remind you of anyone you know? If so, explain how or why.

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 *Nana*

Write, read, draw!

What's missing?

Sequence the story

Speech bubbles

What is Nana thinking?

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.

Grandmothers

Be sensitive to the student's family situation when asking questions about grandparents and family. Omit questions that might be inappropriate in your community.

Activity

Make a list of names given to grandmothers by grandchildren.

Discuss (Think-Pair-Share)

- Why are grandmothers important or special?
- Grandmothers have a special role in our lives. Reflect on your relationship with your grandmother. What do you think your grandmother's role is in your life?
- How do grandmothers help mothers?
- How is the relationship between a child and their mother and the relationship between a child and their grandmother the same? How is it different?

Worksheet – What is Nana thinking?

Talk about thoughts, how thinking is different from speaking and how thoughts can be shown in illustrations by thought bubbles.

Read the book *Nana* again and discuss how the character Nana might have felt during the day with her grandkids.

Model ideas for the students by thinking aloud, asking students for ideas and recording in the thought bubbles. Students can then draw or write what Nana might be thinking on their own sheet.

Character profile

Resources: a large picture of Nana (page 8), 4 sheets of butcher paper, a marker.

Put Nana's picture on the whiteboard, write her name under it.

Place the following titles on separate large pieces of paper, ready to record everyone's ideas:

- Nana's appearance
(What does Nana look like?)
- Nana's personality/ character.
- Nana's interests or likes.
- Other interesting facts.

Model the thinking and processes involved in developing a Character profile to the students. Start brainstorming how you would start profiling Nana's character so that students can hear your thought process.

Record the ideas you share under the appropriate profile heading. Start including the students by asking questions and recording their ideas.

What does she look like? What type of person do you think she is? Why do you think this? Does she remind you of anyone you know? If so, explain how or why.

Talk about what to record and how. Encourage the use of some interesting words, e.g. *can anyone think of another word we could use to also say 'kind'?*

Family

Discuss (Think-Pair-Share)

- *Who is in your family?*
- Name some of the different relationships in a family, taking time to explain unfamiliar words.
- Talk about what a 'role' or responsibility is in a family, giving examples. Students choose a family member and talk about what responsibility they have in the family. Discuss whether responsibilities are different for each member of the family. What differences are there in the roles of adult and children family members?

Activity

Family trees: provide an example of a family tree to show the relationship of grandchild to grandmother. Create a small family tree to show student relationship to their mother, father, grandmother and grandfather.

Sand drawing

Activity

Choose which of the following questions are relevant to your community. *What are sand drawings? How do you tell stories in the sand? What do you use to help tell your story? Who taught you how to tell stories in the sand? Do you have any symbols/images for any words?*

Research Aboriginal story telling in art.

Why is story telling so important? Aboriginal dot paintings, that are now painted onto canvas using acrylic paints, incorporate many techniques and patterns from telling stories in the sand.

The paintings can represent part of Tjukurpa or a Dreaming story and often have symbols embedded in the painting. Look at some art from Anangu Pitjantjatjara Yankunytjatjara Lands (APY) communities and learn about the symbols and techniques.

Rock holes, waterholes, creeks, rivers, lakes

Discuss (Think-Pair-Share)

The children and Nana were at a rock hole. Think of a time you have been at a rock hole, waterhole, river, creek or lake.

- *What did you do there? How did you feel there?*
- *What types of water games do you like to play?*
- *Do you think it is safe playing in a creek or rock hole? Why? Why not?*

Discuss (Think-Pair-Share)

What animals, insects, birds or reptiles do you think may live near or in a creek, rock hole, river or lake? How do rock holes, rivers and creeks help us, the land and animals?

Optional extension

- *What is pollution?*
- *How do people pollute inland rivers, creeks and waterholes?*
- *How can rivers and creeks be unsafe or unhealthy?*
- *Talk about how you can help stop pollution in water sources.*
- *Think about community areas. Name some safe areas for play in the community.*
- *Are there times some of these might not be safe? Why do you think this?*
- *Name some places that are not safe play spaces in the community. Why do you think this?*

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: Nana, sap, in, nap

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: speech bubbles.

The words someone says are referred to as speech. A speech bubble has the words written in it that a character says. This is how speech is shown in a picture. Speech is written in-between speech marks in the text of a story. The book *Tan-Tan sits* has speech marks for words the characters say and no speech bubbles.

Who is talking? What are they saying?

Turn to a page in the book *Nana* where characters are speaking. The words in the bubbles are the exact words spoken by the character. The picture shows who is speaking by the speech bubble pointing to the speaker.

Students take turns to role-play the characters. Students point to the words and who is saying them as they read the words. Encourage expression or character voices.

Writing extension

Speech bubbles worksheet

Read the book *Nana* again. Students write the correct words in the speech bubbles.

3.5 Word and vocabulary extension

Focus: pronoun 'we'

Clarify the difference between we (plural) and me (singular). Use strategies such as role plays, puppets, pictures, speech bubbles on photos

and videos, to demonstrate the difference and practise their use.

Pronoun extension

When your students can actively demonstrate their understanding of the difference between the pronouns, we and me and can correctly use these, add you. Assist your students to differentiate between, and correctly apply, we, you and me. Emphasise that the pronoun you can be used both in the singular and plural forms.

3.6 Connections to literature

Spring into wider reading!

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

On the way to Nana's by F. Haji-Ali & L. Haji-Ali, 2017

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: _____

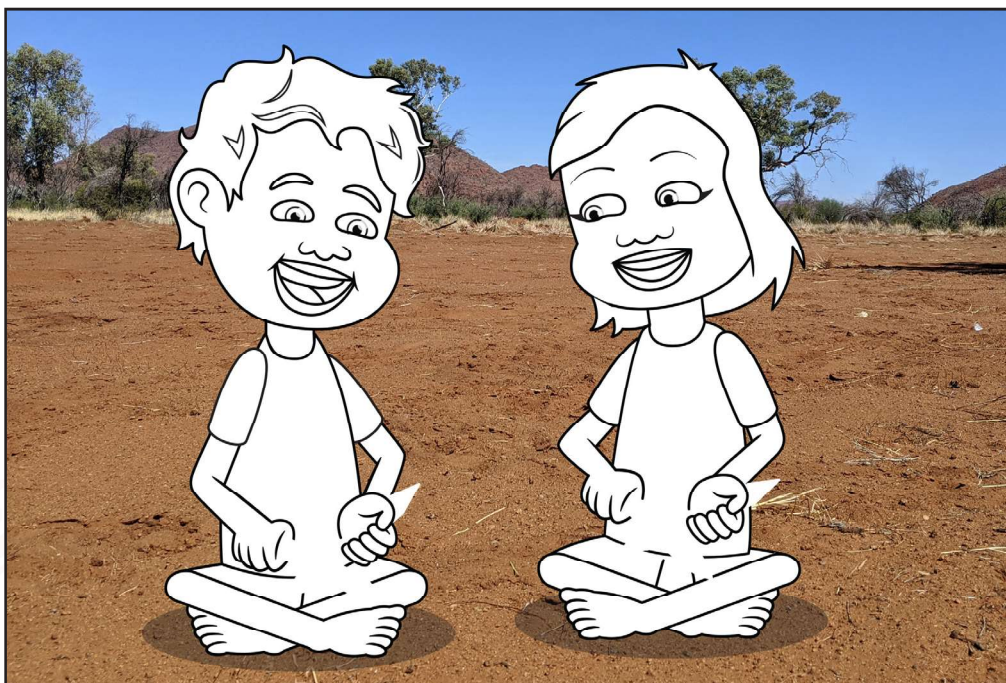
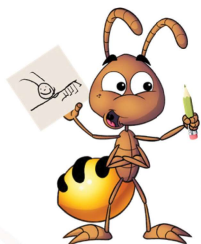


Sant/Nana

nap/sip

in/tin

We tap.



Write, read, draw

Instructions: Read the book *Nana* to complete these activities.

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

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



Name: _____

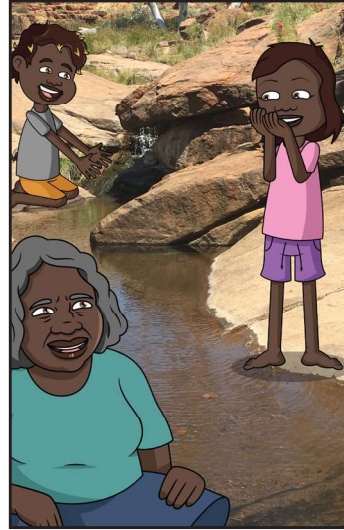
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Nan _

N _ na

Na _ _



s _ p

si _

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sit tap nap in



We sit _ .



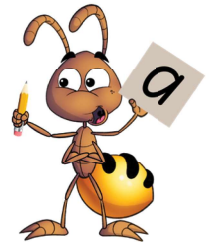
We _ .



We _ .



We _ .



What's missing?



Instructions: Read the book *Nana* 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.



Nana

Set 1 Nana



We Sit.

Set 1 Nana



We sip.

Set 1 Nana



We tap.

Set 1 Nana



We sit in.

Set 1 Nana



We nap.

Set 1 Nana

Sequence the story

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

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

Sip In Nana Tap Sit Nap



Name: _____

Date: _____



Speech bubbles

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

Read the words. Look at the picture and choose the correct word to write in each speech bubble.

One word will be written more than once.





What is Nana thinking?

Instructions:

Talk about thoughts and thought bubbles.

Students write or draw what Nana might be thinking after her day out with her grandkids.

