

Springboard

Spring into reading *Nat and Pat!*

In this book... two kids eat some fruit with pips.



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, *Nat and Pat*.

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 1, go to *Resources and games*



Nat and Pat

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

spit

Verb: to force something out of the mouth.

Take note of verb endings when pairing present tense verbs with nouns and personal pronouns – spit, spits. Use spits with a singular noun, e.g. Nat spits. She spits. For plural nouns use spit, e.g. Nat and Pat spit. They spit.

Past tense verbs remain the same when paired with different personal pronouns. Use the past tense verb spat with all personal pronouns and nouns, e.g. Pat spat, Pat and Nat spat.

Activity

Create an oral activity to practise the use of spit and spat.

- Ask questions and have students answer in sentences using the word spit. *Have you spat out watermelon seeds before?* Yes I have spat out watermelon seeds. *Where did you spit them out? Into your hand?* I spat them into my hand. *Did you spit them into the garden?* I spat them into the garden. *Somewhere else?*
- Students ask questions using the word spit. Did you spit the seeds into the garden?
- Practise the past and present tense of spit with pronouns: I, he, she, they, we. For example, I spit / I spat; he spits / he spat; she spits / she spat; they spit / they spat; we spit / we spat.

Other meanings

Noun: meat is cooked on a rotating (turning) rod over heat or fire, e.g. pig/kangaroo on a spit.

Activity

- *Have you ever eaten meat cooked on a spit, a barbeque, or over a fire?* Describe the taste, smell, appearance and texture of meat that has been cooked over fire.
- Draw a kangaroo cooking on a spit.

pip

Noun: a seed, e.g. watermelon seed.

Other words: seed, kernel, stone, nut, pit.

Pat

Proper noun: a shortened version of a name.

It can be short for Patrick or for Patricia.

It is the boy's name in the story. Show the picture of Pat (page 2, *Nat and Pat*).

Nat

Proper Noun: a shortened version of a name. It can be short for the names Natasha, Natalie, Natalia, Nathan, Nathaniel and Nate.

Nat is the girl's name in the story. Show the picture of Nat (page 4, *Nat and Pat*).

1.2 Build experience

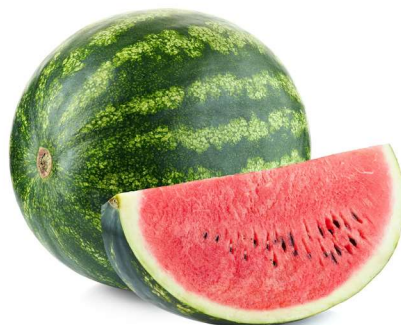
Make it real!

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.

Watermelon

Resources: a watermelon that has seeds. Photos of watermelon.

Provide an opportunity for students to eat watermelon if appropriate in your community or discuss an experience.



Possible discussion points

- What are the different parts of a watermelon? What is each part for?
- Name the colour of each watermelon part.
- Is watermelon a fruit or vegetable?
- How do you eat watermelon?
- Do you like eating watermelon? Explain why or why not.
- Do you consider watermelon to be a healthy food? Explain why or why not.
- Describe a watermelon eating experience that stands out in your memory. Why is it especially memorable? Did you finish eating the watermelon?

How did it feel and taste? What did you feel like when you had finished? Did you need to clean up? Why or why not? Did you think the juice was sticky? Name other items that are sticky.

- Create with students, a list of adjectives to describe watermelons. For example, big, red, messy, sticky, juicy, delicious.
- How do watermelons grow?
- Describe a watermelon’s appearance, texture and scent.

Related discussion topics:

- Spitting watermelon seeds/pips
- Eating healthy foods for recess and lunch

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 *Nat and Pat* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
Pat	slices	enjoying	P-at	at	spat
Nat	recess	verandah	N-at	Pat	pits
fence	juicy	delicious	s-at	Nat	span
grass	spitting	observing	p-an	sat	tins
leaves	yummy	competing		pan	pant
eat	children				snip

Rhyme		
Rhyming options		Rhyme production
pan / pat / Gran	Pat / an / at	pips / tips / hips / ships / lips / whips / flips
pips / clips / hit	ships / pin / pips	pan / Stan / flan / plan / tan / Gran
Nat / chat / chin	Dan / pan / rat	at / fat / flat / spat / chat / bat / scat / cat / slat / splat / vat

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
at / it	at / an	sat / sit	pit / it	sits / sit
Pat / Nat	Pat / pan	pan / pin	Pat / at	pips / pip
sat / pat	spat / span	pat / pit	spin / pin	ants / ant
pan / tan	spit / spin	spat / spit	sits / its	ant / an
pips / tips	and / ant		pants / ants	and / an

Word chains
pips / tips / tip / tap / sap / sip / sips / pips
spit / spin / pin / pan / tan / tin / tins / tips / sips / sip / sit / spit

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: spit/spat; pip/pat; spit/spin; at/it; spat/span.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

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

Reading the book

Book introduction

Have you ever eaten a piece of fruit that has pips?

Pips are little seeds that are in fruit. Some pips you can eat, other pips you don't.

When eating watermelon, do you eat the pips? Why or why not? What do you think happens to the pips if you swallow them?

Allow time to share experiences.

In this story, 2 kids eat some fruit with pips. I wonder what they do with the pips? Do they eat them?

Let's read and find out.

Front cover

Here is the title. Let's read the first word. Wait for the student to read. N-a-t.Nat. Read it aloud again. Wait for the student to read. Nat.

Read the second word. Wait for the student to read, a-n-d. Let's read it again. Wait for the student to read, and.

Let's read the third word. Wait for the student to read. P-a-t. Pat. Read it again. Wait for the student to read. Pat.

Let's read the whole title now. Wait for the student to read. Nat and Pat.

Read the title again. Wait for the student to read. Yes, the book is called Nat and Pat.

Discuss (Think-Pair-Share)

- *Who can you see on the front cover? Which character do you think is Nat? Who is the other character?*

Yes, the characters in this book are Nat and Pat.

- *What are they doing? How do you think they are feeling? What might they be thinking?*

Page 1

Look at the picture. Who is running? Why do you think he is running? What do you think he is wanting?

Page 2

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 read. P-a-t, Pat, s-a-t, sat. Pat sat.

Student re-reads the words. Pat sat.

Discuss: (Think-Pair-Share)

Where is Pat sitting? What is he going to do?

Page 3

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

Student re-reads the words. Pips.

Discuss

What fruit is this? Can you see the pips? Why is there an arrow?

Yes, it is drawing our attention to the pips.

Page 4

Let's read the words. Wait for the student to read. Pat spat pips.

Student re-reads the words. Pat spat pips.

Discuss

Look at Pat's face. What do you notice? What do you think his face might be feeling like?

Page 5

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

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

Discuss

Nat has joined Pat. What do you think Nat is going to do?

Page 6

Let's read the words. Wait for the student to read.
Nat spat pips at Pat.

Student re-reads the words. *Nat spat pips at Pat.*

Discuss

Oh! Why do you think Nat spits her pips at Pat?
How do you think Pat might feel? What might he be thinking?

Page 7

Look at the picture. It has a speech bubble. Let's read the words. Wait for the student to read. *Spit in the pan!*

Student re-reads the words. *Spit in the pan!*

Discuss

Who do you think is saying this? Why do you think this?

Let's read the words under the picture. Wait for the student to read. "Spit in the pan!"

Student re-reads the words. "Spit in the pan!"

Look at the end of the sentence. It ends with a line with a dot underneath it. This is called an exclamation mark. The exclamation mark shows that the speaker is stressing something as they speak.

Listen to the expression in my voice as I read what the person is saying: "Spit in the pan!" You read it, saying it with expression. Wait.

Discuss

Why do you think this person is saying "Spit in the pan!"?

Page 8

Let's read the words. Wait for the student to read.
Pat and Nat spat pips in the pan.

Student re-reads the words. *Pat and Nat spat pips in the pan.*

Discuss (Think-Pair-Share)

Describe what Nat and Pat are doing. Do you think they are having fun? Why do you think this?

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:

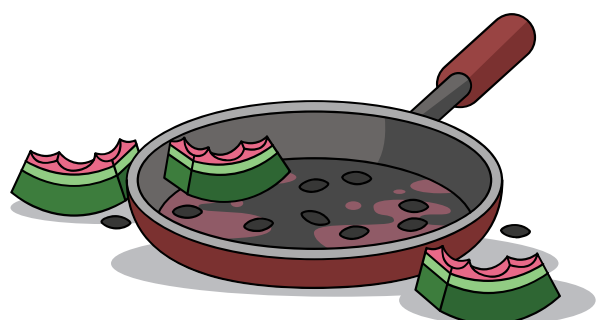
- phonological awareness skills;
- specific vocabulary words from previous sessions;
- the Practice page in *Nat and Pat* to practise sounds and blending.

Review the storyline of the last reading session.

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

Suggested questions

- Who are Nat and Pat? What are they doing in the story?
- What does Nat do to Pat?
- Someone calls out to Nat and Pat? Who called out? What did they tell Nat and Pat to do? Explain why.
- What do you think might have happened if the person had not asked them to spit the pips into the pan?



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

Where is Pat? How do you know this?

Page 2

How do you think Pat is feeling now? Is he looking forward to eating the watermelon?

Page 3

Describe the pips. Describe the juice. Do you know the different parts of the watermelon?

Page 4

Where do you think Pat spat the pips? What happens to the pips?

Page 5

Do you think this place is a quiet and comfortable spot for Pat and Nat to sit? Explain your thinking. Is Nat looking forward to eating the watermelon?

Page 6

Nat spat her pips at Pat. Do you think Pat spat his pips back? Why do you think this? Would you do that?

Page 7

How do you think each child felt when they were told they had to spit the pips in the pan? Discuss spitting, when it might be appropriate and when it would be considered rude or unhealthy.

Page 8

Look at how the children are spitting the pips. Are they aiming? Are they accurate?

It looks like Nat and Pat are competing. What type of competition do you think they are having? Do you think they are having fun? Explain.

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 *Nat and Pat*

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

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.

Comic strip

Activity

Create a comic strip of the story using the Comic strip template in Resources and games.

Extension: a new ending. Someone told Nat and Pat to spit the pips into the pan. Develop an additional part to the comic strip, illustrating your alternative ending.

Fruit

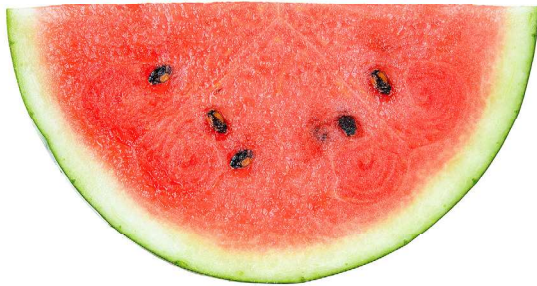
Discuss (Think-Pair-Share)

- Name your favourite fruits. Why do you like them?
- Describe your favourite fruit using 3 words. For example, red, ripe strawberry, big, juicy apple, sweet green grapes.

Activity

Draw or make a model of a watermelon plant and the parts of a watermelon. The key parts are skin, rind, flesh and seeds.

Cut open different fruit to investigate whether the fruit has pips or seeds. Students draw the insides of the fruit, taking note of colour, size of the pips, how thick the skin is and any other features.



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: at, it, pip, Nat, spit

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 – Compare the how speech is represented in the pictures and the text in the book *Nat and Pat* using speech bubbles and speech/quotation marks.

Resource: page 7 of the book, *Nat and Pat*.

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. The picture shows who is speaking by the speech bubble pointing to the speaker. Refer to the book *Nana* for other examples of speech bubbles.

Speech is written in-between speech marks in the text of a story. Speech marks are written like a little 66 and a 99 sitting above the line. The first speech mark goes before the first word spoken and the other at the end of the last word spoken. Refer to *Tan-Tan sits* for other examples of speech marks.

Show page 7

- Point to the words in the speech bubble and ask students what is being said.
- Point to the writing under the picture. Compare what is written there to what is written in the speech bubble. *These words are in speech marks because these are the words the person is saying.*
- Note that the speech marks are not written into the speech bubble, but other punctuation is.

Activity 1

Resources: 3 pictures from SPELD SA Set 1 phonic books. Make speech bubbles with words as suggested below:

- *Ant is Ann's pants*, page 3: Sit, Ann.
- *Nana*, page 3: Sip it.
- *Sant the ant*, page 4: A-a-a! A pin!

Model writing words in speech marks.

- *Have look at these speech bubbles. Can you read the words?*
- Students identify what should be written in speech marks.
- Model writing the words from the speech bubble into speech marks for one example.
- Continue modelling with the other pages. Students read the words.

Writing extension: students try to write one example in speech marks.

Activity 2

Resources: use photos of people the student knows or from the class. Have a selection of speech bubbles cut out on paper and paper strips.

Students decide what the person in the photo is saying. They explain to their scribe how to demonstrate this on the blank speech bubble and on the paper (using speech marks).

Students who can write, write in the words.

Activity 3

Role-play. In partners, give students words characters could say, that they would also be able to write knowing the letter-sounds in set 1. Examples are: Sit Nana! I sit. Tap Ann! Ann is it. Spit in the pan! I spat at Nat.

Students practise saying the words with a partner, role playing the characters.

They then draw their two characters with speech bubbles and write in the words that they practised. Students could also then write those words in speech marks underneath.

3.5 Word and vocabulary extension

What is the difference between a pip and a seed?

Resources: a variety of photos of various seeds and pips, or fruit and vegetables (cut in half) with seeds or pips, e.g. watermelon, apple, orange, peach, tomato, cucumber, beans, peas and pumpkin.



Discuss

In pairs or small groups students explore the samples of fruit and vegetables that have seeds. Some suggested focus questions:

- Have you ever seen this piece of fruit or vegetable before?
- What does it look like? Does it have seeds or pips? How do you know if it is a pip or a seed?
- A pip is a small fruit seed, like an apple seed or watermelon seed. Does some fruit have seeds that are not pips? Draw which fruits you know that have seeds and which have pips.
- Have you tasted it before? If you have, what did you do with the seed or pip? Did it have seeds you eat?
- Which fruit and vegetables have seeds you eat?

Share with the group what you found out.



3.6 Connections to literature

Spring into wider reading!

Make connections to *Nat and Pat* by reading other books to the student with similar themes.

Peter spit a seed at Sue by Jackie French, 2008. Also available as a read aloud online.

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear by Don and Audrey Wood, 1996. Also available as a read aloud online.

Remember

Revise, revise, revise!

Reading mastery takes time and practice.

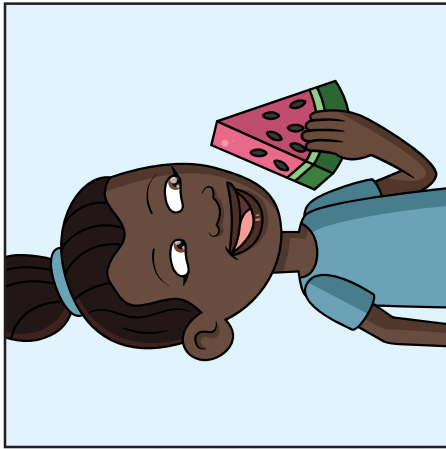
Talk about it! Connect!

Make the book more than words on the page.

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

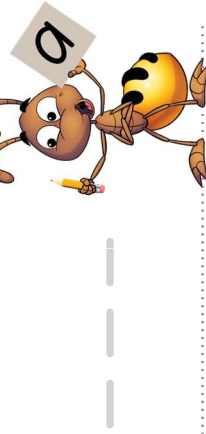
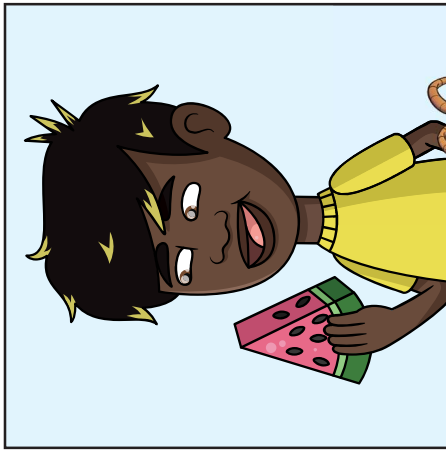
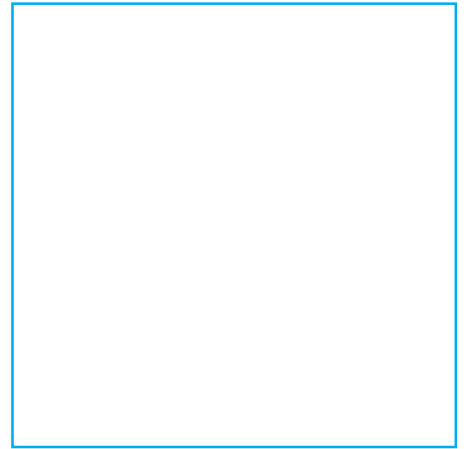
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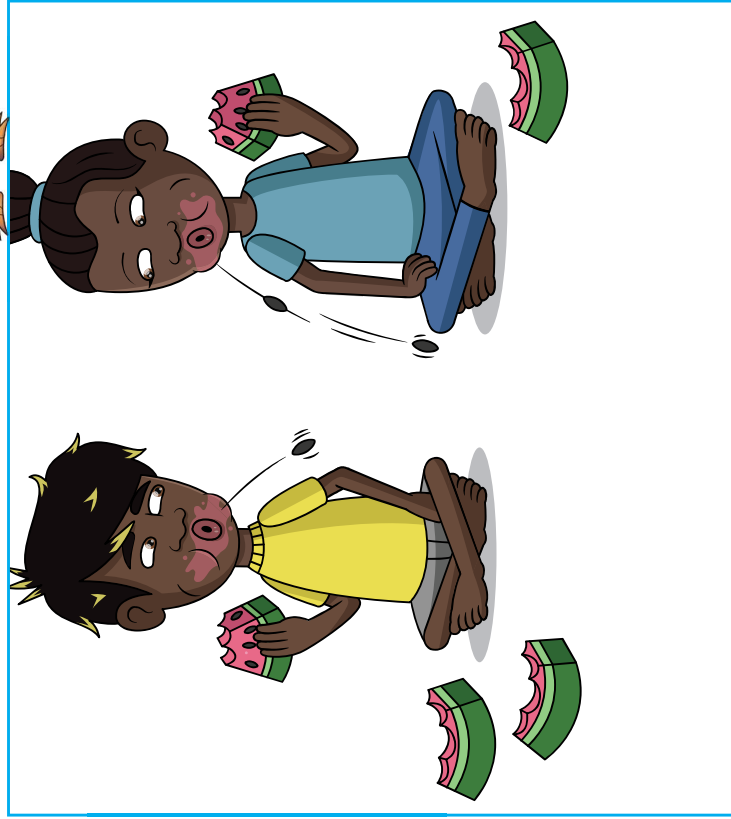
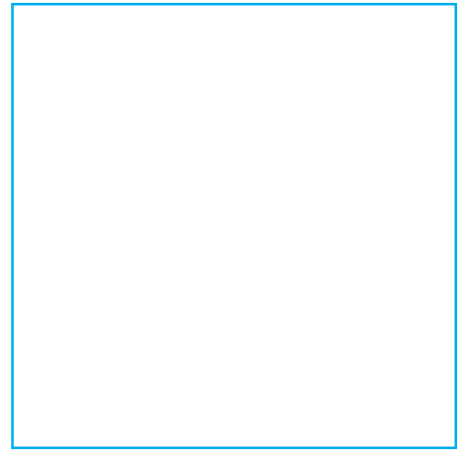
N - - -

pips



- - -

pan



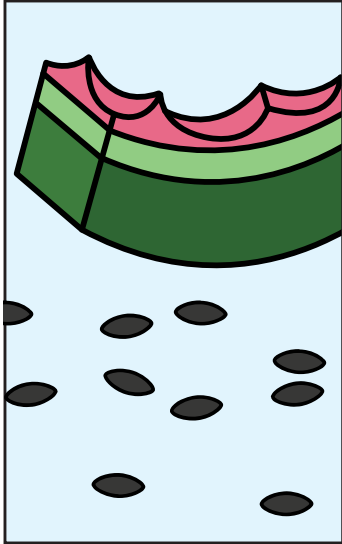
Pat and Nat spat
pips in the pan.

Write, read, draw

Instructions: Read the book *Nat and Pat* to complete these activities.
Words for writing: Look at the picture and fill in the missing sounds.
Words for drawing: Read the words and draw the picture.

Name: _____

Date: _____

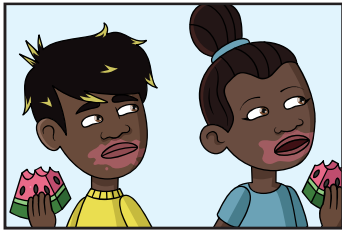


p _ p s
 p i _ s
 p i p _
 _ i p s

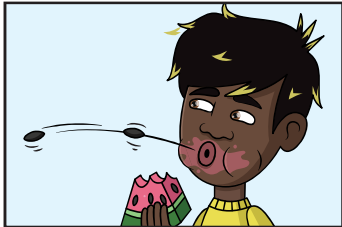


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 s p a _
 _ p a t
 s _ a t

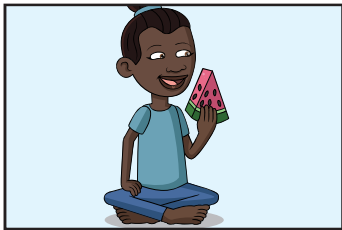
Nat Pat Spit sat



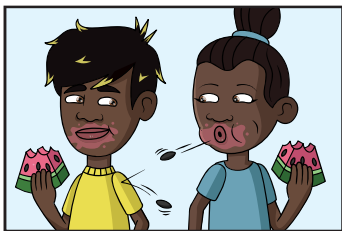
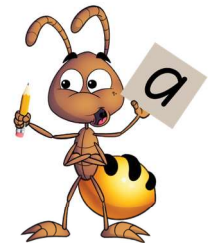
"_____ in the pan."



_____ spat pips.



Nat _____.



_____ spat pips at Pat.

What's missing?

Instructions: Read the book *Nat and Pat* 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:

Nat spat pips at Pat.



Nat spat at Ann.



Pat and Nat spat pips in the pan.



The pips spat.



The pan spat at Nat.



Thumbs up / thumbs down

Instructions: Read the book *Nat and Pat* 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.



Pat sat.

Set 1 Nat and Pat



Pat spat
pips.

Set 1 Nat and Pat



Nat sat.

Set 1 Nat and Pat



Nat spat
pips at
Pat.

Set 1 Nat and Pat



“Spit in
the pan.”

Set 1 Nat and Pat



Pat and
Nat spat
pips in the
pan.

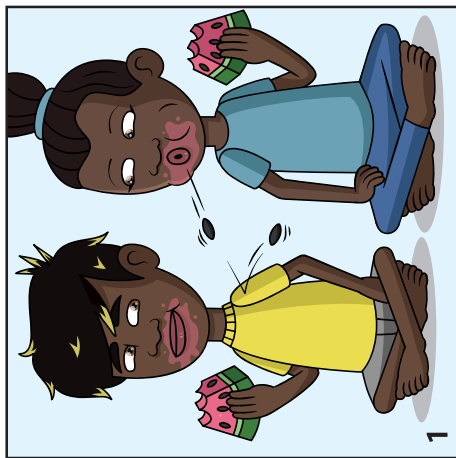
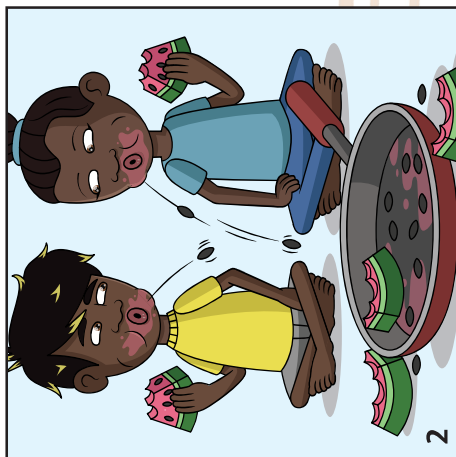
Set 1 Nat and Pat

Sequence the story

Instructions: Read the book *Nat and Pat* to complete this activity.
Cut out all cards. Match the words to the pictures and then put the events in order.

Name: _____

Date: _____



1							
2							

Nat spat pips	at	Pat .			
Pat and Nat spat pips	in	the	pan .		

Read it, mix it, make it

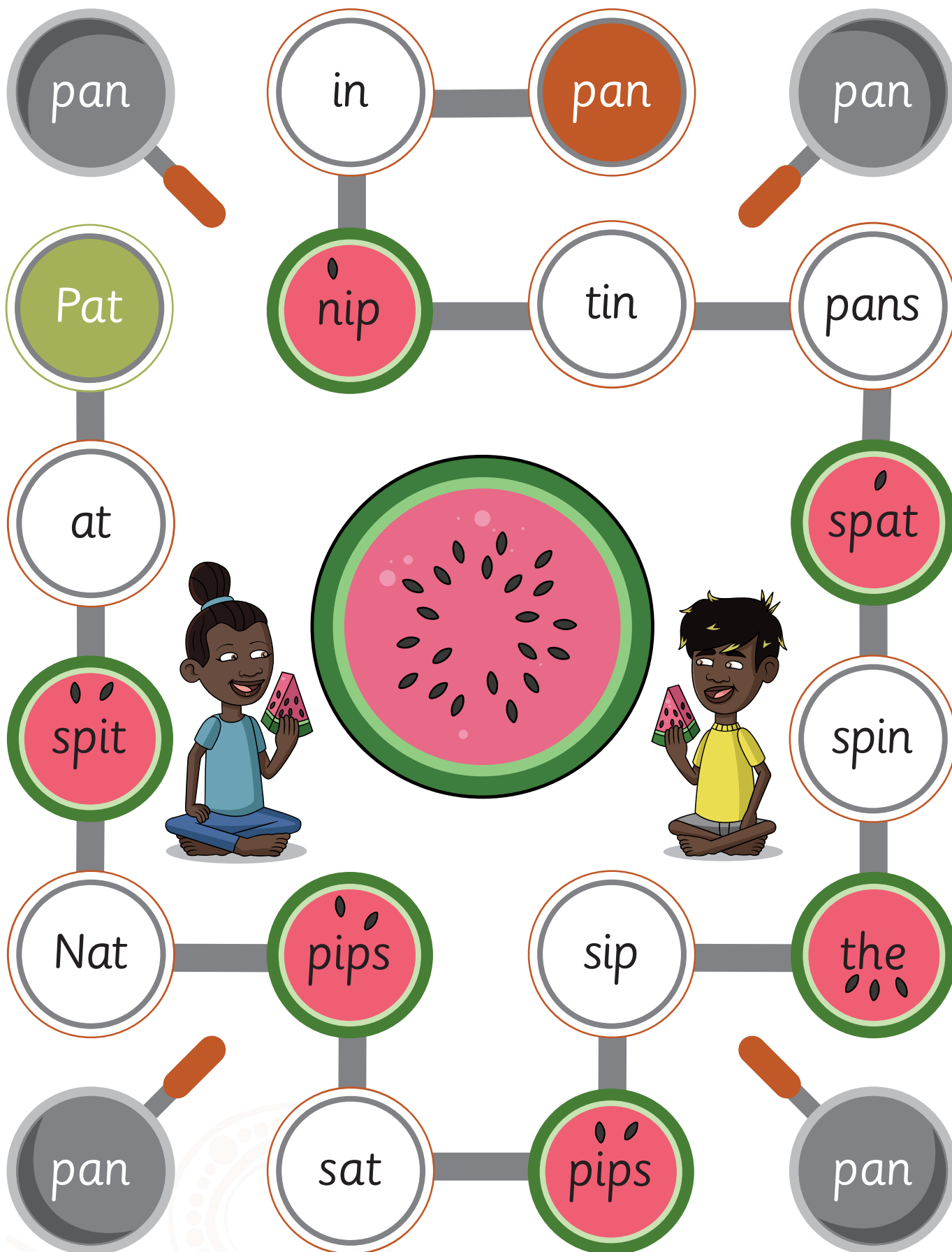
Instructions:

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.





Nat and Pat –stepping track game



Materials: 1 die, player tokens, many counters as 'pips', game board

Instructions: 2-4 players. Place all 'pips' on the watermelon. Players put their token on the green circle to start. They take turns to roll the die and move forward spaces, saying each word as they pass. If a player lands on a pink circle they say the word and collect the pip/s to put in their pan. There are 2 winners for this game – the player to finish first and the player with the most pips. **Variation:** Sound out the word you land on and collect a pip for each sound, eg, a-t = 2 pips; s-p-a-t = 4 pips.